

School/College: School of Public Health & Information Sciences  
Number: PHUN-410  
Title: Global Health  
Credit-hours: 3.0  
Prerequisites: PHUN 101 and PHUN 110

Term/Year: Fall 2017  
Location: Davidson 207  
Day/Time: Mon and Wed, 12:00 – 13:15  
Required materials: Textbooks and i>Clicker 2

## Course Description

This course is intended to equip students with a basic introduction to the complex nature of global public health and its challenges from the unique perspectives of a variety of global health actors. The global burden of disease is highlighted along with the major determinants of health status in different countries. Furthermore, students gain an understanding of the structure and functions of international agencies and organizations as well as approaches to health care delivery systems around the world. Learning methods in this course include, but are not limited to, interactive role-playing of case scenarios, problem-based learning, analytic writing, teamwork, and class discussion and debate.

## Course Introduction

Global public health challenges – for example, Zika, Ebola, HIV/AIDS, obesity, neglected diseases, tobacco use, environmental degradation, and underperforming health systems – increasingly shape and are shaped by the political, economic, and social aspects of globalization. While strong national health systems are critical for meeting population needs, the effects of and capacities to respond to a particular health threat often lie outside the control of any one nation state and outside the health sector. Through interactive global health scenarios, students will research the role of unique global health actors and collaborate with colleagues to determine a realistic and logical intervention towards alleviating the relevant global health issue.

### BIG-PICTURE CONCEPT

Global public health issues are complex in nature with multiple actors, each with their own unique perspectives. These unique perspectives must be attended to, not ignored, before significant steps can be taken towards improving the health of world.

## WHAT IS GLOBAL HEALTH?

*Global health should not be understood only as “foreign health,” “international health” or the “health of the poor,” though it may incorporate all these concepts. Rather, we use the term “global health” to refer to the health of all populations in the world, regardless of nation-state, geographical position or stage of development. It includes an interdisciplinary set of challenges that transcend national boundaries involving health determinants (social, political, economic), collections of health problems, and the organized social response to these conditions (structured both within and outside of health systems). The defining characteristic that makes global health “global” is its central concern with the impacts of globalization on health, the transfer of health threats and opportunities across national borders, and the resulting state of interconnection and interdependence among populations.*

*Suerie Moon, Harvard Global Health Institute*

## Course Competencies

At the completion of the course, successful students will be able to demonstrate the following competencies:

- Display knowledge of key global health issues, including their geographic and population distribution, causes, prevention, and associated risk factors. [C1 (Bloom's original taxonomy, cognitive domain, application level)]
- Identify relationships among the key actors in global health and the manner in which they cooperate to address global health issues. [C4]
- Describe the impact of health care financing mechanisms in international public health. [C2]
- Examine the pattern, distribution, and variability of the burden of disease across various regions of the world. [C2]
- Apply critical thinking principles to determine how global health issues might be addressed in cost-effective, efficient, and sustainable ways. [C3]
- Describe the relationship between socioeconomic status, education, and culture on global health issues. [C4]
- Apply the basic concepts of the epidemiological, environmental, ethical, and social and behavioral sciences to global health issues. [C4]
- Discuss the international health responses to natural disasters and complex emergencies. [C2]

## Course Instructors

| <i>Name</i>                                 | <i>Contact Information</i>  | <i>Physical Office Hours</i>                      |
|---|---|---|
| Rishtya Kakar, MD, MPH<br>Course Instructor | <a href="mailto:rishtya.kakar@louisville.edu">rishtya.kakar@louisville.edu</a><br>Office: 502-852-0329<br><b>Room 110A - Studio Arts/HPES</b> | <b>Tuesday: 11am – 4pm</b><br>and by appointment. |
| Pete Walton, MD<br>Program Director         | <a href="mailto:pete.walton@louisville.edu">pete.walton@louisville.edu</a><br>Office: 502-852-0380<br>Room 109 - Studio Arts/HPES             | By appointment.                                   |

## E-Communication Policy

The course instructors welcome conversations with students outside of class. The table below lists the tentative details for communicating with me (Rishtya), but these may change based on the results of the initial class survey in Blackboard.

| <i>Method</i>                   | <i>Contact</i>   | <i>Details</i>   |
|---------------------------------|--|--|
| <b>Blackboard announcements</b> | N/A  | I use Blackboard email and announcements to send important course information and reminders. <b>It is crucial that you receive course updates to an email you check regularly.</b> |
| <b>E-mail</b>                   | <a href="mailto:rishtya.kakar@louisville.edu">rishtya.kakar@louisville.edu</a> | I usually reply within a few hours. If I have not replied after 24 hours of your initial e-mail, send a reminder email.  |
| <b>Twitter</b>                  | @rm_kakar  | The Twitter <b>#PHUN410</b> is used for reminders, tips, and for sharing relevant links. The Twitter feed is also available in Blackboard <i>E-Communication</i> .                 |
| <b>Facebook Messenger</b>       | @rishtya.kakar   | I will be available during virtual office hours on Facebook Messenger to answer questions (timing to be announced).  |

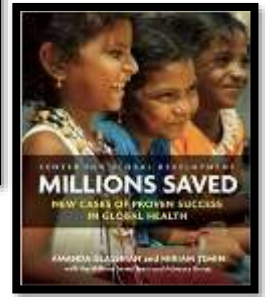
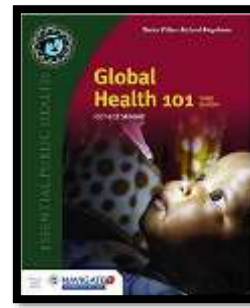
**Notes about social media:** Remember that all assignments, including online communications and social media posts, must be in accordance with [UofL's Code of Student Conduct](#). Here are some helpful [guidelines for social media](#) use.

In order to maintain a level of privacy for both students and instructor, I use separate professional accounts for social media platforms and I will not add you on Facebook or follow you Twitter.

