

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT HPER DATE 3/10/15

Title of Course or Degree Change: Global Health Issues HS 4100

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Letter of Intent | <input type="checkbox"/> Proposal |
| <input type="checkbox"/> Closing of Degree Program | <input type="checkbox"/> Proposal (Letter of Intent sent previously) |
| <input checked="" type="checkbox"/> <u>New Course*</u> | <input type="checkbox"/> Change in Degree Requirements |
| <input checked="" type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Program | <input type="checkbox"/> Change in Discipline Code |
| <input type="checkbox"/> Change in Pre/Co-Requisite | <input type="checkbox"/> Change in Description |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 3/10/15 Signature, Committee Chairperson: Michelle Bracco
Signature, Department Chairperson: Donald Sunco

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS (*FOR NEW COURSES ONLY):

- A. Approved B. Tabled (no action to be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS

1. DEPARTMENT, COURSE NUMBER AND TITLE:

Health, Physical Education and Recreation
HS-4100 Global Health Issues

2. DOES THIS COURSE MEET DISTRIBUTION REQUIREMENTS FOR GROUPS I-V? IF SO, WHICH GROUP?

There is an expectation for this course to be submitted into the Flexible Core, Group A -World Cultures and Global Issues.

3. TRANSFERABILITY OF THIS COURSE. DESCRIBE HOW THIS COURSE TRANSFERS (required for A.S. degree course). If A.A.S. degree course and does not transfer, justify role of course, i.e., describe other learning objectives met:

Expecting this course to transfer into Group A (World Cultures and Global Issues) within the flexible core for pathways.

4. BULLETIN DESCRIPTION OF COURSE: The purpose of this course is to take a comprehensive look at global health issues. The assessment of health issues will be analyzed from many different perspectives including geographic, ethnic, religious, human rights, socio economic, social, cultural and political influences. Students will learn about global environmental causes and consequences of infectious diseases, major diseases, mental illness, natural disasters, malnutrition, drug and alcohol addiction, violence and injuries.

5. NUMBER OF WEEKLY CLASS HOURS (please indicate the number of hours per week spent in a lab, hours spent on site doing fieldwork, hours of supervision and hours in classroom--if applicable):

3 hours

6. NUMBER OF CREDITS:

3 credits

7. COURSE PREREQUISITES AND COREQUISITES

- A. PREREQUISITES: None
- B. COREQUISITES: None
- C. PRE OR COREQ: None

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A Global Health course will raise awareness of (1) the health status of countries across the globe, (2) the biological, social, political, economic, cultural, religious, geographic and other reasons for these disparities, (3) the range of strategies available to address global health challenges locally and abroad at the individual, community and public policy levels, and (4) the career opportunities, local and abroad, to address global health issues.

A. ENROLLMENT SUMMARIES, IF PREVIOUSLY OFFERED AS AN 82

N/A

B. PROJECTED ENROLLMENT

25 (if writing intensive) -30 students a semester/module

C. CLASS LIMITS

30 Students

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED

Twice a year

E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION

1. College mission: In its mission statement, the college highlights its dedication to promoting learning and development as well as strengthening and serving its diverse community. The goal of this course is to increase students' knowledge through the study of global health issues and, as a result, become more aware of the health issues and challenges around the world.

2. Department Curriculum Connection: Department programs are modified as necessary in response to contemporary needs and priorities. A May 2009 report from the Institute of Medicine highlighted two compelling reasons why the US should reaffirm its commitment to global health: "To fulfill America's humanitarian obligations as a member of the international community and to invest in the nation's long-term health, economic interests, and national security." Our motivation, while probably grounded in some degree of laudable altruism, also stems from two other factors: a realization that a health crisis anywhere in the world can have an impact on Americans and the belief that health is an increasingly global issue.

3. Community Health Program Curriculum Connection: This global health course would complement and enhance the existing Community Health program by offering a course with a broad international perspective on health issues. This will be particularly relevant on a campus that serves students from over 100 different countries. This course will be recommended as an elective for all Community Health majors.

