

## Term Information

Effective Term Spring 2025

## General Information

Course Bulletin Listing/Subject Area Medicine, College of  
Fiscal Unit/Academic Org Biomedical Education & Anatomy - D2502  
College/Academic Group The College of Medicine  
Level/Career Undergraduate  
Course Number/Catalog 3585  
Course Title Health and Wellbeing in Eastern Europe  
Transcript Abbreviation Hth Wel EastEurope  
Course Description MEDCOLL 3585 is designed to acquaint students with medical care and wellbeing within the context of Eastern European population health markers. Course content will focus exclusively on exploration of small Eastern European countries' medical care and wellbeing developments and policies following the Cold War.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites None  
Exclusions None  
Electronically Enforced No

## Cross-Listings

Cross-Listings None

## Subject/CIP Code

Subject/CIP Code 51.1201  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Health and Well-being

## Course Details

### Course goals or learning objectives/outcomes

- Utilize evidence-based secondary data sources and reports to describe healthcare and wellbeing among diverse Eastern European populations.

### Content Topic List

- health; wellbeing; Eastern Europe

### Sought Concurrence

Yes

## Attachments

- MEDCOLL3585\_CourseSyllabus.pdf  
*(Syllabus. Owner: Begue, Laura Alicia)*
- MEDCOLL3585\_GE\_Theme\_course\_submission\_worksheet.pdf: GE Theme course submission worksheet  
*(Other Supporting Documentation. Owner: Begue, Laura Alicia)*
- Concurrence Form.pdf: Concurrence Form  
*(Concurrence. Owner: Begue, Laura Alicia)*
- MEDCOLL3585\_GEThemes\_CoverLetter.pdf: Previous Submission  
*(Cover Letter. Owner: Bowersock, Nicolette)*
- MEDCOLL3585\_Syllabus\_Revised.docx: Previous Revision  
*(Syllabus. Owner: Bowersock, Nicolette)*
- MEDCOLL3585\_Syllabus\_Revised.docx: Most Current Revision  
*(Syllabus. Owner: Bowersock, Nicolette)*
- MEDCOLL3585\_GEThemes\_Revision2\_CoverLetter.docx: Most Current Cover Letter  
*(Cover Letter. Owner: Bowersock, Nicolette)*

## Comments

- Please see feedback email sent to department 10-27-2023  
Please see feedback email sent to department 02-26-2024 *(by Steele, Rachel Lea on 02/26/2024 04:27 PM)*
- - Please check off all campuses (per OAA request).  
- Please obtain concurrence from the Dept of Slavic and East European Languages and Cultures. *(by Vankeerbergen, Bernadette Chantal on 08/17/2023 06:35 PM)*

**COURSE REQUEST**  
3585 - Status: PENDING

Last Updated: Clinchot, Daniel Michael  
04/04/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Begue, Laura Alicia	06/23/2023 04:23 PM	Submitted for Approval
Approved	Clinchot, Daniel Michael	06/26/2023 07:36 AM	Unit Approval
Approved	Clinchot, Daniel Michael	06/26/2023 07:36 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/17/2023 06:35 PM	ASCCAO Approval
Submitted	Begue, Laura Alicia	09/18/2023 09:12 AM	Submitted for Approval
Approved	Clinchot, Daniel Michael	09/18/2023 10:51 AM	Unit Approval
Approved	Clinchot, Daniel Michael	09/18/2023 10:51 AM	College Approval
Revision Requested	Steele, Rachel Lea	10/27/2023 04:50 PM	ASCCAO Approval
Submitted	Bowersock, Nicolette	01/25/2024 01:50 PM	Submitted for Approval
Approved	Clinchot, Daniel Michael	01/26/2024 09:58 AM	Unit Approval
Approved	Clinchot, Daniel Michael	01/26/2024 09:58 AM	College Approval
Revision Requested	Steele, Rachel Lea	02/26/2024 04:27 PM	ASCCAO Approval
Submitted	Bowersock, Nicolette	04/04/2024 09:20 AM	Submitted for Approval
Approved	Clinchot, Daniel Michael	04/04/2024 10:13 AM	Unit Approval
Approved	Clinchot, Daniel Michael	04/04/2024 10:13 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/04/2024 10:13 AM	ASCCAO Approval



March 30, 2024

Dear Dr. Fredal,

Thank you for your careful review of MEDCOLL 3585 (*Health and Wellbeing in Eastern Europe*). I have attended to comments raised by the Themes Subcommittee and have revised the course syllabus to reflect these requests. Theme Subcommittee comments are in blue text, while my responses are in bold black text.

Thank you again for your very helpful and constructive feedback. Please let me know if you need any additional information.