## Course Materials

### Required Texts

1. ***Global Health 101, 3<sup>rd</sup> Edition*. 2016.** By Richard Skolnik  
Jones and Bartlett, Burlington, MA. ISBN-13: 9781284050547  
Referred to as **Skolnik** in Syllabus
2. ***Millions Saved: New Cases of Proven Success in Global Health*. 2016.**  
By Amanda Glasman and Miriam Temin. Center for Global Development (CGD).  
ISBN-13: 978-1933286884. Referred to as **CGD** in Syllabus.



**Other Required Reading:** Posted on Blackboard at least one week before respective class. It is the student's responsibility to check Blackboard every week to find the required readings and updated schedule.

### Required Equipment and Software

- a. **i>Clicker 2** **Note: A student's i>Clicker 2 MUST be registered in Blackboard before the first day of class.**
  - The **i>Clicker 2 is REQUIRED** for this class and it is also used in all PHUN courses.
  - Please make sure to get the right one and register it BEFORE classes begin.
  - Starting on the first day of class, i>Clickers will be used for reading quizzes or class participation or both. So you will start to lose points if your i>Clicker is not registered.
  - Note: If a student registers an i>Clicker in Bb for one of his or her courses, it is automatically registered in all of his or her courses for the remainder of his or her time at UofL.
- b. **Blackboard**
  - The primary mechanism for communication in this course, other than class meetings, is UofL's Blackboard system at <http://blackboard.louisville.edu/>.
  - Instructors use Blackboard to make assignments, provide materials, communicate changes or additions to the course materials or course schedule, and to communicate with students other aspects of the course.
  - It is imperative that students familiarize themselves with Blackboard, check Blackboard frequently for possible announcements, and make sure that their e-mail account in Blackboard is correct, active, and checked frequently.
- c. **Word processing software package**
  - To complete assignments in the correct form, students must have access to and facility with one of the following word processing software packages:
    - Word 2003 or above (2010 or above preferred)
    - OpenOffice Writer 4.0 or above (available free at <http://www.openoffice.org/download/>)
- d. **Internet**
  - In order to conduct appropriate research for required assignments successfully, students must have access to and facility with the Internet

**Note:** If you don't have your own computer, the required software is available at the REACH Center in Ekstrom Library.

### Prepared Materials Used by Instructors

Materials used by instructors in class are available to students via Blackboard no later than 24 hours following the class. These may include outlines, citations, slide presentations, and other materials. There is no assurance that the materials include everything discussed in the class.

## Course Flow

Throughout the course five interactive scenarios are presented and analyzed through role-play. Each student is assigned a specific “global health actor” to take on as his or her role for that specific scenario. The categories of global health actors are: government ministries, UN agencies, funding agencies or development banks, grassroots agencies or local community leaders, and relevant NGOs or experts.

Each scenario typically takes place over the course of four to six classes (see diagram on right). During the **Scenario Introduction**, the instructor presents pertinent details about the scenario background and students clarify any questions about the scenario or their specific roles. For some scenarios, the instructor takes an extra class to present the **key concepts and issues** related to the scenario and module with interspersed class discussion.

Meanwhile, students research their assigned positions for the scenario and submit a concise summary as an **Individual Position Paper** (usually due Sunday night). In the following session - **Scenario Positions** - each student presents his or her individual position on the scenario during a Moderated Caucus.

In the following class, the instructor presents examples of **key interventions** in global health relevant to the scenario and module with interspersed class discussion.

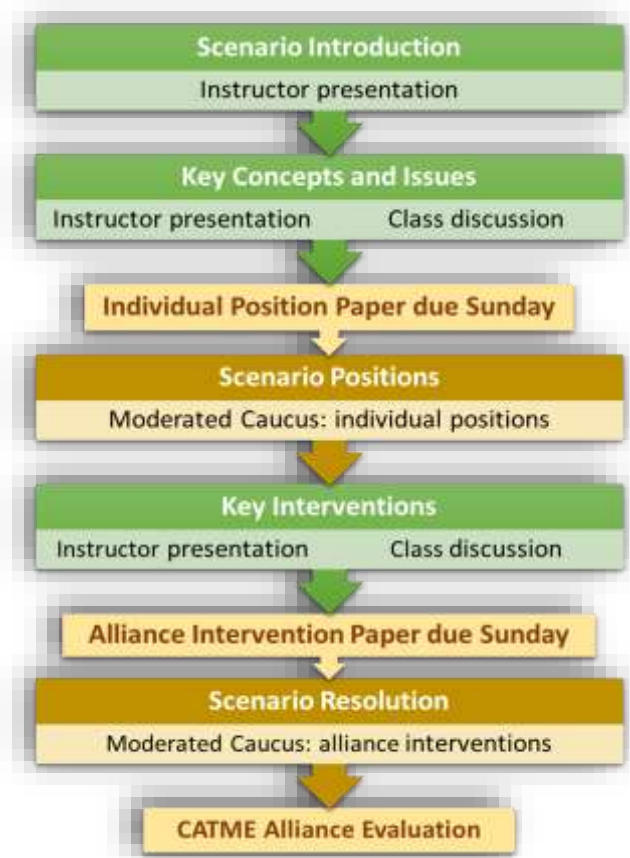
Meanwhile, alliances work together to develop recommendations for resolving the scenario, which each alliance submits as an **Alliance Intervention Paper** (usually due Sunday night). Finally, in the **Scenario Resolution** session, each alliance presents their interventions to the rest of the class and the scenario is wrapped up. Students evaluate the members of their alliance through the **CATME** online team evaluation survey.

For further details on each part, see Student Evaluation section.

