

## 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

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

## Prerequisites and Exclusions

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

## 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

General Education course:

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

**COURSE CHANGE REQUEST**  
2010H - Status: PENDING

Last Updated: Humbel-Courtney, Julie  
Elizabeth  
02/08/2022

**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
  - Natural Disasters and Complex Human Emergencies
- No

**Sought Concurrence**

**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**

- Please re-add the previously deleted current GE categories. *(by Vankeerbergen, Bernadette Chantal on 01/19/2022 12:28 PM)*

**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
Revision Requested	Vankeerbergen, Bernadette Chantal	01/19/2022 12:29 PM	ASCCAO Approval
Submitted	Droesch, Kynthia Ellen	01/19/2022 01:23 PM	Submitted for Approval
Approved	Anderson, Sarah Elizabeth	01/19/2022 01:30 PM	Unit Approval
Approved	Bisesi, Michael Salvatore	01/19/2022 02:00 PM	College Approval
Approved	Vankeerbergen, Bernadette Chantal	02/05/2022 05:24 PM	ASCCAO Approval
Approved	Martin, Andrew William	02/06/2022 09:14 AM	ASC Approval
Approved	Humbel-Courtney, Julie Elizabeth	02/08/2022 01:56 PM	Honors Approval
Pending Approval	Reed, Kathryn Marie Johnson, Jay Vinton	02/08/2022 01:56 PM	OAA 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, or apply strategies for promoting health 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 health and wellbeing in communities.

### **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.odcc.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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the **Suicide and Crisis Lifeline**.

### **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.

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

### **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> <li>Lecture B: Healthy People 2020</li> </ul>	<b>2, 3</b>

Week / class	Topics, Readings, Assignments	Learning Objectives
	<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”	

<p><b>Module 5</b> <b>Class: 9/28</b></p>	<p><b>Racism as a Public Health Crisis</b></p> <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> <p><b>Assignments:</b> Racism as a public health crisis assignment PH in the News</p> <p><b>Reading</b> TBD</p>	<p><b>2, 4</b></p>
<p><b>Module 6</b> <b>10/5</b></p>	<p><b>Reproductive Health</b></p> <ul style="list-style-type: none"> <li>• Lecture A: Global family planning methods</li> <li>• Lecture B: Interview with Maria Gallo</li> </ul> <p><b>Assignments:</b> Global family planning assignment PH in the News</p> <p><b>Reading</b> Chapter 5, “Demographic Trends and Fertility Determinants”</p>	<p><b>1, 2, 3</b></p>
<p><b>Module 7</b> <b>Classes:</b> <b>10/12 &amp;</b> <b>10/19</b></p>	<p><b>Infectious Diseases</b></p> <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> <p><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)</p> <p><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. Plos One, 2021; 16(2): e0244936.</p>	<p><b>1, 2, 3</b></p>
<p><b>Module 8</b> <b>Class: 10/26</b></p>	<p><b>Public Health and the Arts</b></p> <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> <p><b>Assignments:</b> Book reflection Film reflection Final research paper and slides due</p>	<p><b>1, 2, 3</b></p>
<p><b>Module 9</b> <b>Classes: 11/2</b></p>	<p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>• Week 1, Lecture A: Malnutrition (stunting, wasting)</li> <li>• Week 1, Lecture B: Food insecurity in the U.S.</li> </ul>	<p><b>1, 2, 3</b></p>

Week / class	Topics, Readings, Assignments	Learning Objectives
<b>&amp; 11/9</b>	<ul style="list-style-type: none"> <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. Int J Behav Nutr Phys Act, 2019; 16(1):13</p>	
<b>Module 10 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 Class: 11/23 (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. Psychological Trauma: Theory, Research, Practice, and Policy. 2020, 12(S1):S222-S234.</p>	<b>1, 2, 3</b>
<b>Module 12 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>	<b>1, 2, 3</b>
<b>Module 13 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>	<b>1, 2, 3</b>

	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

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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)

Students are required to read selections from an online textbook, articles from the peer-reviewed literature, government reports, and two books (a nonfiction book on HIV and a fiction book as part of Public Health and the Arts). They are also asked to write reflections on the material, describing how what they learned has challenged their thinking and views of the world of global public health. Through recorded lectures, documentaries, and readings they are challenged to confront what “doing” global health work means from an ethical perspective. Finally, through two projects, students are required to research a public health issue globally and locally. One project is a group research paper and presentation. The other is a creative form of communication that is an individual student project (e.g., a TED style talk or an infographic). All of these activities represent advanced study of the selected critical issues in global public health.



**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)

There are several ways in which students engage in critical thinking in this class. First, students write several reflections on the material throughout the semester. Their ideas of what causes health and wellbeing will be challenged early on, when they learn about the social determinants of health and racism as a public health crisis. Students tend to also be challenged by the material that is focused on culture, community engagement, and health. Reflections on books, art, and film are also included in this course. These latter reflections challenge students to connect what they are reading and seeing to the material discussed in class.

