

PBHL 3110**GLOBAL HEALTH ISSUES SYLLABUS****December 26, 2018 – January 14, 2019****Dr. Gungil****WINTER 2019**

Professor: Dr. Charlene W. Gungil, H.O – WPUNJ Department of Public Health

Email: gungilc@wpunj.edu Office: Online Only as needed

Secretary: Ms. Geri Suppa Office: University Hall Room 360 Sec. Phone: 973-720-2394

COURSE DESCRIPTION

This course presents an overview of global health issues through examination of major determinants of health and key areas of disease burden. Students will be introduced to the complex tapestry of social, economic, political, and environmental factors that affect the health of populations globally. Students will examine global health interventions to understand features of successful programs.

COURSE OBJECTIVES

The objectives of this course are to:

- A. Examine the political, socio-cultural, economic and environmental determinants of global health.
- B. Review the health indicators that contribute most to the global burden of disease.
- C. Explore how delivery systems for preventive and curative health services might be strengthened in resource poor settings.

REQUIRED TEXT

Author: Richard Skolnik Global Health 101: Third Edition ISBN: 9781284050547

Copyright Year: 2016 Publisher: Jones & Bartlett

All other reading material will be provided online via Blackboard.

STUDENT LEARNING OUTCOMES

By the end of this course, you will be able to:

1. Identify and analyze the major causes and contributing factors of global mortality and morbidity.
2. Demonstrate knowledge of the impact of the major illnesses and diseases on diverse cultures and populations.

3. Define the Millennium Development Goals and their relation to global health.
4. Identify the impact of political, socio-cultural, economic, and environmental systems in both developed and developing nations in relation to health status.
5. Relate population growth and other demographic trends to measures of global health and disease.
6. Critically discuss, in written and oral forms, the influence of poverty, educational attainment, cultural traditions, and the status of women on the health of diverse populations.
7. Describe how international aid workers can respond in culturally relevant and effective ways to global health issues in resource poor settings.
8. Critically evaluate public health responses and health education strategies used in addressing selected global health problems.

TOPICAL OUTLINE OF COURSE CONTENT

Introduction to Global Health (1a-f)

- a. Why study global health?***
- b. Principles of global health***
- c. Critical global health concepts***
- d. The Global Burden of Disease Report***
- e. The Millennium Development Goals***

B. Health Determinants, Measurements & Trends (1a-f)

- a. Defining & measuring the determinants of health***
- b. Measuring health status and the global burden of disease***
- c. The demographic & epidemiological transitions***
- d. The impact of migration on global health infrastructure***

C. Education, Poverty, Economics & Global Health

- a. Education & health***
- b. Poverty & health equity***
- c. Economics & health expenditures***

- d. Social Justice, human rights & ethics*
- e. Access to resources*
- D. Gender, Geography, Culture & Global Health (3 a-c, 5 a-d)**
 - a. Women's health issues & reproductive health*
 - b. Child health*
 - c. Environmental health: clean water & clean air*
 - d. Nutrition, malnutrition, hunger & global health*
 - e. The health of refugees and IDPs*
 - f. Culture and health*
- E. Measures of Disease Burden & Health Priorities (4 a-c)**
 - a. Disease burden*
 - i. Infectious diseases*
 - ii. Non-communicable diseases*
 - iii. Mental health*
 - iv. Diseases of aging*
 - v. Emerging/reemerging disease*
 - b. Disease factors*
 - i. Environment and climate change*
 - ii. Natural disasters, war, and complex humanitarian emergencies*
 - c. Contemporary issues*
 - i. Vectors and reservoirs*
 - ii. Antibiotic resistance and multi-drug resistance*
 - iii. Vaccination*
- F. Key Global Health Policy Issues (8a, c-e)**
 - a. Global health policy*

- b. *Global health systems*
- c. *The role of non-governmental organizations*
- d. *Challenges for global health*

TEACHING METHODS

This course is completely online. In general, you will work independently on a series of online assignments, each centered on a specific topic related to global health. Detailed descriptions of each assignment will be posted on Blackboard under the ASSIGNMENTS tab. Due dates for each of the assignments are found in the course schedule in this syllabus. Due dates are final and no late work is accepted.