## Course Topics and Schedule

**\*\* Important Note:** The schedule, topics, and activities may change as the course unfolds. An up-to-date schedule is available in Blackboard.

| Class                                   | Date          | Main topic  | Before class   | During class  | Deliverable  |
|---|---------------|---|--|---|--|
| <b>Module 1: Setting the Foundation</b> |               |   |  |   |  |
| 01                                      | Mon<br>21-Aug | What is global health?  | - “ <b>Start here</b> ” in Bb<br>- Read syllabus<br>- Skolnik Ch. 1<br>- <b>CGD Introduction</b><br>- Bb lesson + RQ | Presentation,<br>discussion, iClicker,<br>Class Analysis (CA) | Complete “Start here”<br>checklist in Bb.<br>Syllabus Quiz                         |
| 02                                      | Wed<br>23-Aug | Who “does” and finances<br>global health?<br><br>What is success in global<br>health? | - Skolnik Ch. 16 + 18<br>- CGD Introduction<br>- Bb lesson + RQ  | Presentation,<br>discussion, iClicker,<br>Class Analysis (CA) | <b>Critical Reflection #1<br/>(before course)</b><br><i>Due: Sun 27-Aug, 23:59</i> |



| Class   | Date          | Main topic   | Before class  | During class  | Deliverable  |
|---|---------------|--|---|---|--|
| 03  | Mon<br>28-Aug | What is the global burden of disease? (patterns, trends, indicators)<br><b>Example scenario</b>      | - Skolnik Ch. 2<br>- CGD Case 1 and 2<br>- Bb lesson & RQ                 | Presentation, discussion, iClicker, Class Analysis (CA) |  |
| 04  | Wed<br>30-Aug | What are different healthcare systems?<br><b>Dr. David Johnson</b><br><b>Scenario A Introduction</b> | - Skolnik Ch. 5<br>- CGD Case 9 or 10 or 12<br>- Bb lesson & RQ           | Presentation, discussion, iClicker, Class Analysis (CA) |  |
|   | Mon<br>4-Sep  | <b>Labor Day</b>   |   |   |  |
| 05  | Wed<br>6-Sep  | What are key determinants and disparities in global health?  | - Skolnik Ch. 3<br>- CGD Case 16<br>- Bb lesson & RQ                      | Presentation, discussion, iClicker, Class Analysis (CA) | <b>Position Paper [Scenario A]</b><br><i>Due: Sun 10-Sep, 23:59</i>              |
| 06  | Mon<br>11-Sep | <b>Scenario A Positions</b>  | - Research Scenario A<br>- Prepare position                               | <b>Moderated Caucus (individual positions)</b>          |  |
| 07  | Wed<br>13-Sep | What role do culture and ethics play in global health?   | - Skolnik Ch. 4 and 6 (select pages)<br>- CGD Case 17<br>- Bb lesson + RQ | Presentation, discussion, iClicker, Class Analysis (CA) | <b>Alliance Intervention Paper [Scenario A]</b><br><i>Due: Sun 17-Sep, 23:59</i> |
| 08  | Mon<br>18-Sep | <b>Scenario A Resolution</b>   | - Research Scenario A<br>- Prepare intervention                           | <b>Moderated Caucus (alliance intervention)</b>         | <b>CATME Alliance Evaluation [Scenario A]</b><br><i>Due: Mon 18-Sep, 23:59</i>   |
| <b>Module 2: Global Maternal – Child – Communicable Health Issues</b> |               |  |   |   |  |
| 09  | Wed<br>20-Sep | Maternal Health: Key Issues and Concepts<br><b>Scenario B Introduction</b>                           | - Skolnik Ch. 9<br>- Bb lesson & RQ                                       | Presentation, discussion, iClicker, Class Analysis (CA) | <b>Position Paper [Scenario B]</b><br><i>Due: Sun 24-Sep, 23:59</i>              |
| 10  | Mon<br>25-Sep | <b>Scenario B Positions</b>  | - Research Scenario B<br>- Prepare position                               | <b>Moderated Caucus (individual positions)</b>          |  |
| 11  | Wed<br>27-Sep | Maternal Health: Interventions   | - CGD Case 15, 13, 10   | Presentation, discussion, iClicker, Class Analysis (CA) | <b>Alliance Intervention Paper [Scenario B]</b><br><i>Due: Sun 02-Oct, 23:59</i> |
| 12  | Mon<br>3-Oct  | <b>Scenario B Resolution</b>   | - Prepare assigned role<br>- Research Scenario B                          | <b>Moderated Caucus (alliance intervention)</b>         | <b>CATME Alliance Evaluation [Scenario B]</b><br><i>Due: Mon 03-Oct, 23:59</i>   |
| 13  | Wed<br>4-Oct  | Child Health: Key Issues and Concepts<br><b>Scenario C Introduction</b>                              | - Skolnik Ch. 8 & 10 (select pages)<br>- Bb lesson & RQ                   | Presentation, discussion, iClicker, Class Analysis (CA) |  |
|   | Mon<br>9-Oct  | <b>Fall Mid-Term Break</b>   |   |   |  |
| 14  | Wed<br>11-Oct | Communicable diseases: Key Issues and Concepts   | - Skolnik Ch. 12<br>- CGD Case 1, 2, 4<br>- Bb lesson & RQ                | Presentation, discussion, iClicker, Class Analysis (CA) | <b>Position Paper [Scenario C]</b><br><i>Due: Sun 15-Oct, 23:59</i>              |

