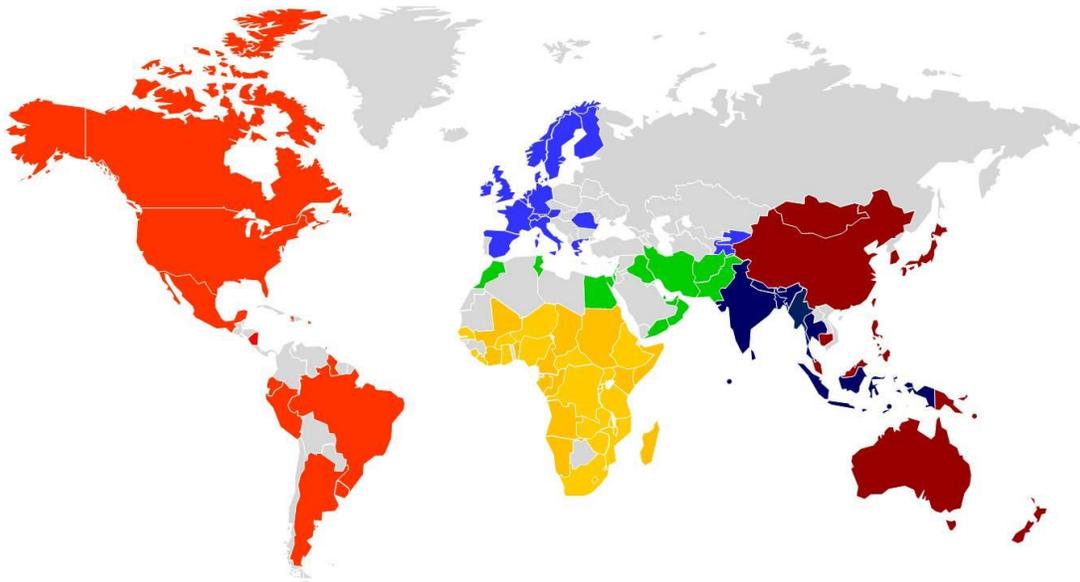


# Global Health

Global Health Introduction



**COURSE NAME:** Global Health (*Curso de Salud Global con VirtualSabana*)



**DURATION:** elective, 2-credit semester (16 weeks) course [*electiva de 16 semanas (un semestre) con 2 créditos*].



## COURSE DESCRIPTION

*The world is experiencing extraordinary changes in global health; changes that call upon the most creative, analytical, and innovative skills available. While the world has the resources to reduce health disparities and eliminate the gaps in health services that exist between various population groups across the globe, accomplishing universal access and health equity is a complicated task that requires a long term dedication. Improvement in the social structure within which people live, and a redistribution of resources so that all people have access to the basic necessities of life, require an unprecedented global consciousness and political commitment from competent Community Nurses and Public Health Practitioners. Gail A. Harkness*

Global Health is a field of public health that promotes humanitarian assistance through creative awareness campaigns to affect positive change in Family Health, experimentation with innovative models to improve access to community-based health care, and advocating humanitarian assistance to strengthen resilience vulnerable populations. Solutions to global health problems focus on support of universal access to basic health services, education for improved sanitation, maternal-child health, and poverty reduction.

Increased awareness of the global health priorities encourages effective international and national policies to support the human right to health through the World Health Organization. The course will introduce concepts of public health ethics as they apply to managing community health interventions and practical steps to improve access to primary health care in developing countries. Global health interventions ultimately help communities anywhere with the desire to be healthy – worldwide.

Successful completion of the course *UPSTREAM Global Health Challenges* offers practical experience with global public health linked to public health core competencies that help strengthen public health workforce development, including Tier 1 for entry level professionals for basic data analysis, fieldwork, program planning, outreach activities, programmatic support, and organizational frameworks.<sup>1</sup>



## COMPETENCIES

Students are introduced to evidence-based, best practices in public health and gain practical experience with core global health by successful completion of humanitarian challenges, disaster response simulations, and case study debates, while practicing their English language skills, as follows:

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<sup>1</sup> Public Health Foundation. (2010). *Core Competencies for Public Health Professionals and the Essential Public Health Services*. Washington, DC: accessed 12:30 PM, 6 Nov 2014;  
[http://www.phf.org/resourcestools/pages/publichealth\\_competencies\\_and\\_essential\\_services.aspx](http://www.phf.org/resourcestools/pages/publichealth_competencies_and_essential_services.aspx)