COURSE ASSIGNMENTS & EVALUATION

100% <i>Daily assignments</i>	10 assignments
--------------------------------------	-----------------------

GRADING SCALE

A 93-100	B+ 87-89	B- 80-82	C 70-76	D 60-66
A- 90-92	B 83-86	C+ 77-79	D+ 67-69	F <60

REQUIREMENTS FOR THE SUBMISSION OF WRITTEN WORK

Use this as a checklist before submitting any written assignment. Your assignments must:

- 1.** *Be submitted using the ASSIGNMENTS tab on Blackboard. If you are uncertain about how to submit assignments via Blackboard, please read the simple instructions on the final two pages of this syllabus.*
- 2.** *Be typed using MICROSOFT WORD and be saved and uploaded as a MICROSOFT WORD document.*
 - *There is an automatic 20-point grade reduction if this requirement is not met.*
- 3.** *Be properly named to avoid any confusion. You must save your MS Word document using the following simple format for the file name:*

- **YOURLASTNAME# (i.e. GUNGIL1)**
- **Note: the number you select should correspond to the assignment number, so when I submit Assignment 1, the file name is GUNGIL1; when I submit Assignment 8, the file name is GUNGIL8.**
- **There is an automatic 5-point grade reduction if this requirement is not met.**

4. Be double-spaced with 1-inch margins (“normal” setting in MS Word).

- **There is an automatic 5-point grade reduction if this requirement is not met.**

5. Use 12-point font. Acceptable choices include Times New Roman, Arial, Calibri, or Cambria.

- **There is an automatic 5-point grade reduction if this requirement is not met.**

6. Include a title page with every submission. See the instructions.

- **There is an automatic 5-point grade reduction if this requirement is not met.**

7. Include page numbers at the bottom of the page.

- **There is an automatic 5-point grade reduction if this requirement is not met.**

8. Be well written – punctuation, spelling, composition, syntax, and grammar will be graded. Up to 25% of the grade for the assignment may be deducted for these errors. Please proofread several times carefully.

9. Be submitted before the stated time on the due date.

NO LATE ASSIGNMENTS WILL BE ACCEPTED IN THIS ONLINE COURSE.

ABOUT BLACKBOARD

ANNOUNCEMENTS

- From time to time, important course announcements will be posted in this section.**
- You should check these announcements every day.**
- You are responsible for any information, course updates, changes, or updated deadlines posted here.**

SYLLABUS

- The course syllabus is posted in this section.**
- You are responsible for reading all of the information contained in the course syllabus.**

- The course syllabus also includes a schedule with detailed information about due dates.*
- You are responsible for keeping up with all of these due dates.*
- No late assignments are accepted.*

ASSIGNMENTS

- Detailed descriptions for each assignment are found here.*
- Additional notes and readings that are needed to complete the assignments are posted in this section as .pdf or word documents.*
- You will submit your completed assignment here.*

EXTERNAL LINKS

- Links to internet sites that are needed to complete the assignments are found here, if any. All links will open in a new window.*

GRADES

- Grades will be posted here, generally within 3 or 4 days after the due date of submitting the assignment.*
- You are responsible for monitoring your progress throughout the course and seeking additional assistance when necessary.*

ONLINE ASSIGNMENTS

100% OF FINAL GRADE

GOAL: *To complete 10 online assignments and explore various concepts and issues related to global health, poverty, development, and social justice.*

ONLINE ASSIGNMENT OVERVIEW:



- There are 10 graded online assignments.*
- Instructions for all assignments are posted on Blackboard under the ASSIGNMENTS tab. You will have one assignment due almost every day.*
 - See the course schedule in this syllabus for due dates.*
 - If you do not finish the assignment by the deadline, you will not have the opportunity to complete it! No late assignments are accepted.*

- ☑ **Each online assignment will require that you:**
- **Read some written material, view a PowerPoint presentation, &/or view a film.**
 - **Engage in critical thinking about how the material you reviewed relates to global health.**
 - **Complete and submit the written assignment.**

SIMPLE ASSIGNMENT INSTRUCTIONS

For each assignment, do the following:



1

REVIEW...

any background notes (if provided) will be posted on Blackboard under ASSIGNMENTS.



2

READ...

...the assignment instructions



3

NAVIGATE...

the internet to read online resources or view videos (if the assignment instructions indicated that you should do so). Links to all online resources are found on Blackboard under EXTERNAL LINKS.



4

COMPLETE...

The activity described in the assignment instructions.



