

## 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 3189.02  
Course Title Field Experience in Global Public Health: China  
Transcript Abbreviation Exp Pub Hlth China  
Course Description Global public health concepts and associated metrics; role of cultural, social, economic, and environmental factors on public health in China; instructions in a classroom setting on a Chinese 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  
*Previous Value* Field Experience, Lecture  
Grade Roster Component Field Experience  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Always  
*Previous Value* Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

### Prerequisites/Corequisites

Prereq: Minimum GPA of 2.5 or higher, English 1110.

### *Previous Value*

*Prereq: Major or minor in PubHlth or in health/biology-related areas; or permission of instructor.*

### Exclusions

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

51.2201

### Subsidy Level

Baccalaureate Course

### Intended Rank

Sophomore, Junior, Senior

### *Previous Value*

*Freshman, 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 key global public health concepts, including demographic and epidemiological transitions, burden of disease, impact of key health conditions on individuals and communities, and issues in the organization and delivery of health services.
- Explain the determinants of health/disease and risk factors for conditions of importance to international health.
- Compare and discuss the burden of diseases in various regions of the world, how it varies both within and across countries.
- Identify applicable examples addressing issues of health, disease, and equity.
- Discuss contemporary Chinese society, culture, and public health issues, and regional imbalances in China.
- Establish links between public health and social, cultural, political, and economic factors with special emphasis on China.

**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**

- PUBHLTH 3189.02\_.02E Credit Hour Rationale.pdf  
*(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)*
- ChinaPH3189.02 - Syllabus - Aug 2016.pdf: Revised Syllabus  
*(Syllabus. Owner: Droesch, Kynthia Ellen)*
- ChinaPH3189 - GE Rationale - Aug 2016.pdf: Revised GE Rationale  
*(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)*
- ChinaPH3189.02\_.02E - 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 09:12 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Droesch, Kynthia Ellen	06/02/2016 04:43 PM	Submitted for Approval
Approved	Katz, Mira L.	06/02/2016 04:49 PM	Unit Approval
Approved	Bisesi, Michael Salvatore	06/03/2016 09:07 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/22/2016 09:12 AM	ASCCAO Approval
Submitted	Droesch, Kynthia Ellen	09/26/2016 04:32 PM	Submitted for Approval
Approved	Seiber, Eric	09/27/2016 10:32 AM	Unit Approval
Approved	Bisesi, Michael Salvatore	09/27/2016 12:38 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	09/27/2016 12:38 PM	ASCCAO Approval



**College of Public Health  
PUBHLTH 3189.02  
Field Experience in Global Public Health: China  
3 credit hours – Summer Term 2017 (4W1)**

**Instructor:** Qinghua Sun, MD, PhD

**Office location and phone number:** 1841 Neil Avenue 424 Cunz Hall, 614-247-1560

**E-mail:** sun.224@osu.edu

**Instructor's Office Hours:** By appointment

**Class Time and Location:** May session; China (various locations)

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**Course Description:**

PUBHLTH 3189.02 provides a basic but broad introduction to global public health concepts and practice, and discusses links between public health and social/economic development with special emphasis on Chinese society, especially the equation between economic development and environmental/public health challenges. Students will get an overview of the determinants and impacts associated with health and disease in global public health with an emphasis on Chinese agricultural, industrial, and societal sectors. They will critically examine the role of culture, the economy, and the environment on public health in a class room setting and through a series of field trips, with plenty of opportunities to interact with Chinese students and public health professionals in China.

**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 able to:

1. Summarize key global 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/disease and risk factors for conditions of importance to international health.
3. Compare and discuss the burden of diseases in various regions of the world, how it varies both

- within and across countries.
4. Identify applicable examples addressing issues of health, disease, and equity.
  5. Discuss and recognize the similarities, differences, and interconnections between China and the US in contemporary Chinese society, culture, public health issues, and regional imbalances.
  6. Establish links between public health and social, cultural, political, and economic factors with special emphasis on China.
  7. Function effectively within China and articulate how their time in China has enriched their academic experience with global perspective.

### **College of Public Health (CPH) Core Competencies:**

All students completing this course will be prepared to:

- Summarize the historic milestones in public health.
- Compare and contrast examples of major domestic and international public health issues.
- Discuss various approaches/strategies for identification, response and intervention to address and attempt to resolve common public health issues.
- Identify political, cultural, behavioral and socioeconomic factors related to global public health issues.
- Apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration; health behavior/promotion) to domestic and international population issues.
- Develop quantitative awareness of the multiple-scale, and multiple interactions that characterize public health problems.
- Summarize major factors that contribute to human disease and compromised quality of life.
- Summarize issues of social inequality and environmental justice.
- Summarize intervention and disease prevention strategies to sustain and improve quality of life.

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. There will be extra effort to be considered to accommodate the students' need and safety. The OSU student will be partnered with and accompanied by local student(s) during and after the classes so that the OSU students get as much help and convenience/safety as possible.