9. **LIST OF COURSES, IF ANY, TO BE WITHDRAWN WHEN COURSE(S) IS (ARE) ADOPTED:**

None

10. **IF COURSE IS AN INTERNSHIP OR INDEPENDENT STUDY OR ME LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENTS WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENTS' EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:**

Not applicable

11. **PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):**

Skolnik, Richard. (2012). Global Health 101 (2nd Edition). USA: Jones & Bartlett learning

http://www.cgdev.org/section/initiatives/_active/millionsaved/studies -17 case studies

12. **REQUIRED COURSE FOR MAJORS AND/OR AREA OF CONCENTRATION? (If Course is required, please submit a separate transmittal with a degree requirement sheet noting the proposed revisions, including where course fits into degree requirements, and what course(s) will be removed as a requirement for the degree. NYSED guidelines of 45 crs. of Liberal Arts coursework for an A.A. degree, 30 crs. for an A.S. degree and 20 crs. of Liberal Arts for an A.A.S. degree must be adhered to for all 60 cr. programs).**

No

13. **IF OPEN ONLY TO SELECTED STUDENTS (specify):**

Not applicable

14. **EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:**

1. Compare and contrast variations in incidence and prevalence of disease and disability both within and across countries, the disparate burden of disease in various regions of the world, global health priorities and challenges across countries, and the national assets and limitations for addressing these challenges.
2. Analyze the impact of globalization, social, cultural, economic factors and specific health conditions on a society's vulnerability to sickness and death and its understanding of disease prevention and control.
3. Apply key public health concepts and principles to global health to reduce global health disparities, measures of health status, and burden of disease.

4. Compare the organization and delivery of public health and health care services in developing and developed countries and the impact on international health improvement efforts.
5. Identify key organizations and institutions and the manner in which they have collaborate to address key global health issues
6. Synthesize options for intervention for a global health problems and develop a strategy for implementation within a given country or region.
7. Describe career opportunities in the global health arena while demonstrating cultural competence.

15. METHODS OF TEACHING -e.g., LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS:

Lectures
 Case studies
 Guest speakers/panel discussions
 Group projects
 Debates

Values clarification exercises
 Interviews
 Online research
 Field trips
 Films

16. ASSIGNMENTS TO STUDENTS:

Using concepts from course readings, discussions, and other teaching methods, students will complete the following assignments:

10% **Current events submissions and presentations:** e-news sources, New York Times and other newspapers.

20% **Service-learning experience:** visit and/or participate in activities with international health agency/organization or national agency with multicultural client base, e.g., the United Nations, World Health Organization, Doctors Without Borders, and Clinton foundation.

15% **Press Release:** Students will "adopt a country," research its health status, challenges, and public health successes and issue a press release calling attention to the country's situation and asking for the specific support needed/expected to work.

15% **Movie or Book Review:** Students will view and write a review of a movie or read a book dealing with a global health issue e.g., Movies: Slumdog Millionaire, Unnatural Causes, Rx for Survival: A Global Health Challenge, The Taint of Yingzhou District, A Closer Walk, Pandemic: Facing AIDS; Books: Mountains Beyond Mountains, Infections and Inequalities: The Modern Plagues, Possessing the Secret of Joy, Betrayal of Trust The Collapse of Global Public Health, Another Day in Paradise,

15% **Quizzes:** Multiple choice quizzes will be used to assess for knowledge of global health concepts, topics and issues in specific chapters.

25% Final Exam: The final exam will cover specific knowledge of global health issues from selected chapters.
100%

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15:

Current events assignment -Specific evaluation rubric related to identification of issue, problem, cause of problem, trigger event, solution partners, interventions, outcomes, and reactions.

Press Release -Use of a specific evaluation rubric to assess the quality of a 2-page single spaced document, modeled on an authentic press release, issued by the local Health Ministry, an international Non-governmental Agency, or other appropriate source to US newspapers to request assistance (you decide what type of assistance-financial, technological, or person power, etc.) and in-kind support to address the country's major health challenges. Research its health status, challenges, and health successes and issue a press release, as a foreign correspondent on the state of the health of that country; the economic, social, political, cultural, technological and other factors influencing the health status of the country; and the cultural realities (beliefs, behaviors, traditions) to be addressed by global health workers when visiting that country.

Movie/Book Review -Use of a specific evaluation rubric to assess the quality of a written critique of one book or movie that addresses: the goal of the author; the structure of the movie/book; the health issue(s); the interventions; the challenges to addressing this issue; the progress made; next steps; and unresolved issues.

Service-learning experience -Use of a specific evaluation rubric to assess the quality of a three-page report and a five minute presentation on student Service-Learning experiences: organization mission, international health issues addressed, country(ies) served, interventions, specific involvement in intervention(s), reflection and reactions.

