Course description

This course provides an overview of key concepts and principles of global health. The factors that account for global health issues are explored by an interdisciplinary approach. Throughout the course, the student is expected to focus on why the inequality of health and well-being exists in the globe, how the health and well-being of people in other countries impacts the lives of people elsewhere, and how to make a difference in shaping the world in the future.

Objectives

At the end of the course, the student will be able to:

- Understand global health issues, concepts and principles;
- Identify the factors that affect health and well-being in the world, particularly in Asia;
- Discuss the impact of global social environment on health; and
- Develop the awareness of diversity in health and well-being across individuals, communities, and nations.

Teaching and learning methods

Teaching strategies include lecture and discussion. Students are expected to read course materials prior to the class, raise questions, and come prepared to discuss the issues on topics of the day.
Grading:

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<tbody>
<tr>
<td>Class attendance/participation</td>
<td>20</td>
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<td>Presentation</td>
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<td>Community services (Weeks 3-15)</td>
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<td>Reflections (Weeks 3-15)</td>
<td>26</td>
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<td>Class exercise 28*0.5</td>
<td>14</td>
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<td><strong>Total</strong></td>
<td>100</td>
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Grading Scale:

- 100-92.5 points: A
- 92-89.5 points A-
- 89-86.5 points B+
- 86-82.5 points B
- 82-79.5 points B-
- 79-76.5 points C+
- 76-72.5 points C
- 72-69.5 points C-
- 69-66.5 points D+
- 66-62.5 points D
- 62-59.5 points D-
- 59 and below E

Readings:

There is no formal textbook for this course. All reading materials are available on Canvas or on the web.
The impact of taking classes at a R1 university

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

The ADA statement:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

The Academic Misconduct statement:

Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student’s degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (http://regulations.utah.edu/academics/6-400.php).

Addressing Sexual Misconduct:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>8/20 M</td>
<td>Introduction - the course</td>
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<td>8/22</td>
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<td>Health transitions and measures</td>
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<td>3</td>
<td>9/3 M</td>
<td>Labor Day</td>
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<td>9</td>
<td>10/22 M</td>
<td>TBA</td>
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<td>10/24 W</td>
<td>TBA</td>
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TBA dates – Two of the classes will be on Japan. Two of the classes will be for graduate student presentations. One of the classes will have a guest lecture on Peru.
Class attendance/participation:

One point deduction per one missed class. The first two missed classes will not affect total points. A make-up will be considered only if the student submits a note from a hospital or other PROFESSIONAL individual or organization (up to twice per semester). A make-up will include additional reading materials and a brief paper. A make-up must be completed within 2 weeks after the missed class. (Students need to submit a note from professional individual/organization before they start a make-up process. If you would like to do a make-up assignment, you need to request at the time of the submission of a letter.) All make-ups must be completed by the end of December 7 Friday.

No texting/emailing in class – A student texting/emailing in class is not considered attended/participated in the class.

Class disruptions will be a subject of point deduction from your participation grade.

Slides – My slides will be posted on Canvas. Guest speakers’ slides may or may not be posted. Slides are used as supplemental materials for lectures and class discussion and do not necessarily the context of classes.

In class exercise:

Pick up a handout at the beginning of class and submit it at the end of class. To make up class exercise, please review all materials of the class which you missed and come to my office hours. Up to 5 make-ups will be accepted. All make-ups must be completed by the end of December 7 Friday.

Presentation:

40 minutes including Q&As.

Pick one country which is NOT the following countries: Tibet, Tanzania, Mongolia, Morocco, Pakistan, India, Nepal, Ghana, Uganda, Peru or Japan.

Your presentation should include:

- The introduction to the country (e.g. geography, populations, religion, climate, culture, food)
- Overall health issues
- Then, focus on one health issue covered by lectures weeks 1-7.

Community services:

*No student is required to participate in a service placement that creates a religious, political and/or moral conflict for the student.

Community organization:

Maliheh Free Clinic (primary care free clinic for the uninsured, patients are from more than 50 countries)

- 3 hours/ week for 12 weeks (Week 3 to Week 15)
- There will be an orientation session at the clinic. (Week 1)
- The student will sign contract and liability forms and submit to the instructor before the student starts services.
- Service interactions in the community will respond to the needs of community partners. Service content will be decided based on community partners’ needs.

Fall 2018 services

Collect surveys to gather information for the clinic.

- The number of surveys that you collected is a primary component of grade on services since it is the only objective measure of your performance.
Weekly Reflections:
All assignments are to be completed on Canvas.

No late submission will be accepted.

There won’t be any make-up or bonus points.

Approximately 2 paragraphs/ a reflection based on your experiences at the Maliheh Free Clinic and thoughts from classes.

If the students are asked to write “approximately one paragraph”, the approximate amount of “one paragraph” refers to 1/3 of a letter size paper (single spaced, Times New Roman 12 points).

Last updated: August 10, 2018
CSBS EMERGENCY ACTION PLAN

BUILDING EVACUATION
EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at http://emergencymanagement.utah.edu/eap.

CAMPUS RESOURCES
U Heads Up App: There’s an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide**: Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

- **See Something, Say Something**: Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.