

**SYLLABUS: HLTH 4380 (Spring 2018)****Course Information**

Course: HLTH 4380 – Global Public Health
Term: Spring 2018
Meeting time: **ONLINE** (Jan. 14-May 10, 2018)
Instructor: Stephen Nkansah-Amankra, PhD, MPH, MA
Telephone number: 936-294-2718
Email address: sn017@shsu.edu
Office hours: Mon. /Wed 11:00am-3:00 pm and on appointment
Office location: 432I CHS Building

Course Description**DESCRIPTION:**

The course analyzes major global health challenges, issues, programs and policies of significant importance to public health worldwide. Students will assess the world's vast diversity of determinants of health, disease and illness across populations in different countries within the context of current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequity, health systems reforms, and other major global initiatives for disease prevention and health promotion. The course takes a "public health for the world" approach, focusing on the health of populations and groups rather than the health of individuals.

RATIONALE: The course is designed to enhance competence students to evaluate public health issues of significant importance to human development and global security. Global health issues have taken a new dimension in the last two decades from a discipline focusing on efforts of industrialized nations to help poor countries deal with their respective health and social problems to that of global partnerships for solving common social problems of humanity. This paradigm shift to global health more accurately reflects the notion of shared humanity's health and social problems than the earlier notion of the concept of "international health." Indeed, global health and human security are interconnected issues linked to demands of socio-economic, physical, and human improvements across populations in all countries. Attainment of improved health and social conditions across populations and cultures globally is at the nexus of human development. This require collaborative mechanisms (from Global North and South) to support the best interdisciplinary and multidisciplinary approach to address issues of poverty, human rights and staggering health inequalities (and inequities) in countries and across regions of the world. This is at the heart of social justice-a concept considered as a bedrock and a mission of public health practice. Applying social justice principles to global health studies provide greater opportunities for understanding systematic disadvantages leading to poor health for some populations and a just methods for advancing overall improved population health.

Prerequisites

Prior completion of classes related to public health discipline

Textbook and/or Resource Material

TEXTS: Global Health 101 3rd Edition by Richard Skolnik
Series Editor Richard Riegelman, ISBN: 9781284050547

Course Objectives

By the end of the course, students will be able to:

- ❑ Analyze the policy relevance of complex global health issues and determinants of world's population wellbeing and human security.
- ❑ Assess factors contributing to the distribution of poor health, illness and disability across countries and regions of the world.
- ❑ Evaluate individuals, social, and institutional factors in determining the burden of disease across human populations.
- ❑ Analyze the role of 'key players' in international public health practice and global partnerships for health and social development.
- ❑ Discuss the major policy and program shifts in global public health policy and practice over the last two decades.
- ❑ Discuss economic, community, and social development issues as related to the definition of health problems and the development of interventions.
- ❑ Evaluate specific thematic health issues of global importance as a way of understanding global burden of diseases among some segments of populations

Please NOTE: You must post your assigned Presentation on the WEDNESDAY it is due, and all Discussions end on Saturdays at 11:59 pm of the week.

