

Term Information

Effective Term Summer 2017
Previous Value Summer 2014

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are proposing to add this course to the General Education course offerings list, in the area of Open Options: Education Abroad

What is the rationale for the proposed change(s)?

The course meets the GE learning objectives for the proposed category. Additionally, students would get exposed to global public health through their general education curriculum

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No real implications in terms of resources

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Public Health
Fiscal Unit/Academic Org College of Public Health - D2505
College/Academic Group Public Health
Level/Career Undergraduate
Course Number/Catalog 3189.01
Course Title Field Experience in Global Public Health: India
Transcript Abbreviation Exp Pub Hlth India
Course Description Global public health concepts and associated metrics; role of cultural, social, economic, and environmental factors on public health in India; instructions in a classroom setting on an Indian campus and through field trips.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Field Experience
Grade Roster Component Field Experience
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110 (110), good academic standing, and completion of minimum 4 semesters (2 academic years) of undergraduate education.

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.2201
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Education Abroad (new)

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Summarize the key public health concepts and metrics applicable to India.
- Compare and contrast examples of major US and Indian public health issues.
- Discuss various approaches/strategies for identification, response, and intervention to address common public health issues in India.
- Identify political, cultural, behavioral, and socioeconomic factors related to global public health issues in India.

Content Topic List

- Principles and Goals of Global Health
- Health Determinants, Measurements and Trends
- Health, Education, Poverty, and the Economy
- Ethical and Human Rights Concerns in Global Public Health
- Introduction to Health Systems
- Culture and Health
- The Environment and Health
- Nutrition and Health
- Women's Health
- Child Health
- Communicable Diseases
- Non-Communicable Diseases
- Unintentional Injuries
- Natural Disasters and Complex Human Emergencies
- Science Technology and Global Health

Attachments

- IndiaPH3189 - Syllabus Aug 2016.pdf: Revised Syllabus
(Syllabus. Owner: Droesch, Kynthia Ellen)
- IndiaPH3189 - GE Rationale - Aug 2016.pdf: Revised GE Rationale
(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)
- IndiaPH3189.01 - GE Assessment Plan - Aug 2016.pdf: Revised Assessment Plan
(GEC Course Assessment Plan. Owner: Droesch, Kynthia Ellen)

Comments

- See e-mail to K. Droesch. *(by Vankeerbergen, Bernadette Chantal on 06/22/2016 09:11 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Droesch, Kynthia Ellen	06/02/2016 02:51 PM	Submitted for Approval
Approved	Katz, Mira L.	06/02/2016 02:53 PM	Unit Approval
Approved	Bisesi, Michael Salvatore	06/02/2016 02:57 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/22/2016 09:11 AM	ASCCAO Approval
Submitted	Droesch, Kynthia Ellen	09/26/2016 04:23 PM	Submitted for Approval
Approved	Seiber, Eric	09/27/2016 10:32 AM	Unit Approval
Approved	Bisesi, Michael Salvatore	09/27/2016 12:36 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	09/27/2016 12:36 PM	ASCCAO Approval



**College of Public Health
PUBHLTH 3189.01
Field Experience in Global Public Health: India
3 Credit Hours – Summer Term (Summer 4W1)**

Instructor: Haikady N. Nagaraja, PhD, Professor Emeritus
Office location and phone number: 1841 Neil Avenue, 240 Cunz Hall, 614-292-5430
Email: nagaraja.1@osu.edu
Instructor's Office Hours: By Appointment
Class Time & Location: May Session; Manipal University campus, Manipal, India

Course Description:

PUBHLTH 3189.01 provides a basic introduction to global public health concepts and practice, and discusses links between public health and social and economic development with special emphasis on Indian society. Students will get an overview of the determinants of health and metrics of health status. They will critically examine the role of culture, economy, and environment on public health in a class room setting and through several field trips.

Pre-requisite: Minimum GPA of 2.5 or higher; English 1110.

GE Course: Education Abroad

Goals:

By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

This course is a GE, Education Abroad Course with the following learning outcomes associated with this GE.

Course Objectives:

Upon successful completion of the course, students will be better able to:

1. Summarize key public health concepts, including: the demographic and epidemiological transitions, the burden of disease, the impact of key health conditions on individuals and on communities, and critical issues in the organization and delivery of health services.
2. Explain the determinants of health and risk factors for conditions of importance to international health.
3. Compare and discuss the burden of disease in various regions of the world, how it varies both within and across countries.