Quizzes -Regular online quizzes throughout the semester on specific course units, highlighting facts related to major global health topics, principles, key documents, partners, practices, cross cultural challenges, global career opportunities, etc.

Final examination -Reflection essay on the value of this experience to the student given his/her own nationality, international/multi-cultural experience combination, and the classroom experience.

18. TOPICAL COURSE OUTLINE (WHICH SHOULD BE AS SPECIFIC AS POSSIBLE REGARDING TOPICS COVERED, LEARNING ACTIVITIES AND ASSIGNMENTS):

1. Basic Principles of Global Health

Basic frameworks for understanding global health issues and the improvement of health at a population level:

- Measuring Health
- Determinants of Health
- The Relationship Between Health and Socio-Economic Development
- The impact of the following on health status in developing and developed Countries

Culture
Housing
Income
Environment
Nutrition
Gender
Age and Developmental Stage

2. Health Promotion and Health Care Worldwide

- International morbidity and mortality rate similarities and differences
- Health care and population health services worldwide

3. Addressing Global Health Challenges

- Approaches to reducing morbidity and mortality in different countries
- Health Challenges Around the World

Natural Disasters
Communicable Diseases
Non-Communicable Diseases
Unintentional and Intentional Injuries
Terrorism/Preparedness
War
Malnutrition
Environmental Hazards
Sexual and Reproductive Health
Issues Infant Mortality
Childhood Morbidity and Mortality
Maternal Mortality

4. Global Cooperation for Health

- Partners for global health: successes and challenges
Local organizations, partners and initiatives
Inter/multinational approaches
Global institutions and global cooperation

5. The Future of Global Health

Major achievements
Major challenges
Local actions to improve global health

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

Recommended Readings/Resources/Bibliography

www.who.int
www.gapminder.org
www.worldmapper.edu
www.momsrising.org
www.unaids.org
<http://hso.info>

Benatar SR, Fox RC. Meeting threats to global health: a call for American leadership. *Perspect BioI Med*, 2005; 48(3): 344-61.

Gofin, Jaime and Gofin, Rosa. *Essentials of Global Community Health*. Sudbury, MA: Jones & Bartlett Publishers (2010).

Jacobsen, Kathryn H. *Introduction to Global Health*. Sudbury, MA: Jones & Bartlett Publishers (2013).

Kebede-Francis, Enku. *Global Health Disparities*. Sudbury, MA: Jones & Bartlett Publishers (2010).

Keller, AS. "Caring and advocating for victims of torture." *Lancet*. 2002. 360 Suppl; s55

Keller, AS. "Human rights and advocacy: an integral part of medical education and practice." *Virtual Mentor*. 2004. 6: I.

Keller, AS et al. "Health and human rights under assault in Zimbabwe." *Lancet* 2008. 371 (1057).

Kishore, SP and Michelow, MM. Global Burden of Disease. in Finkel, ML. (ed.) (2010). *Perspectives in Public Health: Challenges for the 21st Century*. Westport, CT: Praeger Press.

Lawn JE, Rohde J, Rifkin S, Were M, Paul VK, Chopra M. Alma-Ata 30 years on: revolutionary, relevant, and time to revitalize. *Lancet*, 2008; 372 (9642): 917-27.

Levine, Ruth. *Case Studies in Global Health*. Sudbury, MA: Jones & Bartlett Publishers (2007).

Levy, BS and Sidel, VW., eds. *War and Public Health*. New York: Oxford University Press, 1997. (Updated paperback edition published by the American Public Health Association, 2000) (Second edition, Oxford University Press, 2008)

Levy, BS and Sidel, VW, eds. *Terrorism and Public Health*. New York: Oxford University Press, 2003. (Updated paperback edition, Oxford University Press, 2006)

Levy, BS and Sidel, VW, eds. *Social Injustice and Public Health*. New York: Oxford University Press, 2006. (Updated paperback edition, Oxford University Press, 2009)

Levy, BS and Sidel VW. War and Environmental Health: Biological Hazards. In: *Encyclopedia of*

Environmental Health, 2009.

Markle WH, Fisher MA, Smego RA. *Understanding Global Health*. New York: McGraw-Hill Medical, 2007.

Merson, Michael H., Black, Robert E. and Mills, Anne J. *International Public Health*. Sudbury, MA: Jones & Bartlett Publishers (2006).

Morgan, Russell, E. and Rau, Bill. *Global Learning for Health*. Washington, DC: National Council for International Health (1993).

