

University of Florida
College of Public Health & Health Professions Syllabus
PHC 3440: Global Public Health (3 credits)
Spring 2022
Delivery Format: On-Campus Blended
Course website: E-Learning via Canvas
Classroom: G312

Instructor Name: Elizabeth Wood, DHS, MPH, CHES, CTTS
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Class meeting time: Tuesday 10:40am – 12:35pm
Office Hours: Tuesdays 9:30am – 10:30am
Preferred Course Communications (e.g. email, office phone): Email

Teaching Assistant:
Email Address:

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:

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

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.

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.

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.

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.

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 (14 quizzes, dropping one; 25%).

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 (14 reflections, dropping one; 15%).

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 (3 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. Three 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. Global Grand Challenges (5 assignments, 20%)

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 the Bill and Melinda Gates Foundation Grand Challenges grant.

This semester, students will work in groups to choose which writing format they will submit for their final product. The Bill and Melinda Gates Foundation releases annual calls for funding within various areas of global health initiatives. This assignment will focus on the "Strengthening Data Science Capacity and the Ecosystem: Enabling Data-Centered Public Health Interventions" grant found here:

<https://gcgh.grandchallenges.org/challenge/strengthening-data-science-capacity-and-ecosystem-enable-data-centered-public-health>

Students do NOT have to submit a grant per se, you will have the choice to submit, as a group, different types of writing deliverables. The purpose of this assignment is to provide experience with writing different styles of “real world” deliverables. I would recommend you choose your writing product based on the skills you hope to achieve in the future. We will provide a background to each of your choices in class so that your group may make an informed decision.

The Global Grand Challenges activity will be scaffolded as follows:

Assignment	Description	Due Date	Points Possible
Team members and writing product	Students should submit a list of their team members and a short paragraph (~150 words) discussing the writing product they have chosen.	January 30	25
Brainstorming a program structure	Students should submit a short paragraph (~150 words) discussing which program structure they would like to target (e.g., Data governance and standards, capacity strengthening, or data re-use research).	February 6	25
First Submission	Students should submit a first submission of the writing product following the grant’s expectations; this is graded on completion and meeting expectations, as the intent is to focus on peer feedback at this stage	February 13	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 20	25
Final Submission	Students will submit the completed writing product including incorporating feedback from their colleagues’ peer review	March 4	80

5. Global Health Book Club (Small groups assignments and individual paper; 20%).

The purpose of this assignment is to identify, critique and discuss the ideas/major points of your group's chosen book. Students will be put into small groups and choose from a list of books related to global health (the book *must* come from the approved list).

In class assignments & final presentation (10%):

Students will work in your assigned groups to present during the final week of the Book Club module. Each week there will be assigned prompts that groups must address in class and post within the Canvas shell. All students will have a designated amount of time to work on their final project in class, but it is recommended to also allocate time outside of class. The final project will include a 3-minute movie trailer of your chosen book. 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 based on their creativity, and major points that were taken from the book itself. 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 book club experience by the due date. Within this reflection students will address areas such as how they relate to the protagonist within their book, what key changes in perceptions of the world occurred (if any), 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, they 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 contest a grade.

Requirement	Due Date	Percentage
Weekly Quizzes	Ongoing (14 total, one drop)	25%
Assignments	Ongoing (3 total)	20%
Global Health Book Club	Ongoing (4 total)	20%
Weekly Reflections	Ongoing (14 total, one drop)	15%
Grand Challenges	Ongoing (5 total)	20%
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	73 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>

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>

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 feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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.
- **U 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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.