| Class  | Date                 | Main topic   | Before class   | During class  | Deliverable  |
|--|----------------------|--|--|---|--|
| 15   | Mon<br>16-Oct        | <b>Scenario C Positions</b>  | - Research Scenario C<br>- Prepare position          | <b>Moderated Caucus<br/>(individual positions)</b>            |  |
| 16   | Wed<br>18-Oct        | Child & Communicable:<br>Interventions   | - CGD Case 6, 20 or 22                               | Presentation,<br>discussion, iClicker,<br>Class Analysis (CA) | <b>Alliance Intervention<br/>Paper [Scenario C]</b><br><i>Due: Sun 22-Oct, 23:59</i> |
| 17   | Mon<br>23-Oct        | <b>Scenario C Resolution</b>   | - Prepare assigned role<br>- Research Scenario C     | <b>Moderated Caucus<br/>(alliance<br/>intervention)</b>       | <b>CATME Alliance<br/>Evaluation [Scenario C]</b><br><i>Due: Mon 23-Oct, 23:59</i>   |
| <b>Module 3: Global Non-Communicable and Environmental Health Issues</b> |                      |  |  |   |  |
| 18   | Wed<br>25-Oct        | Mental Health & Injuries:<br>Key Issues and Concepts<br><b>Scenario D Introduction</b> | - Skolnik Ch. 14<br>- CGD Case19<br>- Bb lesson & RQ | Presentation,<br>discussion, iClicker,<br>Class Analysis (CA) |  |
| 19   | Mon<br>30-Oct        | Environmental Health:<br>Key Issues and Concepts                                       | - Skolnik Ch. 7<br>- CGD Case 5<br>- Bb lesson & RQ  | Presentation,<br>discussion, iClicker,<br>Class Analysis (CA) |  |
| 20   | Wed<br>1-Nov         | Non-Communicable Disease:<br>Key Issues  | - Skolnik Ch. 13<br>- Bb lesson & RQ                 | Presentation,<br>discussion, iClicker,<br>Class Analysis (CA) | <b>Position Paper<br/>[Scenario D]</b><br><i>Due: Sun 05-Nov, 23:59</i>              |
| 21   | Mon<br>6-Nov         | <b>Scenario D Positions</b>  | - Research Scenario D<br>- Prepare position          | <b>Moderated Caucus<br/>(individual positions)</b>            |  |
| 22   | Wed<br>8-Nov         | Relevant Interventions<br>(Culturally Effective Care<br>Symposium)                     | - CGD Case 11 & 18<br>- Bb lesson & RQ               | Presentation,<br>discussion, iClicker,<br>Class Analysis (CA) | <b>Alliance Intervention<br/>Paper [Scenario D]</b><br><i>Due: Sun 12-Nov, 23:59</i> |
| 23   | Mon<br>13-Nov        | <b>Scenario D Resolution</b>   | - Prepare assigned role<br>- Research Scenario C     | <b>Moderated Caucus<br/>(alliance<br/>intervention)</b>       | <b>CATME Alliance<br/>Evaluation [Scenario D]</b><br><i>Due: Mon 13-Nov, 23:59</i>   |
| <b>Module 4: Natural Disasters and Complex Emergencies</b>               |                      |  |  |   |  |
| 24   | Wed<br>15-Nov        | <b>Scenario E Introduction</b>   | - Skolnik Ch. 15<br>- Bb lesson & RQ                 | Presentation,<br>discussion, iClicker,<br>Class Analysis (CA) |  |
| 25   | Mon<br>20-Nov        | Disasters & Emergencies:<br>Key Concepts   | - Documentary<br>- Bb lesson & RQ                    | Presentation,<br>discussion, iClicker,<br>Class Analysis (CA) |  |
|  | Wed<br>22-Nov        | <i>Thanksgiving break</i>  |  |   | <b>Position Paper<br/>[Scenario E]</b><br><i>Due: Sun 26-Nov, 23:59</i>              |
| 26   | Mon<br>27-Nov        | <b>Scenario E Positions</b>  | - Research Scenario E<br>- Prepare position          | <b>Moderated Caucus<br/>(individual positions)</b>            |  |
| 27   | Wed<br>29-Nov        | Disasters & Emergencies:<br>Interventions<br>Course wrap-up                            | - Documentary<br>- Bb lesson & RQ                    | Presentation,<br>discussion, iClicker,<br>Class Analysis (CA) | <b>Alliance Intervention<br/>Paper [Scenario E]</b><br><i>Due: Sun 03-Dec, 23:59</i> |
| 28   | Mon<br>4-Dec         | <b>Scenario E Resolution</b>   | - Prepare assigned role<br>- Research Scenario E     | <b>Moderated Caucus<br/>(alliance<br/>intervention)</b>       | <b>CATME Alliance<br/>Evaluation [Scenario E]</b><br><i>Due: Mon 04-Dec, 23:59</i>   |
|  | <b>Fri<br/>8-Dec</b> | <b>Final Exam</b><br><i>11:30 am – 2 pm</i>  |  |   |  |



## Course Policies

### Student Responsibilities

- Students are responsible for their own learning. Instructors can only provide opportunities to learn.
- Students read the required materials prior to each class to prepare for class work and discussions.
- A learner participates by attending every class possible and by taking responsibility for course material when attendance is impossible.
- Participation includes being actively engaged in class discussions, assignments, and activities.
- Students are contributing members of their teams. The teams support their members.
- A student checks email and Blackboard regularly for homework assignments and other course-related communications.
- A student completes assignments by the due dates that are communicated in class and posted on Blackboard.
- Students abide by the [policy for academic honesty](#) (below under [Other Policies](#)). Examples of violations of academic honesty are plagiarism, authoring another student's assignment, having another person author your assignment, and fabrication of reasons for tardy submission of assignments.
- Classes start at the time scheduled, so a student is on time to avoid class disruption. If the instructor is delayed past the start of class, he or she makes best effort to notify students of both the delay and estimated class start time. A student waits in class for at least 15 minutes after the instructor's estimated start time or scheduled start if no notice is given.
- In all course activities, students apply the intellectual standards, especially clarity, accuracy, relevance, significance, completeness, and logic.
- Students are responsible for and may be evaluated on anything in the assigned reading, anything in class presentations and discussions, and anything that can be extracted or extended from these sources using critical thinking and fundamental and powerful concepts.
- ***Electronic use policy:*** Students are asked to **not** use cellphones during class. A 5-minute break is provided in each class during which students are allowed to check their cellphones. Tablets and laptops may only be used for note-taking or activities related to the class. If a student does not abide by the policy, points will be debited from his or her *Professionalism Credit* (see Student Evaluation below).

