

PBHL 3110-001: Global Health Issues
William Paterson University
College of Science and Health | Dept. of Public Health
Semester: Winter 2022, Section 080
UNIVERSITY HALL **On-Line and via Blackboard**

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Instructor Mailbox: University Hall (Public Health Dept.)
Office Hours: By Appointment Only

It is your responsibility to know the course requirements and policies. Therefore, it is essential that you read this document very carefully.

Part I. COURSE DESCRIPTION

This course presents an overview of global health issues through examination of major determinants of health and key areas of disease burden. Students will be introduced to the complex tapestry of social, economic, political, and environmental factors that affect the health of populations globally. Students will examine global health interventions to understand features of successful programs. **This class is on-line only.**

Course Prerequisites: None

1. COURSE OBJECTIVES:

The objectives of this course are to:

- A. Examine the political, socio-cultural, economic and environmental determinants of global health.
- B. Review the health indicators that contribute most to the global burden of disease.
- C. Explore how delivery systems for preventive and curative health services might be strengthened in resource poor settings.

2. STUDENT LEARNING OUTCOMES:

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

- A. Identify and analyze the major causes and contributing factors of global mortality and morbidity.
- B. Demonstrate knowledge of the impact of the major illnesses and diseases on diverse cultures and populations.
- C. Define the Millennium Development Goals and their relation to global health.
- D. Identify the impact of political, socio-cultural, economic, and environmental systems in both developed and developing nations in relation to health status.
- E. Relate population growth and other demographic trends to measures of global health and disease.

- F. Critically discuss, in written and oral forms, the influence of poverty, educational attainment, cultural traditions, and the status of women on the health of diverse populations.
- G. Describe how international aid workers can respond in culturally-relevant and effective ways to global health issues in resources poor settings.
- H. Critically evaluate public health responses and health education strategies used in addressing selected global health problems.

Required Textbooks: There is 1 required textbook for this course, which is available at the University's bookstore

Jacobsen, K. H. (2019 - 3rd Edition). *Introduction to Global Health*. Burlington, M.A. Jones & Bartlett Learning.

Course Website: This class will have a Blackboard website. Course assignments and other relevant materials will be posted there throughout the semester.

Communication: The instructor will communicate with students through Blackboard "Announcements" feature or via WPU email. Students should post general course-related questions to the discussion board to get a guaranteed response within 1 or 2 business days.

Part II. ASSIGNMENTS & GRADING POLICIES

In order to meet the course’s learning outcomes, students are expected to complete classroom activities and assignments, reflection/ discussion posts, one final research project, a midterm presentation, and assigned readings. Instructions for all assignments, final and midterms will be posted to the course’s Blackboard website. Assignments should be submitted on the Blackboard website as well. Students are encouraged to contact the instructor with any questions or concerns.

GRADE BREAKDOWN:

GRADE COMPONENT	PERCENTAGE	TENTATIVE DUE DATES
HW Reflection Posts	75	Please see course schedule
Documentary Film Review	25	1/21/22
TOTAL	100	

The grading scale is as follows:

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F <60
A- 90-92	B 83-86	C 73-76	D 60-66	
	B- 80-82	C- 70-72		

Homework assignments and discussion board: Students will be asked to write reflection posts on designated reading assignments. An assignment description will be posted on Blackboard and information will be provided in class.

Readings/Video's: Daily readings and/or videos should be completed by the start of the class for which they are due. Readings and/or Videos will be assigned on a week-by-week basis.

Late Work: Late work will receive a grade reduction for each late day (from A to A-, or by three points out of 100).

Course Policies: In order for our class to run smoothly, I expect you to follow the policies listed below. Failure to do so may result in a grade reduction or another sanction to be determined by the instructor.

- Keep up with all assigned readings and assignments.
- Turn in assigned work on time. Late assignments will be penalized as per the policy listed above.
- Any material posted online on the course blackboard or communicated by the instructor is intended for the course participants only and should not be disseminated or re-posted elsewhere (in its original or modified format).

Documentary film report:

- There will be one documentary film report, worth a maximum of 25 total points.
- Each student will watch a short documentary (to be determined) e.g., YouTube, and students will provide a 2 to 3 page maximum written report.
- The report must be size 12 Times New Roman font, double-spaced, 8.5"x11" size page, portrait-oriented, with 1" margins on all sides. Each page of the report will have a header with the following 2 lines of text: line 1 – Documentary Film Report, PBHL 3100, Fall 2020 (centered), line 2 – the names of each group member (centered). Each page of the report will have a page number at the bottom right of the page.
- When thinking about what to write in your report, please be sure to include the following. Feel free to discuss any other additional points that you feel are pertinent to a critical analysis of the documentary.
 - What is the documentary about?
 - What specific environmental problems are discussed?
 - Who created the documentary? What is/are their background/credentials?
 - No references are provided for the facts/figures in this documentary. Fact-check at least 3 of them. Do the facts/figures you've chosen to check appear to be accurate or not accurate?

