

Term Information

Effective Term Autumn 2022
[Previous Value](#) Autumn 2019

Course Change Information

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

Title change of course
To edit the course learning objectives and topics
Submission of course for new GE - Theme: Health and Well-Being
One of the two offerings is a 100% distance learning option

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

The new title is more reflective of the course learning objectives and topics
To submit the course for a GE Theme
To offer students another mode of delivery

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)?
none

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 2010
Course Title Critical Issues in Global Public Health
[Previous Value](#) Introduction to Global Public Health
Transcript Abbreviation Global Pub Hlth
Course Description Public health concepts examining the philosophy, purpose, history, organization, functions, and results of public health practices domestically and internationally. Presents the pressing global public health concerns of the 21st century.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered
100% at a distance
Less than 50% at a distance
[Previous Value](#) Yes, Less than 50% at a distance
Grading Basis Letter Grade

Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
Health and Well-being
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
General Education course:
Individual and Groups; Global Studies (International Issues successors)
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

- Describe key public health concepts related to global health including: the demographic and epidemiological transitions, measures of health status, and the burden of disease.
- Discuss how social and cultural factors can affect a society's vulnerability to morbidity and mortality and its approaches to prevention and control.
- Discuss the determinants of health and risk factors for important global health conditions.
Identify key organizations and institutions, their role in global health, and the manner in which they can cooperate to address key global health issues.

Previous Value

- *Achieve familiarity with the various components of the public health system.*
- *Summarize interrelationships among the system's components.*
- *Acquire an awareness of the importance of independent reading and study for the global (i.e. US; International) citizen of the 21st century.*
- *Utilize multiple media for accessing the latest public health information and communicating with peers worldwide.*
- *Appreciate the unique characteristics of public health practice as a social enterprise that affects lives everywhere.*
- *Summarize the governmental organization and function of public health in the US and specific international areas.*
- *Acquire the ability to apply this knowledge and understanding to important health issues and problems*

Content Topic List

- Overview of Global Public Health
- Global Burden of Disease
- Culture & Health, Public Health Ethics
- Social Determinants of Health & Racism as a Public Health Crisis
- Reproductive Health & Infectious Diseases
- Nutrition
- Chronic Disease & Mental Health
- Public Health and the Arts

Previous Value

- *History and Milestones of Public Health*
- *Health Equity*
- *Epidemiology*
- *What is Health? An Ecological Perspective*
- *Making Sense of Uncertainty - Biostatistics*
- *Social and Behavioral Health - Health Behavior Health Promotion*
- *Public Health and the Health Care Systems*
- *Prevention Strategies in Public Health*
- *Public Health Future Challenges*
- *Public Health Practice*

Sought Concurrence

No

Attachments

- PUBHLTH 2010DL Critical Issues in Global Public Health.pdf: Distance Learning syllabus
(Syllabus. Owner: Droesch, Kynthia Ellen)
- asc-distance-approval-PUBHLTH 2010 DL.pdf: distance approval from ASC
(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)
- PUBHLTH 2010 DL submission-health-well-being.pdf: GE Theme submission - DL section
(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)
- PUBHLTH 2010 submission-health-well-being.pdf: GE Theme submission - In person section
(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)
- PUBHLTH 2010 Critical Issues in Global Public Health.pdf: In person syllabus
(Syllabus. Owner: Droesch, Kynthia Ellen)

COURSE CHANGE REQUEST
2010 - Status: PENDING

Last Updated: Bisesi,Michael Salvatore
11/02/2021

Comments

- One section of PUBHLTH 2010 is 100% Distance Learning, the other section is delivered In Person. The DL version is offered at all campuses. The in person is Columbus Campus, Marion Campus, and Newark Campus. *(by Droesch, Kynthia Ellen on 11/02/2021 01:07 PM)*
- Returned at K Droesch's request *(by Vankeerbergen, Bernadette Chantal on 10/28/2021 12:03 PM)*
- Please add non-DL syllabus, GE assessment plan, and tech review *(by Andridge, Rebecca Roberts on 05/18/2020 01:57 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Droesch, Kynthia Ellen	05/18/2020 12:47 PM	Submitted for Approval
Revision Requested	Andridge, Rebecca Roberts	05/18/2020 01:57 PM	Unit Approval
Submitted	Droesch, Kynthia Ellen	05/18/2020 02:13 PM	Submitted for Approval
Approved	Schweikhart, Sharon Bergman	05/19/2020 10:14 AM	Unit Approval
Approved	Bisesi, Michael Salvatore	05/20/2020 01:01 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/20/2020 03:22 PM	ASCCAO Approval
Submitted	Droesch, Kynthia Ellen	10/21/2021 09:53 AM	Submitted for Approval
Approved	Anderson, Sarah Elizabeth	10/21/2021 01:59 PM	Unit Approval
Approved	Bisesi, Michael Salvatore	10/21/2021 04:21 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/28/2021 12:03 PM	ASCCAO Approval
Submitted	Droesch, Kynthia Ellen	11/01/2021 11:49 AM	Submitted for Approval
Approved	Anderson, Sarah Elizabeth	11/01/2021 11:51 AM	Unit Approval
Approved	Bisesi, Michael Salvatore	11/01/2021 12:42 PM	College Approval
Approved	Vankeerbergen, Bernadette Chantal	11/01/2021 12:48 PM	ASCCAO Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/01/2021 12:48 PM	ASC Approval
Submitted	Droesch, Kynthia Ellen	11/02/2021 01:07 PM	Submitted for Approval
Approved	Anderson, Sarah Elizabeth	11/02/2021 01:42 PM	Unit Approval
Approved	Bisesi, Michael Salvatore	11/02/2021 02:18 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/02/2021 02:19 PM	ASCCAO Approval