### Excused Absences, Make-Ups, and Late Submissions

- **To qualify for an excused absence,** a student must submit an *Application for Excused Absence* in Blackboard with documentation from an approved source that provides a valid reason for missing the class or activity.
  - An "approved source" refers to a person who is engaged in a service connected with the reason for the student's absence and is qualified to provide official documentation for the reason for the student's absence. Examples include, but are not limited to: physicians, nurse practitioners, licensed therapists, licensed funeral directors, university athletic directors and designees, and university administration
- **For excused absences:**
  - **In-class activities or Blackboard quizzes:** No make-up is available for in-class activities (iClicker, class analyses, etc.) but the student's score is not affected by his or her excused absence.
  - **All other assignments:** A student may submit the assignments late without being penalized.
- **Without an excused absence:** Students receive 0 for all missed in-class activities and Blackboard quizzes. All other assignments will incur a penalty of 5% of the points for the assignment for each day or part thereof late to a maximum of four days for a 20% penalty.

### Teams (Alliances)

Acting in their assigned roles for each scenario, students form an alliance of four to five students. Each alliance of students is tracked through the CATME online software. After each Alliance Intervention Paper is submitted, all alliance members are required to complete evaluations of their fellow alliance members through the CATME website. Scores for each alliance member are prorated based on the evaluation feedback through CATME. .

## Student Evaluation

Evaluation is based on the assessment of certain intellectual standards: clarity, accuracy, relevance, significance, depth, completeness, and logic. The components of student evaluation are:

### 1. Professionalism Credit (5% of final grade)

At the beginning of the course, each student has 5-points worth of professionalism credit. Points are deducted from the credit under the following circumstances:

- Being late or missing class without an excused absence
- Being unprepared for class (e.g. no iClicker)
- Not paying attention in class
- Failing to comply with the *Electronic Use Policy* during class time
- Incorrectly submitting an assignment (e.g. wrong assignment, blank form, no attachment, etc.)
- Failing to complete the CATME Team Evaluation on time

### 2. Reading Quizzes (RQ) (5% of final grade)

Prior to indicated classes, a short quiz is posted on Blackboard. The purpose of the reading quiz is for the instructors to gauge the level of understanding **before** the class in order to adapt the topics and emphases of the class.

The first reading quiz is on the syllabus and consists of multiple-choice questions to assess students' understanding of how the course proceeds, what their responsibilities are, and how grading is handled. Students who read this syllabus and participate in the first class are expected to do well on the quiz. The syllabus quiz is made available on Blackboard prior to the first class.

### 3. In-Class iClicker Participation (5% of final grade)

**Important note: Students MUST register their iClicker 2's in Blackboard for class participation scoring.**

Class participation is based on a student's iClicker participation. iClickers are used during each class, and all student responses are recorded. The purpose of this component is for the instructors to gauge how the class is proceeding to determine if real-time adjustments are appropriate.

### 4. Class Analyses (CAs) (10% of final grade)

At the end of designated classes, each student will have *five minutes* to write an analysis of the class by answering either of the following questions:

- i. "What is the most important point on the module's topic you learned in class today?"
- ii. "What is the muddiest point (most confusing point) that was discussed in class today?"

This graded activity is intended to gauge what information discussed or presented during the class session remained unclear by the class' end. With this information, the instructor(s) attempts to address any confusion at the beginning of the next class. The Class Analysis is scored using the standards of clarity, accuracy, relevance, and significance.

### 5. Critical Reflections (10% of final grade)

As the course progresses, there are three instances in which the students will individually reflect on their progress in the course. The due dates for these three critical reflections are shown in the course schedule above.

These are intended to provide a valuable exercise for students to reflect on their experiences as their concepts evolve through the course and also provide feedback to the instructors on whether the course is progressing as desired. Each critical reflection type has a specific question and electronic form that is used to submit the critical reflection. Critical reflections are scored using intellectual standards of clarity, accuracy, relevance, and significance.



## 6. Individual Position Papers (20% of final grade)

Throughout the course five interactive scenarios will be presented and analyzed through role-play. Each student is assigned a specific “global health actor” to take on as his or her role for that specific scenario. Some examples of global health actors relevant to the specific scenario may be: government ministries, UN agencies, NGOs or foundations, development banks or funding agencies, and local community leaders.

Within the timeframe of a week, each student researches his or her assigned role to determine what the “position” of the “actor” is in relation to the specific scenario. The student synthesizes the most important points from his or her research in the form of a “Position Paper” and is prepared to present it in class during the first Moderated Caucus (see diagram). Position papers are intended to be concise and accurate representations, and are evaluated using the intellectual standards of clarity, accuracy, relevance, significance, and logic.

## 7. Moderated Caucuses (10% of final grade)

For each scenario, there are two moderated caucus sessions, lasting between 30 to 60 minutes. Moderated caucus sessions are a time in class for each student to act in his or her assigned role. During the first moderated caucus of the scenario, each student presents the information that he or she researched for the position papers. Each student has about 90 seconds to clearly convey his or her “position” on the scenario and, as the discussion progresses, responds to other students’ positions.

During the second moderated caucus of the scenario, each alliance team presents their recommendations for attempting to resolve the scenario (see diagram).

Each student’s contribution to a moderated caucus is evaluated for clarity, accuracy, relevance, and significance.

## 8. Alliance Intervention Paper (25% of final grade)

For each of the five global health scenarios, students work with their alliance to complete an Intervention Paper which describes the details of their proposed interventions to resolve the assigned scenario. Alliances must attempt to remain true to the roles they are assigned and have researched and try not to involve their own personal assumptions or biases. The intervention paper is completed together by each alliance and submitted on the required form. Papers are evaluated using the intellectual standards of clarity, accuracy, relevance, significance, logic, and completeness.