Course Topics, Readings, Assignments and Dates

Week	Topic	Assignment Due
1 01/14-20	Reading of the course syllabus and self-introductions on Blackboard Forum	Course introduction & syllabus review How could you re-state the course objectives to your best understanding?
2 01/21-27	Chapter 1: The principles and Goals of Global Health	Presentation 1 due on 01/24/18 Presenters: 1. Maribel Abel 2. Yelich Collin 3. Sanchez Sofia 4. Hernandez Andrea
3 01/28-02/3	Chapters 2: Health Determinants, Measurements and trends in global health Chapter 3 Relationships among Health, Education, Poverty and the Economy	Presentation due on 01/31 Chapter 2 1. Woods Samantha 2. Ratliff Ciera 3. Alvarado Emily Chapter 3 1. Grigsby Camry 2. Gibson Ve-Sha
4 02/04-10	Chapter 4: Ethical, Human rights and social justice issues in Global Health	Presentation due on 02/7 Presenters 1. Aduddel Tracie 2. Williams Sarah 3. Austin Brooke 4. Hernandez Vanessa
5 02/11-17	Chapter 5 An introduction to Health systems Chapter 6 Influence of Culture on Health across populations Feb 19-20 Exam 1: Chapters 1-6	Presentation for Chapter 5 and 6 due on 02/14 Presenters 1. Wentz Holly 2. Webster Domica 3. Ahmad Haleema Chapter 6 Presentation due on 02/14 1. Walton Ashley 2. Benavidez Yomayra
6 02/18-24	Chapter 7 Environment and Health	Chapter 7 presentation due on 02/21 1. Baldwin Blaine 2. Davis Alexandra 3. Wallace Madison
7 02/25-03/3	Chapter 8	Presentation 8 due on 02/28 1. Wallace Bryson 2. Dike Alessia 3. Durant Natalie
8 03/04-10	Chapters 9 Nutrition and Global Health, Women's Health March 9-10 Exam II: Chapters 7-9	Presentation Chapter 9 due on 03/07 Presenters 1. Wallace Bryson 2. Torres Ashley 3. Ratliff Cierra 4. Elizondo G.
9	Spring Recess for students and Faculty March 12-16 MDG Project Due on March 30, 2018	

10 03/18-24	Chapters 10: Women's health, The Health of Young Children and Health of Adolescents	Presentation on Chap. 10 due on March 21 1. Emereuwa Ogechi 2. Jefferson Kiana 3. Thomas Sha'Dedria
11 03/25-31	Chapter 11: Adolescent Health	Presentation Chapter 11 Due March 28 1. Terral Brittany 2. Eubank Taylor 3. Ohueyi Maria 4. Miller Lauren
12 04/1-7	Chapter 12 Communicable Diseases	Presentation on Chapter 12 due on 04/4 1. Onuoha Dana 2. Pierce Katie 3. Seabrook Erica 4. Melton Jalaura
13 04/08-14	Chapter 13 Non-Communicable Diseases	Presentation on Chapter 13 due on 04/11 1. Sanchez Sofia 2. Summers Liz 3. Randolph Madison
14 04/15-21	Chapter 14 Unintentional Injuries	Presentation on Chapter 14 due on 04/18 1. Perez Vanesa 2. Pipes Kailey 3. Gajewski Caitlin 4. Mayorga Erica
15 04/22-28	Chapter 15	Presentations on Chapter 15 on 04/25 1. Hines Jacqueline 2. Loving Jasmine 3. Paterson Markeisha 4. Searcy Kaylyn
16 04/29-05/6	Chapter 16 Global Disasters	Presentations on Chapter 16 on 05/02 1. Perez Kristina 2. Morris Hannah 3. Looney Marilyn 4. Mamaux Travis
	FINAL EXAM: May 8-9 (Chapters 10-16)	

Grading

EXAMS—THREE EXAMS (Including the final) (Exam 1=75 points; Exam 2 =100 pts; Exam 3=100 pts)	275 PTS	A = 90-100%
Article Critique Presentation	50PTS	B = 80-89%
Class Forum Participation	100 PTS	C = 70-79%
MAJOR ASSIGNMENTS (MDG /assignments)	150 PTS	D = 60-69%
		F = <60%
TOTAL POINTS AVAILABLE	575 PTS	

EXAMS

Questions may be drawn from online readings, media, and/or in-class lectures. Make-up exams are **not** allowed in this class. Please, consult your instructor if you have any extenuating circumstances that need attention. In these rare cases, the instructor must be notified of the reason for absence within 24 hours. If I cannot be reached, it is YOUR responsibility to contact the Department of Health Services and Promotion to leave a message and provide documentation.

ONLINE DISCUSSION

You are required to participate in every chapter discussion posted on Blackboard Discussion. I will assign additional reading materials for each student to analyze and present very significant perspectives on the reading. This is one of the most important part of the class. It is mandatory that every student participate to receive a passing grade.