4. Identify applicable examples addressing issue of health and equity.
5. Discuss contemporary Indian society, culture, and public health issues in India.
6. Establish links between public health and social, cultural, political, and economic factors with special emphasis on India.
7. Function effectively within India and articulate how the trip to India has enriched the academic experience with a global perspective.

College of Public Health (CPH) Core Competencies:

All students completing this course will be prepared to:

- Summarize the key public health concepts and metrics.
- Compare and contrast examples of major US and Indian public health issues.
- Discuss various approaches/strategies for identification, response, and intervention to address common public health issues.
- Identify political, cultural, behavioral, and socioeconomic factors related to global public health issues.

A complete list of College of Public Health Competencies are located in Appendix C of the CPH Graduate Student Handbook that can be found at:

<https://cph.osu.edu/students/graduate/handbooks/graduate-student-handbook/appendix-c-college-public-health-competencies->

Student Responsibilities:

Students are expected to attend each lecture and participate in class discussions on a regular and consistent basis. They need to be responsive and respectful team members.

Required Textbook and Major Readings:

- **Text:** Skolnik, Richard. Global Health 101, 3rd Ed., published by Jones and Bartlett Learning, 2015
- Supplementary Readings as assigned.
- Review of Public Health Resources and Websites (Carmen Content).

Grading:

Grading is based on the performance of the students in the following:

- **Three Quizzes:** 15% + 15% + 15%
- **Group Participation:** 10%
- **Reflection Essay on the Study Abroad Experience (GEC requirement):**15%
- **Final Project Report:** 25%
- **Final Project Presentation:** 5%

The quizzes are intended to evaluate the absorption of the material taught in the class and in the 12 planned field trips. Participation is required and highly encouraged, since it will add to the overall experience. It will be evaluated by the instructor for the duration of the course.

For the reflection essay, the students should write a thoughtful three-page (double spaced, typed) paper covering the following three topics: (1) similarities, differences, and interconnections between India and the U.S. in terms of society and public health issues with concrete examples. (2)

how the course has allowed you to function more effectively in India, and (3) how your field experience enriched your academic experience at Ohio State with concrete examples.

The final project report, with a minimum of 5 pages in double spacing and 11 pt. font, is on the topic chosen by the student on the topic of global public health within the Indian or international context, and approved by the instructor. The final project presentation is an oral presentation that highlights the key components of the final project paper.

The final grades will be based on the following anticipated score distribution.

- A 100-94** Outstanding work that reflects mastery of the material and the ability to apply it critically and creatively
- A- 93-90** Excellent work that reflects mastery of the material
- B+ 89-87** Good work that reflects mastery of most of the material
- B 86-83** Good work that reflects mastery of some of the material
- B- 82-80** Good work that reflects mastery of a few aspects of the material
- C+ 79-77** Mediocre work that reflects familiarity with, but not mastery of the material
- C 76-73** Mediocre work that reflects familiarity with most of the material
- C- 72-70** Mediocre work that reflects some familiarity with the material
- D: 60-69** Mediocre work that reflects little familiarity with the material
- E: Under 60**

Student Support

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact OSU Counseling and Consultation Services (292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free to students and is confidential. CCS is located at the Younkin Success Center.

The Younkin Success Center also provides additional personal, social and academic wellness services for OSU students. Please connect to <http://younkinsuccess.osu.edu/wellness-services/> for details regarding counseling services as well as tutoring and learning services to assist with developing improved study/course skills and time management. The Younkin Center also offers career testing, help with resumes and personal statements, and mock interviews.

Office of Student Life: Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, TDD 614-292-0901; <http://www.ods.ohio-state.edu/>.

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University, the

College of Public Health, and the Committee on Academic Misconduct (COAM) expect that all students have read and understood the University's Code of Student Conduct and the School's Student Handbook, and that all students will complete all academic and scholarly assignments with fairness and honesty. The Code of Student Conduct and other information on academic integrity and academic misconduct can be found at the COAM web pages (<http://oaa.osu.edu/coam/home.html>). Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct, the Student Handbook, and in the syllabi for their courses may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Please note that the use of material from the Internet without appropriate acknowledgement and complete citation is plagiarism just as it would be if the source were printed material. Further examples are found in the Student Handbook. Ignorance of the Code of Student Conduct and the Student Handbook is never considered an "excuse" for academic misconduct.