Murthy, Padmini and Smith, Clyde Lanford. *Women's Global Health and Human Rights*. Sudbury, MA: Jones & Bartlett Publishers (2010).

Olusanya BO. Global health priorities for developing countries: some equity and ethical considerations. *J Natl Med Assoc* 2008; 100 (10): 1212-7.

O'Neil, E. "Ethics, Human Rights, and Region." *Awakening Hippocrates: A Primer on Health, Poverty and Global Service*. The American Medical Association. 2006. pp 293 -317.

O'Neil, E. "Appendix A: The Universal Declaration of Human Rights." *Awakening Hippocrates: A Primer on Health, Poverty and Global Service*. The American Medical Association. 2006. pp 446-452.

Perlman D, Roy A. *The practice of international health: a case-based orientation*. Oxford: Oxford University Press, 2009.

Physicians for Human Rights. "Broken Laws, Broken Lives." 2008. <http://brokenlives.info/>

Ritter, Los and Hoffman, Nancy A. *Multicultural Health*. Sudbury, MA: Jones & Bartlett Publishers (2010).

Sharma, Manoj and Ashutosh, Atri, *Essentials of International Health*. Sudbury, MA: Jones & Bartlett Publishers (2010).

Sidel, VW. Creating Coalitions for Sustained Effective and Efficient Action. In: *Universities and the Health of the Disadvantaged*. Daniel S. Blumenthal and Charles Boelen, Editors. Geneva, World Health Organization, 2001; pp 101-112.

Sidel, VW, Cohen, HW, and Gould, RM. Good Intentions and the Road to Bioterrorism Preparedness. *American Journal of Public Health* 2001; 91 :21-22

Sidel, VW and Gould, RM. Terrorism. In: *Encyclopedia of Public Health*. Lester Breslow, editor. New York: MacMillan, 2001.

Sidel, VW and Levy, BS. War, Terrorism, and Public Health. *Journal of Law, Medicine & Ethics* 2003; 31: 516-523.

Sidel, VW and Levy, BS. War. In: *Global Health Watch 2005-2006: An Alternative World Health Report* London: Medact, 2005; pp. 253-265.

Sidel, VW, Levy, BS. The Health Impact of War. *International Journal of Injury Control and Safety Promotion*, 2008; 15; 189-195

Sidel, VW and Sidel, R. The Role of Health Professionals in the Protection of the Rights of Women. *Journal of Psychosomatic Obstetrics and Gynecology*, 1999; 20: 181-190.

Skolnik RL. *Essentials of Global Health*. Sudbury, Mass: Jones and Bartlett Publishers, 2008.

World Health Organization (2003) *Determinants of Health: The Solid Facts* (2nd edition). Edited by Richard Wilkerson and Michael Marmot. World Health Organization: Geneva, Switzerland.

Web Sites

<http://books.google.com/books?id=QDFzqNZZHLMC&lpg=PP7&ots=xSsGhDTQqw&dq=social%20determinants%20of%20health%20the%20solid%20facts&lr=&pg=PP2#v=onepage&q=&f=false>

Supercourse -Epidemiology, the Internet, and Global Health: University of Pittsburgh www.pitt.edu/~superl/index.htm

Modules Projects: Global Health Education Consortium www.globalhealth-ec.org/GHEC/Home/Modules.htm

Global Health Bibliography: Global Health Education Consortium www.globalhealth-ec.org/GHEC/Resources/GHbiblio_resources.htm

Global Health Wikipedia: Child and Family Health International
www.cfhi.org/

E-Learning Modules: University of Wales Swansea and University of Ibadan
www.medicine.swan.ac.uk/inthealth.html

GapMinder
www.gapminder.org

Global Health E-Learning Center: USAID
www.globalhealthlearning.org

Information Sources: Global Health Council
www.globalhealth.org/sources

International Health in the Developing World course: University of Arizona
www.globalhealth.arizona.edu/IHIndex.html

Organizations for Networking in Global Health

Global Health Council www.globalhealth.org

Global Health Education Consortium
www.globalhealth-ec.org

University Coalitions of Global Health
Web site: www.ucgh.org
List serve: ucgh-subscribe@yahoogroups.com

KINGSBOROUGH COMMUNITY COLLEGE
HEALTH, PHYSICAL EDUCATION, AND RECREATION
HS-4100 GLOBAL HEALTH SYLLABUS

INSTRUCTOR:

OFFICE:

PHONE:

EMAIL ADDRESS:

OFFICE HOURS:

REQUIRED TEXT: Skolnik, Richard. (2012). Global Health 101 (2nd Edition). USA: Jones & Bartlett Learning.