5

SUBMIT...

...your completed assignment as an MS Word document via Blackboard before 11:59 pm on Due date.

- **Make certain that all assignments comply with the Requirements for the Submission of Written Work listed in this syllabus.**

GRADING RUBRIC FOR ASSIGNMENTS

PBHL 3110

Qualities & Criteria	Poor (0-76)	Good (77-89)	Excellent (90-100)
<p>Organization of Assignment (15% of grade)</p> <ul style="list-style-type: none"> <i>Presentation and structuring of the text as indicated in the assignment instructions</i> <i>Organization and coherence of ideas, including introduction/concluding paragraphs, when indicated</i> <i>Clarity of sentences and paragraphs</i> 	<p><i>Follows poorly the requirements related to presentation of the text. The assignment is badly organized, lacks clarity and/or does not present ideas in a coherent way</i></p>	<p><i>Follows, for the most part, all the requirements related to presentation of the text. Some requirements are not followed. The assignment is mostly well organized, clear and presents ideas in a coherent way.</i></p>	<p><i>Closely follows all the requirements related to presentation of the text. The assignment is well organized, clear and presents ideas in a coherent way.</i></p>
<p>Content/Information in Assignment (60% of grade)</p> <ul style="list-style-type: none"> <i>Coherence of thesis/opinion</i> <i>All elements of the assignment instructions are addressed</i> <i>Information based on careful research, reading, and/or analysis information presented in the course readings, films, and/or supplemental material</i> <i>Inclusion of sufficient relevant, specific, and</i> 	<p><i>The assignment addresses poorly the issues/questions referred in the assignment instructions. The provided information is not necessary or not sufficient to discuss these issues. Responses to questions do not include sufficient, &/or relevant &/or specific, &/or thorough examples</i></p>	<p><i>The assignment for the most part addresses with an in depth analysis most of the issues/questions referred in the assignment instructions. The provided information is, for the most part, necessary and sufficient to discuss these issues. Responses to questions for the most part include sufficient, &/or</i></p>	<p><i>The assignment addresses with an in depth analysis all the issues/questions referred in the assignment instructions. The provided information is necessary and sufficient to discuss these issues. Responses to questions include numerous relevant &/or specific, &/or thorough examples to support the</i></p>

<i>thorough examples to support thesis/opinion</i>	<i>to support the thesis/opinion.</i>	<i>relevant &/or specific, &/or thorough examples to support the thesis/opinion.</i>	<i>thesis/opinion. Cite sources used. APA style.</i>
Quality of Writing (25% of grade) <ul style="list-style-type: none"> <i>No errors and spelling, grammar and use of English</i> 	<i>The assignment is not well written, and contains many spelling errors, and/or grammatical errors and/or use of English errors.</i>	<i>The assignment is well written for the most part, without spelling, grammar or use of English errors.</i>	<i>The assignment is well written from start to finish, without spelling, grammar or use of English errors.</i>
Overriding criteria: <ul style="list-style-type: none"> <i>Originality and authenticity. If the assignment is identified as not being original, and/or not done by the student, the instructor has the right to grade the assignment as an F.</i> <i>Requirements for the Submission of Written Work: Additional points will be deducted for not following the instructions listed on page three of the syllabus</i> 			
<i>This rubric will be used to evaluate all assignments EXCEPT Assignments 2, 3, 6, and 8, which each have their own grading criteria listed in the instructions for the assignment.</i>			

COURSE EXPECTATIONS

COURSE EXPECTATIONS

Graded Work:

You are responsible for keeping all returned, graded coursework until the course has ended and you have received your final grade. You are also responsible for monitoring your progress throughout the semester and seeking additional assistance when necessary. You may monitor your grades by using the Grade Book function on Blackboard.

Reading:

You are responsible for the chapters in the text that correspond to the content being addressed during each class session. You are also responsible for accessing & reading any additional material posted on Blackboard.

Attendance Policy:

- ***Class attendance is NOT graded. However, you are expected to attend class unless officially absent from school. There are no “excused absences.” COLLEGE POLICY REQUIRES THAT EXCESSIVE ABSENCES BE REPORTED.***
- ***Official absences from school include official school trips (with documentation), personal illness (with documentation), accidents (with documentation), and religious observances.***

Academic Support for Students with Disabilities

The Accessibility Resource Center (Speert Hall 134) assists students with documented disabilities by providing reasonable accommodations and services that ensures equal access to all programs, activities, and related benefits of the University’s educational and professional programs.