1. Identify the health status of populations and their related determinants of health and illness;
2. Describe the characteristics of a population-based global health problem;
3. Use health indicator data to address scientific, political, ethical, and social public health issues;
4. Explain how policy options can influence and expected outcomes of public health programs;
5. Clearly communicate and be an advocate of multi-disciplinary public health collaboration;
6. Promote cultural competence within diverse community settings for indigenous populations;
7. Evaluate community needs and equity of access to community-based public health exercises;
8. Present specific examples of public health initiatives implemented by governmental institutions, community, or non-governmental organizations related to global health priority areas.



#### INSTRUCTIONAL METHOD *VirtualSabana*

Global health students are expected to demonstrate active engagement in completing current Global Health news assignments, selected readings from Gail A. Harkness and Rosanna DeMarco (2012): *Community and Public Health Nursing*. Each individual is required to review the course syllabus and code of ethics indicating a clear understanding of this *VirtualSabana* course expectation. Grades are assessed based on contributions to online discussions, small group debates and presentations, completeness of written assignments, individual Global Health priority essays, and contributions to a country health report.

#### COURSE DISCUSSION TOPICS

Week 1	Week 2	Week 3	Week 4	Week 5
Global Health Introduction CASE STUDY: South Sudan in East Africa	Global Justice, Health, and Human Rights CASE STUDY: Brazil & Venezuela	Right to Health and Vulnerable Populations CASE STUDY: Afghanistan	Race, Ethnicity, Poverty Reduction & Health Disparities CASE STUDY: Liberia (Ebola) & Rwanda (Genocide)	Basic Survival Safeguards, Healthy Communities: Healthy Food Systems. CASE STUDY: India and World Food Program <i>In-Class Midterm Multiple Choice Exam</i>
Week 6	Week 7	Week 8	Week 9	Week 10
Basic Survival Safeguards, Clean Water & Access to Sanitation CASE STUDY: Thailand	Refugee Health, United Nations Convention CASE STUDY: Syria & Colombia Displaced	HIV, Human Rights & Public Health Ethics  CASE STUDY: HIV in Latin America and the Caribbean	Médecins Sans Frontières / Doctors without Borders CASE STUDY: Somaliland, Darfar, Sudan	Emergency & Disaster Preparedness CASE STUDY:IFRC Mobile Hospitals in Cuba and Trinidad & Tobago <i>Global Health Priority Essay Examination Due</i>
Week 11	Week 12	Week 13	Week 14	Week 15
Epidemiology of	Cardiovascular	HIV/AIDS & TB	Centers for	Geography of

<b>Food Safety &amp; Crisis with Melamine Milk</b> <b>CASE STUDY: Republic of Red China, Taiwan, and Hong Kong</b>	Disease & Non Communicable Disease Prevention <b>CASE STUDY: Latin America, Malnutrition &amp; Obesity</b>	Wellness Centers <b>CASE STUDY: Guyana compared to Mozambique &amp; South Africa</b>	Disease Control, Expanded Program of Immunization <b>CASE STUDY: Debate Universal Immunization</b>	Neglected Tropical Diseases <b>CASE STUDY: Simulation. Develop &amp; Present Action Plans to Control Vector-Borne Diseases - Malaria</b>
<b>Week 16</b>	<b>FINAL</b>			
<b>Health Disparities in Middle East</b> <b>CASE STUDY: Egypt vs. Qatar</b>	<i>FINAL Group</i> <i>Country-Specific</i> <i>Global Health</i> <i>Written Report</i>			



## STUDENT EVALUATION

The Global Health online course is a two-credit elective course. Students and other course participants will be evaluated on the completeness of their written responses to assigned exercises, individual contributions to discussion forums, games, and a group project. The Universidad de La Sabana Global Health Course is designed to be a global adventure and raise awareness to priority public health problems.

Keep in mind that written assignments should be submitted online on time. Late assignment grades are reduced by 20% for every day assignments are late. As part of the Universidad de La Sabana *Student Academic Conduct Code*, your completed assignments should note reference sources, using “quotation marks” or paraphrasing information from journals, reports, and online sources.