Sincerely,

Lorraine S. Wallace, PhD  
Associate Professor of Biomedical Education & Anatomy

### Subcommittee Comments:

1. The reviewing faculty ask that the college provide more information about the Evidence-based Secondary Health and Wellbeing Data Sources and the Eastern European World Health Organization data outlined on pg. 4 of the syllabus. Specifically, they ask that the college provide more details on the GEN Submission Form and the syllabus (via the course schedule [syllabus pgs. 4-6] and/or the assignment descriptions [syllabus pgs. 8-10]) regarding how students will engage with this data, and how the assignments or activities associated with these data sets will allow students to demonstrate “critical and logical thinking about the topic or idea of the theme” and/or “synthesize approaches or experiences as they apply to the theme”.

**Thank you for raising this important point. The syllabus (i.e., ELOs, Required Course Materials, Assignment and Examination Descriptions) has been revised to provide more information about the Evidence-based Secondary Health and Wellbeing Data Sources and the Eastern European World Health Organization data.**



## **ELOs—Pages 2 and 3**

### **GOAL 1:**

**Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.**

**ELO 1.1** Engage in critical and logical thinking as they apply to the health and wellbeing theme.

**ELO 1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within the health and wellbeing theme.

### **Activities to achieve GOAL 1, ELO 1.1, and ELO 1.2:**

Students will analyze health and wellbeing in transitioning Eastern European countries at an advanced level through (1) critical review and peer discussion of *The Butcher's Trail*, (2) analysis and peer discussion of *Red Army*, and (3) compilation and synthesis of evidence-based primary sources (e.g., peer reviewed journal articles), secondary sources (e.g., Evidence-based Secondary Health and Wellbeing data sources and Eastern European World Health Organization (WHO) Country Reports), and the Global Health Security Index to create a comprehensive Health and Wellbeing in Eastern Europe country presentation.

### **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 health and wellbeing.

**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.

### **Activities to achieve GOAL 2, ELO 2.1, and ELO 2.2:**

Students will make connections to out-of-classroom experiences through (1) reflection and interpretation of Eastern European historical events, notable figures, cultural icons, and general aspects of everyday life since the end of the Cold War, (2) exploration and reporting of intertwined complexities of sociodemographic characteristics, quality of life, health-related disparities, social determinants, and health status among diverse Eastern European populations, (3) synthesis of Evidence-based Secondary Health and Wellbeing data sources and Eastern European World Health Organization (WHO) Country Reports, (4) application of Global Health Security Index population-based pillars (prevention, detection and reporting, rapid response, health system, commitments to improving national capacity, financing, and global norms, and risk environment to describe health and wellbeing in Eastern European countries, and (5) completion and dissemination of peer reviews of classmates' Health and Wellbeing in Eastern Europe country presentations.



## Required Course Materials—Pages 4 and 5

### 3. Evidence-based Secondary Health and Wellbeing Data Sources\*\*

Northern Dimension Partnership in Public Health and Social Well-being. Health in the EU Strategy for the Baltic Sea Region. <https://ndphs.org/who-we-are/health-in-eu-strategy-for-the-baltic-sea-region/>

United Nations Office for the Coordination of Humanitarian Affairs. *Humanitarian Data Exchange*. <https://data.humdata.org>

University of Washington. Institute for Health Metrics and Evaluation. *Global Burden of Disease*. <https://www.healthdata.org/gbd>

University of Washington. Institute for Health Metrics and Evaluation. *Global Health Data Exchange*. <https://ghdx.healthdata.org>

\*\*All Evidence-based Secondary Health and Wellbeing data sources contain detailed country reports and data displays (e.g., figures, timelines, box plots). Students will use and apply these data sources in creation of their Health and Wellbeing in Eastern Europe presentation.

### 4. Eastern European World Health Organization (WHO) Country Reports\*\*\*

Albania. <https://www.who.int/albania>

Bosnia and Herzegovina. <https://www.who.int/bosnia-and-herzegovina>

Estonia. <https://www.who.int/countries/est/>

Georgia. <https://www.who.int/georgia>

Latvia. <https://www.who.int/countries/lva/>

Lithuania. <https://www.who.int/countries/ltu/>

Montenegro. <https://www.who.int/montenegro>

North Macedonia. <https://www.who.int/north-macedonia>

Republic of Moldova. <https://www.who.int/republic-of-moldova>

\*\*\*The World Health Organization publishes robust country reports capturing a broad spectrum of population-based health and wellbeing metrics (e.g., maternal mortality, tobacco use, alcohol consumption, environmental air quality, vaccination uptake). Students will use and apply these data sources in creation of their Health and Wellbeing in Eastern Europe presentation.

### 5. Global Health Security Index\*\*\*\*

Bell & Nuzzo. Global Health Security Index: Advancing Collective Action and Accountability Amid Global Crisis, 2021. <https://www.ghsindex.org/>

\*\*\*\*The Global Health Security (GHS) Index is the first comprehensive assessment and benchmarking of national health security (e.g., infectious disease outbreaks, health system infrastructure) and related capabilities across nearly two hundred countries. Students will use and apply GHS Index data in creation of their Health and Wellbeing in Eastern Europe presentation.