## 9. Final Exam Scenario (10% of final grade)

A final comprehensive scenario will be posted on Blackboard one week prior to the exam to allow students to review class notes, readings, and resources needed to complete the scenario. The exam will take place during the university’s final exam slot for this course. Other details on the exam will be announced during the final module.

## 10. Course Extra-Credit

The following are two main ways to receive extra-credit in this course:

**Extra-Credit Class Discussion (ECCD):** Prior to each class, a random list of students is generated from those enrolled in the class. During class discussions, the instructor calls upon the next student listed to answer a question or share his or her thoughts. If the student offers a thoughtful response (as judged by the instructor), extra-credit is awarded.

**Twitter Activity:** Students are encouraged to use the #PHUN410 hashtag on Twitter to share thoughtful comments and links or ask relevant questions. Each SoftChalk lesson in Blackboard includes a Twitter Activity to promote thoughtful engagement with the content presented. Students are also encouraged to Tweet questions or lessons learned from each class. Extra-credit is awarded for each thoughtful Tweet (as judged by the instructor).

**Grading**

The components of student evaluation are weighted as follows:

| <i>Evaluation Component</i>               | <i>Scoring Methodology (briefly)</i> | <i>Instances</i> | <i>Max. Score</i> | <i>Weight</i> |
|---|--------------------------------------|------------------|-------------------|---------------|
| <b>1. Professionalism Credit</b>          | 0.5 - 1 deducted incrementally       | -                | 5                 | <b>5%</b>     |
| <b>2. Reading Quizzes</b>                 | Average of all divided by 0.85       | up to 20         | 5+                | <b>5%</b>     |
| <b>3. In-class iClicker Participation</b> | Average of all divided by 0.85       | up to 28         | 5+                | <b>5%</b>     |
| <b>4. Class Analyses (CAs)</b>            | Rubric with intellectual standards   | up to 20         | 20+               | <b>10%</b>    |
| <b>5. Critical Reflections</b>            | Rubric with intellectual standards   | 3                | 100               | <b>10%</b>    |
| <b>6. Individual Position Paper</b>       | Rubric with intellectual standards   | 5                | 100               | <b>20%</b>    |
| <b>7. Moderated Caucuses</b>              | Rubric with intellectual standards   | 10               | 100               | <b>10%</b>    |
| <b>8. Alliance Intervention Paper</b>     | Rubric with intellectual standards   | 5                | 100               | <b>25%</b>    |
| <b>9. Final Exam Scenario</b>             | Rubric with intellectual standards   | 10               | 100               | <b>10%</b>    |
| <b>10. Course Extra Credit</b>            | ECCD and Twitter Activity            | up to 28         | -                 | -             |

Grading is on ABCDF+/- basis.

| <i>Final Grade</i> | <i>Final Points</i> | <i>Final Grade</i> | <i>Final Points</i> |
|--------------------|---------------------|--------------------|---------------------|
| A+                 | [97, 100+]          | C                  | [73, 77)            |
| A                  | [90, 97)            | C-                 | [70, 73)            |
| B+                 | [87, 90)            | D+                 | [67, 70)            |
| B                  | [83, 87)            | D                  | [63, 67)            |
| B-                 | [80, 83)            | D-                 | [60, 63)            |
| C+                 | [77, 80)            | F                  | [0, 60)             |

*Note 1: Interval notation is used in table to the left:*

*"[" indicates greater than or equal to the subsequent value*

*"(" indicates greater than the subsequent value*

*"]" indicates less than or equal to the preceding value*

*)" indicates less than the preceding value*

*For example, [93, 97) indicates "93 up to but not including 97" or equivalently "greater than or equal to 93 and less than 97."*

*Note 2: There is no A- for this course.*

## Intellectual Standards

There are many intellectual standards that are essential attributes of critical thinking and critical thinkers (see *The Mini-Guide*). The course focuses on the following standards, listed along with their definitions, related terms, opposites, and assessments:

| Intellectual Standards and Their Meanings and Assessments <sup>1</sup> |   |  |                                       |                                     |              |
|--|---|--|---------------------------------------|-------------------------------------|--------------|
| Std  | Parallels   | Opposites  | Assessment                            | Rubric Analogy                      | Std          |
|  |   |  |                                       | Rubric Phrase                       |              |
| Clarity  | Definition: Understandable, the meaning can be seen and grasped; to free from confusion or ambiguity, to remove obscurities.                                  |  |                                       | Think of a wine glass.              | Clarity      |
|  | Clear<br>Straightforward<br>Obvious<br>Perceptible<br>Transparent<br>Unambiguous<br>Explicit<br>Well-defined  | Unclear<br>Vague<br>Obscure<br>Incomprehensible<br>Cloudy<br>Ambiguous<br>Fuzzy<br>Foggy                           | 5<br>Exceeds Standard                 | Polished crystal                    |              |
|  |   |  | 4<br>Meets Standard                   | Clear                               |              |
|  |   |  | 3<br>Nearly Meets Standard            | A bit hazy                          |              |
|  |   |  | 2<br>Partially Meets Standard         | Hazy                                |              |
|  |   |  | 1<br>Does Not Partially Meet Standard | Completely cloudy                   |              |
| Accuracy   | Definition: Condition or quality of being true, correct, or exact; freedom from error or defect; precision or exactness; correctness.                         |  |                                       | Think of archery.                   | Accuracy     |
|  | Accurate<br>True<br>Definitive<br>Credible<br>Reliable<br>Correct<br>Factual<br>Verifiable<br>Undisputable  | Inaccurate<br>Questionable<br>Wrong<br>Incorrect<br>Mistaken<br>Faulty<br>Doubtful<br>Erroneous<br>Flawed          | 5<br>Exceeds Standard                 | Bull’s-eye!                         |              |
|  |   |  | 4<br>Meets Standard                   | On-target                           |              |
|  |   |  | 3<br>Nearly Meets Standard            | Grazed the target                   |              |
|  |   |  | 2<br>Partially Meets Standard         | Not too far off-target              |              |
|  |   |  | 1<br>Does Not Partially Meet Standard | What target?                        |              |
| Relevance  | Definition: Bearing upon or relating to the matter at hand; implies a close and logical relationship with, and importance to, the matter under consideration. |  |                                       | Think of attending a baseball game. | Relevance    |
|  | Relevant<br>Pertinent<br>Apposite<br>Cogent<br>Suitable<br>Useful<br>Germane<br>Applicable<br>Fitting   | Irrelevant<br>Impertinent<br>Immaterial<br>Unrelated<br>Inapplicable<br>Extraneous<br>Peripheral<br>Unconnected    | 5<br>Exceeds Standard                 | In the clubhouse!                   |              |
|  |   |  | 4<br>Meets Standard                   | Has a box seat                      |              |
|  |   |  | 3<br>Nearly Meets Standard            | In the ballpark                     |              |
|  |   |  | 2<br>Partially Meets Standard         | In the vicinity                     |              |
|  |   |  | 1<br>Does Not Partially Meet Standard | Whereabouts unknown                 |              |
| Significance   | Definition: Having importance and value, being of consequence; having considerable or substantial meaning and value.  |  |                                       | Think of a vacation just taken.     | Significance |
|  | Significant<br>Important<br>Major<br>Essential<br>Crucial<br>Vital<br>Valuable<br>Fundamental   | Insignificant<br>Unimportant<br>Trivial<br>Unessential<br>Immaterial<br>Inconsequential<br>Valueless<br>Negligible | 5<br>Exceeds Standard                 | Priceless!                          |              |
|  |   |  | 4<br>Meets Standard                   | Prized                              |              |
|  |   |  | 3<br>Nearly Meets Standard            | Worthwhile                          |              |
|  |   |  | 2<br>Partially Meets Standard         | Mostly OK                           |              |
|  |   |  | 1<br>Does Not Partially Meet Standard | Of little value                     |              |

<sup>1</sup> Adapted in part from Linda Elder and Richard Paul, *Intellectual Standards: The Words That Name Them and the Criteria That Define Them*, The Foundation for Critical Thinking, 2008.

| Intellectual Standards and Their Meanings and Assessments <sup>1</sup> |   |   |                                       |                          |              |
|--|---|---|---------------------------------------|--------------------------|--------------|
| Std  | Parallels   | Opposites   | Assessment                            | Rubric Analogy           | Std          |
|  |   |   |                                       | Rubric Phrase            |              |
| Completeness   | Definition: Having everything that is needed, lacking nothing essential; to make whole or entire.                                 |   |                                       | Think of your stomach.   | Completeness |
|  | Complete<br>Whole<br>Entire<br>Inclusive<br>Comprehensive   | Incomplete<br>Partial<br>Limited<br>Deficient<br>Inadequate                   | 5<br>Exceeds Standard                 | Stuffed!                 |              |
|  |   |   | 4<br>Meets Standard                   | Just right               |              |
|  |   |   | 3<br>Nearly Meets Standard            | A bit hungry             |              |
|  |   |   | 2<br>Partially Meets Standard         | Starving                 |              |
|  |   |   | 1<br>Does Not Partially Meet Standard | Famished                 |              |
| Logic  | Definition: The parts make sense together, no contradictions; in keeping with the principles of sound judgment and reasonability. |   |                                       | Think of a chess player. | Logic        |
|  | Logical<br>Sensible<br>Reasonable<br>Consistent<br>Sound<br>Rational  | Illogical<br>Foolish<br>Unreasonable<br>Inconsistent<br>Unsound<br>Irrational | 5<br>Exceeds Standard                 | Grandmaster!             |              |
|  |   |   | 4<br>Meets Standard                   | Advanced play            |              |
|  |   |   | 3<br>Nearly Meets Standard            | Intermediate play        |              |
|  |   |   | 2<br>Partially Meets Standard         | Beginner play            |              |
|  |   |   | 1<br>Does Not Partially Meet Standard | Unsure of the game       |              |
| Depth  | Definition: Extensive and detailed study or knowledge; complexity and profundity of thought.                                      |   |                                       | Think of a lake          | Depth        |
|  | Deep<br>Wisdom<br>Understanding<br>Intelligence<br>Sagacity<br>Discernment<br>Penetration<br>Insight<br>Astuteness<br>Acumen      | Superficial<br>Cursory<br>Simple<br>Trivial<br>One-dimensional                | 5<br>Exceeds Standard                 | Can't reach the bottom!  |              |
|  |   |   | 4<br>Meets Standard                   | Neck-deep                |              |
|  |   |   | 3<br>Nearly Meets Standard            | Waist-deep               |              |
|  |   |   | 2<br>Partially Meets Standard         | Knee-deep                |              |
|  |   |   | 1<br>Does Not Partially Meet Standard | What lake?               |              |

In the table, parallels are terms that are consistent with the intellectual standard, and opposites are terms that are the reverse of the meaning of the standard. Parallels and opposites are important for understanding the intellectual standard by providing additional words and phrases that aid in clarifying what is meant by the standard.

The table also presents how each intellectual standard is assessed. In order to portray the distinctions among assessment levels for a standard, rubric phrases are listed. These phrases are intended to convey commonplace analogies that illustrate the distinctions.

