Health without Borders (HWB)

IDS-3183

3-credits

Section U01C, Class reference No. IDS-3183
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I. INSTRUCTORS

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Class Meeting Times: Wednesday 7:50 PM - 10:30 PM
Class Meeting Place: PG5 Market Station
Office Hours: Monday and Tuesday, 11:30-2:30 PM or by appointment

No Prerequisite Required
II. COURSE DESCRIPTION

The buzzwords “Health, International Health or Global Health” have aroused the social conscience of former presidents, software engineers, rock stars, philanthropists and the global population, alike. Rapid technological developments and modern transportations have made the world a much smaller place to live in. The world has shrunk far more dramatically in the 20th century than in earlier centuries. We can no longer afford to be oblivious to the impact of globalization\(^1\) on our health as well as everyone else’s health in other parts of the world. It is because what happens elsewhere to someone else will affect the lives of everyone globally. The health and well-being of people worldwide, has significant effects on global peace and individual freedom. Epidemics can de-stabilize the trans-national economic foundation and shorten the life expectancy for entire populations as we have already witnessed in our lifetime. The recent epidemic in Asia and elsewhere has led to a staggering 18 billion-dollar international economic loss. Hence, college students—regardless of their major fields of studies\(^1\), who aspire to be global citizens through global learning, -need to care about their own health and people’s health living in the United States and everywhere else globally, to make a difference in shaping tomorrow’s borderless world. Health without Borders (HWB) introduces students to the concept of health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO-1948)”. HWB promotes FIU’s Global initiatives with a focus that enables students from university-wide departments and disciplines to meet on a common ground of shared interests in understanding and analyzing the impact of human health.

III. UNIVERSITY CORE CURRICULUM (UCC) COURSE JUSTIFICATION

Health is affected, for better or worse, by almost every human act. Examining international health reveals wide variations in health status and health burdens on communities and nations. There is no such course available on the FIU campus, in which students become aware of and analyze the interrelatedness of global history, contemporary issues and other factors and compare and contrast aspects of borderless health. This undergraduate course IDS3183 provides students with the knowledge and skills to analyze climate change, contemporary socio-political issues and modern technologies that have affected health in societies and cultures. The goal of this course is to prepare college students—regardless of their major fields of study—to be global citizens by participating in the shaping of tomorrow’s world. This course has been assigned in UUC of “Foundations of Social Inquiry, Societies and Identities”

IV. GLOBAL LEARNING OUTCOMES

By the end of the course, students will achieve the following learning outcomes:

Global Perspective

Students will be able to analyze the socio-cultural, economic and ethical complexities in spreading the idea of international health across the globe.

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\(^1\) 2007-Elena Yu course on International Health, San Diego State University

Syllabus for IDS3183
Global Awareness

Students will be able to demonstrate an understanding of the interrelatedness of global history, contemporary issues and factors that affect international health.

Global Engagement

Students will be able to demonstrate their willingness to integrate the knowledge of trans-national population, social, economic, environmental and health indicators and seek solutions for international health responses to complex emergencies and chronic health problems.

V. ASSESSMENTS FOR GLOBAL LEARNING (ALSO SEE APPENDIX II)

1. Assessment activity for Global Awareness: Assessment includes an engagement report by each student separately. The report is designed based on various active learning sessions for students to analyze the history, laws and human rights issues and how the contemporary factors influence the globalization of health. (please see appendix II for assessment matrix). The assessment will be evaluated by the instructor(s) of the HWB course.

2. Assessment activity for Global Perspectives: Assessment includes an engagement report by each student separately. The report is designed based on various active learning sessions for students to analyze the history, laws and human rights issues and how the contemporary factors influence the globalization of health (please see appendix II for assessment matrix). The assessment will be evaluated by the instructor(s) of the HWB course.

3. Assessment activity for Global Engagement: Students will prepare a group video/poster presentation to interpret the interconnectedness of population globally, their social, economic, environmental and health indicators of a given topic. In the presentation, students will identify the impact of health care access and international health responses to complex emergencies and chronic health issues (please see appendix II for assessment matrix). The assessment will be evaluated by the instructor(s) of the HWB course.