**** William Paterson University is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical).***

**** Please contact the Accessibility Resource Center to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.***

**** Students are encouraged to register with the Accessibility Resource Center (ARC) as soon as they enroll, since accommodations cannot be provided retroactively.***

**** Students are encouraged to notify their faculty members of any accommodation granted by the ARC by providing each faculty member a copy of the official accommodation letter during the first or second week of the semester.***

Additional Support Services for Students

**** The Academic Success Center (Raubinger Hall, Lower Level) provides one-on-one tutoring assistance for numerous lower-level and upper-level courses, as well as for developmental skills for math and reading courses. The Center also offers workshops, computer facilities, study groups and exam review sessions.***

**** The Counseling, Health and Wellness Center (Overlook South, 1st floor) provides a full range of clinical services for all William Paterson University Students, including preventative and counseling services.***

** The Writing Center (Preakness Hall 124 and Valley Road 3048) provides one-on-one tutoring on writing issues such as outlining, thesis clarification, organization, style, transitions, citing, and grammar, as well as editing and proofreading one's own writing.*

** Information about additional support services (Advisement Center, Science Enrichment Center, New Student/ Sophomore/Junior/Transfer Student Experience) can be found online at <https://www.wpunj.edu/academicsupport/>*

Policy on Electronic Recording of Lectures and Materials

Student use of any electronic recording device to make electronic recordings of lectures, class discussions or other oral classroom communication is not permitted without written permission from the relevant course instructor(s).

For more information on this University policy, see <https://www.wpunj.edu/policies/index.html>

Standards of Academic Conduct – Academic Integrity Policy

William Paterson University expects all members of the University community to conduct themselves honestly and with professional demeanor in all academic activities.

Violations of this policy include, but are not limited to:

** Plagiarism is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.*

** Cheating during examinations includes any attempt to: (1) look at another student's examination with the intention of using another's answers for personal benefit; (2) communicate, in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks, or other sources, not specifically designated by the professor of the course for student use during the examination period; or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.*

** Collusion is working together with another person/persons in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative*

(collaborative) effort of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.

** Lying is knowingly furnishing false information, distorting or omitting data, failing to provide all necessary, required information to the University advisor, registrar, admissions counselor, or professor, for any academically related purpose. Other concerns that relate to the Academic Integrity Policy include such issues as breach of personal security, stolen tests, falsified records, and vandalism of library or other materials. No list could possibly include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy*

Students found to be in violation of the Academic Integrity Policy will have an Academic Integrity Violation report submitted to the Dean of Students, and may face additional sanction, including, but not limited to, failure of the assignment/exam, grade reduction, or failure of the course (full policy found in the William Paterson University Undergraduate Student Catalog).

Appropriate Classroom Behavior:

- *In this class, students are to observe the same courtesies as in a face-to-face WPU course.*
- *Inappropriate and unacceptable behaviors in this class include any classroom behaviors that interfere with your instructor's ability to teach, or distract from the concentration of other students at any time.*
- *Using electronic devices for non-academic purposes, including a laptop, cell phone, PDA, etc. is strictly prohibited (unless this section is an online class).*
- *Inappropriate behaviors may also include (but aren't necessarily limited to):*
 - *Showing disrespect towards classmates or professor*
 - *Using inappropriate language or non-verbal communication*
 - *Violence of any kind (physical, emotional, verbal; electronic or face-to-face)*
- *Students whose actions detract from the learning of any other person in the class will be asked to stop the behaviors. Students who continue to be disruptive may be barred from the class. Disruptive behaviors may be reported to the Students of Concern Committee.*