## Assignment and Examination Descriptions—Pages 10 and 11

### 8. Health and Wellbeing in Eastern Europe Presentation—Parts 1, 2, and 3

Evidence-based Secondary Health and Wellbeing data sources and World Health Organization Eastern European Country Reports will be described in detail during our class meeting on January 13, 2025. The instructor will lead students through an interactive classroom discussion showcasing key features of these content rich health and wellbeing data sources. Short (≈5 minute) refresher videos, discussing key content, are available in the CarmenCanvas modules. Students will use and apply these data sources in creation of their Health and Wellbeing in Eastern Europe presentation.

The Global Health Security (GHS) Index will be described in detail during our class meeting on February 26, 2025. The GHS Index includes six population-based pillars, including (1) Prevention (e.g., antimicrobial resistance surveillance, detection, and reporting), (2) Detection and Reporting (e.g., laboratory capacity for detecting priority diseases, (3) Rapid Response (e.g., risk communication planning), (4) Health System (e.g., access to healthcare), (5) Commitments to Improving National Capacity, Financing, and Global Norms (e.g., national financing for epidemic preparedness), and (6) Risk Environment (e.g., adequacy of road network, natural disaster risk) and will be used, in part, to create your Health and Wellbeing in Eastern Europe presentation. Short (≈5 minute) refresher videos, discussing key content, are available in the CarmenCanvas modules.

2. Similarly, the reviewing faculty request that the college identify in the course schedule (syllabus pgs. 4-6) information about when and where students will learn how to analyze and utilize the data sets mentioned on pg. 4 of the syllabus, as many students taking this as a General Education course may not have any experience with this kind of data.

**Thank you addressing this point. Descriptions of these data sources (not data sets) have been expanded upon in the Required Course Materials and Assignment Description sections.**

## Required Course Materials—Pages 4 and 5

### 3. Evidence-based Secondary Health and Wellbeing Data Sources\*\*

Northern Dimension Partnership in Public Health and Social Well-being. Health in the EU Strategy for the Baltic Sea Region. <https://ndphs.org/who-we-are/health-in-eu-strategy-for-the-baltic-sea-region/>

United Nations Office for the Coordination of Humanitarian Affairs. *Humanitarian Data Exchange*. <https://data.humdata.org>

University of Washington. Institute for Health Metrics and Evaluation. *Global Burden of Disease*. <https://www.healthdata.org/gbd>

University of Washington. Institute for Health Metrics and Evaluation. *Global Health Data Exchange*. <https://ghdx.healthdata.org>

\*\*All Evidence-based Secondary Health and Wellbeing data sources contain detailed country reports and data displays (e.g., figures, timelines, box plots). Students will use and apply these data sources in creation of their Health and Wellbeing in Eastern Europe presentation.



#### **4. Eastern European World Health Organization (WHO) Country Reports\*\*\***

Albania. <https://www.who.int/albania>

Bosnia and Herzegovina. <https://www.who.int/bosnia-and-herzegovina>

Estonia. <https://www.who.int/countries/est/>

Georgia. <https://www.who.int/georgia>

Latvia. <https://www.who.int/countries/lva/>

Lithuania. <https://www.who.int/countries/ltu/>

Montenegro. <https://www.who.int/montenegro>

North Macedonia. <https://www.who.int/north-macedonia>

Republic of Moldova. <https://www.who.int/republic-of-moldova>

\*\*\*The World Health Organization publishes robust country reports capturing a broad spectrum of population-based health and wellbeing metrics (e.g., maternal mortality, tobacco use, alcohol consumption, environmental air quality, vaccination uptake). Students will use and apply these data sources in creation of their Health and Wellbeing in Eastern Europe presentation.

#### **5. Global Health Security Index\*\*\*\***

Bell & Nuzzo. Global Health Security Index: Advancing Collective Action and Accountability Amid Global Crisis, 2021. <https://www.ghsindex.org/>

\*\*\*\*The Global Health Security (GHS) Index is the first comprehensive assessment and benchmarking of national health security (e.g., infectious disease outbreaks, health system infrastructure) and related capabilities across nearly two hundred countries. Students will use and apply GHS Index data in creation of their Health and Wellbeing in Eastern Europe presentation.

### **Assignment and Examination Descriptions—Pages 10 and 11**

#### **8. Health and Wellbeing in Eastern Europe Presentation—Parts 1, 2, and 3**

Evidence-based Secondary Health and Wellbeing data sources and World Health Organization Eastern European Country Reports will be described in detail during our class meeting on January 13, 2025. The instructor will lead students through an interactive classroom discussion showcasing key features of these content rich health and wellbeing data sources. Short (≈5 minute) refresher videos, discussing key content, are available in the CarmenCanvas modules. Students will use and apply these data sources in creation of their Health and Wellbeing in Eastern Europe presentation.

