



PUBHLTH 6000 – Introduction to Global Health

2 credit hours – Autumn 2023

Instructor Information:

Amie Hufton, PhD
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Instructor's Office Hours:

Wednesday 2:00pm-3:00pm, 334 Cunz Hall
or by appointment

Required Zoom Class Time:

Wednesday, 5:15-7:05pm

Zoom Link for Class Time:

<https://osu.zoom.us/j/91628938012?pwd=TkZjZk5VVENVUit3dG5FWm1RcThuQT09>

Meeting ID: 916 2893 8012

Password: 198676

Course description

This survey course is designed to enable students to deepen their knowledge and interest in the field of global health. The course provides an overview of current and emerging global health issues, their determinants, impacts and interventions; highlights links between global health and socioeconomic development; raises awareness of health issues that transcend national borders and culture and that require multi-national and multi-sectoral action; describes interventions and programs being implemented by major governmental and non-governmental organizations to address key problems across the world; discusses different guiding philosophies behind specific health interventions; and identifies factors that may influence the success or failure of an intervention. The course does not specifically address global health career paths.

Prerequisites: Graduate standing is required.

Course Objectives

Upon successful completion of this course, the student will be able to perform the following:

- Describe worldwide patterns of leading causes of morbidity and mortality and identify priorities for investment in global health;
- Demonstrate key public health concepts, including demographic and epidemiologic transitions, measurements of burden of disease, impact of key conditions on individuals and communities, and links between health, social, and economic factors;
- Discuss the concept and significance of demographic and epidemiologic transitions; explain and describe major factors contributing to communicable and chronic diseases incidence worldwide;
- Recognize and understand the role of political, social, economic, environmental and cultural factors as contributors to current global health issues;
- Recognize ethical and human rights considerations in the field of global health; and
- Identify key governmental and non-governmental players in international health, and discuss barriers and possible approaches to solving diverse key global health issues.

Foundational MPH Competencies

- Discuss how structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
- Assess population needs, assets and capacities that affect communities' health.
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
- Advocate for political, social or economic policies and programs that will improve health in diverse populations.
- Communicate audience-appropriate public health content, both in writing and through oral presentation.

Online Class Format

Mode of delivery: This course is 100% online with a synchronous Zoom meeting each week. The Zoom class sessions will incorporate lectures, discussion of readings and student group presentations. You will find the sequence of materials and activities in the Module Section of Carmen, and we will meet for a required weekly Zoom session.

Credit hours and work expectations: This is a **2-credit-hour course**. According to [Ohio State policy](#), students should expect around 2 hours per week of time spent on direct instruction (class meetings) in addition to 4 hours of homework (reading, assignments, and presentation preparation).

Weekly Zoom sessions: REQUIRED. All live, scheduled class sessions for the course are required and students are expected to actively participate in class activities.

Should in-person classes be canceled due to the University's Weather or Other Short-Term Closing Policy, online or distance-learning classes will occur as scheduled unless otherwise announced by the university.

Readings:

Additional readings for each lecture topic will be included in the Modules Section of Carmen. Students are expected to conduct independent literature searches to identify articles that will provide the substance of some of their assignments. Students are expected to read assigned chapters and articles, which will be available through the Carmen course site: <https://carmen.osu.edu>. Students are expected to prepare by reading the material before each class, attend each class session, and actively participate in the class discussions.

Creating a respectful classroom: Use of electronic devices (laptop computers, tablets, smartphones, etc.) during class for any purpose except directly related to academics is prohibited. Multitasking is distracting and disrespectful to classmates and instructors. Any violations of the policy will result in an automatic deduction of 2 percentage points from the student's final grade.

Attendance and participation: Consistent class attendance is expected. Attendance will be verified by participation in class activities. Participation is critical and contributes to a dynamic and stimulating learning environment.

Grading

Late assignments submitted after the due date are accepted for 24 hours past the due date without penalty. Any assignments submitted after 24 hours past the due date will not be graded.

Course grading

In-class activities	25%
Reflections and Study Presentations	25%
Research Paper	30%
Group Presentation and Peer Review	20%

<u>Percentage</u>	<u>Letter Grade</u>
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+

Assignments:

- 1. In-class activities:** While some in-class assignments will be completely individual, many will occur within small groups. For example, students may be assigned a case exercise to complete in small groups. When in-class assignments are assigned to groups, the group should submit a single group assignment via Carmen during class.
- 2. Reflections** are short written assignments that provide the student the opportunity to communicate their thoughts and observations as they review the course materials for that week. Students will be encouraged to share your reflections verbally in class discussions, and the reflections are due prior to the class meeting each week. This practice also enables the instructor to evaluate whether there are topics that may need further explanation or discussion.
- 3. Journal club format meetings (Study presentations)** provide the opportunity for students to understand and apply global health principles and methods in research settings, and to verbally practice global health language and presentation skills. Materials, including the main questions to consider, for each journal club will be posted in Canvas at least one week prior to the journal club meeting. At the beginning of class, one student will be randomly selected to present. Another student will be randomly selected to report the main points of the presentation in the Zoom chat. All students should be prepared to present or to report at each journal club meeting. The presenter has 10-15 minutes to present and then we will spend another 10-15 minutes for Q & A and discussion. The score for this will be the average of the scores from the instructor and student colleagues.
- 4. Paper:** Students will describe a public health intervention for a global health problem of their choice.