- According to what source?
- What does the documentary suggest are the main cause(s) for the environmental problems discussed? Does it propose any solutions? Based on your research, and what has been discussed so far in class, do the members of the group all agree with the proposed cause(s) and/or solution(s)? If there are differing opinions among the group, what are they, and what information are these opinions based on?
 - Is/are there any controversial idea(s) presented regarding the environmental problems/proposed solutions? What is controversial about the idea(s)? Do the members of the group lean for or against the controversial idea(s)? If there are differing opinions among the group, what are they, and what information are these opinions based on?
 - Would you recommend this documentary to others? Why or why not? If there are differing opinions among the group, what are they, and what reasoning are these opinions based on?

HW-Reflection Posts:

There will be 10 Homework Reflections (7.5 Points each) that will be assigned throughout the semester (see syllabus) for schedule. The posts will be related to the book chapters that we will cover and or assigned readings.

Standards of Academic Conduct – Academic Integrity Policy: William Paterson University expects all members of the University community to conduct themselves honestly and with professional demeanor in all academic activities. Violations of this policy include, but are not limited to:

- Plagiarism is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.
- Cheating during examinations includes any attempt to: (1) look at another student's examination with the intention of using another's answers for personal benefit; (2) communicate, in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks, or other sources, not specifically designated by the professor of the course for student use

- during the examination period; or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.
- Collusion is working together with other person/persons in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (collaborative) effort of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.
 - Lying is knowingly furnishing false information, distorting or omitting data, failing to provide all necessary, required information to the University advisor, registrar, admissions counselor, or professor, for any academically related purpose. Other concerns that relate to the Academic Integrity Policy include such issues as breach of personal security, stolen tests, falsified records, and vandalism of library or other materials. No list could possibly include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy
 - IMPORTANT: credit any source you use, even the textbook, when you write your posts and homework assignments.

Students found to be in violation of the Academic Integrity Policy will have an Academic Integrity Violation report submitted to the Dean of Students, and may face additional sanction, including, but not limited to, failure of the assignment/exam, grade reduction, or failure of the course (full policy found in the William Paterson University Undergraduate Student Catalog).

Academic Support for Students with Disabilities

The Accessibility Resource Center (Speert Hall 134) assists students with documented disabilities by providing reasonable accommodations and services that ensures equal access to all programs, activities, and related benefits of the University's educational and professional programs.

- William Paterson University is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical).
- Please contact the Accessibility Resource Center to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.
- Students are encouraged to register with the Accessibility Resource Center (ARC) as soon as they enroll, since accommodations cannot be provided retroactively.
- Students are encouraged to notify their faculty members of any accommodation granted by the ARC by providing each faculty member a copy of the official accommodation letter during the first or second week of the semester.
- Contact Information: Accessibility Resource Center | Speert Hall, Room 134 | 973 – 720-2853

Additional Support Services for Students

- The Academic Success Center (Raubinger Hall, Lower Level) provides one-on-one tutoring assistance for numerous lower-level and upper-level courses, as well as for developmental skills for math and reading courses. The Center also offers workshops, computer facilities, study groups and exam review sessions.
- The Counseling, Health and Wellness Center (Overlook South, 1st floor) provides a full range of clinical services for all William Paterson University Students, including preventative and counseling services.
- The Writing Center (Preakness Hall 124 and Valley Road 3048) provides one-on-one tutoring on writing issues such as outlining, thesis clarification, organization, style, transitions, citing, and grammar, as well as editing and proofreading one's own writing.

Information about additional support services (Advisement Center, Science Enrichment Center, New Student/ Sophomore/Junior/Transfer Student Experience) can be found online at <https://www.wpunj.edu/academicsupport/>

Policy on Electronic Recording of Lectures and Materials Student use of any electronic recording device to make electronic recordings of lectures, class discussions or other oral classroom communication is not permitted without written permission from the relevant course instructor(s).

For more information on this University policy, see <https://www.wpunj.edu/policies/index.html>

Part III. COURSE SCHEDULE

This course syllabus and schedule is subject to revision as necessary. Students will be notified of any changes.

Session 1 January 3	Introduction to the course, course policies, syllabus review Intro to Global Health Issues	Chapters 1 and 20
Session 2 January 4	Intro to Global Health Issues	Chapter 2 and 3 HW Reflection Post 1 Due
Session 3 January 5	Intro to Global Health Issues	Chapters 4 and 5 HW Reflection Post 2 Due
Session 4 January 6	Health Determinants	Chapters 6 and 7 HW Reflection Post 3 Due
Session 5 January 10	Measurements & Trends Education, Poverty, Economics	Chapter 8 and 9 HW Reflection Post 4 Due
Session 6 January 11	Measure of Disease Burden	Chapter 10 and 11 HW Reflection Post 5 Due
Session 7 January 12	Measure of Disease Burden	Chapter 12 HW Reflection Post 6 Due
Session 8 January 13	Health and Heiman Rights; Global Health Implementation.	Chapter 13 HW Reflection Post 7 Due

Session 9 January 18	Global Health Implementation.	Chapter 14 and 15 HW Reflection Post 8 Due
Session 10 January 19	Health and Heiman Rights; Global Health Implementation.	Chapter 16 HW Reflection Post 9 Due
Session 11 January 20	“Modern” Disease.	Chapter 17 HW Reflection Post 10 Due
Session 12 January 21	“Modern” Disease.	Chapters 18 and 19 Documentary Film report due.