

# FPH7120: GLOBAL PUBLIC HEALTH

Department of Family Medicine & Public Health Sciences (DFMPHS)

School of Medicine

## Syllabus

### Course information

- Course Title: Global Public Health
- Subject area code: Family Medicine & Public Health Sciences (FPH)
- Course number: 7120
- Meeting day/time: Thursdays, 5:30 – 8 pm
- Semester/year: Fall/2024
- Course format: Online WSU Canvas weekly lecture; WSU TEAM for individual consultations.
- Method(s) of instruction: Global Public Health is an on-line synchronous course. Students will acquire knowledge through the *Global Health: Diseases, Programs, Systems and Policies* (Merson 2020) textbook and online World Health Organization (WHO) and United Nations (UN), and National Academy of Sciences, and American Public Health Association Global/International resources. Students will demonstrate critical thinking through creation of a concept map and reflective paper in response to global health panelists' perspectives. The culminating activity is a poster presentation for a virtual class Symposia.

#### Faculty contact information

- Name: Julie Gleason-Comstock, PhD, MCHES
- Office address: 3939 Woodward, Office 357
- Office hours: Thursdays, 3-5 pm (TEAM) and by arrangement
- Telephone: (313) 577-6681
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### Course materials

#### Required textbook

- Merson, MH; Black RE, Mills AJ. *Global Health: Diseases, Programs, Systems and Policies*. Jones & Bartlett, Burlington, MA, 2020.

Merson (2020) is available from the WSU Barnes & Noble Bookstore (313) 577-2436 [wayne.bncollege.com](http://wayne.bncollege.com) as hardcopy for purchase/rental, or electronically.

## Library material(s)

- Materials: Please see Required Textbook. The Shiffman Medical Library Reserve Desk has one copy available for onsite use.

## Required readings for assignments and exams

- Required material: Key Content Websites (3)  
World Health Organization and United Nations: 2030 Sustainable Development Goals  
<https://www.un.org/sustainabledevelopment/health>  
United States. Health & Human Services. *Healthy People 2030*. Objectives and Data: Social Determinants of Health  
[www.health.gov/healthypeople/objectives-and-data/social-determinants-health](http://www.health.gov/healthypeople/objectives-and-data/social-determinants-health)  
National Academy of Sciences, Engineering and Medicine: Strengthening National Security and Global Science Diplomacy  
[www.Nationalacademies.org](http://www.Nationalacademies.org)

## Course details

### Description

The course addresses global and international public health issues that impact populations, with the major objective of health equity. Public health principles are applied using a multidisciplinary approach to social determinants of health (SDOH) and health equity and innovation.

### Major topics to be covered

Global public health strategizes collaborative action to address population health concerns. The course provides students interested in global public health perspectives on the public health organization and structure, design of population-based programs, relationships and resources, and research ethics through multidisciplinary lens of SDOH.

### Learning objectives/outcomes

The course has three major learning objectives.

1. Analyze the roles, relationships and resources of the entities influencing global health

by categorizing health-related targets within the Sustainable Development Goals according to global burden of disease, disease prevention and control and health systems platforms.

2. Propose sustainable evidence-based multi-sectoral interventions for global health challenges encompassing maternal and child health, adolescent health and the health of adults.
3. Display critical self- reflection, cultural competency in global health through discussion of ethical principles of respect for persons and social justice. Ethical foundations embrace a continuum from reproductive health to sustainable workforce development.

## Grading policies and due dates for tests, assignments, and attendance

### Methods of Student Evaluation

Students will be required to participate in class discussions, complete online tests, view a global public health expert panel and design a concept map+ reflective paper, and develop an abstract and poster for the class symposia. The five textbook chapter tests are posted on WSU Canvas (<https://canvas.wayne.edu>). Please use Chrome/Firefox for access.

