

Health without Borders (HWB)
IDS-3183
3-Credits
Spring 2016

I. INSTRUCTOR

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Class Meeting Times: Mon 2:00 PM - 2:30 PM

Rm: PG 5 Rm 155

Do Not Copy

No Prerequisite Required

II. COURSE DESCRIPTION

The buzzwords “Health, International Health or Global Public Health” have aroused the social conscience of former presidents, software engineers, rock stars, and 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 globalization¹ 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 of emerging environmental diseases e.g., Ebola, SARS and HIV/AIDS, can de-stabilize trans-national economic foundation and shorten the life expectancy for entire populations in a lifetime. Global public health challenges related to climate change, regional strife, water scarcity and food security, women, children and refugee health indeed transcend borders. Hence, college students — regardless of your major fields of studies, and if you aspire to be *global citizens* through *global learning* — need to care about your own health and people’s health living in the United States and everywhere else globally, this course is for you to make a difference in shaping tomorrow’s borderless world. **Health without Borders** (HWB) introduces you 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 (World health organization-1948).” The HWB course promotes FIU’s Global initiatives with a focus that enables you from university-wide departments and disciplines to meet on a common ground of shared interests in understanding and analyzing the global impact of changing environments, economies, technologies, and social and cultural perspectives on human health.

III. UNIVERSITY CORE CURRICULUM (UCC) COURSE JUSTIFICATION

Health is affected, for better or worse, by almost every human act. Examining global 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 to compare and contrast aspects of borderless health. This undergraduate course IDS3183 provides you 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 you—regardless of your major fields of study—to be global citizens by participating in the shaping of tomorrow’s world. This course has been assigned in UCC 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 Global Public Health.

¹ 2007-Elena Yu course on *International Health*, San Diego State University

Learning outcomes:

- Discuss contemporary health issues worldwide and the impact of globalization on health
- Share the global awareness of the ethical issues implicit in conducting Global Public Health research.
- Discuss the complexities inherent in improving health on a global scale.

Global Awareness

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

Learning outcomes:

- Interpret the interconnectedness of population globally, their social, economic, environmental and health indicators in the field of international health.
- Explain how global health status is measured and communicated.
- Describe the powerful role of trans-national corporations in the globalization of health issues.

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.

Learning outcomes:

- Describe the history, principles and goals of international health.
- Identify the impact of health care access and international health responses to complex emergencies and chronic health issues.
- Analyze laws and human rights issues in international health problems.

V. 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 global health status and burden is measured and communicated across communities and nations.

Learning outcomes:

- Interpret the contrast and interconnectedness of population globally, their cultural, social, economic, environmental and health indicators in the field of international health.
- Compare how international health status is measured and communicated in different cultures and societies.
- Compare and contrast the global awareness of the ethical issues implicit in conducting international health research.

VI. COURSE STRUCTURE

The course will use a participatory 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 group activity of PowerPoint Presentation and Research Paper. Sessions will cover topic specific presentations and learning outcomes. They will be assessed by quizzes, two exams and co-curricular engagement activities according to the course schedule.

VII. ACTIVE LEARNING AND GRADING

Attendance (10%): Students are expected to attend all sessions, complete required readings, and complete assignments on time. Class attendance will account for 10% of the final grade.

Exam 1, 2 (20%): There will be *onsite* Tests 1, 2 on the regular class time. Questions will be based on assigned readings and class lectures and discussions covered in the sessions prior to the exams. Exams have around 40 to 50 multiple choice/short answer questions.

Group Poster Presentation (20%): Groups will be formed in the beginning of the semester and each group will submit one poster on an assigned topic by the instructor/TA. Based on the feedback from peers and instructor groups will prepare/print one poster to be displayed in scheduled poster session towards the end of the semester. The file of the final poster of each group **MUST** be submitted individually by each member of the group separately for grading purposes. Please see the rubric for grading along with the instructions on how to prepare a poster.

