GENERAL EDUCATION NEW TEMPLATE

Department: Health, Nutrition and Exercise Sciences **Course Prefix and Number:** HNES 355

Course Title: International Health

Instructor: staff

This form was completed by: Brad Strand

Date: Oct. 7, 2008

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ITEMS TO BE INCLUDED

1. Course Information

Category(ies) in which you are submitting this course: Social and Behavioral Science and Global Perspectives
Course title/number/credits: International Health/ HNES355 /3 credits
Catalog description: This course introduces students to the health affairs of major regions of the world, pressing health issues, their anticipated outcomes, and the identification of some of the best and most cost-effective ways of dealing with the many global health issues.

Students for whom the course in intended (only if applicable) All students

2. Textbook(s) Course Materials/Library Materials on Reserve

Title: Critical Issues of Global Health
Author: Koop, C. E., Person, C. E., & Schwarts, M. R.
Edition: 2002
Publisher: Jossey-Bass, ISBN:0-7879-6377-1

3. Intended Course Outcomes and Their Relationship to General Education

Course Objectives:
1. Students will be able to describe the scope of the interrelationship between health and international affairs globally.
2. Students will be able to integrate information in the professional literature into their personal understanding of their current interests and future job plans.
3. Students will comprehend the concepts and perspectives needed to assess crucial health information in current global affairs. For example, students will have to design a three-week student exploration trip to another country with the purpose of learning about a health problem there.
4.Students will make weekly on-line postings to demonstrate their ability to properly use information for making appropriate personal and professional decisions.
5. Students will demonstrate the ability to integrate what they learn about global health with their own professional ambitions.
6. Cultural values and distinctives will be presented so that students have to handle paradoxes and challenges to their personal views. They will demonstrate mastery through their written presentations and interaction with classmates.

General Education Outcomes:

#2 Locate and use information for making appropriate personal and professional decisions.

#3 Comprehend the concepts and perspectives needed to function in national and international societies.

4. Student Activities to Promote General Education Outcomes

#2 Locate and use information for making appropriate personal and professional decisions.

This course will require writing three papers that integrate information in the professional literature into their personal understanding of their current interests and future job plans. For example, list three jobs in international health you consider to be the most strategic in terms of reducing the burden of disease globally? Ethical issues pertinent to global health will push students to ponder deeply the global responsibility of the U.S.

#3 Comprehend the concepts and perspectives needed to function in national and international societies.

Each section in this course will involve integrating crucial health information with current global affairs. For example, students will have to design a three-week student exploration trip to another country with the purpose of learning about a health problem there.

5. Evaluation of General Education Outcomes

#2 Locate and use information for making appropriate personal and professional decisions.

Students will demonstrate this outcome through frequent on-line postings and essays. They will be required to access reliable information and reference it correctly in their writing. Students will be frequently integrating what they learn about global health with their own professional ambitions.

#3 Comprehend the concepts and perspectives needed to function in national and international societies.

Cultural values and distinctives will be presented so that students have to handle paradoxes and challenges to their personal views. They will demonstrate mastery through their written presentations and interaction with classmates.

6. Schedule and Topics

Provided in attached syllabus.

If this course was is being submitted the Cultural Diversity or Global Perspectives category please provide a short description and examples of how this course has fulfilled, and will continue to fulfill, the following definitions:

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Global Perspectives: The focus of the Global Perspectives category is on analysis and interpretation of issues that illustrate global interdependence.

Outcome 2

Locate and use information for personal decisions:
The student has demonstrated the ability to:

1. Identify the value and differences of potential information sources and retrieval systems in a variety of formats.	N/A No Somewhat **Yes** Evidence: Uses proper citations on references. Does not rely on only web-based information. Is critical of information found on the web and it's reliability.
2. Select appropriate general resources and retrieval systems to meet an identified information need.	N/A No Somewhat **Yes** Evidence: Can use professional literature, text books, and newspapers, distinguishing their reliability, and using them properly.
3. Develop and implement a search strategy for identified information retrieval sources. Identify key concepts and terms that describe the information needed. Effectively use the selected information retrieval source or system by incorporating Boolean Operators, proximity searching, and truncation for electronic resources and index use for print sources	**N/A** No Somewhat Yes Evidence:
4. Examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.	N/A No Somewhat **Yes** Evidence: Written papers will demonstrate critical thinking and proper use of the literature cites.
5. Draw conclusions based upon the information gathered.	N/A No Somewhat **Yes** Evidence: In written papers is able to speak with conviction, disagree with the teacher, and summarize their conclusions clearly.
6. Other	N/A No Somewhat Yes Evidence:

Outcome 2
Locate and use information for professional decisions:
The student has demonstrated the ability to:

1. Differentiate between primary and secondary sources and their uses within a discipline.	**N/A** No Somewhat Yes Evidence:
2. Identify the value and differences of discipline-specific information sources and retrieval systems in a variety of formats.	N/A No Somewhat **Yes** Evidence: Students will be able to use data, published literature, subjective reports and their own personal opinions properly in what they say and write, and can properly distinguish them.
3. Select appropriate discipline-specific resources and retrieval systems to meet an identified information need.	**N/A** No Somewhat Yes Evidence:
4. Develop and implement a search strategy for identified information retrieval sources. Identify key concepts and terms that describe the information need. Effectively use the selected information retrieval source or system by incorporating Boolean Operators, proximity searching, and truncation for electronic resources and index use for print sources.	**N/A** No Somewhat Yes Evidence:
5. Examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.	N/A No Somewhat **Yes** Evidence: Can determine if a health crisis is a true threat, or is being exaggerated by media and other sources.
6. Draw conclusions based upon the information gathered.	N/A No Somewhat **Yes** Evidence: Students will have to read case information about international health situations and draw culturally-appropriate conclusions about that information.
7. Recognize that existing information can be combined with original thought, experimentation, and/or analysis to produce new information.	N/A No Somewhat **Yes** Evidence: Students will be able to develop convictions regarding complex ethical issues pertinent to global health and the global responsibility of the U.S.
8. Understand that information may need to be constructed with raw data from primary sources.	**N/A** No Somewhat Yes Evidence:
9. Other. Please specify.	N/A No Somewhat Yes Evidence:

Outcome 3

Outcome 3: Comprehend the concepts and perspectives needed to function in national and international societies.
The student has demonstrated the ability to:

1. Identify and explain multiple concepts and perspectives (such as individualism, social stratification, monotheism, or racism) used to analyze aspects of national and international societies.	N/A No Somewhat **Yes** Evidence: Can identify the best and most cost-effective ways of dealing with the many global health issues.
2. Analyze aspects of national societies with multiple concepts and perspectives (such as social privilege, modernization, civic culture, or division of labor).	N/A No Somewhat **Yes** Evidence: Students can confidently talk about their own culture and view points, and can vicariously appreciate the views of those different from themselves.
3. Apply multiple concepts and perspectives (such as globalization, cost-benefit analysis, fundamentalism, or xenophobia) to understand a contemporary issue in national societies and international societies.	N/A No **Somewhat** Yes Evidence: They will demonstrate mastery through their written presentations and interaction with classmates.
4. Evaluate the strengths and weaknesses of multiple concepts and perspectives (such as nationalism, cognitive dissonance, gender roles, or acculturation) employed to understand national societies and international societies.	N/A No Somewhat **Yes** Evidence: Student can design a three-week student exploration trip to another country with the purpose of learning about a health problem there.
5. Describe the basic assumptions (such as economic individualism or social roles) and evidence (such as quantitative versus qualitative, or primary versus secondary) used by the discipline studied to understand national societies and international societies.	N/A No Somewhat **Yes** Evidence: Student demonstrates awareness of the complexity of foreign contexts and is able to find and use accurate information about that context to critique his or her own assumptions in writing.

6. Understand how new knowledge is created (such as by surveys or archival research) and evaluated (such as multiple causation) by the discipline studied to understand national societies and international societies.	N/A No Somewhat **Yes** Evidence: Students are able to assemble evidence from a variety of sources and integrate it into a coherent argument, including extrapolating it to future scenarios.

Department of Health, Nutrition and Exercise Sciences
HNES 355 International Health

Instructor: staff
Phone: 231-7474
Credits: 3
Prerequisites: None
Class Time: Fall 2008

Catalog Description
This course introduces students to the health affairs of major regions of the world, pressing health issues, their anticipated outcomes, and the identification of some of the best and most cost-effective ways of dealing with the many global health issues.

General Education Category: Social and Behavioral Sciences

General Education Outcomes (see end of document for specific outcome measures)
The General Education outcomes that students should expect to meet as a result of this course are:
Outcome #2 Locate and use information for making appropriate personal and professional decisions.

Outcome #3 Comprehend the concepts and perspectives needed to function in national and international societies.

Course Objectives
1. Students will be able to describe the scope of the interrelationship between health and international affairs globally.
2. Students will be able to integrate information in the professional literature into their personal understanding of their current interests and future job plans.
3. Students will comprehend the concepts and perspectives needed to assess crucial health information in current global affairs. For example, students will have to design a three-week student exploration trip to another country with the purpose of learning about a health problem there.
4.Students will make weekly on-line postings to demonstrate their ability to properly use information for making appropriate personal and professional decisions.
5. Students will demonstrate the ability to integrate what they learn about global health with their own professional ambitions.
6. Cultural values and distinctives will be presented so that students have to handle paradoxes and challenges to their personal views. They will demonstrate mastery through their written presentations and interaction with classmates.

