

University of Florida
College of Public Health & Health Professions Syllabus
PHC 3440: Global Public Health (3 Credit Hours)

Spring 2021

Delivery Format: Online, Hybrid

Course website: E-Learning via Canvas, Synchronous by Zoom, Tuesdays 9:35am-11:30am

Instructor Name: Rachel Yoho, PhD

Phone Number: 352-273-6166

Email Address: ryoho@phhp.ufl.edu

Office Hours: Mondays, 9:30-11am

Preferred Course Communications (e.g. email, office phone): Email via Canvas

Teaching Assistants: TBA

TA Email Address: TBA

Prerequisites

PHC 4101 and minimum of Junior standing.

PURPOSE AND OUTCOME

Course Overview

Low-income countries bear a disproportionate burden of disease globally and the gap is growing. Key health threats in maternal mortality, child under-nutrition, HIV/AIDS, malaria, TB, zoonotic diseases, diarrhea, pneumonia, mental health, gender, and chronic disease. These health threats are closely related to evolving social processes and phenomena, including urbanization, migration, political conflict, economic disparities, and gender dynamics. In turn, these health threats can severely influence economic, social, and political development. While understanding problems and their determinants is an important first, 'global public health' focuses on developing effective and appropriate solutions at the global, regional and local levels.

The course examines these health threats, health production, and their relationship with social processes from an interdisciplinary perspective. The course also examines how social and technical innovations provide new opportunities to address these challenges.

Course Objectives and/or Goals and Relation to Program Outcomes

This course is designed to enable students to achieve a set of content, critical thinking, and communications objectives.

Content

1. Describe the key global health threats and their causes or etiology
2. Use literature and evidence to identify risk factors for key health threats
3. Describe how social, economic, cultural, environmental, and institutional factors can influence key global health threats
4. Use data evidence to identify key health threats and describe patterns of morbidity and mortality in a particular country or context
5. Identify key actors in global health at the national, regional, and international level

Critical thinking

6. Use evidence to assess priority illnesses and threats in different contexts
7. Identify and compare appropriate interventions or solutions for specific health threats in different contexts
8. Describe how ethical considerations affect the design of global health interventions and solutions
9. Analyze the factors that contribute to the success or failure of global health partnerships

Communication

10. Understand and identify cultural factors that influence the perception of health threats
11. Assess, critique and design behavior change communications for a specific context
12. Develop a targeted policy and advocacy communication to address a global health threat

In addition, the course is designed to contribute to professional competencies essential for the effective and ethical practice of global public health. The Association of Schools and Programs of Public Health (ASPPH) has developed a set of Global Health Competencies identified by the available at (<https://www.aspph.org/teach-research/models/masters-global-health/>). These are competencies designed for students in Master's degree programs, but this course is designed to contribute to achieving these competencies as well. The main competency domains are:

1. *Analyze* the roles, relationships, and resources of the entities influencing global health
2. *Apply* ethical approaches in global health research and practice
3. *Apply* monitoring and evaluation techniques to global health programs, policies, and outcomes
4. *Propose* sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area
5. *Design* sustainable workforce development strategies for resource-limited settings
6. *Display* critical self-reflection, cultural humility, and ongoing learning in global health

Instructional Methods

The class will meet once weekly with the lecture posted online. The lectures and readings will introduce and review key concepts and knowledge, including etiology, risk factors, and control for the specific health threats. Strategies and efforts at the local, national and global levels and discussions of the effect of social, economic and environmental factors on disease distribution will be discussed through group activities. The second portion of this course will introduce a Virtual Exchange element that will require students, in small groups, to communicate and work with students in other countries.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments and lectures. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in class. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course

objectives. Finally, your participation within the Virtual Exchange experience will be captured through reflections, discussions, and small group activities. All students are required to participate.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

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DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

Required Textbook: Jacobsen, Kathryn. (2018). *Introduction to Global Health* (3rd Ed.). Jones & Bartlett

Additional Required Readings: Posted within each module on the course website.