### **Required Textbook and Major Readings**

- **Text:** Issues in Public Health (2nd Edition) Author: Pomerleau, Joceline McKee, Martin Sim, Fiona. Publisher: McGraw-Hill Professional Publishing. Available at OSU library as eLibrary Reader (LC Call Number: RA425.I88 2011eb; OCLC Number: 769189420).
- Supplementary readings as assigned
- Additional contents in Carmen

### **Grades**

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 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 paper, with a minimum of 5 pages in double spacing and 11 pt, is on the topic chosen by the student related to global public health within the host country or international context. 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:

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

### **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

Date	Day	Class	Activity
May #, 2016		1	Foundation of Modern Public Health: The Emergency of Public Health, the Centrality of Values, Populations and Mortality Additional Reading: David Hemenway. Why We Don’t Spend Enough on Public Health. N Engl J Med.2010; 362;18:1657-1658
May #, 2016		2	Foundation of Modern Public Health: Understanding the Burden of Diseases and Inequalities in Health
May #, 2016		3	Foundation of Modern Public Health: the Impact of Health Care and Policies
May #, 2016		4	Major Determinants of Health: Changing Nature of Infectious and Non-Infectious Diseases
May #, 2016		5	Major Determinants of Health: Tobacco, a Global Public

<b>2016</b>			Health Priority
<b>May #, 2016</b>		<b>6</b>	Major Determinants of Health: Recognizing Contemporary Determinants of Public Health (Human Rights, Armed Conflict and Genetics)
<b>May #, 2016</b>		<b>7</b>	Major Determinants of Health: Food, Trade, and Health
<b>May #, 2016</b>		<b>8</b>	Major Determinants of Health: Sustainable Development and Climate Change
<b>May #, 2016</b>		<b>9</b>	Public Health in China: Social History and Changes in China
<b>May #, 2016</b>		<b>10</b>	Public Health in China: Socio-political Systems and Issues in Contemporary China
<b>May #, 2016</b>		<b>11</b>	Public Health in China: Advantages and Disadvantages of Chinese System
<b>May #, 2016</b>		<b>12</b>	The Healthcare Systems and Its Reform in China
<b>May #, 2016</b>		<b>13</b>	Cancer Epidemiology in Chinese Population
<b>May #, 2016</b>		<b>14</b>	Food Safety and Human Health in China
<b>May #, 2016</b>		<b>15</b>	Major Communicable Diseases in China

### Course Major Field Trip Plan

1. Dalian CDC
2. Dalian EPA
3. Dalian District Community Health Service Center
4. DMU Hospital
5. China CDC
6. PUMC Hospital
7. Museum of Chinese Medical History
8. Beijing Emergency Medical Center and its museum



**Credit-Hour Rationale**  
**PUBHLTH 3189.02/3189.02E**  
**Field Experience in Global Public Health: China**

**Rationale and schedule:** This course is hosted entirely in the host country that is scheduled primarily in May with the possibility in June and July each year. It contains 2 key categories of contents: formalized instruction and field trip. The formalized instruction is primarily planned in the mornings that is directed by the instructor and joined by the guest lectures from the host country. The field trips are primarily planned in the afternoon, such as local CDC, EPA, water treatment plant, and community health service center.

<b>Date</b>	<b>Day</b>	<b>Class</b>	<b>Activity</b>
<b>May #, 2017</b>		<b>1</b>	Foundation of Modern Public Health: The Emergency of Public Health, the Centrality of Values, Populations and Mortality Additional Reading: David Hemenway. Why We Don't Spend Enough on Public Health. N Engl J Med.2010; 362;18:1657-1658
<b>May #, 2017</b>		<b>2</b>	Foundation of Modern Public Health: Understanding the Burden of Diseases and Inequalities in Health
<b>May #, 2017</b>		<b>3</b>	Foundation of Modern Public Health: the Impact of Health Care and Policies
<b>May #, 2017</b>		<b>4</b>	Major Determinants of Health: Changing Nature of Infectious and Non-Infectious Diseases
<b>May #, 2017</b>		<b>5</b>	Major Determinants of Health: Tobacco, a Global Public Health Priority
<b>May #, 2017</b>		<b>6</b>	Major Determinants of Health: Recognizing Contemporary Determinants of Public Health (Human Rights, Armed Conflict and Genetics)
<b>May #, 2017</b>		<b>7</b>	Major Determinants of Health: Food, Trade, and Health
<b>May #, 2017</b>		<b>8</b>	Major Determinants of Health: Sustainable Development and Climate Change
<b>May #, 2017</b>		<b>9</b>	Public Health in China: Social History and Changes in China
<b>May #, 2017</b>		<b>10</b>	Public Health in China: Socio-political Systems and Issues in Contemporary China
<b>May #, 2017</b>		<b>11</b>	Public Health in China: Advantages and Disadvantages of Chinese System
<b>May #, 2017</b>		<b>12</b>	The Healthcare Systems and Its Reform in China
<b>May #, 2017</b>		<b>13</b>	Cancer Epidemiology in Chinese Population
<b>May #, 2017</b>		<b>14</b>	Food Safety and Human Health in China

<b>May #, 2017</b>		<b>15</b>	Major Communicable Diseases in China
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### Course Major Field Trip Plan

1. Dalian CDC
2. Dalian EPA
3. Dalian District Community Health Service Center
4. DMU Hospital
5. China CDC
6. PUMC Hospital
7. Museum of Chinese Medical History
8. Beijing Emergency Medical Center and its museum

<b>Total Formalized Instruction</b>	<b>Total Structured Educational Experience</b>
31 hrs	25 hrs

**Allocation:** The proposed syllabus contains at least 31 hours of formalized instruction, in addition to more than 25 hours of structured educational and field trip experience. The OSU curriculum guidelines equate 12.5 hours of formalized instruction per credit hour and indicate, further, that 2 hours of structured educational experience may equate roughly to the value of 1 hour of formalized instruction, with 25 hours of structured educational experience per credit hour. In light of those guidelines specification that a course taught with a rough equivalent of 37.5 hours of formalized instruction be valued at 3 credit hours, this course is equivalent of about 41 hours (of 60 minutes each) be valued at 3 total credit hours.

**GE Rationale**  
**PUBHLTH 3189.02**  
**Field Experience in Global Public Health: China**

**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 China (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 China 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 China.

**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 China. The students will be required to incorporate the cases and situations learned from this course in China into the class discussion and their case reports so that their academic performance and outcomes are enriched with global perspective. Students learn about how China 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 3189.02**  
**Field Experience in Global Public Health: China**

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 China 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 China, 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.