

## Term Information

Effective Term Summer 2017  
*Previous Value* Summer 2016

## 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 3189.04  
Course Title Field Experience in Global Public Health: Finland and Estonia  
Transcript Abbreviation Exp Pub Hlth Finl  
Course Description Global public health concepts and associated metrics; role of cultural, social, economic, and environmental factors on public health in Finland and Estonia; instructions in a classroom setting and through field trips.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
*Previous Value* 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  
*Previous Value* Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Always

Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Minimum GPA of 2.5 or higher; English 1110

[Previous Value](#)

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 public health concepts as related to global health
- Explain the determinants of health and risk factors for conditions of importance to global public health
- Compare and discuss the burden of disease in Scandinavian and Baltic countries and how this burden varies both within and across countries
- Identify applicable examples addressing issues of health and equity in Scandinavian and Baltic countries
- Discuss contemporary Nordic and Baltic societies, culture, and public health-related issues
- Establish links between public health and social, cultural, political, and economic factors with special emphasis on Finland and Estonia

**Content Topic List**

- Overview of the social welfare system
- Structure of the educational system
- Societal health-related outcomes
- Societal access to medical care and preventive services
- Public Health Organization, Financing, and Decision-Making Processes in Nordic and Baltic Countries
- The North Karelia Project
- Public Health-Related Outcomes in Nordic and Baltic Countries

**Attachments**

- Finland-EstoniaPH3189.04 - Syllabus - Aug 2016.pdf: Revised Syllabus  
*(Syllabus. Owner: Droesch, Kynthia Ellen)*
- Finland-EstoniaPH3189.04\_.04E - GE Assessment Plan - Aug 2016.pdf: Revised Assessment Plan  
*(GEC Course Assessment Plan. Owner: Droesch, Kynthia Ellen)*
- Finland-EstoniaPH3189.04\_.04E- Credit-Hour Rationale.pdf: Revised Credit Hour Rationale  
*(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)*
- Finland-EstoniaPH3189.04\_.04E - GE Rationale - Aug 2016.pdf: Revised GE Rationale  
*(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)*

**Comments**

- See e-mail to K. Droesch. *(by Vankeerbergen, Bernadette Chantal on 06/22/2016 09:14 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Droesch, Kynthia Ellen	06/02/2016 05:10 PM	Submitted for Approval
Approved	Katz, Mira L.	06/02/2016 05:12 PM	Unit Approval
Approved	Bisesi, Michael Salvatore	06/03/2016 09:06 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/22/2016 09:14 AM	ASCCAO Approval
Submitted	Bisesi, Michael Salvatore	07/05/2016 01:08 PM	Submitted for Approval
Approved	Katz, Mira L.	07/06/2016 10:09 AM	Unit Approval
Approved	Bisesi, Michael Salvatore	07/06/2016 10:09 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/19/2016 09:32 AM	ASCCAO Approval
Submitted	Droesch, Kynthia Ellen	09/27/2016 09:49 AM	Submitted for Approval
Approved	Seiber, Eric	09/27/2016 10:31 AM	Unit Approval
Approved	Bisesi, Michael Salvatore	09/27/2016 12:37 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	09/27/2016 12:37 PM	ASCCAO Approval



**College of Public Health  
PUBHLTH 3189.04**

**Field Experience in Global Public Health: Finland and Estonia  
3 credit hours – Summer Term 2017 (4W1)**

**Instructor:** Lorraine S. Wallace, PhD

**Office location and phone number:** 45 W. 11<sup>th</sup> Avenue, Room 116, 614-688-1785

**E-mail:** wallace.621@osu.edu

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

**Class Time and Location:** May session; Part 1 (May 9-18) 1:00-4:10pm – Location: TBD; Part 2 (May 21-June 1) Finland & Estonia

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**Course Description:**

PUBHLTH 3189.04 provides a basic introduction to global public health and discusses links between public health, educational, social, and economic development with special emphasis on Finnish and Estonian societies. While the Gulf of Finland separates Finland and Estonia by just 50 miles, both countries offer the student a special opportunity to explore unique global health concepts and practice in this region of the world. Students will also get an overview of the determinants of health and metrics of health status in both countries. Students will critically examine the role of culture, education, economy, and environment on public health-related issues in both classroom settings and through extensive travel throughout Finland and Estonia.