VI. UNIVERSITY CORE CURRICULUM COMPETENCIES, OUTCOMES AND ASSESSMENT

This course is guided by the following essential question: How do technological advancement, globalization, and climate change shape diverse perceptions of health in a borderless world?

UCC Category: Foundations of Social Inquiry, Societies and Identities

In the Societies and Identities section, students compare societies and cultures in local, national, or international contexts and in contemporary or historical perspective to accomplish the following competency:

- Students will be able to compare and contrast societies and cultures
This course addresses this competency by comparing and analyzing the interrelatedness of inherent complexities of human health on a global scale. Students will compare and be able to explain how international health status and burden is measured and communicated across communities and nations.

VII. COURSE STRUCTURE

The course will use a lecture-discussion format. The first class will introduce students to the scope of HWB course and they will be assigned with the topics of their Engagement report and group poster presentation. Sessions 2 through 14 will cover topic specific presentations and conduct exams according to the class schedule (Section XIII). The sequence and instructions for the group poster presentation and written engagement report are described in Appendix I.

VIII. ACTIVE LEARNING AND GRADING

Attendance (10%): Students are expected to attend all sessions, complete required readings, and participate in blog writing, topical questions posting and assigned discussions. Class attendance will account for 10% of the final grade.

Engagement Report I (Pre-course evaluation of topical knowledge (5%): Students will submit this assignment as a self-evaluation of their knowledge about the Health Without Border Topics. They will write about in 5-10 sentences (100 words) about each topic of this course (from 3-16) from the syllabus.

Weekly Blog (10%): Each student will write a weekly online blog (250 words minimum, maximum 500 words) based on a researched news item relevant to the topic of the week. The blog should discuss the following (but not limited to), rationale of topic selection, the most important fact about the news, does it relate to you on a personal basis, are there any supporting evidence (research article, occurrence in the past etc.) and closing argument on whether student agree or disagree with the observation and/or how to improve the situation. Students are encouraged to post photographs and links to relevant materials with proper and appropriate reference.

Interdisciplinary and co-curricular activities (10%): Students will have an interdisciplinary and co-curricular component in this course. This will include attending distinguished guest speaker seminars on campus or Tuesday Times Roundtables organized by Global Learning or community engagement activity e.g., promoting healthy nutrition, education to children about dangers of smoking or volunteering in a refugee camp or . They will have to be engaged in a minimum of 6-10 hrs of community engagement activity during the semester. Students are encouraged to post photographs and links to relevant community engagement activity they have been involved.

WiKi 5-questions (5%): All students are required to read the blogs written by students and article posted by the instructor to generate 5-questions they would want to know more about the topic. Questions will be posted on a Wiki activity to avoid duplication of questions.

Tests (Exam) 1 and 2 (30%): There will be onsite Tests 1 and 2. Questions will be based on assigned readings and class lectures covered in the sessions prior to the tests. Exams will have 50 multiple choice/short answer questions.
**Group Engagement Activities:** Students in the first session of the course will select or get assigned with a topic. The group has two weeks to reassign a new topic should the instructor consider it necessary. The group will consist of no more than 4-6 students (and no less than 3). Students will need to submit the names and contact information of all members of the group using the form attached in Appendix I.

**Group poster Presentation (10%):** Student group or individual will present a poster on an assigned date by instructor or it can be hosted online for viewing and evaluation by peers and instructor. On the assignment drop box, group/student will submit:

- PowerPoint presentation (not PDF) of the poster on the selected research topic

The presentation MUST be submitted by the due date for peer evaluation and grading (See Appendix I for detail instruction and grading rubric). Instructions on specifications and how to make poster will be provided in the class.

**Engagement Report II (10%):** Each student will prepare a final 6-8-page (2000 word) summary report of their learning outcome of IDS3183 course. The paper should include the topics taught in the HWB course and elaborate on their pre-course evaluation assignment. This writing assignment is due by the week 14 of the course. Instruction for this assignment and grading rubric is presented in Appendix I. This engagement report will also be used to evaluate their **UCC competency to compare and contrast societies and cultures**.