The four standards of clarity, accuracy, relevance, and significance are used in scoring class analyses. In any field, clarity is essential for thinking and communicating. Without clarity and the resultant comprehending ("seeing"), one can only proceed in ignorance ("blindly"). *"If I can't figure out what you're saying, I can't figure out whether you're saying anything worthwhile."*

Accuracy of statements is required to effectively assess relevance and significance. A statement may sound relevant or significant but cannot achieve a useful level unless it is accurate. *"Your stating that some people get the flu from their flu shots would be worth considering if it were accurate -- it isn't."*

In disciplines whose subject matter includes effecting change in populations through policy and monitoring, of which public health is one, relevance closely follows clarity in importance. When relevance is not attended to, people may be at risk and time and dollars are wasted. *"Thanks for telling me all about your grandfather during the 1918 Spanish flu*

*pandemic, but can we please get back to figuring out whether we really have an outbreak of something and what the heck it is?!"*

Significance aims at the notions of urgency and importance. As with relevance, not paying attention to significance in public health activities risks people and wastes money by not focusing on priorities; however, something can be relevant but not significant. *"In the midst of an influenza outbreak, it's too late to focus on prevention; focus on control."*

The standard of logic becomes part of evaluation with the SEE-I, which is aimed at the exploration and understanding of a concept. Doing so requires accuracy: if facts are wrong, exploration and understanding are doomed. *"We'll never figure out what's going on! Your reported timeline and incidence numbers are all wrong!"*

Logic is needed to put together accurate information in a way that is consistent with critical thinking, i.e., not fooling yourself. *"How can you justify predicting a Salmonella outbreak is likely soon based on our being 'overdue'?"*

Without completeness, the analysis of a public health situation may not include the information needed for formulating, selecting, and approving an optimal plan of action. And when the plan is incomplete, the chances of failure to achieve the intended outcome are usually dramatically increased. *"Before we spend over \$5 million dollars on this plan, are there other options we ought to consider?"*

Depth is part of completeness but focuses solely on the extent to which detailed thought and research have been done. An analysis may have depth without breadth, thus lacking completeness. However, in many cases, depth is the more critical standard. For example, in investigating an outbreak of a rapidly spreading and high mortality disease, the depth of pursuing its containment has priority to investigating its cause, treatment, or prevention. *"Before you leap into researching a cure for Ebola, how the hell are we going to contain it to keep it from spreading and killing more people?"*

## Other Policies

### Expected Student Effort Out of Class

Students are expected to spend an average at least 2-1/2 hours **per week per credit hour** on the course exclusive of class time. This time includes but is not limited to reading, research, preparations for class, team or group meetings (electronic or otherwise), and course deliverables.

### Syllabus Revision

The course director reserves the right to modify any portion of this syllabus. A best effort is made to provide an opportunity for students to comment on a proposed change before the change takes place.

### Inclement Weather

This course adheres to the University's policy and decisions regarding cancellation or delayed class schedules. Adjustments are made to the class schedule as necessary to take into account any delays or cancellations of this class. Local television and radio stations broadcast University delays or closings. The UofL web site ([www.louisville.edu](http://www.louisville.edu)) and telephone information line (502-852-5555) also broadcast delays or closings.

### Religious Holy Days and Observances

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in **writing during the first two (2) weeks of term**.

## Disabilities

In accordance with the Americans with Disabilities Act, students with bona fide disabilities are afforded reasonable accommodation. The Disability Resource Center certifies a disability and advises faculty members of reasonable accommodations. More information is located at <http://louisville.edu/disability>.

## Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

## Sexual Misconduct

The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems.

Students and Instructors are protected from Sexual Harassment according to the Affirmative Action policy, the Student Code of Conduct, and the UofL Computer Account Usage Agreement.

### Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide.

## Grievances

A student who has grievances regarding the course should seek to have the matter resolved through informal discussion and through administrative channels, such as the course director, chair of the course's department, associate dean for student affairs, and university grievance officer. If the issue remains unresolved, the student may file a formal grievance. More information is located at [Summary of SPHIS Student Academic Grievance Procedure](https://sharepoint.louisville.edu/sites/sphis/cbg/sagc/default.aspx) in [Student Academic Grievance Committee](https://sharepoint.louisville.edu/sites/sphis/cbg/sagc/default.aspx) (<https://sharepoint.louisville.edu/sites/sphis/cbg/sagc/default.aspx>).

## Continuity of Instruction Plan

A plan for continuity of instruction for this course has been developed and published. All plans are available at <https://sharepoint.louisville.edu/sites/sphis/do/aa/coip>. Continuity of instruction plans provide guidance for how instruction may be modified to lessen disruption by events that affect transportation, communication, or personal



interaction. Such events may be weather-related (e.g., floods, blizzards, tornados), health-related (e.g., epidemics), or other widespread occurrences or threats.

### Academic Honesty

Students are required to comply with the academic honesty policies of the university and School of Public Health and Information Sciences. These policies prohibit plagiarism, cheating, and other violations of academic honesty. More information is located at <https://sharepoint.louisville.edu/sites/sphis/policies>.

Course instructors use a range of strategies (including plagiarism-prevention software provided by the university) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works require students to submit electronic copies of their final works to the plagiarism-prevention service. The service delivers the works to instructors along with originality reports detailing the presence or lack of possible problems. The service retains copies of final works and may request students' permission to share copies with other universities for the sole and limited purpose of plagiarism prevention and detection.

In addition instructors provide the opportunity for students to submit preliminary drafts of their works to the service to receive reports of possible problems. Such reports are available only to the submitting student. Copies of preliminary drafts are not retained by the service.

### Additional Policy Information

Additional policy information is available in the following:

SPHIS Catalog (<https://sharepoint.louisville.edu/sites/sphis/do/aa/catalog/eCatlib/Current%20eCatalog.aspx>)

SPHIS Policies and Procedures (<https://sharepoint.louisville.edu/sites/sphis/ppgf>)

UofL Graduate Catalog (<http://louisville.edu/graduatecatalog>)