**PUBHLTH 2010 –Critical Issues in Global Public Health: Distance Learning Option
Summer Term 2021
3 Credit Hours**

Instructors: Amy Ferketich (Primary Instructor)
Professor, College of Public Health
310 Cunz Hall
614-292-7326
Ferketich.1@osu.edu

Class Time and Location: Online

Online Office Hours via Zoom (through Carmen): Monday through Friday, 1:00 – 2:00 PM

TA responsibilities

The TAs assigned to the course will hold virtual office hours, assist with teaching, assist with grading, and meet with any students who need help with class material. Final grades will be assigned by the professor. Any questions regarding grading should be directed to the professor and not the TA.

Courses Description

Critical Issues in Global Public Health presents global public health practice and research, examining the philosophy, purpose, history, organization, functions, tools, activities, and results of public health practice at the global, national, state, and local levels. This course demonstrates the role that public health plays in our lives, reflects upon the monumental strides in health and well-being, and presents the pressing global concerns of today.

Prerequisite: No prerequisites

Class Format

This class is an asynchronous offering of *Critical Issues in Global Public Health*. Topics are divided into modules and each module will last either 1 or 2 weeks. *During most weeks*, the format will be: 1) two recorded lectures that are 20 minutes each, with one focused on the global aspects of the issue and one focused on the US and local aspects of the issue; 2) other videos that supplement the recorded lectures; 3) short quizzes and assignments; 4) readings from an online text book, the peer-reviewed literature, or government reports; and 5) small-group discussions of current public health news.

Course Learning Objectives

1. Describe key public health concepts related to global health including: the demographic and epidemiological transitions, measures of health status, and the burden of disease.
2. Discuss how social and cultural factors can affect a society's vulnerability to morbidity and mortality and its approaches to prevention and control.
3. Discuss the determinants of health and risk factors for important global health conditions.
4. Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues.

Time Management

University rules stipulate that a student can expect to spend a minimum of 3 hours per week on a course for each credit hour, thus for this 3-credit hour course you should expect to devote roughly 9 hours per week. Workload will vary from week to week. This is intended as a rough guide to help you plan your time accordingly. In a typical week, you can expect your time to be spent as follows:

- 2 hours – viewing lectures and TED talks/other videos
- 1 hour – interacting with small groups on discussion boards and peer review

- 0.5 hour - completing online quizzes
- 3 hours – assigned readings
- 2.5 hours – completing assignments

BSPH Foundational (Core) Competencies

All students completing Introduction to Global Public Health will be prepared to:

1. Summarize the historic milestones in public health.
2. Compare and contrast types of major domestic and international public health issues.
3. Discuss various approaches/strategies for identification, response and intervention to address and attempt to resolve common public health issues.
4. Identify genetic, social, political, cultural, behavioral, and socioeconomic factors related to global public health issues.
5. Apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration/policy; health behavior/promotion) to domestic and international population health issues.
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
7. Locate, use, evaluate and synthesize public health information.

Specialization Competencies for BSPH Majors

Public Health Sociology students will be prepared to:

1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world. Identify how these theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives.
3. Illustrate how sociological perspectives of stratification - particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches
4. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place.

Environmental Public Health students will be prepared to:

1. Apply principles of math, chemistry, biology to applied science of environmental public health.
2. Use the Environmental Science Health model to explain environmentally-related exposures and human diseases.

CEPH Domains

1. The history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
2. The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
3. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
5. The socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
6. The fundamental concepts and features of project implementation, including planning, assessment and evaluation
7. The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries
9. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Aligned CEPH Cross-Cutting Concepts

1. Advocacy for protection and promotion of the public's health at all levels of society
2. Community dynamics
3. Critical thinking and creativity
4. Cultural contexts in which public health professionals work
10. Research methods
12. Teamwork and leadership

GE Health and Wellbeing Theme

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

- 1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

Activities to achieve goal: Through reflections on the content, the research paper, the creative endeavor, the module on PH and the Arts, and the weekly PH in the News discussions, students will analyze the selected critical issues at an advanced and in-depth level.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Activities to achieve goal: Through the research paper, the creative endeavor, the PH in a Day activities, and the PH in the News discussions, students will make connections to out-of-classroom experiences. These projects will allow them to draw from other courses they have taken in the GE.

Goal 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

- 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Activities to achieve goal: The two dimensions that are the greatest focus in this class are physical and mental health. The two perspectives that are covered extensively are theoretical, socio-economic, historical, cultural, and policy. Through reflections that will follow three modules (social determinants of health, racism as a public health crisis, and mental health and addiction), students will identify factors that promote resiliency in communities and consider how their own resiliency can be developed and contribute to community-level resiliency.

