

## Term Information

Effective Term Autumn 2022  
[Previous Value](#) [Spring 2020](#)

## Course Change Information

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

Title change of the course and proposal for a GE Theme: Health and Well-Being

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

The University is undergoing a GE change, and the College is proposing a change in title and category of the GE.

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	2010H
Course Title	Honors Critical Issues in Global Public Health
<a href="#">Previous Value</a>	<a href="#">Honors Introduction to Global Public Health</a>
Transcript Abbreviation	Hon Crit Issue GPH
<a href="#">Previous Value</a>	<a href="#">Hon Intro to GPH</a>
Course Description	Critical Issues 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.
<a href="#">Previous Value</a>	<a href="#">Introduction to 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.</a>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Less than 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No

---

<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<b><i>Previous Value</i></b>	<i>Columbus, Marion</i>

## **Prerequisites and Exclusions**

<b>Prerequisites/Corequisites</b>	Prereq: Honors standing, or permission of instructor.
<b>Exclusions</b>	
<b>Electronically Enforced</b>	Yes

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

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

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors  
Health and Well-being

***Previous Value***

*Required for this unit's degrees, majors, and/or minors*

*General Education course:*

*Individual and Groups; Global Studies (International Issues successors)*

## **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 roles in global health, and the manner in which they can cooperate to address key global health issues.

**Content Topic List**

- Overview of Global Public Health
  - Global Burden of Disease
  - Health Disparities and Ethical Concerns in Global Public Health
  - Health Systems and Culture
  - Burden of Disease: Mental Health and Addiction
  - Burden of Disease: Nutrition
- Burden of Disease: Environment
  - Burden of Disease: Women's Health
  - Burden of Disease: Child and Adolescent Health
  - Burden of Disease: Communicable Diseases
  - Burden of Disease: Non-communicable Diseases and Injuries

**Sought Concurrence**

- Natural Disasters and Complex Human Emergencies
- No

**Attachments**

- PUBHLTH 2010H Critical Issues in Global Public Health.pdf  
*(Syllabus. Owner: Droesch, Kynthia Ellen)*
- PUBHLTH 2010H submission-health-well-being.pdf: GE Theme Submission Form  
*(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Droesch, Kynthia Ellen	10/25/2021 02:35 PM	Submitted for Approval
Approved	Anderson, Sarah Elizabeth	10/25/2021 03:27 PM	Unit Approval
Approved	Bisesi, Michael Salvatore	10/25/2021 03:31 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/25/2021 03:31 PM	ASCCAO Approval



**PUBHLTH 2010H – Honors Critical Issues in Global Public Health  
Autumn Semester 2021  
3 Credit Hours**

**Amy Ferketich**

Professor, College of Public Health

310 Cunz Hall

614-292-7326

[Ferketich.1@osu.edu](mailto:Ferketich.1@osu.edu)

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

Office Hour: Tuesday, 3:00-4:00 PM and by appointment

**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:** Honors standing or permission of instructor

**Class Format**

This course will consist of one meeting each week and asynchronous lectures, videos, readings, and quizzes. Prior to coming to class, students should listen to the recorded lectures and generate questions for discussion. During class, we will discuss the topic of the week and a selected paper from the literature or a book. By Monday night each week, students must complete a quiz. Each week, a module will open on Wednesday morning at 8:00 AM and close on the following Monday night at 11:59 PM.

NOTE: The Honors offering of PUBHLTH 2010 is different from the non-Honors offering in the following ways: 1) All modules will be taught by a faculty member; 2) there are more readings and students are active participation in weekly discussions; 3) the projects are more rigorous in nature, requiring some work in the field; and 4) students will be required to engage in regular reflective writing.

**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 (synchronous session)
- 0.5 hour – interacting with small groups on Flipgrid or on the research project
- 0.5 hour - completing online quizzes
- 3 hours – assigned readings
- 2 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 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. ***Scrambling for Africa*** by Johana Tayloe Crane. About \$20 used and \$10 electronically. This nonfiction book is about the science and politics surrounding HIV treatment distribution on the African continent, with a focus on Uganda. It will raise the awareness of the challenges and responsibilities of doing global health work when you are from a high-income country.
3. ***What Looks Like Crazy on an Ordinary Day*** by Pearl Cleage. About \$15 in paperback or \$10 electronically. This is a novel that features a protagonist who is a Black woman living with HIV. Set in the 1990's in rural Michigan, it tells many stories about the reality of living with HIV and other hardships. There are important public health themes we will explore in this book. NOTE: The book contains language and descriptions of sex and sexual assault that will likely make you feel uncomfortable. However, these scenes should not distract you from the underlying themes of the story that are important to understand and discuss.