If I suspect a student of academic misconduct in a course, I am obligated by University Rules to report these suspicions to the University's Committee on Academic Misconduct. If COAM determines that the student has violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Carmen

There will be a Carmen site for the course. It will contain the syllabus, the readings, and lecture notes.

Course Instruction Details

Manipal Course and Field Experience Schedule, Modified from May 2015 Offering and Planned for Summer

Date	Day	Time	Activity
May 11, 2015	Monday	AM (9:30-12:00)	GPHL1: Principles and Goals of Global Health GPHL2: Health Determinants, Measurements and Trends
		PM (1:00-4:30)	ICSL1: Approaches to the study of Indian Society
May 12, 2015	Tuesday	AM	FT1. Primary Health Centre, Belman - Dr. Sameer (9:30-12:00)
		PM	GPHL3: Health, Education, Poverty, and the Economy ICS L2: Caste Structure and Change

May 13, 2015	Wednesday	AM	FT2. Community Health Centre and Link ART Centre (HIV/AIDS), Brahmavara - Dr. Prakash (9:30-12:00)
		PM	GPHL4: Ethical and Human Rights Concerns in Global Health ICSL3: Socio-political issues in Contemporary India
May 14, 2015	Thursday	AM	FT3. Anganwadi Centre - Dr. Sameer (9:30-12:00)
		PM	ICSL4: Social Change in Contemporary India GPHL5: Introduction to Health Systems
May 15, 2015	Friday	AM (9-12)	Quiz 1(15%) (9-9:30) FT4. Community diagnosis (House to house visits, preferably rural/slum areas) - Dr. Sameer and others (9:30-12:00)
		PM	ICSL5: General Discussion on Indian Society
May 16, 2015	Saturday	9:30-2:00	FT5. Kundapur, Manasa Jyothi - Dr. Lena (9:30-2:00) (Lunch in Kundapur)
May 17, 2015	Sunday	8:30–5:00	Excursion to Historical Places (Manipal U sponsored)- Mr.Abhilash, Mr.Amruth (Final year MPH)
May 18, 2015	Monday	AM	GPHL6: Culture and Health GPHL7: The Environment and Health
		PM	Final Project Planning
May 19, 2015	Tuesday	AM	GPHL8: Nutrition and Health GPHL9: Women's Health
		PM	Final Project Research
May 20, 2015	Wednesday	AM	FT6. Water treatment plant - Dr. Ramachandra Kamath (9:30-12:00)
		PM	GPHL10: Child Health
May 21, 2015	Thursday	AM	FT7. Pasteurization plant - Dr. Sameer (9:30-12:00)
		PM	GPHL11: Communicable Diseases GPHL12: Noncommunicable Diseases
May 22, 2015	Friday	AM	Quiz 2 (15%)
		PM	Project Title and Abstract due
May 23, 2015	Saturday	AM	FT8. Rural Maternity and Child Welfare Home (RMCWH) Malpe - Dr.Arathi Rao (9:30-12:00)
May 24, 2015	Sunday		Free Time
May 25, 2015	Monday	AM	FT9. Visit to Hirebettu (Around PHC area) - Dr.Aarthy R and others (9:30-12:00)
		PM	GPHL13: Unintentional Injuries GPHL14: Natural Disasters and Complex Human Emergencies
May 26, 2015	Tuesday	AM	FT10. Tile factory, Udupi - Ms. Shikha and Dr. Sanjay (9:30-12:00)
		PM	GPHL15: Working Together to Improve Global Health
May 27, 2015	Wednesday	AM	FT11. District Surveillance Unit and DOTS centre, Udupi - Dr.Rajesh Kamath (9:30-12:00)

		PM	GPHL16: Science Technology and Global Health
May 28, 2015	Thursday	AM	Quiz 3 (15%)
		PM	Work on Field Trip Experience and Final Project
May 29, 2015	Friday	AM	Reflection Essay (15%)[Due Noon]
		PM	Work on Final Project & Slides [Slides due 5 PM] (packup)
May 30, 2015	Saturday	AM	Final Project Report due (25%) by 8 AM Final Project Presentation (5%) [8:30 -11:30]
		PM	Leave Manipal for Madikeri [stay at Madikeri]
May 31, 2015	Sunday		Madikeri to Mysore [stay in Mysore May 31, June 1 nights]
June 1, 2015	Monday		Mysore (Field Trip 12 PHRII) 1 field Trip to Maternal and Child Health Research Institute