Lectures & Videos: Posted within each module on the course website.

Virtual Exchange: Posted within the Virtual Exchange module within course website. This may include downloading supplemental technology to communicate with Virtual Exchange partners.

Course Website: The course website is available at <http://elearning.ufl.edu> . The weekly schedule, all modules, and all course materials (including links for quizzes) are available through this website. Grades will be posted on this website. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

Announcements: Class announcements will be sent via the announcements tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you see them in your email.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Course Components: (Note: Detailed instructions will be provided on eLearning as due dates get closer). Students' progress towards achieving the course learning objectives will be assessed through five major types of assignments.

1. Weekly quizzes (15 quizzes; 30%).

Purpose and relationship to course goals: The quizzes are an opportunity for students to demonstrate course content and knowledge, apply their knowledge to new situations, and reflect on the key themes through a variety of question styles and types.

These are short online assessments designed to test whether students have the basic knowledge, definitions, and concepts related to the week's focal health threat. This includes information on causes, risk factors, and effective control strategies. Quizzes will be completed online through Canvas and will focus on the pre-module content and lecture recordings found in Canvas. Quiz question formats will be multiple choice, select multiple answers, fill-in, short answer, and similar.

2. Weekly reflections (15 reflections, dropping two; 13%).

Purpose and relationship to course goals: Reflection is an important part of learning and students are expected to actively and critically reflect on the content knowledge and applications of the weekly module.

These are short, two paragraph reflections on the in-class activities (student presentations, discussions, debates, speakers, etc.). Recommended reflection questions include: How might this content impact my future career or career path? What did I gain or learn in this module? What surprised me the most in this module? Did I notice any connections with other content in this course or other courses? How does this information influence my life, perspectives, or worldview?

A specific prompt for reflection may be provided for the week (announced in the synchronous session). Students are expected to attend the synchronous sessions and engage in the class. Of the 15 sessions, two of these will be dropped in case of missed

sessions.

The weekly reflections are graded using the following rubric: Exceptional (10 points) - meets and exceeds expectations; Accomplished (9 points) - meets expectations; Emerging (8 points) - moves towards meeting expectations; Not met (0 points) - no work submitted, assigned prompt not addressed, if applicable.

3. Assignments (4 assignments; 20%).

Purpose and relationship to course goals: The assignments are designed to help students analyze situations, apply their knowledge, and practice communication related to concepts in global public health.

These assignments focus primarily on developing and assessing critical thinking skills. Four assignments will be completed. Each assignment will require students to analyze the topic and use both generalized data from the literature and context specific data on conditions in their country.

4. Essay Challenge (several due dates, see calendar, 17%)

Purpose and Relationship to Course Goals: Students will work collaboratively to design and write about a solution to a global health problem following the expectations of a current essay competition.

This semester, we will be having an essay challenge! This is an actual, open essay challenge sponsored by PLOS called “Reimagine biomedical research for a healthier future: essay challenge” (<https://theplosblog.plos.org/2020/12/reimagine-biomedical-research-for-a-healthier-future/>). The total essay is 1500 words (approximately six paragraphs). The actual competition has prizes with the winners receiving \$5,000.00! Wouldn’t that be awesome!?!

IMPORTANT NOTE: Students will submit their work, including the final essay, for grading in Canvas, not to the essay competition site.

For this class project, we will work in groups (approximately 5 people) and follow all of the published expectations for the essay competition. This is great practice for working in collaborative groups as well as thinking critically about a global health challenge, designing, and writing about a solution.