### Method of Student Evaluation and Assignments Associated with Learning Objectives

<i>Assessment Method</i>	<i>Points (see Assignment Detail)</i>	<i>Learning Objectives</i>
Quizzes: Global Health, Human Rights, Ethics; Understanding & Acting on SDOH; Public Health Infrastructure; Innovation, Technology & Design; International Trade & Health. Merson Text Chapters 3,4, 14, 17, 20.	50 (5 quizzes @ 10 points each)	1
Global Public Health Expert Panel: Concept Map + Reflective Paper	20	2
Symposia Abstract & Poster Presentation	30	3

### Grading Scale

A	95.00 – 100 points
A-	90.00 – 94.99 points
B	85.00 – 89.99 points
B-	80.00 – 84.99 points
C	75.00 – 79.99 points
C-	70.00 – 74.00 points
F	<70 points

### Grading Policy for Missed Tests, Assignments

There will be no make-up sessions.

### Attendance Policy

Because of the importance of participation of all class enrollees, attendance at synchronous class sessions is expected. Students should make all efforts to attend with advance notice to the instructor. There will be no makeup sessions.

### *Inclusion of due dates for assignments.*

Please see the course calendar.

## **Online courses**

- Class will not be held during school closure or University holidays.
- Students are required to have a computer/smartphone to complete class assignments and access to WSU Canvas through Chrome/Firefox.
- Synchronous meetings are required; (2024) From 5:30 - 8 pm on August 29; September 5,12,19,26; October 3,10,17,24,31; November 7,14,21; December 5. Finals week = December 12.
- School of Medicine library resources can be accessed through <http://library.wayne.edu/shiffman>

## **University policies**

### **Class recordings**

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public

audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why they cannot, such as discussion of confidential or protected information. Violations of this syllabus policy may result in charges under the student code of conduct.

## Religious holidays (from the online Academic Calendar)

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

## Land acknowledgement

Wayne State University rests on Waawiyaataanong (Waa-we-yaa-tih-nong), also referred to as Detroit, the ancestral and contemporary homeland of the Three Fires Confederacy. These sovereign lands were granted by the Ojibwe (Oh-jib-way), Odawa (Oh-daa-waa), Potawatomi (Pow-tuh-waa-tuh-mee), and Wyandot nations, in 1807, through the Treaty of Detroit. Wayne State University affirms Indigenous sovereignty and honors all tribes with a connection to Detroit. With our Native neighbors, WSU can advance educational equity and promote a better future for the earth and all people.

## Student Disability Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. Please visit <https://studentdisability.wayne.edu> to register your condition. Once you have accommodations in place, please inform your instructor. Student Disability Services' mission is to assist the University in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at WSU. SDS supports students with a variety of conditions, such as mental health disorders, learning disabilities, chronic health conditions, etc.

## Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety, and depression, that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty. Go to <https://caps.wayne.edu> for information on the services offered and how to access them. Other options, for students and non-students, include the [Mental Health and Wellness Clinic at the College of Education \(https://education.wayne.edu/mental-health-and-wellness-clinic\)](https://education.wayne.edu/mental-health-and-wellness-clinic). Services at all these clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about. CAPS provides afterhours/weekend crisis support: students living on campus can call (313) 577-2277, and all others, call (313) 577-9982. In a life-threatening emergency, call the WSU Police at 313-577-2222.

## Sexual Misconduct and Title IX

Most faculty and staff are considered “**Responsible Employees**” and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, stalking, dating/domestic violence, and sexual harassment) to the Title IX Coordinator when it involves a student.

**Confidential support** is available 24/7 through the [Rape, Abuse & Incest National Network \(RAINN\) \(https://www.rainn.org/\)](https://www.rainn.org/). Call **1-800-656-4673** or [Chat \(https://hotline.rainn.org/online\)](https://hotline.rainn.org/online) with a professional support specialist.

