Department of Family Medicine & Public Health Sciences (DFMPHS)
FPH 7120: Global Public Health Syllabus

Spring/Summer Session (2021)
Wednesdays, 12:30-3:30, May 12, 2021 – August 4, 2021
3 credits (Online/Synchronous)

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Prerequisites

The course is a DFMPHS elective open to graduate/professional students in the School of Medicine, College of Nursing, School of Social Work, College of Education, Eugene Applebaum College of Pharmacy and Health Sciences, College of Nutrition and Food Sciences, College of Liberal Arts and Sciences and other fields relevant to global public health.

Course Description: The course addresses global public health issues that impact populations, with the major objective of health equity. Public health principles and competencies are applied using a multidisciplinary approach to social determinants of health and health equity, and primary, secondary and tertiary prevention and research innovation. The Course alternates between six synchronous (all-class attendance) and six asynchronous Sessions. Please review the Course Calendar on page 10 for detail. During four asynchronous sessions, students will be scheduled for 15-minute individual consultations regarding on their Symposium topic.

Course Overview: Global public health strategizes collaborative action to address population health concerns. The course provides students interested in global public health perspectives on measures of population health, culture and behavior, ethics, public health infrastructure and innovation technology through multidisciplinary lens of social determinants of health (SDOH) at community and global levels.

Course Materials

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

- The Merson text is available from the WSU Barnes & Noble Bookstore (313-577-2436) www.wayne.bncollege.com and Shiffman Medical Library Reserve Desk.

Key Content Websites

- World Health Organization. Health Topics. Sustainable Development Goals 2015-2030. Goal 3: Health. www.who.int/topics/sustainable-development-goals/targets)*
- 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

- National Academy of Sciences, Engineering and Medicine (www.nationalacademies.org/covid-19-resources)
- American Public Health Association (APHA). *The Nation's Health, APHA Public Health News.* www.thenationshealth.org
- EndNote www.myendnoteweb.com for citing references in JAMA Modern Style, as illustrated for a *Michigan Journal of Public Health* article on the H1N1 pandemic and population health.

Course Learning Objectives

The course addresses competencies from the Master in Public Health (MPH) Council on Education in Public Health (CEPH) and the Association of Schools & Programs of Public Health (ASPPH) Global Health Concentration. Upon completion of the course, students will be able to:

1. Analyze global public health interventions through the lens of social determinants of health, target populations and prevention science.
    CEPH Foundational Knowledge Objective #5, 2016: Discuss the science of primary, secondary and tertiary prevention in population health.
2. Categorize health-related targets within the Sustainable Development Goals according to global burden of disease, disease control priorities and health systems platforms.
    ASPPH Global Health Concentration Competency #1, 2018: Analyze the roles, relationships and resources of the entities influencing global health.
3. Describe the roles of the World Health Organization in linking health and human rights (Universal Declaration of Human Rights) and World Trade Organization Trade-Related Aspects of Intellectual Property Right (TRIPS).
    ASPPH Global Health Concentration Competency #2, 2018: Apply ethical approaches in global health research and practice.
4. Compare public health approaches used to address global health issues at global, national and community levels.
    CEPH Foundational Competency #5, 2016: Compare the organization, structure of health care, public health and regulatory systems across national and international settings.
5. Propose evidence-based solutions to key health problems affecting maternal and child health, adolescent health or the health of adults.
    CEPH Foundational Competency #9, 2016: Design a population-based policy, program, project or intervention.
6. Demonstrate self-guided learning in relation to global health policies, focus regions/countries and topical areas of interest.
    ASPPH Global Health Concentration Competency #6, 2018: Display critical self-reflection, cultural humility and ongoing learning in global health.

Methods of Instruction

Global Public Health is a thirteen-week online course. Students will acquire knowledge through textbook and online resources using World Health Organization (WHO), National Academy of

Sciences, and American Public Health Association Global/International current content. They will demonstrate critical thinking and competencies through creation of a concept map and reflective paper in response to global health panelists' perspectives. The culminating activity is the development of an Abstract and Poster for a Virtual Class Symposia.

