

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 3440: Global Public Health (3 credits)**  
Spring 2023  
Delivery Format: On-Campus Blended  
Course website: E-Learning via Canvas  
Classroom: HPNP G301 (9:35 am – 11:30 am)

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**Instructor:** Heather Stark, MD, MPH  
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**Preferred Course Communications:** E-mail is the preferred mode of communication. *Use the e-mail function in Canvas*, selecting Dr. Stark as the recipient. Include **PHC 3440** in the subject line. Please give me up to 24 hours during the work week to respond to your email, although I usually reply much sooner. I sometimes check email on the weekend, but I do not guarantee that I'll respond during that time. If you do not receive a response in these stated time frames, re-send the message (with the daily volume of e-mail, messages occasionally get missed). See Communication Guidelines for more information. Please address me as Dr. Stark or Professor Stark and let me know how you prefer to be addressed. Email correspondence should follow the etiquette of business emails.

**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**

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

**Communication**

1. Understand and identify cultural factors that influence the perception of health threats
2. Assess, critique, and design behavior change communications for a specific context
3. 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**

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 professionals.

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 specific health issues. 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**

<b>Week</b>	<b>Topics</b>	<b>Reading / Materials</b>	<b>Class Activity</b>	<b>Assignments</b>
Week 1	<b>Getting Started: Course Introduction</b>	Review the syllabus and course materials	Orientation	Choose book for Book Club Discussion
Week 2	<b>Introduction to Global Public Health: Global Burden of Disease</b>	Chapter 2	Global Buren of Disease- VIZ Hub Activity Book Club Discussion	Week 2 Quiz
Week 3	<b>Global Health Stakeholders</b>	Chapters 6 and 7	Stakeholder Activity Book Club Discussion	Week 3 Quiz
Week 4	<b>Global Health Ethics</b>	Chapter 5	Ethics Activity Book Club Discussion	Week 4 Quiz Assignment 1 due
Week 5	<b>Communicable Diseases</b>	Chapter 8	Book Club Discussion	Week 5 Quiz
Week 6	<b>Non-communicable Disease Changing disease pattern: Epidemiological transition</b>	Ch 15	Book Movie Premiers	Week 6 Quiz Book Movie Premiers
Week 7	<b>Vaccine-Preventable Diseases</b>	Chapter 9 (pgs 212 – 218)	Supply Chain Activity	Week 7 Quiz

	<b>Supply Chain</b>			
Week 8	<b>Malaria, NTDs, Emerging Diseases</b>	Chapter 10		Week 8 Quiz Assignment 2 due Global Case Competition Announced
Week 9	<b>Nutrition &amp; Gender (Heather)</b>	Chapter 12	Global Health Administration Activity	Week 9 quiz GCC 1: Background
Week 10	<b>Spring Break</b>			
Week 11	<b>Climate Change &amp; Environmental Health</b>	Chapter 4		Week 11 Quiz GCC 2
Week 12	<b>WASH &amp; Diarrhea</b>	Chapter 9 (pg 195-203)		Week 12 Quiz GCC 3
Week 13	<b>Reproductive and Maternal Health</b>	Chapter 11, 18		Week 13 Quiz GCC 4: Assignment 3 due
Week 14	<b>Culture &amp; Health (Ange)</b>	Chapter 3		Week 14 Quiz GCC 5:
Week 15	<b>One Health (Daniel)</b>	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. <a href="https://www.rockefellerfoundation.org/our-work/initiatives/planetary-health/">https://www.rockefellerfoundation.org/our-work/initiatives/planetary-health/</a> <a href="http://www.onehealthinitiative.com/">http://www.onehealthinitiative.com/</a> <a href="https://www.cdc.gov/onehealth/">https://www.cdc.gov/onehealth/</a>		Week 15 Quiz GCC 6:
Week 16	<b>Global Case Competition</b>			

## Course Materials and Technology

### Required Textbook:

Jacobsen, Kathryn. (2018). *Introduction to Global Health* (3rd or 4<sup>th</sup> edition.). Jones & Bartlett

**ISBN-13: 9781284123890 or ISBN: 978-1284234930**

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

### Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

## 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).

*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 you have the basic knowledge, definitions, and concepts related to the week's focal global health issue. IN addition, these quizzes are intended to help reinforce the lecture and reading material in each module and help you judge your understanding of the course content prior to applying that content in class. Quizzes will be completed online through Canvas and will focus on the pre-module content, lecture recordings. and readings found in Canvas. Quiz question formats will be multiple choice, select multiple answers, fill-in, short answer, and similar. Quizzes must be completed before class. You will have a maximum of two attempts to complete the quiz and your final grade will be the highest grade of all attempts completed. Your lowest quiz grade will be dropped.

## **2. Assignments (3 assignments).**

*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 you to analyze the topic and use both generalized data from the literature and context-specific data on conditions in their country.

## **3. Global Health Book Club (Small group assignments)**

*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).*

- [The Last Girl: Story of Captivity, and My Fight Against the Islamic State \(Links to an external site.\)](#)
- [Worries of the Heart: Widows, Family, and Community in Kenya \(Links to an external site.\)](#)
- [What is the What \(Links to an external site.\)](#)
- [Borderlands/La Frontera: The Mestiza](#)
- [The Displaced](#)
- [Mountain Beyond Mountains](#)
- [Poor Economics](#)
- [House on Fire: The fight to irradiate smallpox.](#)

Each week there will be assigned prompts that groups must address in class and post within the Canvas shell. For the final project, you will work in your assigned groups to present a short movie trailer in relation to your chosen book. You will have a designated amount of time to work on your 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.

Weekly book club reflections. you 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), and how your personal cultural background affects your understanding of this experience, among other areas of reflection and input.

#### 4. Global Case Competition

*The purpose of this assignment is to identify, critique, and discuss the ideas/major themes of global health and apply this knowledge to identify an intervention to improve a global health issue. Students will be put into small groups and assigned a global health case scenario.*

Each group of four students will receive a case study of a global health problem. Each case study is unique, with different barriers and opportunities. As the final part of this assignment, each group will prepare a 8-minute presentation where they summarize the issue, identify key barriers and opportunities, identify key stakeholders, and provides their intervention strategy. Details of what needs to be included in the presentation can be found in canvas, under the Global Case Competition Assignment. As part of this assignment, you will conduct a review of another group's presentation.

#### 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	Points
Weekly Quizzes	Ongoing (13 total)	13
Assignments	Ongoing (3 assignments total)	30
Global Health Book Club	Ongoing (4 weekly posts and movie trailer) Weekly discussion- summaries (2.5 points per post)	20
Global Case Competition (group)	Ongoing	25
Case Review		5
Peer Review		2
Professionalism		5
<b>TOTAL</b>		<b>100</b>

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.**

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar's 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](http://www.multicultural.ufl.edu)