**IX. GRADING**

<table>
<thead>
<tr>
<th>Items</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>1. Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>2. Engagement Report I (Pre-course evaluation of topical knowledge)</td>
<td>5%</td>
</tr>
<tr>
<td>3. Weekly blog*</td>
<td>20%</td>
</tr>
<tr>
<td>4. Interdisciplinary and co-curricular activities</td>
<td>10%</td>
</tr>
<tr>
<td>5. Question submissions (Wiki)</td>
<td>5%</td>
</tr>
<tr>
<td>6. Test/Exam 1 and 2 **</td>
<td>30%</td>
</tr>
<tr>
<td>7. Poster Presentation***</td>
<td>10%</td>
</tr>
<tr>
<td>8. Engagement Report II (Summary of learning outcome)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

*Weekly blog are based on researched news topics relevant to the topic of the week

**Topics covered before the test 1 and test 2 separately

****Each student will write engagement report I and II, which is an assessment tool to evaluate **UCC competency to compare and contrast societies and cultures** as well as their **global awareness** and **global perspective** they acquired in through course (see Appendix II for grading rubrics)
Students will form groups or become a part of designated group to complete poster presentation assignment on a topic selected by students in consultation with the instructor. Group poster presentation is an assessment tool to evaluate global engagement (see Appendix II for grading rubrics).

Grades will not be curved. Final course grade will be based on percentage of total points earned as shown in the table earlier.

X. COURSE CONTENT DELIVERY

Majority of instructional materials (except the textbook and some research articles) for this course will be available on Blackboard course site. Students who need help with the use of this software should contact the Computing Center technical support. Click here to obtain all the details on FIU Technical Support Service, on-campus Orientation/Online Tutorial, Server Maintenance schedules, FIU Library support and FIU Policies. It is important that you complete an orientation (click here) course that will save you from future disappointments. Course materials, including assignment links will be available on Blackboard 9 hours before the class meets on a weekly basis. Please go through it and come prepared for discussion or if you have additional notes.

XI. COURSE POLICIES

Disclaimer: The syllabus is a plan. The syllabus, schedule and course content are subject to change to facilitate students’ learning. Students are required to check the course website and emails regularly for any update.

Naming Conventions: In order to facilitate the tracking of assignments and correspondence with the instructor, please use the following naming conventions (username is your last name).

- Projects: username-project-project title.doc
  Deoraj-Research Paper-Gulf Oil Spill 2010.doc
  Smith-Class presentation-Emerging Diseases.doc

- Email Subject Lines: Please start your subject lines in email correspondence with: Course & username: SUBJECT_OF_MESSAGE
  IDS 3183 DEORAJ: REQUEST APPOINMENT
  IDS 3183 DEORAJ: QUIZ 3 LATE

Extenuating Circumstances: If you have extenuating circumstances that prevent you from completing projects, quizzes or participating in the class, please contact the instructor to make alternative arrangements. The possibility of alternative arrangements is at the discretion of the instructor. Active communication is the key to overcoming any hurdles you may encounter during the term.

Early Project/Quiz Submission: There may be times students wish to submit projects to me prior to their due date. However, I do not begin providing feedback on those submissions until the due date has passed. This permits “batch grading” of all projects and reviewing the submissions across all students. Students are urged not to work too far ahead in completing projects as each unit’s discussion and lecture provides additional information to support your project effort.
XII. TEXT BOOK AND READING

**Required reading:**
1. The Case for Contamination By KWAME ANTHONY APPIAH published in NY times January 1, 2006

**Required Textbook:**

**Global Health 101, Second Edition**

Richard Skolnik

©2012
ISBN: 9780763797515

The chosen textbook should not be used as the sole source of information. Additional texts, journals, the Internet, library and other media should all be sought out as a way of enriching your learning experience.