Course Description: The purpose of this course is to take a comprehensive look at global health issues. The assessment of health issues will be analyzed from many different perspectives including geographic, ethnic, religious, human rights, socioeconomic, social, cultural and political influences. Students will learn about global environmental causes and consequences of infectious diseases, major diseases, mental illness, natural disasters, malnutrition, drug and alcohol addiction, violence and injuries.

Course Objectives:

1. Students will be exposed to a comprehensive look at global health issues.
2. Students will look critically and analytically at the health status of people in developing and developed countries with regard to culture, housing, income, environment, nutrition, gender, age and developmental stages.
3. Students will become aware of global health issues, become familiar with global and local health organizations, and learn how to address local and global health challenges.
4. Students will become familiar with global health organizations and delivery of public health care in developing and developed countries and evaluate the impact on international health improvement efforts.
5. Students will become familiar with global health concepts that can be used to measure health status in world cultures.
6. Students will be able to synthesize options for intervention of global health problems and develop a strategy for implementation in a given country or region.

Student Learning Outcomes:

1. Compare and contrast variations in incidence and prevalence of disease and disability both within and across countries, the disparate burden of disease in various regions of the world, global health priorities and challenges across countries, and the national assets and limitations for addressing these challenges.
2. Analyze the impact of globalization, social, cultural, economic factors and specific health conditions on a society's vulnerability to sickness and death and its understanding of disease prevention and control.

3. Apply key public health concepts and principles to global health to reduce global health disparities, measures of health status, and burden of disease.
4. Compare the organization and delivery of public health and health care services in developing and developed countries and the impact on international health improvement efforts.
5. Identify key organizations and institutions and the manner in which they have collaborate to address key global health issues
6. Synthesize options for intervention for a global health problems and develop a strategy for implementation within a given country or region.
7. Describe career opportunities in the global health arena while demonstrating cultural competence.

METHOD OF EVALUATING LEARNING SPECIFIED:

Current events assignment -Specific evaluation rubric related to identification of issue, problem, cause of problem, trigger event, solution partners, interventions, outcomes, and reactions.

Press Release -Use of a specific evaluation rubric to assess the quality of a 2-page single spaced document, modeled on an authentic press release, issued by the local Health Ministry, an international Non-governmental Agency, or other appropriate source to US newspapers to request assistance (you decide what type of assistance-financial, technological, or person power, etc.) and in-kind support to address the country's major health challenges. Research its health status, challenges, and health successes and issue a press release, as a foreign correspondent on the state of the health of that country; the economic, social, political, cultural, technological and other factors influencing the health status of the country; and the cultural realities (beliefs, behaviors, traditions) to be addressed by global health workers when visiting that country.

Movie/Book Review -Use of a specific evaluation rubric to assess the quality of a written critique of one book or movie that addresses: the goal of the author; the structure of the movie/book; the health issue(s); the interventions; the challenges to addressing this issue; the progress made; next steps; and unresolved issues.

Service-learning experience -Use of a specific evaluation rubric to assess the quality of a three-page report and a five minute presentation on student Service-Learning

experiences: organization mission, international health issues addressed, country(ies) served, interventions, specific involvement in intervention(s), reflection and reactions.

Quizzes -Regular online quizzes throughout the semester on specific course units, highlighting facts related to major global health topics, principles, key documents, partners, practices, cross cultural challenges, global career opportunities, etc.

Final examination -Reflection essay on the value of this experience to the student given his/her own nationality, international/multi-cultural experience combination, and the classroom experience.