Course Readings

1. **Online Textbook:** *Global Health* by Michael H. Merson, Robert E. Black, and Anne J. Mills (2020). Available online through the OSU library (6 licenses).
2. **Other Readings:** These readings will come from the peer-reviewed literature and reports.
3. **Book:** Halfway through the semester, students will participate in a virtual book club. You will choose **one** of the following books to read and “discuss” in a small group using FLIPGRID. See page 4 for book options.

Class Technology

1. There is a Carmen site for the course, where students can find all readings and assignments. Assignments must be submitted through Carmen (carmen.osu.edu).
2. Flipgrid is a Microsoft tool that will be used to facilitate the book and movie discussions. Students can read about Flipgrid here: <https://info.flipgrid.com/>. Details on how to sign up and create videos will be included on Carmen, along with a short video example.

Security Policies

OSU Information Technology's Security Policy can be found here:

<https://ocio.osu.edu/sites/default/files/assets/Policies/ITSecurity.pdf>.

Additional information about cyber security can be found here: <https://cybersecurity.osu.edu/about>.

Proctorio's security policy is here: <https://proctorio.com/gdpr>.

OSU Learning Accessibility Policies

<https://keeplearning.osu.edu/> and <https://resourcecenter.odee.osu.edu>

<https://www.instructure.com/canvas/accessibility>

Assessment Components

1. Public Health in a Day and Photo Contest = 5%

This will consist of 2 short reflective one-page papers: one will be due at the beginning of the semester and one at the end of the semester. Each paper must be accompanied by a photo that represents public health; the photo will be submitted on the Discussion Board. More details on how to write the paper will be provided on Carmen.

2. Quizzes, Essays and other Assignments Writings = 30%

Every week, students will complete quizzes and assignments after listening to the recorded lectures (and videos) and reading the assigned readings. Most assignments will be due on Sunday by 11:59 PM. There will be a few exceptions for specific reasons noted throughout the semester.

NOTE: Students will have 30 minutes to complete the quiz and each quiz will have 5-10 questions. ALL QUIZZES ARE OPEN-BOOK. OPEN-NOTES. HOWEVER, STUDENTS CAN NOT SPEAK TO ANYONE ABOUT THE QUIZ QUESTIONS.

3. Research Paper: Global to Local Analysis of Public Health Issue = 25%

You will select a global public health topic from the list you are given by the instructor. Each student will research how the issue is addressed in Columbus and in a low-to-middle-income country. The deliverable will be a paper that describes the problem in the selected country and in Columbus and the ways in which agencies are addressing the problem. More details are provided on Carmen.

4. Creative Endeavor: Short Communication of Public Health Issue = 25%

Using the same topic as your research paper, you will create a short communication. You will need to summarize the burden of the problem in the U.S. or a low-to-middle-income country and report on at least one peer-reviewed article that presents an intervention or program to address the issue. For your final product (TED talk, infographic, or other creative artifact), you need to summarize the burden of the issue and critically assess the intervention to address it and use your communication artifact to increase awareness. READ THE PROJECT RUBRIC CAREFULLY to understand how you will be graded. More details are provided on Carmen.

Peer review of the creative artifact project will be performed in small groups.

5. Public Health in the Arts = 10%

Students will learn how public health is reflected in various art forms, including paintings, sculpture, books, and films. Students will sign up for a book and film and engage in a virtual discussion of the book and film using Flipgrid.

Book options:

- *Scrambling for Africa* by Johana Tayloe Crane
- *What is the What* by David Eggers
- *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure The World* by Tracy Kidder

Film options:

- *And the Band Played On* (available on HBO Max)
- *Dallas Buyers Club* (Hulu, Apple TV, Amazon Prime)
- *Fire in the Blood* (available on Kanopy)
- *United in Anger: the History of ACT UP* (available on Kanopy)

For the painting/sculpture, students will explore Google Arts and Culture (<https://artsandculture.google.com/>) and find a piece of art that represents a public health issue and then write a one-page description and reflection of the piece of art.

6. Public Health in the News Discussion = 5%

You will be placed into small groups for this assignment. The assignment will begin during module 2.

Each week, there will be a Discussion Leader who will find a short public health-related article in the news. The Discussion Leader will create a post on the DISCUSSION BOARD that includes the title of the selected article and the link to the article.

On Flipgrid, the Discussion Leader will create a short video (2 minutes max) that briefly summarizes the article and answers all of the following questions: 1) What did you know about the topic before you read the article? 2) What do you wonder, now that you have read the article? 3) What did you learn?

The other members of the group will respond to this post by crafting a short video response (2 minutes max) that includes at least two of the following elements: 1.) Comment – I agree with that, I disagree because...; 2.) Connection – I also thought...; 3.) Question – I wonder why...

Grading: 1 point will be given for assignments that are complete and thoughtful; 0 will be given to everything else.

Late assignments will be reduced by one point/day.

Grade Scale

A	100-93	Outstanding work that reflects mastery of the material and the ability to apply it
A-	92-90	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 little familiarity with the material

D+ 69-67
D 66-60
E Below 60

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. Please contact the Office of Student Life: Disability Services at 614-292-3307 in Room 098 Baker Hall 113 W. 12th Ave. to coordinate reasonable accommodations for students with documented disabilities (<http://slds.osu.edu/>).

