

1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 5/16/2013

1b. Department/Division: Dept Of Health Services Manage

1c. Contact Person

Name: James Holsinger

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Phone: 323-6314

Responsible Faculty ID (if different from Contact)

Name: Becki Flanagan

Email: becki@uky.edu

Phone: 218-2092

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 451G

2c. Full Title: A Sick World: Global Public Health in the Early 21st Century

2d. Transcript Title: A Sick World: Global Public Health

2e. Cross-listing: n/a

2f. Meeting Patterns

LECTURE: 45 Correction: Lecture: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2j. Course Description for Bulletin: This course provides students with basic knowledge about the issues of global public health and its importance to all peoples of the globe. After receiving an introduction to the principles and goals of global public health, students will begin to acquire functional knowledge of the theoretical and methodological underpinnings of global public health practice. Key content areas such as health determinants, issues of health, education, and poverty, ethical and human rights concerns, the impact of culture on global public health, the burden of disease on the global human population, and other pertinent global public health topics will become focal points for class discussion. This course will emphasize theory-driven empirical investigation of key behavioral issues that influence the health and well-being of people around the globe. Case studies of global public health issues will be utilized.

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 35

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

UNIVERSITY OF KENTUCKY COLLEGE OF PUBLIC HEALTH

COURSE SYLLABUS

A Sick World: Global Public Health in the Early 21st Century

CPH 451G
Fall 2013

Location CPH 207
Days and Time Tuesdays 3:30-6:00 p.m.

Contact information

Instructor: James W. Holsinger Jr., MD, Ph.D.
Wethington Endowed Chair in the Health Sciences
Department of Health Services Management

Office: Suite 107
College of Public Health
111 Washington Avenue

Telephone: 859-323-6314

E-mail: jwh@uky.edu (preferred methods for contacting instructor)

Office Hours: Tuesdays, 1:00 p.m. - 3:00 p.m., or by appointment

Course description

This course provides students with basic knowledge about the issues of global public health and its importance to all peoples of the globe. After receiving an introduction to the principles and goals of global public health, students will begin to acquire functional knowledge of the theoretical and methodological underpinnings of global public health practice. Key content areas such as health determinants, issues of health, education, and poverty, ethical and human rights concerns, the impact of culture on global public health, the burden of disease on the global human population, and other pertinent global public health topics will become focal points for class discussion. This course will emphasize theory-driven empirical investigation of key behavioral issues that influence the health and well-being of people around the globe. Case studies of global public health issues will be utilized.

Course rationale

This general education course reflects a commitment by the College of Public Health at the University of Kentucky to help students recognize and understand how they, individually and

collectively as informed citizens, can understand the issues of global health and the impact of global illnesses on their own lives. Because public health is largely about primary “upstream” prevention and advocacy for improved “population health,” it is essential that all students, particularly those hoping to be “clinically” oriented health care practitioners, understand the epidemiology, etiology, prevention, and treatment of global public health problems.

Course prerequisites

Undergraduate or graduate status at the University of Kentucky is the only prerequisite for this course.

Course objectives

- Explain the role of global public health science and practice.
- Understand the principles, measurement, and health-development link for global public health.
- Identify basic theoretical approaches to changing global population health behavior.
- Research cross-cutting global health themes.
- Identify the burden of disease on the global population.
- Understand the importance of global public health policy.
- Define and justify the importance of cultural health disparities in global public health.
- Apply various research methodologies for improving global public health.

Public Health competencies

- Critical reasoning skills and analysis.
- Effective written, oral, and visual communication.
- Ability to recognize and understand how the heterogeneity of global challenges and influences on population health.
- Ability to marshal scientific and practice evidence to advocate for effective global population strategies to improve global public health.
- Understand the need for effective global public health leadership.

Student learning outcomes

Upon completion of this course, the learner will:

- Define global public health and related roles/responsibilities of government, non-government agencies, and private organizations
- Describe the burden of disease as it affects the world’s population
- List the leading causes of mortality, morbidity, and health disparities among global populations
- Discuss major global health challenges
- Outline approaches for assessing and controlling environmental hazards that affect global health
- Describe how epidemiology and surveillance are used to safeguard the world’s health
- Recognize the impact of global public health policies on population health

Required Textbooks

Jacobsen, KH (2014). *Introduction to Global Health* (2nd ed.). Boston, MA: Jones and Bartlett Publishers.