Assignments to Students and Grading:

Using concepts from course readings, discussions, and other teaching methods, students will complete the following assignments:

1. 10% **Current events submissions and presentations:** e-news sources, New York Times and other newspapers.
2. 20% **Service-learning experience:** visit and/or participate in activities with international health agency/organization or national agency with multicultural client base, e.g., the United Nations, World Health Organization, Doctors Without Borders, and Clinton foundation.
3. 15% **Press Release:** Students will "adopt a country," research its health status, challenges, and public health successes and issue a press release calling attention to the country's situation and asking for the specific support needed/expected to work.
4. 15% **Movie or Book Review:** Students will view and write a review of a movie or read a book dealing with a global health issue e.g., Movies: Slumdog Millionaire, Unnatural Causes, Rx for Survival: A Global Health Challenge, The Taint of Yingzhou District, A Closer Walk, Pandemic: Facing AIDS; Books: Mountains Beyond Mountains, Infections and Inequalities: The Modern Plagues, Possessing the Secret of Joy, Betrayal of Trust The Collapse of Global Public Health, Another Day in Paradise,
5. 15% **Quizzes:** Multiple choice quizzes will be used to assess for knowledge of global health concepts, topics and issues in specific chapters.
6. 25% **Final Exam:** The final exam will cover specific knowledge of global health issues from selected chapters.

100%

TOPICAL COURSE OUTLINE:

1. Basic Principles of Global Health

Basic frameworks for understanding global health issues and the improvement of health at a population level:

- Measuring Health
- Determinants of Health
- The Relationship Between Health and Socio-Economic Development
- The impact of the following on health status in developing and developed Countries
 - Culture
 - Housing
 - Income
 - Environment
 - Nutrition
 - Gender
 - Age and Developmental Stage

2. Health Promotion and Health Care Worldwide

- International morbidity and mortality rate similarities and differences
- Health care and population health services worldwide

3. Addressing Global Health Challenges

- Approaches to reducing morbidity and mortality in different countries
- Health Challenges Around the World
 - Natural Disasters
 - Communicable Diseases
 - Non-Communicable Diseases
 - Unintentional and Intentional Injuries
 - Terrorism/Preparedness
 - War
 - Malnutrition
 - Environmental Hazards
 - Sexual and Reproductive Health
 - Issues Infant Mortality
 - Childhood Morbidity and Mortality
 - Maternal Mortality

4. Global Cooperation for Health

- Partners for global health: successes and challenges
 - Local organizations, partners and initiatives
 - Inter/multinational approaches
 - Global institutions and global cooperation

5. The Future of Global Health

Major achievements

Major challenges

Local actions to improve global health

COURSE REQUIREMENTS:

Attendance: According to KCC Official Policy, students absent more than 6 hours may be asked to withdraw or receive a grade of WU. There are no excused absences! If students are 15 minutes late for class, it will be considered an absence. Coming to class late twice equals one absence.

Class Procedures: These rules must be followed in class:

- a. **No cell phone use or text-messaging allowed.**
- b. Raise your hand if you want to speak in class.
- c. If students leave early—without permission—they will be marked absent.
- d. Show respect to everyone in the class, do not disrupt the class.
- e. **Come to class with a good attitude, be motivated, and be ready to work.**
- f. No sleeping in class.
- g. Do not eat your meals in class.
- h. **Plagiarism and cheating will not be tolerated.**

Reminders: Students who need to withdraw from the course, should do it before the deadline, you can now withdraw online. If tutoring for the course is needed, please go to room L-605 in the library. If you need tutoring for writing papers, make an appointment in L-219.

TOPICS

The chapters assigned to be read in the textbook are the topics that will be discussed in class. Class assignments include reading the chapters and being prepared for class participation. **Power Point notes covered in class are available on Blackboard. Read these notes before class for group discussions.**

- Chapter 1 The Principles and Goals of Global Health
- Chapter 2 Health Determinants, Measurements, and Trends
- Chapter 3 Health, Education, Poverty and the Economy
- Chapter 4 Ethical and Human Rights Concerns in Global Health
- Chapter 5 An Introduction to Health Systems
- Chapter 6 Culture and Health
- Chapter 7 The Environment and Health
- Chapter 8 Nutrition and Global Health
- Chapter 9 Women's Health
- Chapter 10 Child Health
- Chapter 11 Communicable Disease
- Chapter 12 Noncommunicable Disease

- Chapter 13 Unintentional Injuries
- Chapter 14 Natural Disasters and Complex Humanitarian Emergencies
- Chapter 15 Working Together to Improve Global Health
- Chapter 16 Science, Technology, and Global Health
- Chapter 17 Working in Global Health
- Chapter 18 Profiles of Global Health Actors

METHODS OF TEACHING

1. Power Point Presentations and Discussions
2. Case Studies
3. Journals
4. Discuss Current Newspaper Articles in Class
5. Handouts
6. Blackboard
7. Reviews for Exams
8. Group Projects
9. Online Research
10. Visit and/or participate in International/National Organization