### **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](http://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.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, Reflections, and other Assignments = 30%

*Every week, students must complete a quiz after listening to the recorded lectures (and videos) and reading/discussing the assigned readings. Most assignments will be due on Friday 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%

*For this project, you will work in groups of 4-5 students. Your group will be given topic options and as a group you will pick one. Your group will then conduct research and literature reviews to determine the burden of the problem in Columbus and in a low-to-middle-income country. You will also have to describe how the issue is addressed, through policies or programs, in Columbus and the chosen country. The deliverable will be a 10-page paper (double spaced) and a 3-minute presentation that will be given to the class during one of the synchronous sessions. **READ THE PROJECT RUBRIC CAREFULLY** to understand how you will be graded. Details are provided on Carmen.*

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

*You will first select a global public health topic from the list you are given. 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. Details are provided on Carmen.*

*Peer review of the creative artifact project will be performed in your assigned 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 engage in a book discussion in class and reflect on the book, film, and artwork on the group discussion board.*



*Book: What Looks Like Crazy on an Ordinary Day by Pearl Cleage*

*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 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.) Complement – I like that....; 2.) Comment – I agree with that, I disagree because...; 3.) Connection – I also thought...; 4.) Question – I wonder why...*

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

#### **Grade Scale**

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

#### **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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://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](http://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](http://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](mailto:lewis.40@osu) or visit [odi.osu.edu/ccampis](http://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
<b>Class: 8/24</b>	<b>Overview of Global Public Health</b> <b>Assignment:</b> Public Health in a Day write-up & photo (DUE 8/27 at 11:59 PM)	<b>1, 3</b>
<b>Module 1</b> <b>Class: 8/31</b>	<b>Global Burden of Disease Project</b> <ul style="list-style-type: none"> <li>Lecture A: Summary measures of health</li> <li>Lecture B: Main GBD findings: health outcomes and risk factors</li> </ul> <b>Assignments:</b> Assignment on GBD project Public Health in a Day Public health photo vote  <b>Readings</b> Chapter 1, “Summary Measures of Population Health”	<b>1, 3</b>
<b>Module 2</b> <b>Class: 9/7</b>	<b>Culture &amp; Health</b> <ul style="list-style-type: none"> <li>Lecture A: Cultural influences on health</li> <li>Lecture B: Community health assessments and health improvements plans in the U.S.</li> </ul> <b>Assignments:</b> Assignment on culture and health Creative endeavor topic Research paper topic PH in the News  <b>Readings</b> Chapter 2, “Methodologies for Understanding Culture and Behavior” and “Case Study: Use of a Focused Ethnographic Study...” TBD	<b>1, 2, 3</b>
<b>Module 3</b> <b>Class: 9/14</b>	<b>Global Public Health Ethics</b> <ul style="list-style-type: none"> <li>Lecture A: Ethics and global public health surveillance</li> <li>Lecture B: Interview with Amara Robinson &amp; Marcel Yotebieng</li> </ul> <b>Assignments:</b> Reflection on content Reflection on first half of <i>Scrambling for Africa</i> (Chapters 1-3) Research paper outline PH in the News  <b>Readings</b> 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	<b>2, 4</b>
<b>Module 4</b> <b>Class: 9/21</b>	<b>Social Determinants of Health</b> <ul style="list-style-type: none"> <li>Lecture A: Social determinants of health</li> </ul>	<b>2, 3</b>