Finland, home to 5.5 million residents, is the most sparsely populated country in Europe. Yet, Finland ranks at the top of the list of Organization for Economic Co-operation and Development (OECD) member countries on many key public health-related indicators, including (1) life expectancy, (2) healthcare spending, (3) educational attainment and achievement, (4) access to medical care, (5) poverty rates, and (6) pollution-related indices. Finnish women were the first in the world to fully exercise the right to vote and to stand as a candidate in elections. Finland was recently ranked the best country in the world to be a mother and is the highest ranking country in terms of women's educational attainment and health and survival.

Estonia, home to 1.3 million residents, was incorporated into the Union of Soviet Socialist Republics (USSR) at the close of World War II. Following the collapse of the USSR, Estonia gained independence in 1991. Since gaining independence from the USSR less than three decades ago, Estonia is still considered a country in transition. However, Estonia has made significant strides in regards to many public health-related indicators over the past two decades. For instance, all Estonians have access to high-quality government-run health care and generous maternity care and leave benefits. Estonia leads the world in the development, adoption, and access to the electronic health record (EHR). The nationwide EHR system integrates data from Estonia's different healthcare providers to create a common record for each patient.

The course content will be presented and discussed in several ways: (1) through lectures on specific topics; (2) through small group discussions with your instructor and classmates; (3) through direct contact with Finnish and Estonian life, public health, education, and culture during the two-week study abroad program;

and (4) through individual and group assignments in response to readings, material covered, and planned travel to Finland and Estonia.

**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 Scandinavian and Baltic countries, how it varies both within and across countries.
4. Identify applicable examples addressing issues of health, disease, and equity in Scandinavian and Baltic countries.
5. Discuss and recognize the similarities, differences, and interconnections between Scandinavia/Baltic regions and the US in contemporary 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 Finland and Estonia.
7. Function effectively within the Scandinavian and Baltic regions and articulate how their time in these regions 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.

A complete list of College of Public Health BSPH competencies can be found at:  
<http://cph.osu.edu/students/undergraduate#core>.

### **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 Course Materials**

A collection of online materials and readings from academic literature will be made available on Carmen. Each student is responsible for accessing and printing course materials posted on Carmen.

### **Grades**

This course is divided into two parts (Part 1 (May 9-18) 1:00-4:10pm – Location: TBD; Part 2 (May 21-June 1) Finland & Estonia). The first part will include formal classroom instruction on The Ohio State University campus. The second part will include the study abroad component of the course. Grading is based on the performance of the students in the following:

#### **Part 1: Columbus, OH**

- **Attendance and Participation:** 10%
- **Lecture Quizzes:** 10%
- **Public Health-Related Outcomes Presentation:** 10%
- **Midterm Examination:** 20%

Daily attendance and participation, while in Columbus, will contribute 10% to the final course grade. Students will need to be present and actively engage in course discussions to be awarded full credit. Lecture quizzes will be administered 3-4 times as well (10% of final course grade). The format of each quiz will be a combination of short answer and true-false. Students will work, in pairs, to create and deliver a brief public health-related outcomes presentation (focusing on either Finland or Estonia) to the class (10% of final course grade). Prior to our overseas departure, students will complete a midterm examination (essay and short answer format) assessing content covered during class meetings in Columbus (20% of final course grade).

#### **Part 2: Finland and Estonia**

- **Electronic Journaling:** 10%
- **Reflection Essay on the Study Abroad Experience (GEC requirement):** 20%
- **Public Health Fieldwork Interview Paper:** 10%
- **Display of Organization, Self-Discipline, and Collegiality:** 10%

While overseas students will be required to (1) create an electronic journal documenting their travels (10% of final course grade), (2) complete a paper reflecting upon and articulating similarities, differences, and interconnections between Finland, Estonia, and United States (10% of final course grade), and (3) conduct an interview with either a Finnish or Estonian public health professional and write a report describing what was discussed during the interview (10% of final course grade). Lastly, students' display of organization, self-discipline, and collegiality will constitute 10% of their final course grade.