The essay challenge activity will be scaffolded as follows:

Assignment	Description	Due Date	Points Possible
Team members and “problem” to solve	Students should submit a list of their team members and a short paragraph (~150 words) discussing the global health	January 31	25

	problem they wish to address in their essay Students should cite 2-3 sources		
Brainstorming and “solution”	Students should submit a short paragraph (~150 words) discussing their proposed solution to the problem they defined Students should include 2-3 additional sources	February 7	25
First Submission	Students should submit a first submission of the full essay following the essay competition expectations; this is graded on completion and meeting expectations, as the intent is to focus on peer feedback at this stage	February 14	20
Peer Review	Student teams will discuss and provide feedback to each other; students will submit notes from their group discussion of their feedback to the other team in Canvas for grading	February 21	25
Final Submission	Students will submit the completed essay including incorporating feedback from their colleagues’ peer review	March 5	80

5. Global Learning Experience (Small groups assignments and individual paper; 20%).

Students will be assigned to small groups with students within the course as well as with students from another country. Toward the second half of the semester, students will prepare to work with their international peers and during a 4-week period will engage in cross-cultural learning activities with various group assignments and completed with a final individual paper.

Virtual Exchange (10%):

Healthcare in all aspects is becoming more of a team endeavor and working with others on activities and projects is a valuable skill. You and your domestic and international peers will work collaboratively to complete weekly assignments, including an introduction and global health content-related discussions. Students will work in your assigned groups to present during the final week of the VE module on a global health case study. All students will have a designated amount of time to work on this case study and design a strategic solution based on materials from the course. Groups do NOT have to do PowerPoints (but can). Creativity is encouraged! Be interactive, use props, create a video, etc. Have fun with this assignment but remember to get the information across. All groups will be judged by faculty from both UF and the international partner’s institution, with each group being ranked. Each member will evaluate their peers' performance in the group. This will be factored into the grade.

Individual Analysis Paper (10%):

Students are required to submit a final, culminating reflection paper on the GLE experience by the due date. Within this reflection students will address areas such as how their

international peers impacted their learning experience, what key changes in perceptions of the world occurred, how your personal cultural background affects your understanding of this experience, among other areas of reflection and input.

Grading

All grades will be posted on the course website. If a student notices a discrepancy in any grade as it appears online, s/he must contact the course instructors within **one week** of the posting date in order to have the problem addressed. Students may not wait until the end of the semester to discuss a grade.

Grades will not be automatically rounded up (i.e., a 92.8 will remain an A-). Upward rounding is a discouraged academic practice and is highly unlikely to occur.

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Weekly Quizzes	Ongoing (15 total)	30%
Assignments	Ongoing (4 total)	20%
GLE	TBA	20%
Weekly Reflections	Ongoing (15 total with two excused)	13%
Essay Challenge	Ongoing (5 scaffolded due dates)	17%
TOTAL		100%

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Public Health Program does not use C-grades.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

Percentage Earned	93 to 100	90 to 92	87 to 89	83 to 86	80 to 82	77 to 79	70 to 76	67 to 69	63 to 66	60 to 62	<60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Policy Related to Required Class Attendance

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences from class require **prior notification**. *This notification must be sent to both the instructors and TA.* If no prior notification of an absence is provided, the student must send an email to the instructors and TA as soon as possible. **Instructors reserve the right to take attendance and reward or penalize students at their discretion (Note: Weekly reflections make up 13% of final grade)**

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Exam Policy

Quizzes are expected to be closed book. Weekly reflections are open book, open notes, and discussion with colleagues is optional, but encouraged.

Policy Related to Make up Exams or Other Work

Quizzes and other work can be made up under extenuating circumstances, according to university policy.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Students are expected to attend Zoom class and participate in all activities.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Classroom Etiquette

Please treat all individuals in the classroom with respect at all times, including fellow students, instructors, and guests. Turn off all electronics upon entering the classroom. Please make every attempt to arrive to class on time. The use of laptops is permitted for class work and only when instructed. The class is meant to be engaging so students are encouraged to ask questions of the instructors and any guest lecturers. However, please keep side conversations to a minimum.