The Global Health Security (GHS) Index will be described in detail during our class meeting on February 26, 2025. The GHS Index includes six population-based pillars, including (1) Prevention (e.g., antimicrobial resistance surveillance, detection, and reporting), (2) Detection and Reporting (e.g., laboratory capacity for detecting priority diseases, (3) Rapid Response (e.g., risk communication planning), (4) Health System (e.g., access to healthcare), (5) Commitments to Improving National Capacity, Financing, and Global Norms (e.g., national financing for epidemic preparedness), and (6) Risk Environment (e.g., adequacy of road network, natural disaster risk) and will be used, in part, to create your Health and Wellbeing in Eastern Europe presentation. Short (≈5 minute) refresher videos, discussing key content, are available in the CarmenCanvas modules.





3. The reviewing faculty ask that the college provide more information about how the two primary sources for the course (*The Red Army* and *The Butcher's Trail*) support an advanced and scholarly study of the theme, as assignments directly related to these sources make up at least 20% of students' grades in the course.

**Thank you for addressing this point. The Required Course Materials section (see page 4) has been expanded upon to include a description of why both resources were incorporated into the course. "Both *The Butcher's Trail* and *Red Army* provide historical, cultural, and political context of Eastern European countries in transition leading up to and following the Cold War. Critically examining these sources individually and with your peers will help you to better understand ongoing health and wellbeing challenges and opportunities in Eastern Europe."**

**Additionally, both assignments now make up less of students' grade in the course (see page 8). The *Red Army* assignment is now worth 5%, while *The Butcher's Trail* assignment is now worth 8%.**

4. The reviewing faculty ask that the department include a cover letter explaining what has been changed in response to the committee's feedback.

**All Subcommittee comments have been addressed in this cover letter.**

## **MEDCOLL 3585**

### ***Health and Wellbeing in Eastern Europe*** **Spring 2025 | 3 Credit Hours**

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

**Office Location:** 056 Meiling Hall

**Phone Number:** 614-685-3064

**Email:** [Lorraine.Wallace@osumc.edu](mailto:Lorraine.Wallace@osumc.edu)

**Office Hours:** Mondays, 10:00-11:30 am  
Tuesdays, 3:00-4:30 pm

### **Class Meeting Schedule and Location**

Mondays, 1:30-4:40 pm (including 2 short breaks)  
385 Hamilton Hall

### **Course Overview**

#### **Description:**

MEDCOLL 3585 (*Health and Wellbeing: Eastern Europe*) is designed to acquaint students with medical care and wellbeing within the context of Eastern European population health markers. While life expectancy at birth has steadily increased over the past decade throughout Eastern Europe, life expectancy remains nearly five years below the European average. During the Cold War era, Eastern European medical systems were highly centralized and geared toward inpatient and multispecialty care, with little focus on population health and wellbeing. Course content will focus exclusively on exploration of small Eastern European countries' medical care and wellbeing developments and policies following the Cold War. For comparative analyses, course content will focus on small Eastern European countries (i.e., < 5 million population) with varying levels of success transitioning to European Union integration, including: Albania, Bosnia and Herzegovina, Estonia, Georgia, Latvia, Lithuania, Moldova, Montenegro, and North Macedonia.

**Prerequisites:**

There are no prerequisites for MEDCOLL 3585.

**Prerequisite Knowledge:**

While there is no prerequisite knowledge for this course, students should have a strong interest in health and wellbeing Eastern Europe.

***MEDCOLL 3585 is a 3-credit hour class designated within the General Education (GE) Health and Wellbeing Theme. Therefore, students should expect to spend ≈3 hours attending class and ≈6 hours doing homework (e.g., reading, assignment preparation, studying for examinations) each week.***

**Health and Wellbeing Theme Goals and Expected Learning Outcomes (ELOs)**

**GOAL 1:**

Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

**ELO 1.1** Engage in critical and logical thinking as they apply to the health and wellbeing theme.

**ELO 1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within the health and wellbeing theme.

**Activities to achieve GOAL 1, ELO 1.1, and ELO 1.2:** Students will analyze health and wellbeing in transitioning Eastern European countries at an advanced level through (1) critical review and peer discussion of *The Butcher's Trail*, (2) analysis and peer discussion of *Red Army*, and (3) compilation and synthesis of evidence-based primary sources (e.g., peer reviewed journal articles), secondary sources (e.g., open access health-related statistical reports), and the Global Health Security Index to create a comprehensive Health and Wellbeing in Eastern Europe country presentation.

**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 health and wellbeing.

**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.

**Activities to achieve GOAL 2, ELO 2.1, and ELO 2.2:** Students will make connections to out-of-classroom experiences through (1) reflection and interpretation of Eastern European historical events, notable figures, cultural icons, and general aspects of everyday life since the end of the Cold War, (2) exploration and reporting of intertwined complexities of sociodemographic characteristics, quality of life, health-related disparities, social determinants, and health status among diverse Eastern European populations, (3) application of Global Health Security Index population-based pillars (prevention, detection and reporting, rapid response, health system, commitments to improving national capacity, financing, and global norms, and risk environment to describe health and wellbeing in Eastern European countries, and (4) completion and dissemination of peer reviews of classmates' Health and Wellbeing in Eastern Europe country presentations.