Week / class	Topics, Readings, Assignments	Learning Objectives
	<ul style="list-style-type: none"> <li>Lecture B: Healthy People 2020</li> </ul> <b>Assignments:</b> Reflection on content Reflection on second half of <i>Scrambling for Africa</i> (Chapters 4-5) PH in the News  <b>Reading</b> Chapter 4, “Conceptual Frameworks for Understanding Social Determinants of Health and Health Equity”	
<b>Module 5</b> <b>Class: 9/28</b>	<b>Racism as a Public Health Crisis</b> <ul style="list-style-type: none"> <li>Lecture A: Racism and Health Effects</li> <li>Lecture B: Interview with Alex Jones and Robert Jennings on “racism as a public health crisis” designation and work</li> </ul> <b>Assignments:</b> Racism as a public health crisis assignment PH in the News  <b>Reading</b> TBD	<b>2, 4</b>
<b>Module 6</b> <b>10/5</b>	<b>Reproductive Health</b> <ul style="list-style-type: none"> <li>Lecture A: Global family planning methods</li> <li>Lecture B: Interview with Maria Gallo</li> </ul> <b>Assignments:</b> Global family planning assignment PH in the News  <b>Reading</b> Chapter 5, “Demographic Trends and Fertility Determinants”	<b>1, 2, 3</b>
<b>Module 7</b> <b>Classes:</b> <b>10/12 &amp;</b> <b>10/19</b>	<b>Infectious Diseases</b> <ul style="list-style-type: none"> <li>Week 1, Lecture A: HIV/AIDS, malaria, other global IDs</li> <li>Week 1, Lecture B: Infectious diseases in the U.S.</li> <li>Week 2, Lecture A: Global burden of respiratory diseases</li> <li>Week 2, Lecture B: Interview with Shu-Hua Wang on TB</li> </ul> <b>Assignments:</b> Infectious disease control assignment (due 10/11) Draft of research paper due to instructor (due 10/11) PH in the News (due 10/11)  <b>Readings</b> 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. <i>Plos One</i> , 2021; 16(2): e0244936.	<b>1, 2, 3</b>
<b>Module 8</b> <b>Class: 10/26</b>	<b>Public Health and the Arts</b> <ul style="list-style-type: none"> <li>Lecture A: Role of art forms in communicating public health issues</li> <li>Activity B: <i>What Looks Like Crazy On An Ordinary Day</i> discussion in class and reflection</li> <li>Activity C: Film reflection on discussion board</li> <li>Activity D: Art viewing</li> </ul> <b>Assignments:</b> Book reflection Film reflection Final research paper and slides due	<b>1, 2, 3</b>
<b>Module 9</b> <b>Classes: 11/2</b>	<b>Nutrition</b> <ul style="list-style-type: none"> <li>Week 1, Lecture A: Malnutrition (stunting, wasting)</li> </ul>	<b>1, 2, 3</b>

Week / class	Topics, Readings, Assignments	Learning Objectives
& 11/9	<ul style="list-style-type: none"> <li>• Week 1, Lecture B: Food insecurity in the U.S.</li> <li>• Week 2, Lecture A: Dietary intake measures and global obesity</li> <li>• Week 2, Lecture B: Childhood and adult obesity in the U.S.</li> </ul> <p><b>Assignments:</b> Art reflection (due 11/1)            Sugar-sweetened beverage tax law assignment (due 11/8)            Creative endeavor outline (due 11/1)            PH in the News (due 11/1 and 11/8)</p> <p><b>Readings</b>            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. <i>Int J Behav Nutr Phys Act</i>, 2019; 16(1):13</p>	
<b>Module 10</b> <b>Class: 11/16</b>	<p><b>Chronic Disease</b></p> <ul style="list-style-type: none"> <li>• Lecture A: Leading chronic diseases globally</li> <li>• Lecture B: Leading risk factors in the U.S.</li> </ul> <p><b>Assignments:</b> Reflection on content            Draft of creative endeavor due to peers and instructor            PH in the News</p> <p><b>Readings</b>            Chapter 8, “Introduction” and “The Burden of Chronic Disease: Causes and Impacts”            TBD</p>	
<b>Module 11</b> <b>Class: 11/23</b> <b>(VIRTUAL)</b>	<p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• Lecture A: Leading mental health disorders globally</li> <li>• Lecture B: Substance abuse in the U.S.</li> </ul> <p><b>Assignments:</b> Mental health assignment            Peer review due            PH in the News</p> <p><b>Readings</b>            Chapter 10, “Introduction” and “The Burden of Mental Disorders”            Summers-Gabr NM. Rural–Urban Mental Health Disparities in the United States During COVID-19. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i>. 2020, 12(S1):S222-S234.</p>	1, 2, 3
<b>Module 12</b> <b>Class: 11/30</b>	<p><b>Gun Violence</b></p> <ul style="list-style-type: none"> <li>• Lecture A: Global gun violence</li> <li>• Lecture B: Global gun control</li> </ul> <p><b>Assignments:</b> Policy assignment            Final Creative Endeavor due            PH in the News</p> <p><b>Readings</b>            TBD</p>	1, 2, 3
<b>Module 13</b> <b>Class: 12/7</b>	<p><b>Public Health Cores</b></p> <ul style="list-style-type: none"> <li>• Lecture A: Interview with Division faculty</li> <li>• Lecture B: Interviews with graduate students in 5 divisions</li> </ul> <p><b>Assignments:</b> Reflection on core areas of public health            Public health in a day and photo contest            PH in the News</p>	1, 2, 3



	Quizzes & Essays	Creative Endeavor	Research Paper	Article discussion	PH in the News
<b>CPH GPH Core Competencies</b>					
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
<b>Public Health Sociology Specialization Competencies</b>					
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	
<b>Environmental Public Health Specialization Competencies</b>					
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](mailto: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)



Course subject & number

**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)

Course subject & number

**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)*