Communication Guidelines

Students who have questions that cannot be answered during class time should use email or office hours as mechanisms for communicating with the instructors or TA. Office hours have been created to accommodate other courses as much as possible however a student may schedule alternate times to meet with the instructors or TA if the set times do not work. Students who cannot meet during office hours should use Canvas or email to contact the instructors or TA. Please be aware that students should allow 2 business days for a response to inquiries.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Online Synchronous Sessions:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website:

www.multicultural.ufl.edu

Course Schedule:

The first weeks are dedicated to introduction of key concepts and principles. These include: burden of disease, ethics, key global health actors, and socio-economic development and health. As the course moves on, each week we address a new health threat and explore its causes, risk factors, interventions, and overall efforts to control it. We use each of these discussions and virtual exchange to highlight a new way in which social, economic and cultural factors affect health.

Week	Topics and Cross-Cutting Issues	Reading/Materials	Synchronous Activities	Assignments
Week 1, January 11-15	Introduction to Global Public Health: Global Burden of Disease Definitions, burden of disease, ethics, key actors, socio-economics, environment, health systems	Chapter 2 WHO Uganda Country Profile (http://www.who.int/countries/uga/en/)	TBA	Quiz 1 Reflection 1
Week 2, January 19-22	Global Health Payers and Players Introduces the different health systems across LMIC, the differences in paying for global health, and the different types of global health programs. Key issues: equity, health systems, bilateral vs multilateral aid	Chapters 6 and 7	TBA	Quiz 2 Reflection 2 Assignment 1
Week 3, January 25-29	Nutrition and Gender Focuses on types and causes of under-nutrition, contribution of under-nutrition to other health outcomes, and effective strategies to reduce it	Chapter 12 Food and Agriculture Organization of the UN – Why Gender?: http://www.fao.org/gender/gender-home/gender-why/why-gender/en/	Global Health Problems Group Discussion	Quiz 3 Reflection 3 Essay challenge team

				members and “problem” – January 31
Week 4, February 1-5	<p>Communicable Diseases</p> <p>Describes the epidemiology of HIV/AIDS and TB, the development of effective strategies for prevention and treatment, and global efforts to promote more effective action.</p> <p>Key issues: Cultural challenges, ethics, equitable access, global politics of action, gender</p>	Chapter 8	Group Check-in and Brainstorming Session	<p>Quiz 4</p> <p>Reflection 4</p> <p>Essay Challenge Brainstorming and “solution” - February 7</p>
Week 5, February 8-12	<p>Vaccine preventable diseases</p> <p>Overview of key diseases targeted by vaccination, challenge of equitable delivery of vaccines, economics of vaccine development</p> <p>Key issues: barriers to vaccination, global advocacy, challenges of polio eradication, ethics and economics of new vaccines</p>	<p>Ch 9 (pg 212 – 218)</p> <p>Gavi, the Vaccine Alliance: http://www.gavi.org/about/</p> <p>Brenzel L, et al. (2006) Vaccine-Preventable Diseases, DCP2, Chapter 20</p>	Writing Workshop	<p>Quiz 5</p> <p>Reflection 5</p> <p>Essay Challenge First Submission – February 14</p>
Week 6 February 15 - 19	<p>Climate Change</p> <p>Understand how environmental pollutants and climate change affect health locally and globally.</p> <p>Key issues: climate change, disasters, preparedness/response, food, mental health</p>	<p>Chapter 4 (pages 92-94)</p> <p><i>Migration, Agriculture and Climate Change.</i> (2017). Retrieved from Food and Agricultural Organization website: http://www.fao.org/emergencies/resources/documents/resources-detail/en/c/1106745/</p>	TBA	<p>Quiz 6</p> <p>Reflection 6</p> <p>Essay Challenge Peer Review – February 21</p>
Week 7 February 22 - 26	<p>WASH & Diarrhea</p> <p>Transmission of diarrheal disease, contribution of inadequate water and sanitation, relation to under-</p>	<p>Chapter 9 (pg 195-203)</p> <p>Piper, JD; Chandna, J; Allen, E; Linkman, K; Cumming, O; Prendergast, AJ; Gladstone,</p>	TBA	<p>Quiz 7</p> <p>Reflection 7</p>