Students should plan on spending about 6-8 hours a week working on the course. It is to your advantage to spread this time out evenly over all the days in a week, rather than trying to spend 4-5 hours in a single day once a week.

[Click here](#) to buy your textbook online at the FIU Bookstore

**Supplemental Readings and textbooks:**


XIII. COURSE SCHEDULE, SESSION OBJECTIVES AND LEARNING OPPORTUNITIES

The sessions are organized to meet specific objectives to achieve learning outcomes of this course. Students will gain a “global perspective”, “global awareness” to be able to involve in “global engagement”. Students will have 1-14 learning opportunities sessions to meet specific objectives and achieve global learning outcomes as described section IV.
### Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Sessions</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1</td>
<td>1. Introduction, Course scope, Topic assignments</td>
<td>Post an online introduction by answering specific questions, Take an online practice test</td>
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<tr>
<td>Jan 9</td>
<td></td>
<td>2. How would YOU describe Health Without Borders?</td>
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<td></td>
<td></td>
<td>Posted reading material and ppt/movie clips</td>
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<tr>
<td>Week 2</td>
<td>2</td>
<td>3. Demographic Transition and Health Problems: Are They Interrelated?</td>
<td>Get assigned with a Topic for poster presentation, One page (500-1000 words) summary of your knowledge of the topics</td>
</tr>
<tr>
<td>Jan 16</td>
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<td>Posted reading material and ppt/movie clips</td>
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<tr>
<td>Week 3</td>
<td>3</td>
<td>4. Have Urban Health and Chronic Diseases Become International Epidemic?</td>
<td>Blog on a related topic of the week, Submit 5 questions on the topic of the week</td>
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<tr>
<td>Jan 23</td>
<td></td>
<td>Posted reading material and ppt/movie clips</td>
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<tr>
<td>Week 4</td>
<td>4</td>
<td>5. Hygiene and Sanitation: Are These an International Health issue?</td>
<td>Blog on a related topic of the week, Submit 5 questions on the topic of the week</td>
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<tr>
<td>Jan 30</td>
<td></td>
<td>Posted reading material and ppt/movie clips</td>
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<tr>
<td>Week 5</td>
<td>5</td>
<td>6. How do Human Rights and National Security affect International Health?</td>
<td>Blog on a related topic of the week, Submit 5 questions on the topic of the week</td>
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<td>Feb 6</td>
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<td>7. Refugee Health: Is it a Borderless Crisis?</td>
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<td></td>
<td>Posted reading material and ppt/movie clips</td>
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<tr>
<td>Week 6</td>
<td>6</td>
<td>8. Will Climate Change and Environmental Justice Affect our health?</td>
<td>Blog on a related topic of the week, Submit 5 questions on the topic of the week</td>
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<tr>
<td>Feb 13</td>
<td></td>
<td>Posted reading material and ppt/movie clips</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>7</td>
<td>9. How toxic is our environment, how do we know?</td>
<td>Blog on a related topic of the week, Submit 5 questions on the topic of the week</td>
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<tr>
<td>Feb 20</td>
<td></td>
<td>Posted reading material and ppt/movie clips</td>
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<tr>
<td>Week 9</td>
<td>8</td>
<td>10. Onsite Test (Exam ) 1</td>
<td>Online extra point assignment</td>
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<td>Mar 6</td>
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<td>Week 10</td>
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<tr>
<td>Mar 13</td>
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<tr>
<td>Week 11</td>
<td>9</td>
<td>11. Can Biotechnology find solutions to our Global Health Issues?</td>
<td>Blog on a related topic of the week, Submit 5 questions on the topic of the week</td>
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<tr>
<td>Mar 20</td>
<td></td>
<td>Posted reading material and ppt/movie clips</td>
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<td>Week 12</td>
<td>10</td>
<td>12. Does Economics Have a Role in International Health?</td>
<td>Blog on a related topic of the week, Submit 5 questions on the topic of the week</td>
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<td>Mar 27</td>
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<td>13. How Does International Healthcare Work?</td>
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<td></td>
<td>Posted reading material and ppt/movie clips</td>
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<tr>
<td>Week 13</td>
<td>11</td>
<td>14. How Social Media and IT is helping Improve Global Health?</td>
<td>Blog on a related topic of the week, Submit 5 questions on the topic of the week</td>
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<tr>
<td>Apr 3</td>
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<td>Posted reading material and ppt/movie clips</td>
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<tr>
<td>Week 14</td>
<td>12</td>
<td>15. Injury, Trauma and Terrorism are Everywhere</td>
<td>Blog on a related topic of the week, Submit 5 questions on the topic of the week</td>
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<td></td>
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<td>Kashmir, 2005 Katrina, 2008 Sichuan, China, 2010 Haiti, 2010-2011 New</td>
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<td></td>
<td></td>
<td>Zealand, and Fukushima, Japan 2011</td>
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<td></td>
<td></td>
<td>Posted reading material and ppt/movie clips</td>
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<tr>
<td>Week 15</td>
<td>13</td>
<td>17. Students’ Poster presentation on assigned topics</td>
<td>4-6 page Engagement report due</td>
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<tr>
<td>Apr 17</td>
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<tr>
<td>Week 16</td>
<td>14</td>
<td>18. Onsite Test (Exam) 2</td>
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<td>Apr 24</td>
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</table>
Reading and resource materials for each session:

**Session 1: How would YOU describe Health Without Borders?**

**Readings**


**Video:**

Hans Rosling's 200 Countries, 200 Years, 4 Minutes: [http://www.youtube.com/watch?v=jbkSRLYSojo&feature=player_embedded](http://www.youtube.com/watch?v=jbkSRLYSojo&feature=player_embedded)

**Session 2: Demographic Transition and Health Problems: Are They Interrelated?**

**Readings**


**Video:**

Demographic Divide: [http://www.youtube.com/watch?v=LygyRoxRzyE&feature=PlayList&p=1CFD35D97D28F5A3&playnext_from=PL&index=1](http://www.youtube.com/watch?v=LygyRoxRzyE&feature=PlayList&p=1CFD35D97D28F5A3&playnext_from=PL&index=1)

**Session 3: Have Urban Health and Chronic Diseases Become International Epidemic?**

**Readings**


Session 4: **Hygiene and Sanitation: Are These an International Health issue?**

**Reading:**


Session 5:

- **Refugee Health: Is it a Borderless Crisis?**
- **How do Human Rights and National Security affect International Health?**

**Readings**


Session 6: **Will Climate Change and Environmental Justice Affect our Health?**

**Readings**

To be provided
Session 7: How toxic is our environment, how do we know?

Readings:

Websites:
Report on the environment: http://www.epa.gov/roe/
National public health tracking data: http://ephtracking.cdc.gov/showHome.action

Session 8: Onsite Test (Exam 1): Based on session 1-7.

Session 9: Can Biotechnology Find solutions to Health Without Border Issues?

Reading materials to be provided

Session 10:
- Does Economics Have a Role in International Health?
- How Does International Healthcare Work?

Readings
To be provided

Online Quiz 2 posted

Session 11: How Social Media and IT is helping Improve Global Health?

Readings
To be provided

Session 12:
- Injury, Trauma and Terrorism are Everywhere

Readings


**Session 13: Students’ Poster Presentation on Assigned Topics**

**Session 14: Onsite Test (Exam) 2: Based on sessions 9-13**
XIV. RESOURCES:

Websites

- Center for Global Initiatives, UNC, [http://cgi.unc.edu/](http://cgi.unc.edu/)
- Gates Foundation, www.gatesfoundation.org

News Sites:

- NBC learn: [https://archivesbb.nbclearn.com/portal/site/BbHigherEd](https://archivesbb.nbclearn.com/portal/site/BbHigherEd)