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

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 (<https://oaa.osu.edu/academic-integrity-and-misconduct>). 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.

Child Care Access Means Parents in School Program

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the “Child Care Access Means Parents in School” (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit odi.osu.edu/ccampis

Health and Safety Requirements

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses

Course Outline

Module / Week(s)	Topics, Readings, Assignments	Learning Objectives
Module 1 May 12 – 16	Overview of Global Public Health <ul style="list-style-type: none"> Lecture A: Global public health overview Lecture B: Essential functions of public health in U.S. Assignments: Quiz Public Health in a Day write-up and photo contest Research paper & creative endeavor topic Book selection	1, 3
Module 2 May 17 – 23	Global Burden of Disease Project <ul style="list-style-type: none"> Lecture A: Summary measures of health Lecture B: Main GBD findings: health outcomes and risk factors Assignments: Quiz GBD writing assignment (research paper writing #1) Public Health in the News #1 Readings Chapter 1, “Summary Measures of Population Health” Local Burden of Disease Vaccine Coverage Collaborators, Mapping routine measles vaccination in low- and middle-income countries. <i>Nature</i> , 2020; Dec 16	1, 3
Module 3 May 24 – 30	Culture & Health, Public Health Ethics CULTURE & HEALTH <ul style="list-style-type: none"> Lecture A: Cultural influences on health Lecture B: Community health assessments and health improvements plans in the U.S. ETHICS <ul style="list-style-type: none"> Lecture A: Ethics and global public health surveillance Lecture B: Interview with Amara Robinson & Marcel Yotebieng Assignments: Quizzes Culture and surveillance assignment (research paper writing #2) Public Health in the News #2 Readings Chapter 2, “Methodologies for Understanding Culture and Behavior” Chapter 3, through the end of “Global Health and Public Health Ethics” section (before case studies) WHO Guidelines on Ethical Issues in Public Health Surveillance	1, 2, 3, 4
Module 4 May 31 – June 6	Social Determinants of Health & Racism as a Public Health Crisis SOCIAL DETERMINANTS OF HEALTH <ul style="list-style-type: none"> Lecture A: Social determinants of health Lecture B: Healthy People 2020 RACISM AS A PUBLIC HEALTH CRISIS <ul style="list-style-type: none"> Lecture A: Racism and Health Effects Lecture B: Interview with Alex Jones and Robert Jennings on “racism as a public health crisis” designation and work Assignments: Quizzes Draft of research paper to instructor and peers Public Health in the News #3 Readings Chapter 4, “Conceptual Frameworks for Understanding Social Determinants of	2, 3, 4

Module / Week(s)	Topics, Readings, Assignments	Learning Objectives
	Health and Health Equity” Egede LE & Walker RJ. Structural Racism, Social Risk Factors, and COVID-19 – A Dangerous Convergence for Black Americans. NEJM, Sept 17, 2020.	
Module 5 June 7– 13	Reproductive Health & Infectious Diseases REPRODUCTIVE HEALTH <ul style="list-style-type: none"> Lecture A: Global family planning methods Lecture B: Interview with Maria Gallo INFECTIOUS DISEASES <ul style="list-style-type: none"> Lecture A: HIV/AIDS, malaria, Zika virus globally Lecture B: Infectious diseases in the U.S. Lecture C: Global burden of respiratory diseases Lecture D: Interview with Shu-Hua Wang on TB Assignments: Quizzes Final draft of research paper due to instructor Public Health in the News #4 Readings Chapter 5, “Demographic Trends and Fertility Determinants” Chapter 6, “Overview” and “Control of Infectious Diseases” and “Childhood Vaccine-Preventable Diseases”	2, 3
Module 6 June 14 – 20	Nutrition <ul style="list-style-type: none"> Week 1, Lecture A: Malnutrition (stunting, wasting) Week 1, Lecture B: Food insecurity in the U.S. Week 2, Lecture A: Dietary intake measures and global obesity Week 2, Lecture B: Childhood and adult obesity in the U.S. Assignments: Quizzes Sugar sweetened beverage tax assignment Creative Endeavor outline Public Health in the News #5 Readings Chapter 7, “Introduction” and “Cause of Malnutrition” Nnyepi MS et al. Evidence of nutrition transition in South African Countries. Proceedings of the Nutrition Society, 2015;74:478-486. Alvarado M et al. Assessing the impact of the Barbados sugar-sweetened beverage tax on beverage sales: an observational study. Int J Behav Nutr Phys Act, 2019; 16(1):13	
Module 7 June 21 – 27	Chronic Disease & Mental Health CHRONIC DISEASES <ul style="list-style-type: none"> Lecture A: Leading chronic diseases globally Lecture B: Leading risk factors in the U.S. MENTAL HEALTH Assignments: Quiz Creative Endeavor draft to instructor and peers Reflection on first half of book Public Health in the News #6 Readings Chapter 8, “Introduction” and “The Burden of Chronic Disease: Causes and Impacts” Chapter 10, “Introduction” and “The Burden of Mental Disorders”	1, 2, 3

