

Georgia Southern University

Digital Commons@Georgia Southern

Public Health Syllabi

Public Health, Jiann-Ping Hsu College of

Fall 2021

PUBH 3432: Introduction to Global Health Policy

Bill Mase

Georgia Southern University, Jiann-Ping Hsu College of Public Health, wmase@georgiasouthern.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>



Part of the [Public Health Commons](#)

Recommended Citation

Mase, Bill, "PUBH 3432: Introduction to Global Health Policy" (2021). *Public Health Syllabi*. 534.
<https://digitalcommons.georgiasouthern.edu/coph-syllabi/534>

This other is brought to you for free and open access by the Public Health, Jiann-Ping Hsu College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Public Health Syllabi by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 3432
Section A (CRN 83581)
Introduction to Global Health Policy
3 credit hours
Fall 2021

<u>Instructor:</u>	Bill Mase, Dr.PH, MPH, MA
<u>Office:</u>	Hendricks Hall, Room 2016
<u>Phone:</u>	(912) 478-6984 (best to contact me by email)
<u>E-Mail Address:</u>	wmase@georgiasouthern.edu
<u>Office Hours:</u>	Tuesday/Thursday 10:00am- 11:00am & 12:30pm-2:00pm and by appointment
<u>Teaching Assistant:</u>	Ariel Alston, MPH
<u>E-Mail Address:</u>	aa18774@georgiasouthern.edu
<u>Class Meets:</u>	Tuesday/Thursday 11:00 AM – 12:15pm
<u>Location:</u>	Information Technology Bldg, Room 1005

Course Catalog available at:
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: Sophomore standing and a minimum grade of "C" in PUBH 3431.

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

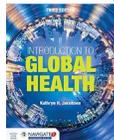
Access to course materials are available for up to one year after graduation.

Catalog Description

This course introduces the range of cultural and policy approaches different countries take to health, healthcare access, and related population-level health interventions. As part of this course, students will compare different healthcare systems from selected countries. (3 credits)

Required Textbook:

Jacobsen, K. H. (2019). *Introduction to global health* (3rd ed.) Burlington, MA: Jones & Bartlett Learning. (ISBN: 9781284123890)



BSPH Core Student Learning Outcomes (CORE)

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking and public health leadership.
 - a) Communicating a clearly defined purpose
 - b) Gathering appropriate primary and secondary data to support a rationale for addressing public health problems.
 - c) Identifying, evaluating and selecting credible evidence or practice-based public health programs and information
 - d) Organizing ideas and information consistent with the purpose
 - e) Demonstrate the ability to relay public health ideas to lay audiences and other key stakeholders, and
 - f) Adhering to acceptable and mechanical, structural, and format style guidelines appropriate to the public health discipline and purpose (e.g., APA style)

BSPH Competencies:

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design, implement, and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.
4. Communicate and advocate for health and health education.

CEPH BSPH Competencies

Public Health Communication

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences

Information Literacy

The ability to locate, use, evaluate and synthesize public health information

Performance-Based Objectives:

Students will be able to:

1. Recognize and apply major Health Policy concepts and theories.
2. Describe key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues.
3. Apply understandings of the impact of culture on health to address issues of cultural diversity.

4. Compare and contrast the US global health system with that of other select nations.
5. Discuss the organization and functions of health systems in developing and developed countries including connections between healthcare and public health, comparative health care systems, and critical health system challenges.

Students are responsible for all course materials, including those given as homework (readings, podcasts, etc.) and the content of class discussions and exercises. If you miss a class you are still responsible for the material and must get it from a classmate before the next class.

Assessment of Student Learning

Quizzes (60 potential points)

A quiz will be administered for every chapter of the textbook. Readings will be discussed in class and each student is required to log into Folio and complete the timed quiz related to the weekly readings. Quiz questions are true/false and multiple choice. Quizzes are available at the beginning of each week on Monday and are due by the following Sunday by 11:59 p.m. (See schedule for clarification). Quizzes are timed and you will have 20 minutes to complete each quiz. There are a total of 15 chapters we are covering across the textbook used in the course. Each quiz can contribute 4-points toward your final grade and each of the questions are valued at 0.5 points. **(60 potential points)**

Exams (200 potential points)

There will be two exams given of equal weight.

Exam One

- Exam one will consist of true/false, multiple choice, and short answer questions. The exam will cover the materials covered in the Introduction to Global Health book as well as information reviewed in class. **(100 of 200 potential points)**
 - Thursday 9/30

Final Exam

- Final Exam will consist of true/false, multiple choice, short answer questions, and brief essay questions. The exam will cover the materials covered in the Introduction to Global Health book as well as information reviewed in class. *This exam is **not** cumulative (100 of 200 potential points)*
 - Week of 12/ 2-8/ 2021

Discussion posts (50 potential points)

Students are expected to engage in class discussions on Folio as it relates to the reading assignments for the week. Questions will be displayed on Folio on Mondays and are every three weeks (See schedule for clarification). To demonstrate your participation, you are expected to answer questions and make comments (respond to two of your classmates in addition to your original post) from supplemental materials in the textbook and online how it

relates to current events. To receive full credit, you are required to respond in 250 words (or more) to the discussion question and respond to two of your classmates.

Criteria	Exceptional	Meet Expectations	Need Improvement	Not Attempted	Criterion Score
Reflection	4 points Fully and thoughtfully addresses the topic in more than 250 words, with relevant examples.	3 points Fully addresses the topic in 200 to 250 words.	2 points Addresses the topic incompletely in less than 175-200 words.	0 points Reflection is missing or inadequate (less than 175 words).	/ 4
Response	4 points Responds thoughtfully by making a clear connection to the posts of three peers.	3 points Responds by making a clear connection to the posts of at least two other peers.	2 points Makes a clear connection to the posts of one peer.	0 points No response posted	/ 4
Style	2 points All conventions of spelling, grammar, and sentence structure, including complete sentences, are followed consistently in all posts.	2 points Conventions of spelling, grammar, and sentence structure, including complete sentences, are followed consistently (1-3 errors).	1 point The posts contain numerous errors in spelling, grammar, and sentence structure (3-5 errors).	0 points The post is missing or contains more than five errors in spelling, grammar, or sentence structure.	/ 2
Total					/ 10

Global Health Policy Paper (100 potential points)

Details on the paper will be made available after exam one.

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Grading:

Quizzes (15 quizzes, 4 points per quiz)	60 potential points
Midterm Exam	100 potential points
Final Exam	100 potential points
Discussion posts & In-Class Participation	50 potential points
Global Health Policy Paper	<u>100 potential points</u>

TOTAL POINTS

410 Total

The following scale will be utilized in grading:

369-410 pts.	90-100%	A
328-368 pts.	80-89%	B
287-327 pts.	70-79%	C

246-286 pts.	60-69%	D
0 -245 pts.	0-59%	F

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

Instructional Methods

This course is designed in a way that may be different than other courses that you have taken. You are expected to think critically about the subject matter throughout this semester and demonstrate effective public health management systems thinking. Activities focus on advancing each student's individual line of research toward the advancement of a group assigned public health related manuscript.

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.

4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously

disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not in Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

a. Suspension for a minimum of one semester or expulsion.

b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the

outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at: <http://em.georgiasouthern.edu/registrar/resources/calendars/>

Georgia Southern University Commitment:

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age,

religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you feel that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class, but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date