Second, the two main projects in this class, a research paper and a creative endeavor, require students to conduct research on a global public health topic and how it impacts populations in a low- or middle-income country and locally in Columbus. Working in small groups, the research paper requires students to make connections between global and local solutions to the same public health issue (e.g., infant mortality). This project encourages students to engage in fact-finding research by connecting with local organizations to determine how they are addressing the issue. Students must also conduct literature reviews and do other searches to determine how the issue is addressed in their chosen country. The discussion section of the paper requires students to make connections between how the issue is addressed locally and globally. Each group must also give a 5-minute presentation in class.

For the creative endeavor, students work alone and must learn how to communicate a public health problem and solution in a brief format, using more figures and graphs than text. This particular assignment is important for their future careers, as one rarely has the ability to discuss an issue using a long-form of communication, such as a research paper.

Third, students engage in Public Health and the News discussions nearly every week in the class. This activity requires students to select a current news story, summarize it, and describe what they learned and what questions they still have. Other students will respond to the post, answering the questions posed by the discussion leader and reflecting on their own ideas. Students typically connect what they are learning about in class to current events.

**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)

There are four assessment components in class that require students to engage in advanced scholarly exploration. The first two are the research paper and creative endeavor. As noted above, these projects require students to examine a public health issue, as well as solutions, in a selected low-to-middle-income country and locally in Columbus.

The third way in which students engage in advanced exploration is through the Public Health and the Arts module. This module requires students to read a book and reflect on it and engage in a discussion during class time. Additionally, students must select a piece of art that represents public health and describe why and how it reflects public health on a group discussion board. Finally, students must choose one of the films focused on HIV/AIDS, watch it, and write a reflection on a group discussion board.

The final way in which students engage in advanced exploration is through the Public Health in the News activity, which, as noted above, requires students to select a current news event, summarize it, and connect it to class content. Other students listen to the post and respond to it using a set of prompts. Throughout the semester, each student is a discussion leader and responder several times. By the end, they are better consumers of current news.

**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)

The research paper and creative endeavor are the two activities that require students to identify, describe and synthesize approaches to a public health issue. The details of these assignments have already been described.

Other assignments will also require students to identify, describe, and synthesize approaches to public health issues. For most of the modules, students will complete assignments that require them to apply what they learned in the module to a real public health issue. For example, the assignment that accompanies the infectious disease module is focused on control of infectious diseases (IDs). Students must apply the concepts of ID control to COVID-19 control in the United States.

**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)

At the start of the term and again at the end, students complete an activity called Public Health in a Day. It requires them to think about what they do on a daily basis and identify three ways in which they interact with public health (regulations, policies, etc.). They also have to submit a photo to illustrate one of the interactions. At the end of the semester, after students complete this activity they are asked to reflect on how their knowledge of public health has changed throughout the semester and how their entries have changed as a result of the greater knowledge of public health.

The Public Health in the News activity also requires students to reflect on prior knowledge. When they are a discussion leader, they need to state what they knew about the topic prior to reading the article and what they learned from the article. Through this assignment, students are able to make connections to the topics we discuss in class (e.g., culture and health, social determinants of health, public health ethics) and what is happening in the world around them. These conversations become deeper and more reflective as the semester progresses and students learn more about global public health.

## 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)

The perspectives covered to the greatest extent in this course are the theoretical, socio-economic, historical, cultural, and policy.

Theories related to the social determinants of health and racism as a public health crisis are discussed in the modules. Socio-economic perspectives are a major focus in most themes, as most discuss the critical public health issue in low-to-middle-income countries. This course also emphasizes some historical aspects of public health, particularly during the first module but again later in the course when we discuss the HIV/AIDS epidemic through readings and a film. Cultural aspects of public health are also a focus, with the introduction to culture and health during one of the first modules in the course. This theme continues throughout the course in modules and through the research paper. Policy is also a major theme in this course. Much of what we do in public health is at the societal level and students learn about policy approaches to addressing public health issues in nearly every module.

Through readings, recorded lectures, documentaries, assignments, reflections, Public Health in the News posts, the research paper, and the creative endeavor, students will explore a variety of public health topics from many perspectives. These various assignments require them to write about issues, conduct research about an issue and how it is addressed in a low-to-middle-income country and in Columbus, communicate in oral and written forms about issues, and reflect on their learning.

**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)

While this course is not about individual behaviors and an individual student's level of resiliency, through readings about how public health issues affect low-to-middle-income countries and marginalized communities in the United States, students gain an understanding of how resiliency is developed and how it can impact health and wellbeing at the community level. Through the research paper and creative endeavor activities, students describe how communities have identified and implemented solutions to the public health problems that they face. They write about the public health burden globally and locally, solutions globally and locally, and connections to the global and local approaches to the problem.

Three reflections in the course will require students to focus on wellbeing and resiliency. Following the modules on the social determinants of health, racism as a public health crisis, and mental health and addiction, students will be asked to reflect on how communities develop resiliency to address these issues. Then, students will be asked to reflect on how their own resiliency can be developed from what they have learned and also how they can contribute to community-level resiliency.