ANGELO STATE UNIVERSITY

GENERIC BACHELOR of SCIENCE in HEALTH SCIENCE PROFESSIONS

HSP 4336
Global Health
Spring 2019
Dinah J. Harriger Cummings
COURSE NUMBER
HSP 4336

COURSE TITLE
Global Health

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard for 8 weeks

PREREQUISITE COURSES
None

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Health Science Professions Program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course.

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at http://blackboard.angelo.edu

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

FACULTY
Dinah J. Harriger Cummings
Office: VIN 132
Phone: (325) 486-6885
Fax: (325) 942-2236
Email: dinah.harriger@angelo.edu
OFFICE HOURS
Via Collaborate on Tuesday & Wednesday from 10-1
*or By Appointment

COURSE DESCRIPTION
This course examines major global health challenges, programs, and policies. Students will be
introduced to the world's vast determinants of health and disease. Major global initiatives for disease
prevention and health promotion will be investigated. The course also analyzes current and emerging
global health priorities, including poverty, infectious diseases, health inequalities and conflicts.

PROGRAM MISSION & GOALS
Mission Statement
The Bachelor of Science in Health Science Professions prepares students to enter health science
professions either directly upon graduation or to enter advanced graduate study in healthcare. Students
gain knowledge in ethics, policy, epidemiology, organization and leadership, research and evidence
based practice, and communication skills that span multiple health science disciplines.

Goals
The Bachelor of Science in Health Science Professions strives to enhance multidisciplinary healthcare
education and evidence-based principles to provide patient-centered care. Students will develop
communication, decision-making, social, analytical thinking, and personal development skills necessary
for professional practice as a healthcare professional.

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1. Articulate key public health concepts, including: the demographic and epidemiological transitions, the burden of disease, the impact of key health conditions on individuals and on communities, and critical issues in the organization and delivery of health services.</td>
<td>Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique</td>
</tr>
<tr>
<td>2. Analyze the key issues in global health from the perspective of a number of disciplines</td>
<td>Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique</td>
</tr>
<tr>
<td>3. Outline the determinants of health and risk factors for conditions of importance to global health.</td>
<td>Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique</td>
</tr>
<tr>
<td>4. Discuss with confidence the burden of disease in various regions of the world, how it varies both within and across countries, and how the disease burden can be addressed in cost-effective ways.</td>
<td>Discussion Board Assignments, Quizzes</td>
</tr>
</tbody>
</table>
5. Assess key issues in equity and inequality, as they relate to the health of low-income people in low- and middle-income countries.

6. Use key analytical tools and concepts to determine how critical health issues might be addressed in cost-effective, efficient, and sustainable ways.

7. Analyze the key actors and organizations in global health and the manner in which they cooperate to address critical global health issues.

8. Discuss key challenges that are likely to arise in the next decade in addressing the health of the poor in low- and middle-income countries.

REQUIRED TEXTS AND MATERIALS

OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).
- Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

TECHNICAL ASSISTANCE
- Technical Assistance: If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

TOPIC OUTLINE
Part I – Principles, Measurements and the Health-Development Link
- Principles and Goals of Global Health
- Health Determinants, Measurements, and Trends
- Health, Education, Poverty and the Economy

Part II – Cross Cutting Global Health Themes
- Ethical and Human Rights Concerns in Global Health
- An Introduction to Health Systems
- Culture and Health

Part III – The Burden of Disease
- The Environment and Health
- Nutrition and Global Health
• Women’s Health
• Communicable Diseases
• Noncommunicable diseases
• Unintentional injuries

Part IV – Working Together to Improve Global Health
• Natural Disasters and Complex Humanitarian Emergencies
• Working Together to Improve Global Health
• Science, Technology and Global Health

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
A = 450-500 points
B = 400-449 points
C = 350-399 points
D = 300-349
F = 0-299 (Grades are not rounded up under ANY circumstances)

EVALUATION AND GRADES
Graded assignments, activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>PERCENT OF TOTAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Assignments</td>
<td>100 Points (25%)</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>100 Points (7 Quizzes) (20%)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>75 points (10%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>75 Points (20%)</td>
</tr>
<tr>
<td>Policy Briefs (2)</td>
<td>150 points</td>
</tr>
<tr>
<td><strong>TOTAL COURSE GRADE</strong></td>
<td><strong>500 points total</strong></td>
</tr>
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TEACHING STRATEGIES
• This course will be taught online through the Internet with Blackboard™ as the learning platform. It will employ a variety of teaching-learning methods including lecture presentation/notes, asynchronous online workgroups, discussions forums, quizzes, self-directed activities, and weekly quizzes. Web-based technology is also used to provide additional sources of information, prepare and submit student assignments, provide ongoing student-faculty and student-student interaction and dialogue, and facilitate peer support. Synchronous group consultation and interaction offered by appointment via Bb Collaborate.
• Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

ASSIGNMENT/ACTIVITY DESCRIPTIONS
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.
**Discussion Board Activities:** (100 points / 25 points each) There will be *four* discussion board assignments, one for weeks 2, 3, 4 & 6. Discussion boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assigned questions throughout this course.