I have provided detailed guidelines on analyzing your reading. You are to critically analyze assigned peer reviewed manuscript and post a critical narrative of your analysis on black board for every student to read and comment or ask questions. **Your role here is to lead a discussion of your posted presentation.** Please, respond to as many students' postings made on Blackboard as you possibly could. The discussion will include, but not limited to answering questions on the paper you are assigned and presented a critical analysis on Blackboard. Please, follow the guidelines for your presentations. Do not summarize your reading. That is NOT the purpose of the Discussion. This is a virtual class and every student is **required** to participate in individually assigned readings. Posting of your presentation should start earliest on the **scheduled date** provided in the course syllabus and on the course schedule. This is to enable other students read and analyze your presentation. Critical analysis of assigned paper is 50 points.

Other students not presenting are required to comment on at least **TWO presentation postings for EVERY Chapter posted on Blackboard and ONE** threaded discussion. A threaded discussion refers to your response to another student's comment on a posted presentation. So, for example when you comment on a posted presentation, and another student comment on yours. Comment(s) from other student(s) on your posting(s) is what describes a threaded discussion. Your thread discussion must be at **least 250-word count to receive full credit.**

A Chapter discussion ends on scheduled dates at **11:59 PM** on the week they are due. Once discussions are closed, they cannot be re-opened. **Please, make sure to comment on EVERY Chapter Discussion to receive a maximum credit.**

You are required to post your paper on Blackboard Forum Discussion for grading on the day your paper is due. Please, check the date your presentation is due. No exception, please. You will get 60 points deducted from your class grade if you do not present on the day it is due. Class presentation is a requirement for passing grade in this class.

(NOTE: ONLINE PARTICIPATION POINTS CANNOT BE MADE UP--NO EXCEPTIONS, I WILL KEEP A RECORD OF PARTICIPATION IN ALL DISCUSSIONS)

MAJOR CLASS PROJECT

Your major project for this class is the analysis of the MDG's among two specific countries from different regions outside the United States. Please, **DO NOT SELECT ANY INDUSTRIALIZED.** Next, examine the idea behind the MDG's and the extent to which the world community is achieving those targets. Select two specific countries (outside the United States)-both developing countries and find out how the country is doing regarding the MDGs. I have provided a two-page detailed summary of information relevant for you to successfully accomplish this assignment.

This should be submitted on “Turnitin” program on Blackboard on March 30 2018 by 11:59 pm. Make sure your work is original and it is important to avoid any direct quoting from any source. Please, paraphrase your source(s) of information. The “Turnitin” program identifies any existing source as plagiarized. Do not use any expression you find appealing. Paraphrase those expressions or write in your own expressions. Please, avoid citing sources from CIA, Wikipedia or other non-scholarly sources. Use only peer-reviewed sources or authenticated government documents. No CIA data source, please Detailed guidelines, rubric and other documentations for this project are posted on Blackboard Assignment.

COURSE ASSIGNMENT CRITERIA –

- ☐ Assignments are due on the date indicated. Unless previously arranged with the instructor, late assignments with risk losing points. Computer problems are not acceptable excuses.
- ☐ Unless indicated otherwise, all assignments must be typed, double spaced
- ☐ Distracting spelling, grammar, syntax, usage or anything that makes reading your assignments difficult may result in a lower grade.
- ☐ If an assignment seems unclear, it is *YOUR* responsibility to talk to the instructor early.
- ☐ If you desire academic accommodation for a documented disability, contact the instructor ASAP.
- ☐ If an assignment seems unclear, it is *YOUR* responsibility to talk to the instructor early.
- ☐ If you desire academic accommodation for a documented disability, contact the instructor ASAP.
- ☐ *Plagiarism* is a big word that simply means using someone else’s work or writing without giving credit. If you copy a paragraph, sentence or even phrase from someone else’s work, you must place quotes around what you have copied and cite the author. If you borrow an