International health journals

- Global Health Action ([http://journals.sfu.ca/coaction/index.php/gha](http://journals.sfu.ca/coaction/index.php/gha))
- Journal of Global Health Governance
  ([http://diplomacy.shu.edu/academics/global_health/journal/index.html](http://diplomacy.shu.edu/academics/global_health/journal/index.html))
- Global Public Health Journal ([http://www.tandf.co.uk/journals/titles/17441692.asp](http://www.tandf.co.uk/journals/titles/17441692.asp))

Recent books on global health


Video

- “Love, Labor, Loss” (a documentary film on called obstetric fistula) [http://governessfilms.com/fistula/index2.html](http://governessfilms.com/fistula/index2.html)
APPENDIX I

SUGGESTED TOPICS
(For poster/video presentation and/or engagement report)

- Can Social Media Help In Improving Global Health?
- Case Study Of Ethical International Health Practice (Select A Country)
- Children In Crisis: International Perspective
- Evolution Of International Health And Development
- Health Emergencies In Large Populations (H.E.L.P.)
- Health Hazards Of International Relief Workers
- Human Behavior Affects Global Health
- International Dental Health
- International Eye Health
- International Refugee Health
- International Urban Health
- Issues In Maternal Health: International Perspective
- Livelihood In Humanitarian Emergencies And How It Affects Health (Select One Of Them Flood, Earthquake, Fire, Tornadoes, Oil Spill Etc.)
- Modern Tools For Measuring In Humanitarian Emergencies
- Political Interpretation Of Global Health
- Project Development For Primary Health Care In Developing Countries (Select A Country)
- Sex, Lies, And Silence: Saga Of Reproductive Health
- Role(S) Of International Corporations In The Management Of Health Systems
- The Burden Of Injuries: A Global Perspective
- The Role Of Complementary, Alternative, Indigenous, And Traditional Medicines
- Training Methods And Continuing Education For International Health Workers
- Vaccine: A Global Perspective
- Vector-Borne Diseases In The Tropics
- Water And Sanitation Needs In Complex Humanitarian Emergencies
- Why Health Care Is Important In Developing Countries
GROUP PRESENTATION
(Team selection)

Title of the topic: ________________________________

Presentation Date and Order (1st, 2nd, 3rd choices):

1st Choice: ________________________________
2nd Choice: ________________________________
3rd Choice: ________________________________
4th Choice: ________________________________

Assigned Lead: ________________________________

<table>
<thead>
<tr>
<th>Number</th>
<th>GROUP MEMBERS’ NAME</th>
<th>E-mail</th>
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Note: Everyone in the group must contribute to the presentation. If you are dropped by your group, the professor cannot help you find another group to join. The most common reason a student may be dropped by his/her group is failure to meet with the group or to respond to e-mail/phone calls. Assigned leader has the responsibility to coordinate the timely submission of the group video.
SEQUENCE OF GROUP POSTER PREPARATION ACTIVITY

1. Students will form a group of no more than 5 students (and no less than 3). Be prepared that some students may drop out of your group at the last minute.

2. Prepare a presentation on the selected or assigned topic from the suggested list of topics.

3. Students will submit the names and contact information of all members of the group using the form attached on Appendix I.

4. Read the grading rubric carefully to understand what needs to be included in the ppt presentation.

5. Divide up the work load so that you will be able to obtain information relevant to the assigned topic. Assign speakers in your group or all members can divide the time to speak.