Note: GPH: Global Public Health; ICS: Indian Culture and Society

Details on the lectures on India Society and Culture (Guest Lecturer: Dr. Chandrashekhar Bhat)

Unit 1. Approaches to the study of Indian Society (2 hrs)

- a) Introduction to concepts of society, community and India: unity and diversity
- b) Indological approach
- c) Functional approach

Unit 2. Caste Structure and Change (2 hrs)

- a) Introduction to the concepts of social structure and social change
- b) Castes: Traditional characteristics and changes
- c) Caste and Tribe
- d) Sanskritisation, Westernisation

Unit 3. Socio-political issues in Contemporary India (2 hrs)

- a) Nationalism
- b) Communalism
- c) Secularism
- d) Regionalism

Unit 4. Social change in contemporary India (2 hrs)

- a) Changing aspects of caste, class and power
- b) Positive discrimination and social justice
- c) Industrialization and urbanization

Unit 5. General Discussion (2 hrs)

GE Rationale
PUBHLTH 3189.01
Field Experience in Global Public Health: India

1. How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?

The course will promote recognition of and reflection on similarities/difference/interconnections through “parallel comparison”. For example, a key goal of this course is to compare and discuss the burden of diseases in various regions of the world and how it varies both within and across countries. This will be accomplished by making parallel comparisons primarily between the US and India (Nile Virus vs Malaria, for example), for those major public health challenges throughout the entire course activities, such as lectures, field trips, class debate and discussion, and final case report. Via “parallel comparison”, the advantages and disadvantages/strengths and weaknesses for each of the scenarios will be highlighted.

2. What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?

To allow the students to function effectively in a global environment, the course takes the students to India where they immerse themselves with the help of guided instruction, local faculty and student partners. Travel within the host country will expose the students to multiple aspects of living in a country that is quite different from their own, the US. The academic material will support this goal through field trips, class debates, and discussion around how some major public health challenges have been managed with the consideration and balance of social, cultural, political, and economic factors in India.

3. In what ways will the students' time abroad enrich their academic experience?

The overarching goal of this course is to provide lessons and experiences that the students can bring back and, ideally, apply to their future studies and career development. To achieve this, all lectures and travels in the host country have been planned to draw students' attention to their surroundings and help them in understanding issues related to languages, genders, religions, etc., in the cultural context of India. The students will be required to incorporate the cases and situations learned from this course in India into the class discussion and their case reports so that their academic performance and outcomes are enriched with global perspective. Students learn about how India advances in economy while balancing public health and environmental impact with their first-hand experience with their own eyes, and discuss and debate public health topics with critical thinking. In addition, they will be forced to think critically about issues related to class, gender, sexuality, multilingualism, etc. The students are required to keep a journal and reflect on these topics as a requirement to pass this course.

GE Assessment Plan
PUBHLTH 3189.01
Field Experience in Global Public Health: India

An end-of-course reflection essay will assess the effectiveness of the course in achieving all three GE expected learning outcomes:

1. *Students recognize and describe similarities, difference, and interconnections between their host country/countries and the U.S.*
2. *Students function effectively within their host country/countries.*
3. *Students articulate how their time abroad has enriched their academic experience.*

For the reflection essay, the students should write a thoughtful three-page (double spaced, typed) paper covering the following three topics: (1) similarities, differences, and interconnections between India and the U.S. in terms of society and public health issues with concrete examples. (2) how the course has allowed you to function more effectively in India, and (3) how your field experience enriched your academic experience at Ohio State with concrete examples.

The evaluation of the reflection essay will use the Scoring Rubric provided on pages 84-85 of the ASC Curriculum and Assessment Operations Manual.

How will the data on student achievement be used to make course improvements?

After submitting final grades, the instructor will review the student achievement data in conjunction with the course SEIs. The comments from both student data sources will be used to revise the next year's planning and delivery of the course.

How will the information be archived and made available to future instructors?

Formal and informal student feedback will also be collected by the instructor. All information will be archived in the College of Public Health office so it can be made available to future instructors readily.