DATE	TOPIC	DUE BY 11:59 PM ON
Wed Dec 26 – Thurs Dec 27	Assignment 1: Introduction to Global Health & Health Transitions	Thursday December 27 th 2018
Fri Dec 28 – Sat Dec 29	Assignment 2: Measuring the Global Burden of Disease	Saturday December 29 th , 2018
Sun Dec 30 – Mon Dec 31, 2018	Assignment 3: Research and Global Health	Monday December 31 st , 2018
Tues Jan 1 - Wed Jan 2	Assignment 4: Socioeconomic Determinants of Health	Wednesday January 2 nd , 2019
Thu Jan 3 – Fri Jan 4	Assignment 5: Child Health & Health of Young Adults	Friday January 4 th , 2019
Sat Jan 5 – Sun Jan 6	Assignment 6: Non-Communicable Diseases & Injuries	Sunday January 6 th , 2019
Mon Jan 7 – Tues Jan 8	Assignment 7: Environmental Health	Tuesday January 8 th , 2019
Wed Jan 9 – Thu Jan 10	Assignment 8: Control of Infectious Diseases & Infectious Diseases Initiatives	Thursday January 10 th , 2019
Fri Jan 11 – Sat Jan 12	Assignment 9: Global Nutrition	Saturday January 12 th , 2019
Sun Jan 13 – Mon Jan 14	Assignment 10: Global Health Payers & Players	Monday January 14 th , 2019

Please note that the course schedule is tentative and may be altered at the discretion of the instructor to accommodate student learning needs, the incorporation of additional materials, or other unforeseen circumstances.

ONLINE COURSE EXPECTATIONS

As an online learner, you will be:**1. SELF-DIRECTED:**

- In this online course, it will be up to you to manage your time so that you keep on pace with the course calendar (found above).
- In addition, this course does not include any group projects with other students. All of the course requirements are individual, and you will upload your completed assignments to the course website and they will go directly to the instructor.
- This is a fast-paced learning environment. The instructor will NOT provide Blackboard training. Review the requirements, assess your online learning capability, and determine whether this online course is right for you.

2. ON TIME:

- I expect you to spend the same amount of time you would spend in a regular classroom.
- In addition, I expect you to prepare for class offline by reading and writing on your own.

3. COMPUTER KNOWLEDGEABLE:

- As a basic course requirement, you must be able to log on and use Blackboard.
- If you are unfamiliar with Blackboard, or consider yourself a slow learner when it comes to new technology, an online course is probably not the right decision for you.
- In addition to using Blackboard, you must also know how to:
 - Open and view .PDF files using Adobe Acrobat Reader
 - Navigate the internet by copying and pasting URL's into your web browser.

4. COMPUTER SOFTWARE, CONNECTION AND SPEED:

- Understand that by registering for an online class, you are acknowledging that you have regular, daily access to a computer with sufficient internet access and speed.
- You also must have access to Adobe Acrobat Reader (free online software) and Microsoft Word 2003 or a newer version.

FREQUENTLY ASKED QUESTIONS

Q: How far in advance are the instructions for the online assignments available on BB?

A: Most assignments will be available prior to the first day of class.

Q: How will each of the assignments be graded?

A: Assignments are graded using the grading rubric in the syllabus. For those assignments that do not use that grading rubric, a percentage breakdown of how each assignment will be graded is included with the instructions for that assignment.

Q: Do I ever need to be online at a specific time? NO!

A: However, you are expected to be online EVERY day. This is an intense class, so you will have to stay connected in order to get the most out of the class.

Q: Do I ever need to travel to WPUNJ for this course? NO!

A: No. However, if you have computer problems at home, you may find it helpful to use other computers elsewhere. Remember WPU is closed over the winter!

Q: Can I send my assignments in after 11:59 pm on the due date? NO!

A: 11:59 pm on evenings that assignments are due is the absolute latest time that you may send your work in to receive any credit. No late assignments are accepted in this online course. In fact, the assignment ceases to be available on Blackboard after 11:59 pm on the due date. PLAN AHEAD!

Q: How long should each of my assignments be? What is the page or word count requirement?

A: It should be as many words or pages as it takes you to clearly and thoroughly answer all of the questions in the assignment instructions. I am interested in your complete thoughts about the questions and issues we are examining. When in doubt, always provide clear and thorough responses that illustrate that you have done the reading and understand the concepts that we are exploring in each assignment, and use many specific examples.

Q: Should I take this class if I do not have regular access to a computer or if I am generally unfamiliar with technology?

A: Think carefully about your choice to complete an online course. Many students believe that an online course is less demanding than a face-to-face course. This is definitely not the case! It is important to know that in an online course, you must do a lot of reading on your own and keep up with the assignments since no one will be reviewing the material with you in person.

Q: I am having trouble with my schoolwork. Are there are services available to help me?

A: During the Winter Session the University is closed. Please keep this in mind if you plan to remain in this class.