**Weekly Quizzes:** (100 points) Students will have *seven* weekly quizzes to assess course knowledge. Quizzes are timed (2-3 minutes per question) and will consist of 10 to 30 multiple choice questions, True/False or Fill in the Blank Questions. Access to quizzes will be through Respondus™ Lockdown Browser [See Other Required Materials for a list of needed equipment]. Students may use written materials as well as their textbook; however use of another electronic device is prohibited. There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve testing environment.

**Midterm and Final Exams:** (150 points) The Midterm and Final Exams account for 75 pts each for 150 pts of the total course grade. The exams are designed to test understanding of textbook material and the application of the material covered in both the textbook and lectures.

**Policy Brief Assignments:** (150 points) There will be two policy brief assignments. The objective of the written assignment is to help students apply course material to real world scenarios and issues. The briefs should allow you to explore selected health and development issues in a variety of settings in a manner deeper than you will be able to do only in the classroom.

**GENERAL POLICIES RELATED TO THIS COURSE**
All students are required to follow the policies and procedures presented in the following documents:

- ASU Undergraduate Catalog located on the ASU website [https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog](https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog)

**STUDENT RESPONSIBILITY & ATTENDANCE**

**ON-LINE:** This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.
COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at Dinah.harriger@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSIGNMENTS POLICY
The course is set up on weekly modules. The week begins on Tuesday and ends on Monday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.
ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The Department of Physical Therapy adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php. The University “faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.”

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211(TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.
STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends). Important
2. Learning fundamental principles, generalizations, or theories. Important
3. Learning to apply course material (to improve thinking, problem solving, and decisions). Essential
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. Important
5. Learning to analyze and critically evaluate ideas, arguments, and points of view. Important
Discussion Board Rubric

Adopted from Barbara Frey’s Rubric for Asynchronous Discussion Participation. Frey emphasizes that asynchronous discussion enhances learning. You are expected to share your ideas, perspectives, and experiences with the class. Evidence that you are reading, synthesizing, and refining your knowledge through the writing process will broaden the understanding of course content of your peers as well. Use the following feedback to improve your level of achievement.

**Initial Response to Question Prompt:** Discussion Board responses should demonstrate your familiarity with the reading material and concepts, understanding of the topic discussed and your ability to conduct additional relevant topic research and integrate the knowledge from the class material and other sources with your personal and professional experience. You are expected to cite and reference your sources of information in **APA format**; it might include the class textbook, lecture notes, and any other sources you find during your research activities for each lesson.

**Responses/Feedback to (at least) Three Peers:** Comments are constructive to classmates’ postings, respectful communication style and overall active participation in the discussion board. Comments offer feedback with original thought (not just a reiteration of the original post).