**GOAL 3:**

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

**ELO 3.1** Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

**ELO 3.2** Identify, reflect on, and apply strategies for promoting health and well-being.

**Activities to achieve GOAL 3, ELO 3.1, and ELO 3.2:** Students will explore, analyze, reflect on, and apply strategies for promoting dimensions of wellness (e.g., physical, cultural, mental, and environmental) across Eastern Europe through (1) interactive in-class and online discussions, (2) development of examination review questions, and (3) completion of two written examinations.

### **Required Course Materials**

other course materials (e.g., slide presentations) are posted on CarmenCanvas (<https://carmen.osu.edu/>). The Butcher's Trail: How the Search for Balkan War Criminals Became the World's Most Successful Manhunt. ISBN: 9781590518984 Kindle=\$10.00; Paperback=\$25.00

Red Army (2014, Sony Picture Classics). <https://www.nytimes.com/2014/11/14/movies/red-army-the-rise-and-fall-of-a-soviet-hockey-dynasty.html>

### **2. Evidence-based Secondary Health and Wellbeing Data Sources**

Bell & Nuzzo. Global Health Security Index: Advancing Collective Action and Accountability Amid Global Crisis, 2021. <https://www.ghsindex.org/>

Northern Dimension Partnership in Public Health and Social Well-being. Health in the EU Strategy for the Baltic Sea Region. <https://ndphs.org/who-we-are/health-in-eu-strategy-for-the-baltic-sea-region/>

United Nations Office for the Coordination of Humanitarian Affairs. *Humanitarian Data Exchange*. <https://data.humdata.org>

University of Washington. Institute for Health Metrics and Evaluation. *Global Burden of Disease*. <https://www.healthdata.org/gbd>

University of Washington. Institute for Health Metrics and Evaluation. *Global Health Data Exchange*. <https://ghdx.healthdata.org>

### **3. Eastern European World Health Organization (WHO) Country Reports**

Albania. <https://www.who.int/albania>

Bosnia and Herzegovina. <https://www.who.int/bosnia-and-herzegovina>

Estonia. <https://www.who.int/countries/est/>

Georgia. <https://www.who.int/georgia>

Latvia. <https://www.who.int/countries/lva/>

Lithuania. <https://www.who.int/countries/ltu/>

Montenegro. <https://www.who.int/montenegro>

North Macedonia. <https://www.who.int/north-macedonia>

Republic of Moldova. <https://www.who.int/republic-of-moldova>

### **Course Schedule**

<b>Week/Date</b>	<b>Topic(s)</b>	<b>Reading(s)/Resource(s)</b>
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## Health and Wellbeing in Eastern Europe

<b>Week 1</b> 01/06/2025	<ul style="list-style-type: none"> <li>• Faculty and Student Introductions</li> <li>• Course and Syllabus Overview</li> <li>• Introduction to the Region: Small Eastern Europe Countries in Transition</li> </ul>	<p><b>Begin to Read:</b> The Butcher's Trail: How the Search for Balkan War Criminals Became the World's Most Successful Manhunt</p> <p><b>Plan to Watch:</b> Red Army</p>
<b>Week 2</b> 01/13/2025	<ul style="list-style-type: none"> <li>• Overview of East European Population-based Healthcare and Wellbeing Secondary Data Sources and Evidence-based Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Institute for Health Metrics and Evaluation</li> <li>• United Nations Office for the Coordination of Humanitarian Affairs</li> <li>• Global Burden of Disease</li> </ul>
<b>Week 3</b> 01/20/2025	<b>No class meeting: Dr. Martin Luther King Day</b>	
<b>Week 4</b> 01/27/2025	<ul style="list-style-type: none"> <li>• Medical Care Access and Quality in the Baltics—<i>Estonia, Latvia, and Lithuania</i></li> </ul>	<ul style="list-style-type: none"> <li>• Estonia: Health System Summary, 2022</li> <li>• Latvia: Health Systems in Transition, 2019</li> <li>• Lithuania: Country Health Profile 2021</li> <li>• Medical and Healthcare Innovation in Estonia</li> </ul>
<b>Week 5</b> 02/03/2025	<ul style="list-style-type: none"> <li>• Medical Care Access and Quality in the Western Balkans—<i>Albania, Bosnia and Herzegovina, Montenegro, and North Macedonia</i></li> </ul>	<ul style="list-style-type: none"> <li>• Health Care System in Albania, 2018</li> <li>• Health Systems in Action: Bosnia and Herzegovina, 2022</li> <li>• Health Systems in Action: Montenegro, 2022</li> <li>• Health Systems in Action: North Macedonia, 2022</li> </ul>
<b>Week 6</b> 02/10/2025	<ul style="list-style-type: none"> <li>• Medical Care Access and Quality in Former Soviet States—<i>Georgia and Moldova</i></li> <li>• Examination #1 Review</li> </ul>	<ul style="list-style-type: none"> <li>• Health Systems in Action: Georgia, 2021</li> <li>• Health Systems in Action: Republic of Moldova, 2022</li> </ul>
<b>Week 7</b> 02/17/2025	<b>Examination #1</b>	
<b>Week 8</b> 02/24/2025	<ul style="list-style-type: none"> <li>• Overview of Global Health Security (GHS) Index</li> </ul>	<ul style="list-style-type: none"> <li>• 2021 Global Health Security Index</li> </ul>
<b>Week 9</b> 03/03/2025	<ul style="list-style-type: none"> <li>• Social Determinants of Health and Disease and Disability Burden in the Baltics—<i>Estonia, Latvia, and Lithuania</i></li> </ul>	<ul style="list-style-type: none"> <li>• Health in the EU Strategy for the Baltic Sea Region</li> </ul>
<b>Week 10</b> 03/10/2025	<b>No class meeting: Spring Break</b>	