(ISBN-10:1449688349)

Levine, R (2007), *Case Studies in Global Health: Millions Saved*. Boston, MA: Jones and Bartlett Publishers.

(ISBN -10:0-7637-4620-7)

Additional readings may be required based on lecture/discussion topic(s).

Course requirements and learner evaluation for Undergraduate Students

Course grades will be based upon evaluation of the following activities:

- **Content examinations:** There will be four (4) examinations, which are non-cumulative. Each examination will be worth 20 points for a total of 80 points.
- **Case:** The case should be no longer than 5 pages double-spaced and written in excellent English, conforming to APA style and worth a total of 20 points. Specific directions for preparation of the paper will be provided on September 17, 2013, well in advance of the due date. You are to submit the case electronically to the instructor at jwh@uky.edu by midnight, November 19, 2013. Late papers will not be accepted.
- **Class participation, group work, and student collaboration:** Although class participation, group work, and student collaboration are not a grade *per se*, active participation in these ways helps ensure that maximum learning is taking place and may influence grades within a point of the next letter grade.

For the case, each student will independently select a specific global public health problem from the recommended textbook, briefly review the etiology of the problem, select an approach to a solution for the problem, and convincingly argue as to why this solution might be effective.

Instructions for the case will be provided on September 17, 2013, and the case will be due on November 19, 2013.

Undergraduate Grading Criteria based on assignments and class participation, if appropriate

The mid-term grade will be based on the 40 points assigned to the first two examinations:

37-40 points	=	A	[90%]
33-36 points	=	B	[80%]
29-32 points	=	C	[70%]
25-28 points	=	D	[60%]
<25 points	=	E	[< 60%]

The final grade will be based on the 100 points assigned to the four examinations and the case project:

90-100 points	=	A	[90%]
80-89 points	=	B	[80%]

70-79 points	=	C	[70%]
60-69 points	=	D	[60%]
<60 points	=	E	[< 60%]

Course requirements and learner evaluation for Graduate Students

In addition to the course requirements set forth above for Undergraduate students, graduate students will complete the following requirements:

Paper: Graduate students will write a 15 page double-spaced paper written in excellent English, conforming to APA style and worth a total of 25 points (20% of final grade). The paper will integrate the concepts covered the course readings and class discussion. Instructions for the paper will be provided by September 17, 2013, including a grading rubric. The paper will be submitted to the instructor electronically at jwh@uky.edu by midnight, December 8, 2013. Late papers will not be accepted..

Graduate Student Grading Criteria based on assignments and class participation if appropriate

113 -125 points	=	A	[90%]
100-112 points	=	B	[80%]
88-99 points	=	C	[70%]
Below 88 points	=	E	[< 70%]

From time to time and well in advance of the applicable class, you may be asked to read or review additional material that is relevant to the topics being covered and discussed in class.

Each week you are encouraged to visit and read the material on at least one global public health website in order for you to better understand contemporary global public health.

Examples:

World Health Organization <http://www.who.int/en/>

Doctors without Borders <http://www.doctorswithoutborders.org/>

Center for Global Public Health <http://globalhealth.berkeley.edu/cgph/>

Instructor expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect you to be attentive to each class. This means silencing mobile phones and suspending email and texting and phone calling during class. Should a true emergency arise that you must address, please quietly attend to it and return to class as quickly as possible.
4. I expect you to actively participate in the discussions. This is not the type of class where you can “sit back and listen.”
5. I expect you to be respectful of the answers and opinions of others. A signal joy of the university is that it represents a thoughtful community of learners. I strive to have a class respectful and reflective of this learning community.
6. I expect all work to be your own. Group collaboration is appropriate for cases or papers.