## Options for Self-Reporting Sexual Misconduct

Any student impacted by sexual misconduct or sexual harassment has the right to report to the University (i.e., Responsible Employee or Title IX Coordinator), to law enforcement (i.e., WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

### *Reporting to the University*

The [Title IX Office \(https://titleix.wayne.edu/\)](https://titleix.wayne.edu/) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

**Phone:** 313-577-9999

**Email:** [TitleIX@wayne.edu](mailto:TitleIX@wayne.edu)

### *Reporting to Law Enforcement*

The [WSU Police Department \(https://police.wayne.edu/\)](https://police.wayne.edu/) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

**Phone:** 313-577-2222

**Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.** If you or someone you know has been impacted by sexual violence or discrimination, please visit [TitleIX.wayne.edu](http://TitleIX.wayne.edu) to learn more about resources and support on campus and in the community.

### Food Pantry and Basic Needs

Wayne State has a food pantry, a free resource available for all students. See the hours on the website <https://thew.wayne.edu/pantry>.

Learning is always more challenging when you are struggling to meet basic needs. Wayne State recognizes that you may face a number of challenges during your time here, and we are here to support you. Any student who faces challenges securing food, housing, or medical care is encouraged to contact relevant university offices noted on the [Financial Aid website \(https://wayne.edu/financial-aid/\)](https://wayne.edu/financial-aid/) for support. You are also encouraged to contact Care, Support, and Intervention services in the Dean of Students Office (DOSO) for assistance with connecting to resources for basic needs. Students can call DOSO at 313-577-1010 or submit a [care referral form \(https://doso.wayne.edu/conduct/student-support-intervention\)](https://doso.wayne.edu/conduct/student-support-intervention).

### Academic Dishonesty – Plagiarism and Cheating

[Academic misconduct \(https://doso.wayne.edu/conduct/academic-misconduct\)](https://doso.wayne.edu/conduct/academic-misconduct) is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- **Plagiarism:** To take and use another's words or ideas as your own without appropriate referencing or citation.

- **Cheating:** Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- **Fabrication:** Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography.
- **Other:** Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University.

## Course drops and withdrawals

For courses running the full term, students can drop this class and receive 100% tuition and course fee cancellation for the first two weeks. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can withdraw on [Academica \(https://academica.wayne.edu/\)](https://academica.wayne.edu/). You will receive a mark of W at the time of withdrawal. No withdrawals can be initiated after the deadline. Students enrolled beyond the deadline will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step, including speaking with your instructor or advisor. More information on course drops and withdrawals can be found on the [Registrar's website \(https://wayne.edu/registrar\)](https://wayne.edu/registrar). For classes that are shorter than the full term, deadlines for dropping and withdrawal can be found on the section's detail in the [Schedule of Classes \(https://registration.wayne.edu/\)](https://registration.wayne.edu/).

## Student Services

### The Academic Success Center

The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit the [Academic Success Center \(https://success.wayne.edu/\)](https://success.wayne.edu/) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).





## The Writing Research and Technology Zone

The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit the [Writing Research and Technology Zone \(http://clas.wayne.edu/writing\)](http://clas.wayne.edu/writing) to obtain information on tutors, appointments, and the type of help they can provide.

## Library research assistance

Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? [Request an appointment with a Wayne State librarian \(https://library.wayne.edu/forms/consultation\\_request.php\)](https://library.wayne.edu/forms/consultation_request.php), who can provide on- campus or online personalized help.

## MPH Program Policies

### Grade Point Average Requirements for Elective Courses

Global Public Health is an Elective Course. Students who earn less than a B in an elective course will be allowed to balance the grade with subsequent grades to maintain a cumulative GPA of 3.0. However, students who receive a B- or lower in an elective course will be asked to meet with their advisor to ensure that they are aware of Graduate School requirements and to determine if any remedial or supportive action is required.