Text
Critical Issues of Global Health. Koop, C. E., Person, C. E., & Schwarts, M. R. (2002). Jossey-Bass, ISBN:0-7879-6377-1.

Assignments
Below are the assignments you must complete in this course.

On-line Discussion Entries	20 points (4 entries @ 5 pts each)
Exam	25 points
Assignments	30 points (3 assignments @ 10 points each)
Case Study Papers	25 points
Total points	100 points

Grading Policies
Grading is on the University approved letter grade system. The final grade will be based on percent earned of total number of points possible.
100 - 90% = A
89 - 80% = B
79 - 70% = C
69 - 60% = D
below 60% = F

To qualify for a passing grade you must get the required number of points, take all tests, and complete all assignments. Failure to complete any one part of the course may results in an "F" for the course.

Academic Dishonesty and Disabilities
Any students with disabilities who need accommodation in this course are encouraged to speak with the instructor as soon as possible to make appropriate arrangements for these accommodations.

All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (http://www.ndsu.nodak.edu/policy/335.htm).

On-line Participation
Personal discussion and reflection on readings submitted on-line.

Class Assignments
These assignments will involve on-line presentation with student-based feedback and assessment. Students will share completed assignments with each other as a way of enhancing student interaction and learning.

Assignment #1 – Given the following report on an Avian flu outbreak in Indonesia, how would you communicate this issue to the general American public to help them understand the true seriousness of the problem, prepare appropriately as necessary, and avoid panic? Write this up as a press release to be sent to public leaders (pastors, school teachers, city officials, bureau of commerce, etc.).

Assignment #2 -- Survey student opinions on a current event related to global health. The purpose is to survey their level of awareness and their opinions on the topic. Select a current event related to global health that is currently in the media. Create a 4-5 question survey regarding student awareness about this event, their level of knowledge, and their personal opinions about it. Write up the results of the survey, including your own opinion on this event. Explain the differences in opinions and reasons for these differences. (GenEd Outcome #3)

Assignment #3 – What is the responsibility of the U.S. in international health issues? How might Americans relate to immigrants to the U.S.? Design a three-week student exploration trip to another country. The purpose of the trip is to learn about a health problem among a certain population within that country (e.g. HIV-AIDS among children in South Africa). Where will you go? What health problem will you explore and among what population? Why is this issue of interest to you? Why is it important in the world? What will you do after the trip to apply what you have learned? (GenEd Outcome #3)

Assignment #4 – List three jobs in international health you consider to be the most strategic in terms of reducing the burden of disease globally (see Koop, ch. 42)? Director of the WHO? Serve as a doctor in a poor village? Fund international health projects? What is one job in international health that is most suited to you or of most interest to you? (GenEd Outcome #2)

Exams
There will be two exams in the course covering comprehension of the readings.

Case Study Paper
Each student will be assigned a different country to research. The paper will be 7-8 pages long (10 pt font double-spaced, or 12 pt font single spaced) excluding references and cover. The paper should incorporate at least 10 references (minimize web-based and textbook references). Please use APA formatting for writing and referencing. Your paper will have the following parts:

1. Cover (your name, course name and number, topic, date)
2. Introduction
    a. Selected country's history
    b. Selected demographic, government, socioeconomic and health status information.
3. Review of research
    a. Country's current health status as compared to other countries (how they compared and ranked with other countries)
    b. Health related topics that must be covered: infectious diseases, chronic diseases, AIDS, men's health, women's health, children's health, environmental health and disease prevention
    c. If information is available, also cover health promotion, health education and wellness
4. Conclusion
    a. Overall summary of the health of the people

    b. Strengths and weaknesses of the country's health situation
    c. Country's future health outlook based on current research findings
5. Predictions (this section is only required of graduate students)
    a. Your opinions on your assigned country's present and future health status
    b. Initiatives the country might take to improve health for the future
6. References

Topical Outline

Sept 1 – Globalization, Public Health (Merson ch. 15)
Sept 8 -- United States (ch 10), Mexico (ch 11) and Canada (ch. 12)
Sept 15 – Chronic Diseases (ch. 14), Tobacco Control (ch. 19), Aging (ch. 40)
Sept 22 – cont.
Sept 29 – China (ch. 7) and India (ch. 8)
Oct 6 – Review activity. **Exam 1**.
Oct 13 – Africa (ch. 2)
Oct 20 -- Infectious Diseases (ch. 13), Tropical Disease (ch. 16)
Oct 27 -- Maternal and child health (ch. 23), Women's Health (ch. 26)
Nov 3 – Undernutrition (ch. 27), Overnutrition (ch. 28)
Nov 10 -- Review activity. **Exam 2**.
Nov 17 – Health Promotion (ch. 37)
Nov 24 – Careers in Public Health (ch. 42)
Dec 1 – Review activity. **Case Study Paper due**.