Module / Week(s)	Topics, Readings, Assignments	Learning Objectives
Module 8 June 28 – July 4	Public Health and the Arts & Public Health Cores PUBLIC HEALTH AND THE ARTS <ul style="list-style-type: none"> • Lecture A: Role of art forms in communicating public health issues • Activity B: Virtual book discussion PUBLIC HEALTH CORES <ul style="list-style-type: none"> • Lecture A: Interview with Division faculty • Lecture B: Interviews with graduate students in 5 divisions Assignments: Book discussions via Flipgrid Film reflection Art reflection Creative Endeavor final draft Public Health in a Day	1, 2, 3, 4
July 5	Vote on public health photo	

	Quizzes & Essays	Midterm project	Final project	Arts	Current events
CPH GPH Core Competencies					
1. Summarize the historic milestones in public health.	X		X	X	
2. Compare and contrast types of major domestic and international public health issues.	X		X		X
3. Discuss various approaches/strategies for identification, response and intervention to address and attempt to resolve common public health issues.		X	X		
4. Identify genetic, social, political, cultural, behavioral, socioeconomic, demographic and ethical factors and relations to domestic and international public health issues.	X			X	X
5. Apply the fundamental principles of the 5 core disciplines of public health (biostatistics, environmental health, epidemiology, health administration, and health behavior/promotion) to domestic and international health issues	X		X	X	
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.		X	X		X
7. Locate, use, evaluate and synthesize public health information.		X	X	X	X
Public Health Sociology Specialization Competencies					
1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world. Identify how these theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives		X	X		
3. Illustrate how sociological perspectives of stratification - particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches	X			X	
4. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place	X			X	
Environmental Public Health Specialization Competencies					
1. Apply principles of math, chemistry, biology to applied science of environmental public health.	X			X	
2. Use the Environmental Science Health model to explain environmentally related exposures and human diseases.	X			X	



PUBHLTH 2010 – Critical Issues in Global Public Health
Autumn Semester 2022
3 Credit Hours

Amy Ferketich

Professor, College of Public Health

310 Cunz Hall

614-292-7326

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Class Time and Location: Tuesday, 4:10-5:30 ROOM TBD

Office Hour: Tuesday, 3:00-4:00 PM on Zoom or by appointment

Courses Description

Critical Issues in Global Public Health presents global public health concepts and practice, examining the philosophy, purpose, history, organization, functions, tools, activities, and results of public health practice at the global, national, state, and community levels. This course will introduce you to role that public health plays in our lives, reflects upon the monumental strides in health and well-being, and presents the pressing global concerns of the twenty-first century. The course will cover public health topics that are important globally and locally.

Prerequisite: None

Class Format

This course will consist of one synchronous session each week and asynchronous lectures, videos, readings, and quizzes. Prior to coming to class, students should listen to the recorded lectures and submit a summary of what they learned and questions for discussion prior to class (Monday at 11:59 PM). During class, we will discuss the topic of the week and a selected paper from the literature or a book. Each week, a module will open on Wednesday morning at 8:00 AM and close on the following Tuesday night at 11:59 PM.

Course Learning Objectives

1. Describe key public health concepts related to global health including: the demographic and epidemiological transitions, measures of health status, and the burden of disease.
2. Discuss how social and cultural factors can affect a society's vulnerability to morbidity and mortality and its approaches to prevention and control.
3. Discuss the determinants of health and risk factors for important global health conditions.
4. Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues.

Time Management

University rules stipulate that a student can expect to spend a minimum of 3 hours per week on a course for each credit hour, thus for this 3-credit hour course you should expect to devote roughly 9 hours per week. Workload will vary from week to week. This is intended as a rough guide to help you plan your time accordingly. In a typical week, you can expect your time to be spent as follows:

- 80 minutes – viewing lectures and TED talks/other videos
- 80 minutes – in class discussion
- 0.5 hour – interacting with small groups on Flipgrid or on the research project

- 3 hours – assigned readings
- 2.5 hours – working on assignments

BSPH Foundational (Core) Competencies

All students completing Introduction to Global Public Health will be prepared to:

1. Summarize the historic milestones in public health.
2. Compare and contrast types of major domestic and international public health issues.
3. Discuss various approaches/strategies for identification, response and intervention to address and attempt to resolve common public health issues.
4. Identify genetic, social, political, cultural, behavioral, and socioeconomic factors related to global public health issues.
5. Apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration/policy; health behavior/promotion) to domestic and international population health issues.
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
7. Locate, use, evaluate and synthesize public health information.

Specialization Competencies for BSPH Majors

Public Health Sociology students will be prepared to:

1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world. Identify how these theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives.
3. Illustrate how sociological perspectives of stratification - particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches
4. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place.

Environmental Public Health students will be prepared to:

1. Apply principles of math, chemistry, biology to applied science of environmental public health.
2. Use the Environmental Science Health model to explain environmentally-related exposures and human diseases.