6. On the assignment drop box, students/group will submit.
   a. PowerPoint presentation (not PDF)

7. The group poster presentation must be less than 3’ x 4’ in size.
GRADING RUBRIC FOR GROUP POSTER PRESENTATION

This assessment provides a forum for students to seek clarification and answer important questions about the topics. A grade will be posted to the grade sheet for each group using the following grading criteria.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Contents are on topic, organized in a logical order and contribute to the quality of the discussion.</td>
</tr>
<tr>
<td></td>
<td>Contents make frequent, informed references to unit material and reliable references.</td>
</tr>
<tr>
<td></td>
<td>Contents are clearly communicated.</td>
</tr>
<tr>
<td></td>
<td>In discussion answers to the questions that furthers the work of the class. Typically in the 30 seconds to 1 minute range</td>
</tr>
<tr>
<td></td>
<td>Two or more thoughtful responses per discussion question to classmates that advance the discussion.</td>
</tr>
<tr>
<td>4</td>
<td>Contents are on topic, organized in a logical order and contribute to the quality of the discussion.</td>
</tr>
<tr>
<td></td>
<td>Contents make some informed references to unit material.</td>
</tr>
<tr>
<td></td>
<td>Contents are generally clearly communicated.</td>
</tr>
<tr>
<td></td>
<td>In discussion answers to the questions that furthers the topic of the class.</td>
</tr>
<tr>
<td></td>
<td>One response per discussion question to a classmate that is thoughtful and advances the discussion.</td>
</tr>
<tr>
<td>3</td>
<td>Responses are on topic, but lack logical organization, and lack a significant contribution to the quality of the discussion.</td>
</tr>
<tr>
<td></td>
<td>Contents make vague or summary references to unit material.</td>
</tr>
<tr>
<td></td>
<td>Responses have several errors.</td>
</tr>
<tr>
<td></td>
<td>Answers are too brief or ramble with no thoughtful content.</td>
</tr>
<tr>
<td></td>
<td>Response(s) to others does not advance the discussion.</td>
</tr>
<tr>
<td>2</td>
<td>Responses are only partially on topic, lack logical organization, and lack a significant contribution to the quality of the discussion.</td>
</tr>
<tr>
<td></td>
<td>Responses make little references to unit material.</td>
</tr>
<tr>
<td></td>
<td>Responses have several errors.</td>
</tr>
<tr>
<td></td>
<td>No responses to classmates.</td>
</tr>
<tr>
<td>1</td>
<td>Responses are not on topic, lack logical organization, and lack a significant contribution to the quality of the discussion.</td>
</tr>
<tr>
<td></td>
<td>Responses make no references to unit material.</td>
</tr>
<tr>
<td></td>
<td>No responses to classmates.</td>
</tr>
</tbody>
</table>
## GRADING RUBRIC FOR ENGAGEMENT REPORT

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content, Focus, Use of Text/Research</th>
<th>Analysis and Critical Thinking</th>
<th>Writing Style, Grammar, APA Format (when assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Response successfully answers the assignment question(s); thoroughly uses the text and other literature.</td>
<td>Response exhibits strong higher-order critical thinking and analysis (e.g., evaluation).</td>
<td>Sentences are clear, concise, and direct; tone is appropriate. Grammatical skills are strong with almost no errors per page. Correct use of APA format when assigned.</td>
</tr>
<tr>
<td>4</td>
<td>Response answers the assignment question(s) with only minor digressions; sufficiently uses the text and other literature.</td>
<td>Response generally exhibits higher-order critical thinking and analysis (e.g. true analysis).</td>
<td>Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page. Correct use of APA format when assigned.</td>
</tr>
<tr>
<td>3</td>
<td>Response answers the project assignment(s) with some digression; sufficiently uses the text and other literature.</td>
<td>Response exhibits limited higher-order critical thinking and analysis (e.g. application of information).</td>
<td>Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page. Adequate use of APA format when assigned.</td>
</tr>
<tr>
<td>2</td>
<td>Response answers the assignment question(s) but digresses significantly; insufficiently uses the text and other literature.</td>
<td>Response exhibits simplistic or reductive thinking and analysis but does demonstrate comprehension.</td>
<td>Sentences are generally wordy and/or ambiguous; tone is too informal. Grammatical skills are inadequate, clarity and meaning are impaired, numerous errors per page. Inadequate use of APA format when assigned.</td>
</tr>
<tr>
<td>1</td>
<td>Response insufficiently answers the assignment question(s); insufficiently uses the text and other literature.</td>
<td>Response exhibits simplistic or reductive thinking and analysis and demonstrates limited knowledge on the subject matter.</td>
<td>Sentences unclear enough to impair meaning; tone is inappropriate and/or inconsistent. Grammatical skills are inadequate for college level. Unacceptable use of APA format when assigned.</td>
</tr>
</tbody>
</table>