Weekly Schedule:

Week	Topics and Cross-cutting Issues	Reading / Materials	Assignments
Week 0 January 5 – 7	Getting Started: Course Introduction	Review the syllabus and course materials	
Week 1 January 10 - 14	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/	Quiz 1 Class activity Reflection 1
Week 2 January 18 - 21	Global Health Payers & 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	Chapter 6 and 7	Quiz 2 Assignment 1 Class activity Reflection 2
Week 3 January 24 - 28	Nutrition & Gender Focuses on types and causes of under-nutrition, contribution of under-nutrition to other health outcomes, and effective strategies to reduce it. Key issues: food insecurity and agriculture, climate change, gender	Chapter 12 Food and Agriculture Organization of the UN – Why Gender?: http://www.fao.org/gender/gender-home/gender-why/why-gender/en/	Quiz 3 Class activity Reflection 3 Global Grand Challenge
Week 4 January 31 - February 4	Communicable Diseases Describes the epidemiology of HIV/AIDS and TB, the development of effective	Chapter 8	Quiz 4 Class activity

	<p>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>		<p>Reflection 4</p> <p>Global Grand Challenge</p>
<p>Week 5 February 7 - 11</p>	<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>	<p>Quiz 5</p> <p>Class activity</p> <p>Reflection 5</p> <p>Global Grand Challenge</p>
<p>Week 6 February 14 - 18</p>	<p>Climate Change & Environmental Health</p> <p>Understand how environmental pollutants and climate change affect health locally and globally. Review how environmental pollutants affect health.</p> <p>Key issues: climate change, disasters, preparedness/response, food, mental health</p>	<p>Chapter 4</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>	<p>Quiz 6</p> <p>Class activity</p> <p>Reflection 6</p> <p>Global Grand Challenge</p>
<p>Week 7 February 21 - 25</p>	<p>WASH & Diarrhea</p> <p>Transmission of diarrheal disease, contribution of inadequate water and sanitation, relation to under-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>Chapter 9 (pg 195-203)</p> <p>Piper, JD; Chandna, J; Allen, E; Linkman, K; Cumming, O; Prendergast, AJ; Gladstone, 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>	<p>Quiz 7</p> <p>Class activity</p> <p>Assignment 2</p> <p>Reflection 7</p>

<p>Week 8 February 28 - March 4</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>	<p>Chapter 15</p>	<p>Quiz 8</p> <p>Class activity</p> <p>Reflection 8</p> <p>Global Grand Challenge</p>
<p>Week 9 March 14 - 18</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>	<p>Chapter 11, 18</p>	<p>Quiz 9</p> <p>Class activity</p> <p>Reflection 9</p> <p>Choose your book</p>
<p>Week 10 March 21 - 25</p>	<p>Culture & Health</p> <p>Incorporating cultural awareness into policymaking 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>Key issues: cultural competence, culture, and knowledge, attitudes, and practices</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>	<p>Quiz 10</p> <p>Class activity</p> <p>Assignment 3</p> <p>Reflection 10</p> <p>Global Health Book Club</p>
<p>Week 11 March 28 – April 1</p>	<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 impact 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, 101</i>(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>	<p>Quiz 11</p> <p>Class activity</p> <p>Reflection 11</p> <p>Global Health Book Club</p>

<p>Week 12 April 4 - 8</p>	<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>	<p>CDC Global COVID-19 Strategy</p> <p>COVID-19 Preparedness</p> <p>COVID-19 Response Strategies</p>	<p>Quiz 12</p> <p>Class activity</p> <p>Reflection 12</p> <p>Global Health Book Club</p>
<p>Week 13 April 11 - 16</p>	<p>Malaria, NTDs, Emerging Diseases</p> <p>Examines the local and global response to emerging infectious disease outbreaks including Ebola, SARS, novel forms of influenza, and HIV</p>	<p>Chapter 10</p>	<p>Quiz 13</p> <p>Class activity</p> <p>Reflection 13</p> <p>Global Health Book Club</p>
<p>Week 14 April 18 - 20</p>	<p>Global Health Ethics</p> <p>Expand on global health ethics in relation to human rights, culture, poverty, and ill health</p> <p>Key issues: Equity vs equality, human trafficking</p>	<p>Chapter 5</p>	<p>Quiz 14</p> <p>Class activity</p> <p>Reflection 14</p> <p>Individual Analysis Paper</p>