*Health and Wellbeing in Eastern Europe*

<b>Week 11</b> 03/17/2025	<ul style="list-style-type: none"> <li>Social Determinants of Health and Disease and Disability Burden in the Western Balkans—<i>Albania, Bosnia and Herzegovina, Kosovo, Montenegro, and North Macedonia</i></li> </ul>	<ul style="list-style-type: none"> <li>World Health Organization (WHO): Albania</li> <li>WHO: Bosnia and Herzegovina</li> <li>WHO: Montenegro</li> <li>WHO: North Macedonia</li> </ul>
<b>Week 12</b> 03/24/2025	<ul style="list-style-type: none"> <li>Social Determinants of Health and Disease and Disability Burden in Former Soviet States—<i>Georgia and Moldova</i></li> <li>Examination #2 Review</li> </ul>	<ul style="list-style-type: none"> <li>WHO: Georgia</li> <li>WHO: Moldova</li> </ul>
<b>Week 13</b> 03/31/2025	<b>Examination #2</b>	
<b>Week 14</b> 04/07/2025	<b>No class meeting: Student Presentation Workday/Meetings with Dr. Wallace</b>	
<b>Week 15</b> 04/14/2025	<i>Health and Wellbeing in Eastern Europe</i> student presentations	<ul style="list-style-type: none"> <li>Student presentations will be posted on CarmenCanvas Discussion Board</li> </ul>
<b>Week 16</b> 04/21/2025	<i>Health and Wellbeing in Eastern Europe</i> student presentations	<ul style="list-style-type: none"> <li>Student presentations will be posted on CarmenCanvas Discussion Board</li> </ul>

***The schedule above is subject to change based on course and student needs. Any changes in schedule changes will be posted on CarmenCanvas and discussed in class.***

## **Course Requirements and Evaluation**

Assignment/Examination	Points	Due Date	Submission Platform
Eastern European Fast Fact Discussion—Part 1	20	01/17/2025 @ 11:59 pm	Discussion Board
Eastern European Fast Fact Discussion—Part 2	40	01/21/2025 @ 11:59 pm	Discussion Board
<i>Red Army</i> Discussion—Part 1	30	01/28/2025 @ 11:59 pm	Discussion Board
<i>Red Army</i> Discussion—Part 2	50	02/04/2025 @ 11:59 pm	Discussion Board
Examination #1 Review Questions	30	02/11/2025 @ 11:59 pm	DropBox
Examination #1—In Class	200	02/17/2025	none
<i>The Butcher's Trail</i> Discussion—Part 1	40	02/23/2025 @ 11:59 pm	Discussion Board
<i>The Butcher's Trail</i> Discussion—Part 2	80	03/03/2025 @ 11:59 pm	Discussion Board
Health and Wellbeing in Eastern Europe Presentation—Part 1	40	03/08/2025 @ 11:59 pm	DropBox
Examination #2 Review Questions	30	03/24/2025 @ 11:59 pm	DropBox
Examination #2—In Class	200	03/31/2025	none
Health and Wellbeing in Eastern Europe Presentation—Part 2	200	04/14/2025 @ 11:59 pm	DropBox
Health and Wellbeing in Eastern Europe Presentation—Part 3	40	04/21/2025 @ 11:59 pm	DropBox
<b>TOTAL</b>	<b>1000</b>		

### **Late Assignment and Make-up Examination Policies**

Late assignments will not be accepted.

Make-up exams will not be given except in case of a serious emergency. If so, you must contact the instructor before the event (or arrange for someone to do so) or as soon as possible. You must show evidence that you are physically unable to participate it, such as a clear and specific physician's note mentioning the date, exam, and reason. Make-up exams will not be granted for personal reasons such as travel, leisure, and/or to ease test week schedules.

### **Final Course Grading Scale**

A	A-	B+	B	B-	C+	C	C-	D+	D	E
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>93%	92.9-90%	89.9-87%	86.9-83%	82.9-80%	79.9-77%	76.9-73%	72.9-70%	67.9-69%	66.9-60%	<60%
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### **Assignment and Examination Descriptions**

**All assignment instructions and accompanying grading rubrics are described in detail in the CarmenCanvas Assignment section.**

#### **1. Eastern European Fast Fact Discussion—Parts 1 and 2**

The purpose of the Eastern European Fast Fact assignment is to provide the class with an overarching introduction to Eastern European historical events, notable figures, cultural icons, and general aspects of everyday life since the end of the Cold War.