CEPH Domains

1. The history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
2. The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
3. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
5. The socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
6. The fundamental concepts and features of project implementation, including planning, assessment and evaluation
7. The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries
9. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Aligned CEPH Cross-Cutting Concepts

1. Advocacy for protection and promotion of the public's health at all levels of society
2. Community dynamics
3. Critical thinking and creativity
4. Cultural contexts in which public health professionals work
10. Research methods
12. Teamwork and leadership

GE Health and Wellbeing Theme

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

- 1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

Activities to achieve goal: Through in-class discussions, reflections on the content, the research paper, the creative endeavor, the module on PH and the Arts, and the weekly PH in the News discussions, students will analyze the selected critical issues at an advanced and in-depth level.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Activities to achieve goal: Through the research paper, the creative endeavor, the PH in a Day activities, and the PH in the News discussions, students will make connections to out-of-classroom experiences. These projects will allow them to draw from other courses they have taken in the GE.

Goal 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

- 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Activities to achieve goal: The two dimensions that are the greatest focus in this class are physical and mental health. The two perspectives that are covered extensively are theoretical, socio-economic, historical, cultural, and policy. Through reflections that will follow three modules (social determinants of health, racism as a public health crisis, and mental health and addiction), students will identify factors that promote resiliency in communities and consider how their own resiliency can be developed and contribute to community-level resiliency.

Course Readings

1. ***Global Health*** by Michael H. Merson, Robert E. Black, and Anne J. Mills (2020). Available online through the OSU library (6 users at a time; information on the Carmen page).
2. **Other Readings:** These readings will come from the peer-reviewed literature and reports.
3. Halfway through the semester, students will participate in a virtual book club. You will choose **one** book to read and “discuss” in a small group using FLIPGRID. See page 4 for book options

Class Policies

1. **Attendance is expected.** If you are unable to attend a lecture, email me in advance. If an emergency comes up, you may email me after class.
2. **Late submissions of assignments are discouraged.** I do understand that we are all still struggling during this pandemic. I will allow you to submit up to three assignments late, but you must make arrangements with me in advance (not after the due date). After that, late assignments will be reduced by 1 point/day.
3. **Respect for diversity.** It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.
4. **Classroom code of conduct.** I expect that mutual respect and civility will prevail to ensure that every student has the optimum opportunity to learn and that all instructors have the best opportunity to teach. Disruptions of any kind affect the atmosphere of civility and interfere with the opportunity for learning and growth to which both faculty and students are entitled. To achieve the most conducive learning environment, in which you can be challenged and supported, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. Some of the material in this course could evoke strong emotions; please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is important and deserving of attention. If and when this occurs, you can discuss the situation privately with me, you can discuss the situation with the class (chances are there is at least one other student in the class who had a similar response to the material; discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions), or you can notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer.

Class Technology

1. There is a Carmen site for the course, where students can find all readings and assignments. Assignments must be submitted through Carmen (carmen.osu.edu).
2. Flipgrid is a Microsoft tool that will be used to facilitate the book and movie discussions. Students can read about Flipgrid here: <https://info.flipgrid.com/>. Details on how to sign up and create videos will be included on Carmen, along with a short video example.

Security Policies

OSU Information Technology's Security Policy can be found here: <https://ocio.osu.edu/sites/default/files/assets/Policies/ITSecurity.pdf>.
Additional information about cyber security can be found here: <https://cybersecurity.osu.edu/about>.

OSU Learning Accessibility Policies

<https://keeplearning.osu.edu/> and <https://resourcecenter.odde.osu.edu>
<https://www.instructure.com/canvas/accessibility>

Assessment Components

1. Public Health in a Day and Photo Contest = 5%

This will consist of 2 short reflective one-page papers: one will be due at the beginning of the semester and one at the end of the semester. Each paper must be accompanied by a photo that represents public health; the photo will be submitted on the Discussion Board. More details on how to write the paper will be provided on Carmen.

2. Quizzes, Essays and other Assignments Writings = 30%

Every week, students will complete quizzes and assignments after listening to the recorded lectures (and videos) and reading the assigned readings. Most assignments will be due on Monday by 11:59 PM. There will be a few exceptions for specific reasons noted throughout the semester.

NOTE: Students will have 30 minutes to complete the quiz and each quiz will have 5-10 questions. ALL QUIZZES ARE OPEN-BOOK. OPEN-NOTES. HOWEVER, STUDENTS CAN NOT SPEAK TO ANYONE ABOUT THE QUIZ QUESTIONS.

3. Research Paper: Global to Local Analysis of Public Health Issue = 25%

You will select a global public health topic from the list you are given by the instructor. Each student will research how the issue is addressed in Columbus and in a low-to-middle-income country. The deliverable will be a paper that describes the problem in the selected country and in Columbus and the ways in which agencies are addressing the problem. More details are provided on Carmen.

4. Creative Endeavor: Short Communication of Public Health Issue = 25%

Using the same topic as your research paper, you will create a short communication. You will need to summarize the burden of the problem in the U.S. or a low-to-middle-income country and report on at least one peer-reviewed article that presents an intervention or program to address the issue. For your final product (TED talk, infographic, or other creative artifact), you need to summarize the burden of the issue and critically assess the intervention to address it and use your communication artifact to increase awareness. READ THE PROJECT RUBRIC CAREFULLY to understand how you will be graded. More details are provided on Carmen.

Peer review of the creative artifact project will be performed in small groups.