	<p>nutrition, effective control strategies.</p> <p>Key issues: Inadequate access to simple solutions, historical perspectives on control, who is responsible, debates about burden, developing effective behavior change</p>	<p>MJ (2017) Water, sanitation and hygiene (WASH) interventions: effects on child development in low- and middle-income countries. The Cochrane library (3). ISSN 1465-1858 DOI:https://doi.org/10.1002/14651858.CD012613</p>		Assignment 2
<p>Week 8, March 1-5</p>	<p>Changing disease pattern: Epidemiological transition and non-communicable disease</p> <p>Demographic transition and its contribution to chronic diseases including cardiovascular and metabolic disorders; implications for health systems, effects of urbanization and lifestyle.</p>	Chapter 15	TBA	<p>Quiz 8</p> <p>Reflection 8</p> <p>Essay Challenge Final Submission March 5</p>
<p>Week 9, March 8-12</p>	<p>Reproductive and maternal health</p> <p>Health status and health services provided to women and children.</p> <p>Key issues: social, economic, and cultural context of maternal and child health</p>	Chapter 11, 18	Guest Speaker	<p>Quiz 9</p> <p>Reflection 9</p>
<p>Week 10, March 15-19</p>	<p>Culture & Health</p> <p>Incorporating cultural awareness into policy-making for the development of adaptive, equitable, and sustainable health care systems, and to making general improvements in many areas of population health and well-being.</p>	<p>Chapter 3</p> <p>Napier, D., Depledge, M. H., Knipper, M., Lovell, R., Ponarin, E., Sanabria, E., & Thomas, F. (2017). <i>Culture matters: using a cultural contexts of health approach to enhance policy-making</i>. World Health Organization Regional Office for Europe.</p>	TBA	<p>Quiz 10</p> <p>Reflection 10</p> <p>Assignment 3</p>

	Key issues: cultural competence, culture, knowledge, attitudes, and practices			
Week 11, March 22-26	<p>One Health & Planetary Health</p> <p>One Health refers to the interaction between human, animal and environmental health. Planetary Health is the health of human civilization and the state of the natural systems on which it depends. Planetary Health builds upon One Health to include how humans impacts each system.</p>	<p>Zinsstag, J., Schelling, E., Waltner-Toews, D., & Tanner, M. (2011). From “one medicine” to “one health” and systemic approaches to health and well-being. <i>Preventive veterinary medicine</i>, 101(3-4), 148-156.</p> <p>https://www.rockefellerfoundation.org/our-work/initiatives/planetary-health/</p> <p>http://www.onehealthinitiative.com/</p> <p>https://www.cdc.gov/onehealth/</p>	TBA	<p>Quiz 11</p> <p>Reflection 11</p>
Week 12, March 29 – April 2	<p>Pandemics and the Global Health Response: COVID-19</p> <p>Explores the issues of global pandemics, focusing particularly on COVID-19 as a timely and relevant example of global public health responses; examines different national responses and strategies, health disparities, and similar topics of current urgency</p>	TBA	TBA	<p>Quiz 12</p> <p>Reflection 12</p>
Week 13, April 5-9	<p>Malaria, NTDs, and Emerging Diseases</p> <p>Examines the local and global response to emerging infectious disease outbreaks</p>	Chapter 10	Guest Speaker	<p>Quiz 13</p> <p>Reflection 13</p>
Week 14, April 12-16	<p>Environmental Global Health</p> <p>Understand how environmental pollutants affect health.</p> <p>Key issues: water quality, air pollution, water and sanitation</p>	Chapter 4	TBA	<p>Quiz 14</p> <p>Reflection 14</p>

Week 15, April 19-21	Global Health Ethics Expand on global health ethics in relation to human rights, culture, poverty, and ill health Key issues: Equity vs equality, human trafficking	Chapter 5	TBA	Quiz 15 Reflection 15 Assignment 4