### Course Learning Objectives (LO) Key Matrix

<i>Learning Objectives</i>	<i>Matrix</i>
<b>1. Analyze roles, relationships and resources of entities influencing global health</b>	Assignments: <i>Quizzes</i> #1.1/Ch3 Global Health, Human Rights, Ethics #1.2/Ch4 Analyzing and Acting on SDOH #1.3/Ch14 Public Health Infrastructure #1.4/Ch17 Innovation, Technology and Design #1.5/Ch20 International Health & Trade
<b>2. Propose sustainable evidence-based multi-sectoral interventions</b>	Assignment: #3 <i>Symposium</i> : Global Public Health Abstract and Poster
<b>3. Display critical self-reflection and cultural competency.</b>	Assignments: #2: <i>Global Public Health Panel Reflection Paper + Concept Map</i>

## Assignment Detail

### Assignment 1: Individual Online Quizzes

#### *Assignment*

The five foundational knowledge Chapters are from the required text: Merson (2020) *Global Health: Diseases, Programs, Systems and Policies*. All Chapter tests are online:

- Ch 3. Global Health, Human Rights, Ethics
- Ch 4. Understanding and Acting on Social Determinants of Health
- Ch 14. Public Health Infrastructure
- Ch 17. Innovation, Technology and Design
- Ch 20. International Trade and Health

#### *Evaluation*

This assignment is worth 50 points and to be completed individually.

1. Content for the five tests is based on the required text chapters. Selected content, skills and application will be discussed during class.
2. Each test is online and open book and must be completed in one session. All tests are to be completed by the seventh session.
3. Tests have true/false, multiple choice and essay questions. Each test is worth 10 points.

### Assignment 2: Concept Map + Reflective Paper

#### *Assignment*

The purpose of the concept map + reflection paper is to discuss what you learned about the impact of social determinants of health from Panelists. You will be asked to summarize what you learned and how it could prepare you for the future of global public health.

1. After panel presentations, you will be asked to write a reflection paper using a concept map that illustrates successes/issues/challenges you learned from the panel. The concept template will be provided.
2. The one-page reflection paper will answer the following questions:
  - a. What were the important issues you understood from the panel discussion?
  - b. Who are the major public health professionals and why are they involved?
  - c. How might these public health activities and professional challenges influence your future?

- d. What do you perceive to be critical issues for partnerships in the next ten years?

### *Evaluation*

This assignment is worth a total of twenty points.

- Were panel presentations addressed in the concept map? (10 points)
- Did the reflective essay demonstrate an understanding of SDOH and a global public health perspective? (10 points)

### Assignment 3: Symposia Abstract and Poster Presentation: “Global Public Health Symposia: Exploring Social Determinants of Health”

#### *Assignment*

1. Choosing one of the targets in the “Good Health and Well-Being” targets in Sustainable Development Goals (SDGs), you will develop a global public health analysis incorporating SDOH as a template for potential presentation to a public health research or practice conference. The featured countries are the eight countries representing nearly half the world’s population (United States of America, Ethiopia, Nigeria, India, China, Brazil, Iran, and Germany), to which Canada and Mexico are added because of their international borders with the United States.
2. Merson Chapter 4 “Understanding and Acting on Social Determinants of Health and Health Equity” provides a theoretical foundation for global public health practice and research.
3. In addition to guidance from Merson (Chapter 3) on global health rights and ethics, addressing appropriate research protocol may be obtained from the WSU Institutional Review Board ([www.irb.wayne.edu](http://www.irb.wayne.edu)) website
4. The SDG 2030 “Good Health & Well-Being” intervention development topic will be chosen by mutual agreement with the Instructor. Those targets are embraced in “Goal 3. Ensure healthy lives and promote well-being for all at all ages.” Strategies complementary to the 13 SDG (i.e., 3.1 to 3.2) from Healthy People 2030 or the National Academy of Sciences, Engineering, and Medicine (NAM) can be considered.
  - a. **3.1** By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births.

**3.2** By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births.

**3.3** By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.

**3.4** By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.

**3.5** Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.

**3.6** By 2030, halve the number of global deaths and injuries from road traffic accidents.

**3.7** By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.

**3.8** Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.

**3.9** By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination.

**3.A** Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate.

**3.B** Support the research and development of vaccines and medicines for the communicable and noncommunicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all.