The paper will be graded on its content, appropriate use of data and evidence, logic of argument, and clear writing. It should be in Times New Roman using 12-pt. font and should have double-spaced lines, page numbers, one-inch margins, and a maximum of 1,800 words. The word count does not include the mandatory title page and reference section. At least eight peer-reviewed references should be cited, and references should adhere to a style commonly used in your field. If you are unsure about what that might be, you may use the style described here: http://edmgr.ovid.com/ong/accounts/ifa_suppl_refstyle.pdf

The paper should describe the following:

1. Brief overview of the nature and magnitude of the problem and its risk factors.

2. An important, evidence-based, public health intervention that you would recommend to address the problem.
3. Limitations or challenges to the proposed intervention.

Only the final version (not the draft version) will be graded.

5. **Group presentation:** Students will work in groups of ~4 on a global health topic of their choice. The topic should be different than any of the group's individual papers (#3 above). Each group will give a 12 to 15-minute presentation on their topic and will have 5 additional minutes for questions. The presentation will be graded based on presentation delivery, clarity, and slide content.

The presentation should include the following:

1. Overview of the global health problem and a description of its prevalence and geographical location(s) at risk;
 2. Critical analysis of social, behavioral and biological factors that contribute to the existing or emerging problem;
 3. Potential evidence-based strategy to reduce the problem;
 4. Existing challenges to implementation of the proposed strategy; and
 5. A conclusion.
6. **Peer-review:** Each student will provide peer review to two another students' draft paper. Peer reviewer comments should be used for revising papers for final submission.

COURSE TECHNOLOGY AND STUDENT RESOURCES

Canvas

The Carmen course site will be updated regularly with class announcements throughout the semester. Please familiarize yourself with the content and discussion sections of the course site. Lecture files, assignments, and readings not readily available online will be posted to the content section, and the discussion section may be used as a forum for assignments and a way for students to connect with other students.

Technology support:

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- Self-Service and Chat support: ocio.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: servicedesk@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course:

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)

Required equipment:

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software:

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access:

- You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service
- If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Respect for Diversity: It is our intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Classroom code of conduct: We expect mutual respect and civility so that every student has the best opportunity to learn, and all instructors have the best opportunity to teach. Disruptions and micro-aggressions interfere with the opportunity for learning and growth. We attempt to foster an environment in which each class member is able to respect each other. Some of the material in this course could evoke strong emotions; please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done, by either the instructor or other students, is troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is important and deserving of attention. When this occurs, you can discuss the situation privately with the instructor or course coordinator, or you can notify us of the issue through another source such as your academic advisor, a trusted faculty member, or a peer.

Office of Student Life: Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Student Life: Disability Services at 614-292-3307 in Room 098 Baker Hall 113 W. 12th Ave. to coordinate reasonable accommodations for students

with documented disabilities (<http://www.ods.ohio-state.edu/>).

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University, the College of Public Health, and the Committee on Academic Misconduct (COAM) expect that all students have read and understood the University's Code of Student Conduct and the School's Student Handbook, and that all students will complete all academic and scholarly assignments with fairness and honesty. The Code of Student Conduct and other information on academic integrity and academic misconduct can be found at the COAM web pages (<https://oaa.osu.edu/academic-integrity-and-misconduct>). Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct, the Student Handbook, and in the syllabi for their courses may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Please note that the use of material from the Internet without appropriate acknowledgement and complete citation is plagiarism just as it would be if the source were printed material. Further examples are found in the Student Handbook. Ignorance of the Code of Student Conduct and the Student Handbook is never considered an "excuse" for academic misconduct.

If I suspect a student of academic misconduct in a course, I am obligated by University Rules to report these suspicions to the University's Committee on Academic Misconduct. If COAM determines that the student has violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is

not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative **AI tools should not be used in the completion of course assignments** in this course.

COURSE SCHEDULE

Week/ Module	Class Meeting Date (Wednesdays with in- class activities and discussions	Topics	Assignments due on Monday prior to class date
1	8.23	Course	Review syllabus
2	8.30	Determinants of health,	Reflection 1
3	9.6	Unpacking Global	Reflection 2 (due Tuesday instead of Monday due to Labor Day holiday)
4	9.13	Ethics, values and Global Health	Reflection 3; Journal Club #1
5	9.20	Economics,	Reflection 4
6	9.27	Health	Reflection 5
7	10.4	Recent Global	Reflection 6; Draft Research Paper
8	10.11	Global AIDS Response	Reflection 7; Peer Evaluation of Draft Research Paper
9	10.18	Tuberculosis	Reflection 8
10	10.25	Global Health and the Environment	Reflection 9; Journal Club #2
11	11.1	Food Security and One Health	Reflection 10
12	11.8	Student Presentations	Student Presentations and Peer Review in Class
13	11.15	Global Health and Special Populations	Research Paper Due
**	11.22	THANKSGIV ING HOLIDAY NO CLASS	Reflection 11 (due before Thanksgiving break)
14	11.29	Non- communicable Diseases and Global Health	No Assignments due before class
15	12.6	Global Health Equity and Closing Reflections	Reflection 12; Journal Club #3

