

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

Spring/Summer Session (2021)

3 credits (Synchronous)

The class sessions calendar will be published in the Syllabus on Canvas.

Instructor: Julie Gleason-Comstock, PhD, MCHES, Assistant Professor, DFMPHS
3939 Woodward Ave, Woodward Gardens, Rm 375, Ph (313) 577-6681
Email (preferred communication): jgleason@med.wayne.edu

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 techniques are applied using a multidisciplinary approach to social determinants of health, prevention and risk reduction strategies.

Course Overview: Global public health strategizes collaborative action to address population health concerns. The course provides students interested in public health global perspectives on prioritization and analysis of reproductive health, communicable and chronic disease strategies through the multidisciplinary lens at community and global levels All tests are online and asynchronous.

Course Materials

Texts: Required texts/documents are asterisked*. The Merson text is available at Shiffman Library Reserve Desk and the WSU Barnes & Noble Bookstore (313-577-2436/www.wayne.bncollege.com). Digital access from the Shiffman Reserve and Bookstore are to be determined.

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

Global Health and the Future Role of the United States. A Consensus Study Report of the National Academies of Science, Engineering and Medicine. Washington DC: The National Academies Press: 2017. pdf public access @ www.nap.edu*

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*

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

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 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 synchronous course. Students will acquire knowledge through required text, journal and online resources, including weekly online class discussion using World Health Organization (WHO) and American Public Health Association (APHA) current global public health news. They will demonstrate critical thinking and competencies through tests/essays, creation of a reflective paper using a concept map and interaction with public health expert panels, and development of an executive summary and presentation/poster for a global health symposium.

Class Resources for Discussion (Public Domain)

- American Public Health Association (APHA). *The Nation's Health, APHA Public Health News*. www.thenationshealth.org Interactive weekly discussion and consensus building on national and global health interactive quiz.

Students will be required to use AMA Style for assignments and EndNote (Web7 or X9) for all reference citations.

Key Websites

- Institute for Health Metrics and Evaluation (www.healthdata.org)
- World Health Organization (<http://www/who.int>)

Evaluation

Methods of Student Evaluation

Students will be required to participate in class discussions, complete tests/essays, interact with global public health experts, and complete assignments of a reflective paper and presentation/poster with an executive summary.

Required textbook 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>
Tests/Essays	50 (5 tests @ 10 points each)	1, 2
Global Public Health Executive Summary & Poster/Presentation	30	4, 5
Global Health 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, synchronous attendance at 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 laptop computer to complete class assignments, although participation with some synchronous sessions can be via smartphone.

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. Student 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 in 1000 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

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.

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

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.

Competencies and Course Learning Objectives (LO) Key Matrix

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

Global Public Health Assignment Detail

Assignment 1: Individual Tests/Essays

Assignment

The Chapters are noted in the Syllabus as chapters in Merson (2020) *Global Health: Diseases, Programs, Systems and Policies*.

Evaluation

This assignment is worth 50 points.

1. Content for the five tests/essays is based on the required text chapters and will be posted on Canvas at the beginning of the semester. Knowledge content will be presented and discussed during class sections,
2. The tests are online, open book and each quiz may be taken up to the three times through the eighth session of the semester.
3. Each test has true/false and multiple choice questions and an essay question and is worth 10 points.

Assignment 2: Reflective Paper

Assignment

The purpose of the reflective paper is to discuss what you learned from the International Public Health Professionals Panels, and is a reflection of the impact of social determinants of health, what you learned and how interaction with the panel could prepare you for the future of global public health.

1. After the panel presentation, you will be asked to write a reflection paper using a concept map that illustrates successes/issues/challenges you learned from the panel. A 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 global issues between the United States and Canada/other global health partners 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: Abstract and Class Student Symposium Presentation/Poster

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 (SDOH) as a template for potential presentation to a public health research or practice conference. The featured countries are the United States of America, Ethiopia, Nigeria, India, China, Brazil, Iran, and Germany, eight countries representing nearly half the world's population, to which Canada and Mexico are added because of their international borders with the United States.

2. Global health rights and ethics will be imbedded in a participant consent protocol to include appropriate research translation requirements and instruments, using guidance from the WSU Institutional Review Board.
3. 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

Proposed interventions will be relevant to the ten leading causes of deaths in the World, and in Low, Middle and High Income Countries (Merson, Table 8.1).

- Cardiovascular diseases
- Diarrhea/lower respiratory infections/other
- Chronic respiratory
- Neurologic disorders
- Neonatal disorders
- Unintentional injuries
- Transport Injuries

Guidance:

Texts of Merson (2020), US.HHS 2030 Social Determinants of Health (SDOH), and World Health Organization Sustainable Development Goals (SDG) 2015-2030.

Evaluation

This assignment is worth 30 points and presented in the Class Student Symposium as a Poster presentation with a one-page Abstract. Formatting will adhere to global health symposium submission guidelines.

- Did the proposed global public health intervention address SDOH and use guidance from appropriate sources, including participant consent? (10 points)
- Were Endnotes citations in the Abstract reflective of the breadth and depth of the presentation (10 points)
- Was the PowerPoint Poster presentation clear and completed within the allotted time? (10 points)