**Part 1:** Students will create a single PowerPoint slide depicting the Eastern European Fast Fact randomly assigned to them. Construct the slide to include ≈4 bullet points, 1-2 accompanying figures, and at least 2 evidence-based resources/references. Students will upload their slide to the Discussion Board by January 17, 2025 at 11:59 pm.

**Part 2:** Students will review the Eastern European Fast Fact Discussion Board and provide two (2) ≈100-word responses addressing content of interest posted by their peers. Students will post their responses to the Discussion Board by January 21, 2025 at 11:59 pm.

#### **2. Red Army Viewing and Discussion—Parts 1 and 2**

**Part 1:** Students will watch “Red Army.” The instructor will provide a prompt addressing key themes presented in “Red Army.” Students will respond to the prompt by January 28, 2025 at 11:59 pm.

**Part 2:** Students will review the “Red Army” Discussion Board and provide two (2) ≈100-word responses addressing content of interest posted by their peers. Students will post their responses to the Discussion Board by February 4, 2025 at 11:59 pm.

#### **3. Examination #1 Review Questions**

An examination #1 review session will be held during our class meeting on February 12, 2025. Students are required to submit two (n=2) examination #1 review questions to Carmen DropBox by February 11, 2025 at 11:59 pm. **Please label your file as follows:**

**LastName\_Exam1Review**

#### **4. Examination #1**

An in-class examination, covering all course material presented to date, will be held on

February 19, 2025. Examination #1 will be comprised of 4-6 short answer questions (≈300 words per response).

### 5. **The Butcher's Trail Review and Discussion—Parts 1 and 2**

**Part 1:** Students will read “*The Butcher's Trail: How the Search for Balkan War Criminals Became the World's Most Successful Manhunt.*” The instructor will provide a prompt addressing key themes presented in “*The Butcher's Trail.*” Students will respond to the prompt by February 23, 2025 at 11:59 pm.

**Part 2:** Students will review the “*The Butcher's Trail*” Discussion Board and provide two (2) ≈100-word responses addressing content of interest posted by their peers. Students will post their responses to the Discussion Board by March 3, 2025 at 11:59 pm.

### 6. **Examination #2 Review Questions**

An examination #2 review session will be held during our class meeting on March 25, 2025. Students are required to submit two (n=2) examination #2 review questions to Carmen DropBox by March 24, 2025 at 11:59 pm. **Please label your file as follows:**  
**LastName\_Exam2Review**

### 7. **Examination #2**

An in-class examination, covering all course material presented to date, will be held on April 1, 2024. Examination #2 will be comprised of 4-6 short answer questions (≈300 words per response).

### 8. **Health and Wellbeing in Eastern Europe Presentation—Parts 1, 2, and 3**

The Global Health Security (GHS) Index will be described in detail during our class meeting on February 26, 2025. The GHS Index includes six population-based pillars, including (1) Prevention (e.g., antimicrobial resistance surveillance, detection, and reporting), (2) Detection and Reporting (e.g., laboratory capacity for detecting priority diseases), (3) Rapid Response (e.g., risk communication planning), (4) Health System (e.g., access to healthcare), (5) Commitments to Improving National Capacity, Financing, and Global Norms (e.g., national financing for epidemic preparedness), and (6) Risk Environment (e.g., adequacy of road network, natural disaster risk) and will be used, in part, to create your presentation.

**Part 1:** Working in pairs, students will select a country highlighted in class (Albania, Bosnia and Herzegovina, Estonia, Georgia, Kosovo, Latvia, Lithuania, Moldova, Montenegro, and North Macedonia). Next, pairs will prepare: (1) a 2-page content /topic outline, (2) reference list including both primary (e.g., peer reviewed journal articles) and secondary

(evidence-based country health metrics) sources, (3) identify two GHS pillars of interest, and (4) inventory of individual student contributions. Students will create and submit a draft outline of their presentation to Carmen DropBox by March 8, 2025 at 11:59 pm.

**Please label your file as follows:** **LastNames\_DraftOutline**

Dr. Wallace will provide detailed feedback to pairs by March 15, 2025. **Pairs are required to schedule a 30-45 minute meeting (in person or via Zoom), between March 17-24, 2025, with Dr. Wallace to discuss their outline and presentation.**

**Part 2:** Student pairs will prepare and deliver a ≈30-minute country specific presentation during our scheduled class meeting on either April 15 or 22, 2025. Students will submit their presentation, comprehensive reference list, and 3 class discussion questions ( to Carmen DropBox by April 14, 2025 at 11:59 pm. **Please label your file as follows:** **LastNames\_Presentation**

**Part 3:** Students will review and provide constructive feedback to their peers. The instructor will randomly assign two peer reviews to each student. Students will submit their peer feedback reviews to Carmen DropBox by April 21, 2025 at 11:59 pm. **Please label your files as follows:** **LastName\_PeerFeedback1** and **LastName\_PeerFeedback2**

## Course Policies

### Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

**Response Times:** I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use [8help@osu.edu](mailto:8help@osu.edu) at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school (week) days**.