**3.C** Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States.

**3.D** Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.

The United States' Healthy People 2030 Social Determinants of Health (SDOH) are “the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning and quality-of-life outcomes and risks. Healthy People 2030 groups SDOH into five domains:

- Economic Stability
- Education Access and Quality
- Health Care Access and Quality
- Neighborhood and Built Environment
- Social and Community Context

National Academies of Sciences, Engineering and Medicine (NAM): *In Service to the Nation and World*

<https://www.nationalacademies.org>

NAM provides expertise for evidence-based national, international, and global strategies. It suggests facilitation of collaboration across research disciplines and sectors and is updated regularly. Examples of workshops/resources relevant to global public health include:

- Collaboration Across Borders and Disciplines: Global Teamwork/COVID-19 Pandemic.
- Mobilizing Action on Climate Changes: A United Effort/Our Planet, Our Future
- Delivering Science in a Crisis: COVID-19 Pandemic, i.e., Syndemic Impact Statement

#### Abstracts and Poster Templates

Abstracts follow the APHA/American Journal of Public Health (AJPH) format of Title, Objectives, Methods, Results, Conclusions, Public Health Implications. As a one-page Word document, the abstract should be in Arial and up to 300 words, with the 4-6 references that can be on

a second page.

### Posters

All posters will use WSU-media website

<https://medcom.med.wayne.edu/poster-templates>

PowerPoint template medcom-c-5x4.pptx. Arial, font size 26 should be used for text. References may be in size 12 font, JAMA Mod citation.

### *Evaluation*

This assignment is worth 30 points and presented as a Virtual Global Public Health Class Symposia with PowerPoint Posters.

- Did the proposed global public health intervention address SDOH and use guidance from appropriate sources, including practice and research considerations? (10 points)
- Was the Abstract and references reflective of breadth and depth of the presentation? (10 points)
- Was the Poster presentation clear and completed within allotted time? (10 points)

**Course Calendar (Fall, 2024)**

<b>Module</b>	<b>Discussion/Activity &amp; (Readings)</b>	<b>Assignment Due</b>
<u>Session 1</u> August 29	Syllabus Review Merson: Ch3. Global Health, Human Rights, Ethics)	
<u>Session 2</u> Sept 5	Individual Consultations (15 minutes each)	
<u>Session 3</u> Sept 12	Merson: Ch 4. Understanding and Acting on Social Determinants of Health	Assignment #1 Test 1.1 Merson (M) Ch3
<u>Session 4</u> Sep 19	Individual Consultations (15 minutes each)	Test 1.2 M4
<u>Session 5</u> Sep 26	Merson: Ch 17: Global Health Innovation, Technology, Design Endnote20 (Bibliography Exercise)	Test 1.3 M14
<u>Session 6</u> Oct 3	Merson: Ch 20 International Trade & Health Individual Consultations (15 minutes each)	Test 1.4 M17
<u>Session 7</u> Oct 10	Global Public Health Panel Class Discussion	Test 1.5 M20
<u>Session 8</u> Oct 17	Individual Consultations (15 minutes each)	Assignment #2: Panel Concept Map & Reflection Paper due
<u>Session 9</u> Oct 24	Concept Map & Reflection Paper Discussion	Assignment #3: Symposia Abstract due



<u>Session 10</u> Oct 31	Symposia Abstract Program Draft	Assignment #3: Abstract Peer Review
<u>Session 11</u> Nov 7	Individual Consultations (15 minutes each)	
<u>Session 12</u> Nov 14	Symposia: Global Public Health: Exploring Social Determinants of Health	Assignment #3: Symposia Preview
<u>Session 13</u> Nov 21	Symposia: Global Public Health: Exploring Social Determinants of Health	Assignment 3: Symposia
<u>Session 14</u> Nov 28	University Holiday	
<u>Session 15</u> Dec 5	Symposia: Global Public Health: Exploring Social Determinants of Health Student Evaluation of Teaching (SET)	Assignment 3: Symposia SET
<u>Finals</u> Dec 12	Finals Week	