Our university wishes to set high standards for gaining knowledge and competencies through student understanding and adherence to the Universidad de La Sabana honor code. You may wish to use *PlagTracker* ([www.plagtracker.com](http://www.plagtracker.com)) or other free, online sites to check the text of your written assignments uses your own words with more than 80% original content (or less than twenty percent “non-unique content”). As you download the course syllabus, you are acknowledging the *Student Academic Conduct Code* (*Código de Conducta Académica* de la Universidad de La Sabana).

In your learning process, the course challenges you to develop innovative ideas and community health strategies with your personal creativity. Please use caution to avoid plagiarism and do not plan to use Wikipedia for a reference. Student grades are calculated in a clear and transparent manner with each weekly unit assignment scored 0-10 points, then the ratio (percentage) of each of the five components is applied to calculate the overall student midterm and semester grade.

### Course grades will be based on the following:

1. Half the Sky Missions 10%

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|----|--------------------------------|-----|
| 2. | UPSTREAM Challenges            | 15% |
| 3. | Discussion Forum Participation | 20% |
| 4. | Reading Assignment Response    | 25% |
| 5. | Group Country Presentation     | 30% |

### **Important Due Dates for Student Assignments**

- February: check progress with Global Health Challenges and *Half-the-Sky* quests.
- March: Mid-term Point Tally posted on *VirtualSabana*, listed by student ID number.
- March (before Easter): student groups select Global Health priority and international **country**.
- May: student group live virtual presentations.
- No final examination.

### ***UPSTREAM Global Health Challenges:***

Students are encouraged to independently master *UPSTREAM Challenges* by successfully completing 8 *Global Health Quests*.

#### Group COUNTRY Projects to Join the Global Health Adventure

Student Groups of 2 or 3 students work together to create a presentation.

- One global health priority solution
- One developing country (any except Colombia)

Group global health projects in English are due by 4 PM on May 15<sup>th</sup>, 2015.

#### COUNTRY Project Step-by-Step

- Form group with two other students - OR- work independently (only 2 or 3 students per group).
- Student group select a COUNTRY.
- Select a Global Health TOPIC.
- Prepare a student group project summary.
- PowerPoint slide deck (30x slides).
- Video format (20 - 30 minutes).
- Bibliography: 8 information sources and references from the course online reference resource list.

#### Group Project OUTLINE

1. Introduction and millennium goal linkages
2. 4 examples of successful health programs
3. 4 examples of health programs challenges
4. YOUR OPINION and recommended solutions
5. Conclusions and future "Next Steps"
6. Bibliography: eight or more references\*

\*Students are encouraged to use the recommended "Free, Online Resources"

List”

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### **COURSE TEACHING MATERIALS**

*Required reading assignments will be provided to Global Health students as PDF excerpts and online links.*

Gail A. Harkness, DrPH RN FAAN; and Rosanna DeMarco, PhD APRN BC ACRN. (2012). *Community and Public Health Nursing: Evidence for Practice*. Philadelphia, Pennsylvania: Wolters Kluwer Health / Lippincott, Williams & Wilkins. 2nd Edition (2015) ISBN: 978-1451191318 (Book chapter excerpts provided)

Alison Hill, Sian Griffiths, Stephen Gillam. (2007). *Public Health and Primary Care: Partners in Population Health, 1st edition*. New York: Oxford Press. ISBN 978-0-19-850853-3 (PDF chapter excerpts provided)

Miguel Perez y Raffy Luquis. (2008). *Cultural Competence in Health Education and Health Promotion*. Jossey-Bass Publishers, New Jersey. ISBN 978-0787986360 (PDF chapters provided to students)

*UPSTREAM Global Health Challenge* adapted from Upstream Public Health, Portland, Oregon, USA.

Upstream Public Health advocates changing social and physical environments to eliminate health threats and make it easier for people to make healthy choices. <https://www.upstreampublichealth.org/>

*The World We Want Foundation*: The World We Want NGO advocating Young Global Citizens to make positive social change in their communities around the world. <http://theworldwewantfoundation.org/>

*Half-the-Sky Movement*: NGO advocating Turning Oppression into Opportunity for Women Worldwide with Nicholas Kristof and Sheryl WuDunn: <http://www.halftheskymovement.org/>