5. Public Health in the Arts = 10%

Students will learn how public health is reflected in various art forms, including literature, film, and murals. Students will engage in a book discussion in class and reflect on the book, film, and artwork on the group discussion board.

Book options:

- *Scrambling for Africa* by Johana Tayloe Crane
- *What is the What* by David Eggers
- *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure The World* by Tracy Kidder

Film options (these may change; check Carmen for final set):

- *And the Band Played On* (available on HBO Max)
- *Dallas Buyers Club* (Hulu, Apple TV, Amazon Prime)
- *United in Anger: The History of ACT UP* (available on Kanopy)
- *Fire in the Blood* (available on Kanopy)

For the painting/sculpture, students will explore Google Arts and Culture (<https://artsandculture.google.com/>) and find a piece of art that represents a public health issue

and then write a one-page description and reflection of the piece of art.

6. Public Health in the News Discussion = 5%

You will complete this activity in your assigned groups. The assignment will begin during module 2 with an introduction. The "news" discussions will start during module 3.

Each week, there will be a Discussion Leader who will find a short public health-related article in the news. On Flipgrid, the Discussion Leader will post the link and create a short video (2 minutes max) that briefly summarizes the article and answers all of the following questions: 1) What did you know about the topic before you read the article? 2) What do you wonder, now that you have read the article? 3) What did you learn?

The other members of the group will respond to this post by crafting a short video response (2 minutes max) that includes at least two of the following elements: 1.) Comment – I agree with that, I disagree because...; 2.) Connection – I also thought...; 3.) Question – I wonder why...

Grading: 1 point will be given for assignments that are complete and thoughtful; 0 will be given to everything else.

Late assignments will be reduced by one point/day.

Grade Scale

A	100-93	Outstanding work that reflects mastery of the material and the ability to apply it
A-	92-90	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 little familiarity with the material
D+	69-67	
D	66-60	
E	Below 60	

Carmen

There is a Carmen site for the course, where students can find all readings and assignments. Assignments must be submitted through Carmen.

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. Please contact the Office of Student Life: Disability Services at 614-292-3307 in Room 098 Baker Hall 113 W. 12th Ave. to coordinate reasonable accommodations for students with documented disabilities (<http://slds.osu.edu/>).

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307;

slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

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 (<https://oaa.osu.edu/academic-integrity-and-misconduct>). 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.

Child Care Access Means Parents in School Program

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit odi.osu.edu/ccampis

Health and Safety Requirements

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses

Course Outline

Week / class	Topics, Readings, Assignments	Learning Objectives
Class: 8/24	Overview of Global Public Health Assignment: Public Health in a Day write-up & photo (DUE 8/27 at 11:59 PM)	1, 3
Module 1 Class: 8/31	Global Burden of Disease Project <ul style="list-style-type: none"> Lecture A: Summary measures of health Lecture B: Main GBD findings: health outcomes and risk factors Assignments: Assignment on GBD project Public Health in a Day Public health photo vote Readings Chapter 1, “Summary Measures of Population Health”	1, 3
Module 2 Class: 9/7	Culture & Health <ul style="list-style-type: none"> Lecture A: Cultural influences on health Lecture B: Community health assessments and health improvements plans in the U.S. Assignments: Assignment and reflection on culture and health Research paper topic PH in the News Readings Chapter 2, “Methodologies for Understanding Culture and Behavior” and “Case Study: Use of a Focused Ethnographic Study...”	1, 2, 3
Module 3 Class: 9/14	Global Public Health Ethics <ul style="list-style-type: none"> Lecture A: Ethics and global public health surveillance Lecture B: Interview with Amara Robinson & Marcel Yotebieng Assignments: Quiz Research paper writing #1 PH in the News Readings Chapter 3, through the end of “Global Health and Public Health Ethics” section (before case studies) WHO Guidelines on Ethical Issues in Public Health Surveillance	2, 4
Module 4 Class: 9/21	Social Determinants of Health <ul style="list-style-type: none"> Lecture A: Social determinants of health Lecture B: Healthy People 2020 Assignments: Quiz Reflection on wellbeing and resiliency PH in the News Reading Chapter 4, “Conceptual Frameworks for Understanding Social Determinants of Health and Health Equity”	2, 3
Module 5 Class: 9/28	Racism as a Public Health Crisis <ul style="list-style-type: none"> Lecture A: Racism and Health Effects Lecture B: Interview with Alex Jones and Robert Jennings on “racism as a public health crisis” designation and work Assignments: Racism as a public health crisis reflection Research paper writing #2	2, 4