### **Netiquette**

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

### **Technology**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TTY:** 614-688-8743

### **Technology necessary for this course:**

- consistently using and navigating CarmenCanvas
- CarmenCanvas Discussion Board
- creating a slide presentation

### **Institutional Policies**

#### **Academic Integrity**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with

examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this 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. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))

### **Religious Accommodations**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

### **Disability Services**

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).

**Accessibility of course technology:** This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

### **Grievances**

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

### **Weather or other short-term closing**

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via CarmenCanvas and email.

### **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.

- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

### **Student Wellness Statement**

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](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkun 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.

### **Diversity Statement**

The College of Medicine affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Medicine is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

**Statement on Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)





# GE Theme course submission worksheet: Health & Wellbeing

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

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In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This course is designed to acquaint students with medical care and wellbeing within the context of Eastern European population health markers. During the Cold War era, Eastern European medical systems were highly centralized and geared toward inpatient and multispecialty care, with little focus on population health and wellbeing. Course content will focus exclusively on exploration of small Eastern European countries’ medical care and wellbeing developments and policies following the Cold War. For comparative analyses, course content will focus on small Eastern European countries (i.e., < 5 million population) with varying levels of success transitioning to European Union integration, including: Albania, Bosnia and Herzegovina, Estonia, Georgia, Latvia, Lithuania, Moldova, Montenegro, and North Macedonia.

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

**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.

	<b>Course activities and assignments to meet these ELOs</b>
<b>ELO 1.1</b> Engage in critical and logical thinking as they apply to health and wellbeing.	Students will critically analyze health and wellbeing in transitioning Eastern European countries through (1) review and peer discussion of <i>The Butcher’s Trail</i> and <i>Red Army</i> , (2) active engagement in weekly class-based discussions, and (3) completion of two (n=2) examinations in which students will demonstrate comprehension of course reading and materials.
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within the health and wellbeing theme.	Students will engage in an advanced, in-depth, scholarly exploration of health and wellbeing through (1) generation and peer discussion of evidence-based information pertaining to major Eastern European historical events, notable figures, cultural icons, and general aspects of everyday life since the end of the Cold War, (2) synthesis and compilation of comprehensive resources to create an evidence-based Health and Wellbeing presentation, and (3) completion and dissemination of peer review of classmates’ Health and Wellbeing presentations.
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.	Students will identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing through a combination of lectures, readings, and assignments. Students will make connections to out-of-classroom experiences through (1) reflection and interpretation of Eastern European historical events,

	notable figures, cultural icons, and general aspects of everyday life since the end of the Cold War, and (2) application of Global Health Security population-based pillars (prevention, detection and reporting, rapid response, health system, commitments to improving national capacity, financing, and global norms, and risk environment).
<b>ELO 2.2</b> 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.	Throughout the course students will have the opportunity to demonstrate a developing sense of learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Examples include (1) creation and submission of review questions prior to each examination, and (2) creation and submission of a draft outline of their evidence-based Health and Wellbeing presentation, These activities will allow students to draw from other GE foundation and theme courses they have previously completed.

Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**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.).

	<b>Course activities and assignments to meet these ELOs</b>
<b>ELO 3.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	Three dimensions of wellness of greatest focus, in this course, include physical, mental, and environmental. During class meetings and discussions (both off- and on-line), we will extensively analyze health and wellbeing in Eastern Europe through exploration of theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
<b>ELO 3.2</b> Identify, reflect on, and apply strategies for promoting health and well-being.	Students will identify, reflect on, and apply strategies for Promoting health and well-being by (1) utilizing evidence-based secondary data sources and reports to describe healthcare and wellbeing among diverse Eastern European populations, (2) applying and interpreting population-based health pillars, using the Global Health Security Index, in Eastern Europe, and (3) exploring and analyzing intertwined

	complexities of sociodemographic characteristics, quality of life, health-related disparities, social determinants, and health status among diverse Eastern European populations.
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## Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

### A. Information from academic unit *initiating* the request:

Initiating Academic Unit: Department of Biomedical Education and Anatomy Date: 8/20/2023

Registrar's Listing: MEDCOLL

Course Number: 3585 Level: U  P  G  Credit Hours: 3

Course Title: Health and Wellbeing in Eastern Europe

Type of Request:  New Course  Group Studies  Workshop  Study Tour  Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Date responses are needed:

### B. Information from academic units *reviewing* the request:

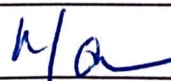
- The academic unit **supports** the proposal  
 The academic unit **does not support** the proposal.

Please explain:

The academic unit suggests:

  
Signature of Department Chair

9/18/23



Signature of Graduate Studies Chair (if applicable)

Angele Brinlinger