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 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;

### **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 – Part 1 – May 9-18 – Columbus, OH

Date	Day	Class	Activity
May 9, 2016	Monday	1	Course Overview and Expectations Principles and Goals of Global Public Health Global Health Determinants, Measurements, and Trends
May 10, 2016	Tuesday	2	<b>Finland</b> Overview of the social welfare system Structure of the educational system Societal health-related outcomes Societal access to medical care and preventive services
May 11, 2016	Wednesday	3	<b>Estonia</b> Overview of the social welfare system Structure of the educational system Societal health-related outcomes Societal access to medical care and preventive services
May 12, 2016	Thursday	4	Public Health Organization, Financing, and Decision-Making Processes in Nordic and Baltic Countries
May 16, 2016	Monday	5	The North Karelia Project (Miracle Up North) Why, When, What, Where, Who, and How? Worldwide Public Health Significance of the North Karelia Project
May 17, 2016	Tuesday	6	Public Health-Related Outcomes in Nordic and Baltic Countries Student Presentations: Selected Topics/Public Health Issues



<b>May 18, 2016</b>	<b>Wednesday</b>	<b>7</b>	<b>Estonian e-Health Initiatives</b> Why, When, What, Where, Who, and How? Public Health Significance of State-of-the-Art Estonian e-Health Initiatives
<b>May #, 2016</b>		<b>8</b>	Midterm Examination Final Travel Related Information Session

**Course Instruction Details – Part 2 – May 21-June 1 – Finland & Estonia**

Students will spend 10 full days traveling throughout the Finnish Lakeland and Tallinn, Estonia. Public health-related issues will come to life throughout students' travel throughout these unique regions.

In Finland, students will learn about, via lectures and field experiences, the following population-based, public health-related topics: (1) nutritional practices and traditions, (2) physical activity initiatives and infrastructure, (3) environmental health initiatives, (4) health/physical education teaching in public schools, (5) automobile safety and traffic laws, (5) culture and health, (6) work-life balance, (7) maternal care and familial maternity/paternity leave, (8) public health-related alcohol and tobacco policies, (8) primary care infrastructure, (9) access to life-long medical and dental services, (10) mental health, and (11) health economics by exploring the link between taxation and health care planning and spending. In Tallinn, Estonia, students will learn about, via lectures and field experiences, the following population-based, public health-related topics: (1) nutritional practices and traditions, (2) primary care infrastructure, (3) health care technology training and initiatives, (4) access to life-long medical and dental services, and (5) public health and medical training.

**Credit-Hour Rationale**  
**PUBHLTH 3189.04/3189.04E**  
**Field Experience in Global Public Health: Finland and Estonia**

**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.

**PUBHLTH 3189.04/3189.04E Credit-Hour Rationale**

Date	Formalized Instruction		Structured Educational Experience	
	Time	Hours	Time	Hours
May 9, Monday	8:30-11:30 am	3		
May 10, Tuesday	8:30-11:30 am	3		
May 11, Wednesday	8:30-11:30 am	3		
May 12, Thursday	8:30-11:30 am	3		
May 13, Friday				
May 14, Saturday				
May 15, Sunday				
May 16, Monday	8:30-11:30 am	3		
May 17, Tuesday	8:30-11:30 am	3		
May 18, Wednesday	8:30-11:30 am	3		
May 19, Thursday				
May 20, Friday				
May 21, Saturday				
May 22, Sunday			1:00-4:00 pm	3
May 23, Monday	8:30-11:30 am	3	1:00-4:00 pm	3
May 24, Tuesday				
May 25, Wednesday	1:00-4:00 pm	3	9:00-10:00 am, 7:00-8:00 pm	2
May 26, Thursday			8:30-11:30 am	3
May 27, Friday				
May 28, Saturday			3:00-5:00 pm	2
May 29, Sunday			8:30-11:30 am, 1:00-4:00 pm	6
May 30, Monday	8:30-11:30 am	3		
May 31, Tuesday			8:30-11:30 am	3
<b>Totals</b>		<b>30</b>		<b>22</b>

Total Formalized Instruction	Total Structured Educational Experience
30 hrs	22 hrs

**Allocation:** The proposed syllabus contains 30 hours of formalized instruction, in addition to 22 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 22 hours of structured educational experience per credit hour. In light of those guidelines 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 41 hours of formalized instruction ( $30 + 22/2$ ) and is therefore valued at 3 total credit hours.

**GE Rationale**  
**PUBHLTH 3189.04/04E**  
**Field Experience in Global Public Health: Finland and Estonia**

**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 Finland and Estonia (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 Finland and Estonia 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 Finland and Estonia.

**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 Finland and Estonia. The students will be required to incorporate the cases and situations learned from this course in Finland and Estonia into the class discussion and their case reports so that their academic performance and outcomes are enriched with global perspective. Students learn about how Finland and Estonia 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 3189.04/3189.04E**  
**Field Experience in Global Public Health: Finland and Estonia**

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 Finland and Estonia 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 Finland and Estonia, 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.