Week / class	Topics, Readings, Assignments	Learning Objectives
	<p style="text-align: center;">PH in the News</p> <p>Reading Egede LE and Walker RJ. Structural racism, social risk factors, and COVID-19 – A dangerous convergence for Black Americans. NEJM, 2020; 383(12): E77-E79.</p>	
<p>Module 6 10/5</p>	<p>Reproductive Health</p> <ul style="list-style-type: none"> • Lecture A: Global family planning methods • Lecture B: Interview with Maria Gallo <p>Assignments: Quiz Reflection on wellbeing and resiliency Research paper writing #3 PH in the News</p> <p>Reading Chapter 5, “Demographic Trends and Fertility Determinants”</p>	<p>1, 2, 3</p>
<p>Module 7 Classes: 10/12 & 10/19</p>	<p>Infectious Diseases</p> <ul style="list-style-type: none"> • Week 1, Lecture A: HIV/AIDS, malaria, other global IDs • Week 1, Lecture B: Infectious diseases in the U.S. • Week 2, Lecture A: Global burden of respiratory diseases • Week 2, Lecture B: Interview with Shu-Hua Wang on TB <p>Assignments: Quiz (due 10/11) Draft of research paper due to instructor (due 10/11) PH in the News (due 10/11) Reflection on module (due 10/18)</p> <p>Readings Chapter 6, “Overview” and “Control of Infectious Diseases” and “Childhood Vaccine-Preventable Diseases” Khan MS, et al. Mitigating the impact of COVID-19 on tuberculosis and HIV services: A cross-sectional survey of 669 health professionals in 64 low and middle-income countries. Plos One, 2021; 16(2): e0244936.</p>	<p>1, 2, 3</p>
<p>Module 8 Class: 10/26</p>	<p>Public Health and the Arts</p> <ul style="list-style-type: none"> • Lecture A: Role of art forms in communicating public health issues • Activity B: Book club! • Activity C: Film reflection on discussion board • Activity D: Art viewing <p>Assignments: Book reflection Film reflection Art reflection Final research paper due</p>	<p>1, 2, 3</p>
<p>Module 9 Classes: 11/2 & 11/9</p>	<p>Nutrition</p> <ul style="list-style-type: none"> • Week 1, Lecture A: Malnutrition (stunting, wasting) • Week 1, Lecture B: Food insecurity in the U.S. • Week 2, Lecture A: Dietary intake measures and global obesity • Week 2, Lecture B: Childhood and adult obesity in the U.S. <p>Assignments: Creative endeavor outline (due 11/1) Quiz (due 11/1) Sugar-sweetened beverage tax law assignment (due 11/8) PH in the News (due 11/1 and 11/8)</p>	<p>1, 2, 3</p>

Week / class	Topics, Readings, Assignments	Learning Objectives
	<p>Readings Chapter 7, “Introduction” and “Cause of Malnutrition” Alvarado M et al. Assessing the impact of the Barbados sugar-sweetened beverage tax on beverage sales: an observational study. Int J Behav Nutr Phys Act, 2019; 16(1):13</p>	
<p>Module 10 Class: 11/16</p>	<p>Chronic Disease</p> <ul style="list-style-type: none"> • Lecture A: Leading chronic diseases globally • Lecture B: Leading risk factors in the U.S. <p>Assignments: Chronic disease assignment Draft of creative endeavor due to peers and instructor PH in the News</p> <p>Readings Chapter 8, “Introduction” and “The Burden of Chronic Disease: Causes and Impacts”</p>	
<p>Module 11 Class: 11/23 (VIRTUAL)</p>	<p>Mental Health and Addiction</p> <ul style="list-style-type: none"> • Lecture A: Leading mental health disorders globally • Lecture B: Substance abuse in the U.S. <p>Assignments: Quiz Reflection on wellbeing and resiliency Peer review due PH in the News</p> <p>Readings Chapter 10, “Introduction” and “The Burden of Mental Disorders”</p>	<p>1, 2, 3</p>
<p>Module 12 Class: 11/30</p>	<p>Gun Violence</p> <ul style="list-style-type: none"> • Lecture A: Global gun violence • Lecture B: Global gun control <p>Assignments: Quiz Final Creative Endeavor due PH in the News</p> <p>Readings TBD</p>	<p>1, 2, 3</p>
<p>Module 13 Class: 12/7</p>	<p>Public Health Cores</p> <ul style="list-style-type: none"> • Lecture A: Interview with Division faculty • Lecture B: Interviews with graduate students in 5 divisions <p>Assignments: Reflection on core areas of public health Public health in a day and photo contest PH in the News</p>	<p>1, 2, 3</p>

	Assignments	Creative Endeavor	Research Paper	Article discussion	PH in the News
CPH GPH Core Competencies					
1. Summarize the historic milestones in public health.	X		X	X	
2. Compare and contrast types of major domestic and international public health issues.	X		X		X
3. Discuss various approaches/strategies for identification, response and intervention to address and attempt to resolve common public health issues.		X	X		
4. Identify genetic, social, political, cultural, behavioral, socioeconomic, demographic and ethical factors and relations to domestic and international public health issues.	X			X	X
5. Apply the fundamental principles of the 5 core disciplines of public health (biostatistics, environmental health, epidemiology, health administration, and health behavior/promotion) to domestic and international health issues	X		X	X	
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.		X	X		X
7. Locate, use, evaluate and synthesize public health information.		X	X	X	X
Public Health Sociology Specialization Competencies					
1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world. Identify how these theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives		X	X		
3. Illustrate how sociological perspectives of stratification - particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches	X			X	
4. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place	X			X	
Environmental Public Health Specialization Competencies					
1. Apply principles of math, chemistry, biology to applied science of environmental public health.	X			X	
2. Use the Environmental Science Health model to explain environmentally-related exposures and human diseases.	X			X	

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

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ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)