idea from someone else, but don't quote them exactly, you don't need to add the quotes, but you still must cite the author. When citing an author, use either the APA style (**Brown, 2014**) or the AMA style (superscript number¹) immediately after the statement. Then, in the Endnotes give the entire reference: ***1. Brown, S (2014). Best article. Journal of Cool Stuff, 4(2), p.3-7.*** This is your warning; if you borrow without giving credit you will get zero points for the parts borrowed. If you are working on an assignment that requires all your own work (or an exam), you should not be citing other authors anyway. My suggestion to students is to avoid direct quoting from any source(s). You may paraphrase those expressions you have found meaningful to your work. In that case, you build your knowledge competence on your class projects.

Sam Houston State University Policies

NB. These policies may be updated for the Spring 2018 semester

A new attendance initiative policy will be added for Spring 2018 – when ready I will circulate to all

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [SHSU Attendance Policy](#)

You will be graded during each one of the course sessions. For these reason, it is imperative you be in class every day we meet.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned SHSU e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made.

You are expected to use SHSU e-mail address for all official correspondence.

Blackboard (Bb Statement)

Blackboard (Bb): This course will be supported via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to <https://shsu.blackboard.com> or look for Campus Tools on the top of the University's homepage. **Please do not contact your instructor with technical problems.** If you are having a technical problem with the course, review the support resources at <http://distance.shsu.edu/tech-support/>. You will need to possess the required computing technology to be successful in an online course. **Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the Department of Population Health has to address. As a Population Health student, you are responsible for knowing what plagiarism is and how to avoid it. In addition, when your writings, seek to mislead that will constitute plagiarized work.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the College of Health Sciences. I am asking for your assistance in helping the Department in its assessment of courses and faculty through your participation in the evaluation of your courses. As health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The College views providing feedback on the Department's courses as part of your professional responsibility.

Population Health Department Mission

The mission of the Department of Population Health to foster student-centered learning for early and advanced health professionals; to conduct applied, evidence-based research in population health; and to improve health and wellbeing through community engagement at the local and global levels.

Americans with Disabilities Act (ADA)

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with

respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Academic Integrity

According to the administration's guidelines: "All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials."

"Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, [chewing gum], using tobacco products, making offensive remarks, reading newspapers, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be referred to the Dean of Students for disciplinary action in accordance with the university policy."

The full policy for "Code of Student Conduct and Discipline" is found at the following link:
<https://www.shsu.edu/students/guide/dean/codeofconduct.html>

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their SHSU assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

By enrolling in this course you agree to the following statement: "I understand that as a result of

registering for this course, my SHSU/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement

Sam Houston State University is an Equal Opportunity / Affirmative Action Institution.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education.

NOTICE OF NON-DISCRIMINATION

Sam Houston State University complies with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act. Sexual misconduct, as defined in the University's Sexual Misconduct Policy, constitutes a form of sex discrimination prohibited by Title IX and Title VII.

TITLE IX CONTACTS

Sex discrimination includes sexual harassment and sexual assault. While it is often thought of as a law that applies to athletics programs, Title IX is much broader than Athletics and applies to many programs at Sam Houston State University. While compliance with the law is everyone's responsibility at SHSU, below is a list of staff members that have primary responsibility for Title IX Compliance.

Title IX Coordinator--Jeanine Bias
Associate Dean of Students --Lowman Student Center, Suite 215
936-294-3026 or jbias@shsu.edu

I _____ have read the entire syllabus and hereby agree to abide by the policies contained herein.

Signature

Date

In addition to the rubric for grading this assignment, your MDG paper should be structured as follows:

Title page - with your name and the title of the paper, indicating specific countries in worked on.

Structured Abstract - a structured summary of your analysis, sub-divided into: background, objectives, search strategy, selection criteria, data collection and analysis, main results, authors' conclusions.