Evaluation

Methods of Student Evaluation

Students will be required to participate in class discussions, complete online tests, view online global public health expert panels for a concept map and reflective paper, and develop an Abstract for their Class Virtual Symposia Poster presentation.

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

Assessment Method	Points (see Assignment Detail)	Learning Objectives
Tests	50 (5 tests @ 10 points each)	1, 2
Abstract & Symposia Poster Presentation	30	4, 5
Global Public Health Panel & Concept Map/Reflective Paper	20	3, 6

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 will make all efforts to attend with advance notice to the instructor. There will be no makeup sessions.

Other Course Policies, Expectations and Requirements

Students are required to have a computer/smartphone to complete class assignments.

University and Course Policies

Religious Holidays: Because of 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 obligations observations are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Students Disabilities Services: If a student has a documented disability that requires accommodations, they will need to register with Student Disability Services for coordination of academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once the accommodation is in place, students will meet with instructor privately to discuss needs. Students who are registered with Student Disability Services should present the required test permit to the professor least one week in advance of the final exam. Federal law requires that students registered with SDS are entitled to the reasonable accommodations specified in the student's accommodation letter.

Academic Dishonesty: Plagiarism and Cheating: Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct All forms of academic behavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (http://www.doso.wayne.edu/student-conduct-services.html).

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade on the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct. The Instructor may use SafeAssign to screen assignments.

- Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student's test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.
- Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
- Plagiarism: To take and use another's words or ideas as one's n. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thought of another appear as your own.
- Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users;

(b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Course Drops and Withdrawals:

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week.

Students enrolled in the 10th week and beyond 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. More information on this can be found at:
http://reg.wayne.edu/pdf-policies/students.pdf

Student Services:
- *The Academic Success Center* (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in1000 and 2000 level courses).
- *The Writing Center* is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://classweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of the help they can provide.
- *Library Research Assistance* is available for a research assignment, paper or project, or if you are trying to collect, organize and cite sources. Wayne State librarians provide on campus or online personalized help. Contact them at http:library.wayne.edu.consult.

Other Policies

Confidentiality, Privacy and Class Recordings
Students need prior written permission from the instructor before recording any portion of the class. If permission is granted, the audio and/or video recording is to be used only for the students' personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Services 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 they cannot, such as discussion of confidential or protected information. Students will be required to complete the Department of Family Medicine & Public Health Sciences Privacy and Confidentiality Rules as an ungraded Assignment.

Classes will not be held in case of school closure. Computer hardware and software requirements adhere to Wayne State University Canvas standards. There are no extra fees

associated with access to required course materials. Online tests are asynchronous, confidential to the assigned student, and administered securely through Canvas.

MPH Program Policies

<u>Grade Point Average Requirements for Elective Courses</u>

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.

Competencies and Course Learning Objectives (LO) Key Matrix

Competencies	*Matrix*
CEPH#5. Compare organization, structure health care, public health & regulatory systems across national/international settings (LO#4)	Assignment #3: Global Public Health Poster Presentation (PowerPoint)
CEPH#9. Design a population-based policy, program, project or intervention (LO#5)	Assignment #3: Global Public Health Symposium Abstract
ASPPH#1. Analyze roles, relationships and resources of entities influencing global health (LO#2))	Assignment #1.1-1.5: Global Public Health Knowledge Test
ASPPH#2. Apply ethical approaches in global health research and practice (LO#3)	Assignment #2: Global Public Health Panel: Concept Map
ASPPH#6. Display critical self-reflection, cultural humility and ongoing learning in global health (LO#6)	Assignment #2: Global Public Health Panel: Reflection Paper

Global Public Health Assignment Detail

<u>Assignment 1: Individual Online Tests</u>

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 1. Measures of Health and Disease in Populations
      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

Evaluation
This assignment is worth 50 points.

1. Content for the five tests is based on the required text chapters. Knowledge content will also be discussed during class sections.
2. The tests are online and open book and will be completed by the eighth session.
3. Each test has true/false and multiple choice questions and is worth 10 points.