7. I expect you to submit a paper using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
8. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
9. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
10. Wikipedia *cannot* be used as a cited reference, as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
11. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Academic Integrity

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. All incidents of cheating and plagiarism are taken very seriously at the University of Kentucky, and there are specific policies and procedures in place to prosecute them. See S.R. 6.3.0 (PDF) for the exact Senate Rules regarding academic offenses.

Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities. Contact Jake Karnes via email at jkarnes@email.uky.edu or by telephone 859-257-2754. You may also visit the DRC website for information on how to register for services as a student with a disability:
<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Religious Observances

Students will be given the opportunity to make up work (typically, exams or assignments) when a student notifies his or her instructor that religious observances prevent the student from doing the work at its scheduled time. Students must notify the course instructor at least two weeks prior to such an absence and propose how to make up the missed academic work.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

Late work policy

All students will write a case paper for this course. Specific directions for preparation of the paper will be provided well in advance of the due date, September 17, 2013. The paper will be

submitted electronically to the instructor at jwh@uky.edu by midnight, November 19, 2013. Late papers will not be accepted. Graduate students will also write an integrative paper, which will be submitted to the instructor electronically at jwh@uky.edu by midnight, December 8, 2013. Late papers will not be accepted.

Excused absences policy

Class attendance is mandatory. For the second and each subsequent unexcused absence, the final grade will be lowered by five points. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. Students are expected to attend all class sessions and fully engage in the classroom discussions. Excused absences preferably must be requested in advance of the class period to be missed, but no later than seven days after it. The following are acceptable reasons for excused absences: (1) serious illness, (2) illness or death of a family member; (3) university-related trips; (4) major religious holidays; (5) other circumstances the instructor finds to be a reasonable cause for nonattendance. The instructor will provide the opportunity for students to make up work missed due to excused absences. Unexcused absences will not be made up.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Course schedule and topics

DAY	TOPIC	READING ASSIGNMENTS
September 3, 2013	Review of Syllabus and Course Introduction Global Health and Health Transitions	Chapter 1
September 10, 2013	Case 1: Eradicating Smallpox Measuring the Global Burden of Disease	Chapter 2
September 17, 2013	Case 8: Preventing Diarrheal Deaths in Egypt Research and Global Health Written Case Instructions	Chapter 3
September 24, 2013	Case 20: Preventing Hib Disease Socioeconomic Determinants of Health Emmanuel Jadhav - India Exam #1	Chapter 4
October 1, 2013	Case 9: Improving the Health of the Poor in Mexico Child Health Rita sari - Indonesia	Chapter 5
October 8, 2013	Case 4: Improving Child Mortality through Vitamin A in Nepal Health of Young Adults Mohamad Abosaye: Saudi Arabia	Chapter 6
October 15, 2013	Case 6: Saving Mother’s Lives in Sri Lanka Non-Communicable Diseases and Aging	Chapter 7

	Quan Chen - China Exam #2	
October 22, 2013	Case 14: Curbing Tobacco Use in Poland The Environmental Context of Health	Chapter 8
October 29, 2013	Case 16: Preventing Neural-Tube Defects in Chile Control of Infectious Diseases Hazvinei Jongi - Zimbabwe	Chapter 9
November 5, 2013	Case Eliminating Measles in Southern Africa Global Infectious Disease Initiatives Ishwor Maharjan - Nepal	Chapter 10
November 12, 2013	Case 2: Preventing HIV/AIDS Global Nutrition Exam No.3	Chapter 11
November 19, 2013	Preventing Iodine-Deficiency Disease in China Global Health Payers and Players Written Case Due (All Students)	Chapter 12
November 26, 2013	Case 5: Eliminating Polio in Latin America Globalization and Global Health	Chapter 13
December 3, 2013	Case 3: Controlling Tuberculosis in China Health, Human Rights, and Humanitarian Aid Hazvinei Jongi - Sudan	Chapter 14
December 8, 2013	Paper Due (Graduate Students)	
December 10, 2013	Case 13: Reducing Fertility in Bangladesh Global Health Progress and Priorities	Chapter 15
December 17, 2013	Exam #4	

***Note: The 4th and final test will constitute the final examination and will be offered at the regular class time and location.**