Description of the criteria for considering studies for the analysis- a brief description of the main elements of what motivated you to select those two countries and any relevant question (s) you might have considered prior to the analysis of the counties MDG reports. This could be sub-divided into:

(1) types of studies to be included in your analysis (e.g., any randomized controlled trials of a country's MDG implementations?), (2) types of participants - the population of interest, 3. types of outcome measures - outcome measures/endpoints considered important.

Search strategy for identification of studies - an explanation of how an exhaustive your identification of relevant information was attempted. This includes documenting the details of electronic database searches, searches for unpublished information, hand searching of journals or conference proceedings, and searching of reference lists of relevant articles.

Methods of the review - a description of how studies eligible for inclusion in the review were selected, how their quality was assessed, how data were extracted from the studies, and how data were analyzed. **Description of studies** - a statement of the number of studies found, their inclusion criteria and size from the countries you used in the analysis

Methodological quality –A brief a discussion regarding whether there were reasons to doubt the conclusions of any studies because of concerns about study quality.

Results - a statement of what the data showed whether those countries are on track to achieve the MDGs in 2015.

Discussion - interpretation and assessment of results. What does all these mean for attaining improved global health of those countries you selected?

Conclusions – (should include implications for global health practice, implication for policy, and Implications for future research in those countries

<http://www.undp.org/content/undp/en/home/mdgoverview.html>

<http://www.un.org/millenniumgoals/>

American International Health Alliance <http://www.aiha.com/en/>

American Public Health Association, International Health Section <http://www.apha-ih.org/> Center for Development and Population Activities (CEDPA)

<http://www.cedpa.org/> Centers for Disease Control and Prevention (CDC)

<http://www.cdc.gov/>

Care <http://www.care.org/>

Doctors of the World <http://www.doctorsoftheworld.org/>

EngenderHealth <http://www.engenderhealth.org/>

Family Health International (FHI) <http://www.fhi.org/>

Global Health Council <http://www.globalhealth.org/>

GlobalHealth.Gov, US Dept of Health & Human Services <http://www.globalhealth.gov/>

Health and Child Survival Fellows Program <http://jhuhcsfp.org/>

HIV Twinning Center <http://www.twinningagainstaids.org/>

International Labor Organization <http://www.ilo.org/>

IPAS <http://www.ipas.org/>

John Snow Institute <http://www.jsi.com/home.html>

Management Sciences for Health <http://www.msh.org/>

March of Dimes http://www.marchofdimes.com/professionals/871_1398.asp

Office of Global Health, Centers for Disease Control (CDC) <http://www.cdc.gov/ogh/>

Pan American Health Organization (PAHO) <http://www.paho.org/>

Pathfinder International <http://www.pathfind.org/site/PageServer>

Project Hope <http://www.projecthope.org/>

Public Health Institute: <http://www.phi.org/>

Save the Children Fund <http://www.savethechildren.org/>

The Global Health Education Consortium (GHEC):
<http://globalhealthedu.org/resources/Pages/GlobalHealthBibliography.aspx>

The Communication Initiative <http://www.comminit.com/vacancies.html>

United States Agency for International Development (USAID) <http://www.usaid.gov/>

UNICEF <http://www.unicef.org/>

United Nations Population Fund (UNFPA)

United Nations AIDS program (UNAIDS) <http://www.unaids.org/en/>

United Nations Development Program (UNDP) <http://www.undp.org/>

United Nations Volunteer Program <http://www.unv.org/>

World Bank - Young Professionals program
<http://web.worldbank.org/WBSITE/EXTERNAL/EXTHRJOBS/0,,contentMDK:20519630~menuPK:64262360~pagePK:64262408~piPK:64262191~theSitePK:1058433~isCURL:Y,00.html>

World Health Organization <http://www.who.int>

World Health Organization – Regional Offices <http://www.who.int/about/regions/en/>

United Nations Association of the United States of America (UNA-USA)
<http://www.unausa.org/site/pp.asp?c=fvKRI8MPJpF&b=260414>