Assignment 2: Reflective Paper

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

Assignment 3: Symposia Abstract and Poster Presentation

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 social determinants of health 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 2. "Understanding and Acting on Social Determinants of Health and Health Equity" provides a theoretical foundation for global public health practice and research.

3. Global health rights and ethics will be imbedded in a participant consent protocol to include appropriate research translation requirements and instruments, using templates from the WSU Institutional Review Board (www.irb.wayne.edu)

4. The SDG "Good Health & Well-Being" intervention development topic will be chosen by mutual agreement with the Instructor. Those targets, Goal 3. Ensure healthy lives and promote well-being for all at all ages," are targeted as follows and illustrated in WHO, Chapter 1. These targets have synergy with the broader Sustainable Development Goals.

Table 1.3 Health Targets in SDG 3
3.1 Maternal Health
3.2 Infant Mortality
3.3 Communicable/Infectious Disease
3.4 Chronic Disease and Mental Health
3.5 Substance and Tobacco Use
3.6 Road Traffic Injury
3.7 Sexual and Reproductive Health
3.8 Access to health coverage
3.9 Environmental Health

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

The United States Health & Human Services, National Academies of Sciences, Engineering and Medicine *COVID-19 Responses and Resources/International Committee on US HHS Office of Global Affairs* website provides expertise for evidence-based response and recovery efforts. It suggests facilitation of collaboration across research disciplines and sectors and is updated regularly. Examples of workshops/resources relevant to global public health include:
- Serious Illness Care, Structural Racism & Health Disparities in the Era of COVID-19,
- Strategies for Building Confidence in the COVID-19 Vaccines,
- Global Coordination, Partnerships, and Financing Recommendations for Advancing Pandemic and Seasonal Influenza Preparedness and Response.

Evaluation
This assignment is worth 30 points and presented as a Virtual Global Public Health Class Symposia with a Program of Abstracts and PowerPoint Posters.
- Did the proposed global public health intervention address SDOH and use guidance from appropriate sources, including participant consent and confidentiality? (10 points)
- Were Abstract 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

Module	Discussion/Activity & (Readings)	Assignment Due
Session 1 May 12 Sync1	o Syllabus Review o EndNote o Measures of Population Health (Merson:Ch1) o Public Health/Consensus News (APHA)	
Session 2 May 19 Async1	o Individual Consultations (15 minutes each)	Assignment #1 Test 1.1 (Merson 1)
Session 3 May 26 Sync2	o Global Health, Human Right, Ethics (Merson:Ch3) o Social Determinants of Health (Merson:Ch4) o Public Health/Consensus News (APHA)	
Session 4 June 2 Asyn2	o Individual Consultations (15 minutes each)	Test 1.2 (Merson 3) Test 1.3 (Merson 4)
Session 5 June 9 Sync3	o Public Health Infrastructure (Merson: Ch 14) o Global Health Innovation, Technology, Design (Merson: Ch. 17) o Endnotes X9 (Bibliography Exercise) o Global Public Health News (APHA)	
Session 6 Jun 16 Async3	o Individual Consultations (15 minutes each)	Test 1. 4 (Merson 14) Test 1.5 (Merson 17)
Session 7 June 23 Sync4	o Global Public Health Panel #1 o Global Public Health Panel #2 o Class Discussion	
Session 8 June 30 Async4	o Individual Consultations (15 minutes each)	Assignment #2: Panel Concept Map & Reflection Paper due
Session 9 July 7 Async5		Assignment #3: Symposia Abstract due
Sess 10 July 14 Sync5	o Symposia Abstract Program Draft o Global Public Health/consensus News (APHA)	Assignment #3: Symposia Posters Due
Sess 11 July 21 Asyn6	o Individual Consultations (15 minutes each)	
Sess 12 July 28 Sync6	o Class Symposia Title TBD o SET	Assignment #3: Symposia Presentations
Sess 13	Finals Week	

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