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Criteria</th>
<th>Not Addressed</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency Weight</strong></td>
<td>5 points</td>
<td>0 points</td>
<td>1 point</td>
<td>3 points</td>
<td>4 points</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>Does not participate.</td>
<td></td>
<td>Participates 1-2 times on the same thread and/or on the same day.</td>
<td>Participates 2-3 times on the same day.</td>
<td>Participates 3-4 times on the same discussion and/or postings not distributed throughout the week.</td>
<td>Participates 4-5 times throughout the week.</td>
</tr>
<tr>
<td><strong>Primary Assignment</strong></td>
<td>5 points</td>
<td>0 points</td>
<td>1 point</td>
<td>3 points</td>
<td>4 points</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>Posts no assignment.</td>
<td></td>
<td>Post lacks original content contribution to the discussion.</td>
<td>Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task.</td>
<td>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</td>
<td>Posts well developed assignment that fully addresses and develops all aspects of the task.</td>
</tr>
<tr>
<td><strong>Follow-Up Postings</strong></td>
<td>5 points</td>
<td>0 points</td>
<td>1 point</td>
<td>3 points</td>
<td>4 points</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>Posts no follow-up responses to others.</td>
<td></td>
<td>Repeats others comments/contributions.</td>
<td>Posts shallow contribution or discussions (e.g., agrees or disagrees); does not enrich the discussion.</td>
<td>Elaborates on an existing posting with further comment or observations.</td>
<td>Demonstrates analysis of others; posts; extends meaningful discussion by building on previous posts.</td>
</tr>
<tr>
<td><strong>Content Contribution</strong></td>
<td>5 points</td>
<td>0 points</td>
<td>1 point</td>
<td>3 points</td>
<td>4 points</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>Does not post any original content.</td>
<td></td>
<td>Post information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion.</td>
</tr>
<tr>
<td><strong>References and Support</strong></td>
<td>5 points</td>
<td>0 points</td>
<td>1 point</td>
<td>3 points</td>
<td>4 points</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>Includes no references.</td>
<td></td>
<td>Does not cite references or supporting experience.</td>
<td>Uses personal experience, but no references to readings or research. Relies heavily on internet resources.</td>
<td>Incorporates some references from literature and personal experience using both internet and library resources.</td>
<td>Uses references to literature, readings, or personal experience to support comments. Uses authoritative resources.</td>
</tr>
</tbody>
</table>
Global Health

Policy Brief Assignment Instructions

There will be two writing assignments in the course worth 75 points each. Each of them should be written as a policy brief from you, the Secretary of Health, to the Minister of Finance (through your own Minister, of course). As you write the brief, you must put yourself into the role of the Secretary.

Each paper should be four pages long, double-spaced, in 12-point Times New Roman font. It cannot be longer. The paper cannot be longer than four pages.

The paper should be written in a very clear and very crisp manner, with short sentences, short paragraphs, and as few words as possible.

Each paper needs to be written in a manner that will allow the aide of the Minister of Finance to brief him/her on the contents of the brief in about 3 minutes in a car on the way to some meeting, since that is what often really happens.

Each paper should be written about a country in a different region of the world. The papers should be written on low- or middle-income countries, since they are the focus of the course. This will allow you to use the papers to explore selected health and development issues in a variety of settings in a manner deeper than you will be able to do only in the classroom.

Each paper should answer the following questions:

- What is the nature and magnitude of the problem?
- Who is affected by it?
- What are the risk factors for the problem?
- What are the health, economic, and social consequences of the problem?
- What few priority steps do you recommend be taken to address the problem, at least cost, and what is your rationale for these recommendations?

Write the summary and every topic sentence as if it is the only thing that the Minister of Finance is going to read. Your evidence-based story line should include who gets the disease, why they get it, why I should care, and how the problem can be addressed in the fastest and least cost manner. When you make your argument, give information about the relative cost-effectiveness of your proposal with evidence (cite your sources).

The briefing note should follow the above outline, with one exception. It should start with a single paragraph that summarizes for the Minister all of the points you want to make. That summary paragraph would read something like 5-6 sentences single space:

“About AAA people die every year of TB in our country. The incidence of TB is YYY. About UUU people in our country get drug-resistant TB every year and about HHH% of those who are infected with HIV have active TB disease. TB affects largely the urban and rural poor and stems from poverty, general ill health, and the lack of coverage of our health services. TB causes illness for an extended period, stops people from working, causes them to spend large amounts on health, and leads many families into poverty. DOTs is a low cost approach to TB diagnosis and treatment that we are not using sufficiently. We must immediately expand our DOTs program, starting in the north, where the disease burden is highest. We must increase case detection and treatment success rates. We must also pay special attention to the diagnosis and management of drug-resistant TB and to TB/HIV co-infection.”

Each paper must begin with this “one paragraph tells all” summary, written in single line spacing.

Policy Brief #1 is due at the end of Week 3

Policy Brief #1 will summarize, for a country of your choice, the key nutrition issues faced by the country, who they most affect, key risk factors, their link with health and economic development, and what might be done to address them in cost-effective ways.
Policy Brief #2 is due at the end of Week 6

Policy Brief #2 will summarize, for a country of your choice, the key issues in women’s OR children’s health, who is most affected by them, key risk factors, the links between these issues with social and economic development, and what might be done to enhance the health of women and children in your country in cost-effective ways.

Grading Scale and Standards

The papers will be graded on the basis of:

- Following the guidelines of the assignment (10 pts)
- Clarity (10 pts)
- The logic of your argument (25 pts)
- Appropriate use of evidence and data, both about your country and comparative data (15 pts)
- Reasonableness of your conclusions (15 pts)