Rubric for poster presentation

CRITERIA	200 Points	100 Points	50 Points	0 Points
ORGANIZATION (20%)	Contents are on topic, organized in a logical order and contribute to the quality of the discussion.	Contents are mostly on topic, organized in a logical order and contribute to the quality of the discussion.	Contents are on topic, but lack logical organization, and lack a significant contribution to the quality of the discussion.	Contents are only partially on topic, lack logical organization, and lack a significant contribution to the quality of the discussion.
REFERENCES (20%)	Contents make frequent, informed references to unit material and reliable references.	Contents make some informed references to unit material.	Responses make vague or summary references to unit material.	Responses make little or no references to unit material.
CLARITY (20%)	Contents are clearly communicated.	Contents are generally clearly communicated.	Contents are seldom clearly communicated.	Contents are not clearly communicated.
KNOWLEDGE (20%)	In discussion, answers to the questions that furthers the work of the class.	In discussion, answers to the questions that mostly furthers the topic of the class.	Answers are too brief or ramble with no thoughtful content. Responses to others do not advance the discussion. Responses have several errors.	No answers to other students' questions.
PARTICIPATION* (20%)	Two or more thoughtful responses per discussion question to classmates that advance the discussion.	One response per discussion question to a classmate that is thoughtful and advances the discussion.	One response per discussion question to a classmate that does not necessarily advance the discussion.	No responses to classmates.

* Participation points also include teamwork in the completion of the project. You will have opportunity to conduct a peer review of your group members. Individual grades may be compromised if your contribution to complete the project do not meet your group members' expectation. For example, flexibility to meet and discuss the project, not completing the assigned sections of the posters on time, being disrespectful to the team members etc.

Co-Curricular and Interdisciplinary Activity (30%): This course has 2-interdisciplinary and co-curricular components. In the **first** activity you will watch the movie “Contagion” in the class and submit a short essay 1000 words, double spaced correctly incorporating ≥ 5 global public health vocabulary words/terms and/or concepts. Instruction is provided at the designated link for submission.



In the **second** activity you will attend Global public Health relevant seminars and workshops on campus or Tuesday Times Round tables (TTRs) organized by Global Learning or research about global health organizations or engage in volunteer activity in hospital, hospice, churches, watch Ted Talks etc. You are expected to attend 3-6 hrs. of co-curricular activity and submit a reflection report in 500 words/activity. Instructions and a template are provided at the designated link to submit this assignment.

Online Quizzes/Discussion Forum/Homework (20%): There are **9 weekly-quizzes** and **1 discussion on your posters** in weeks 13 & 14. You will also complete required readings in weeks 1 and 8 which are relevant to the course which will be posted.

VIII. GRADING

Items	Points	Weightage
1. Attendance	100	10%
2. Exams 1 and 2 (on campus)	200	20%
3. Group Poster ¹	200	20%
4. Co-curricular and interdisciplinary activities ²	300	30%
5. Quizzes/Discussion/Homework	200	20%
Total	1000	100%

¹Group poster is an assessment tool to evaluate the Global Awareness (GA), and Global Perspective (GP) learning outcomes.

² Co-curricular and interdisciplinary activities will test the learning outcomes of Global Engagement (GE).

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

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	92.6 - 100	B-	79.6 - 82.5	D+	66.6 - 69.5
A-	89.6 - 92.5	C+	76.6 - 79.5	D	62.6 - 66.5
B+	86.6 - 89.5	C	72.6 - 76.5	D-	59.6 - 62.5

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
B	82.6 - 86.5	C-	69.6 - 72.5	F	59.5 - 0

IX. COURSE CONTENT DELIVERY

Majority of instructional materials (except the textbook and some research articles) for this course will be available on [Blackboard 9](#) course website. If you need help with the use of Blackboard, you 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](#) as sessions.

X. COURSE POLICIES

Disclaimer: The syllabus is a **plan**. The syllabus, schedule, course content, assessments are subject to change to facilitate your learning. You must check the course website and emails regularly for any update.

Attendance: ATTENDANCE FOR THE FULL SESSION OF THE CLASS AND BEING ON TIME IS MANDATORY. If you can't attend the class FOR THE FULL SESSION, you can request to be absent from the class with a valid reason. Attendance FOR THE FULL SEESSION carries 10% of your total grade. Any absence must be approved by the instructor or the TA at least 48 hrs in advance. Late arrival by more than 5 min or leaving while the class is in session is not allowed. Any absence must have supporting evidence/documents. While in the class you must refrain from using cell phone/texting, unrelated web-surfing, chatting or any activity (including chomping/crunching, talking etc.) which are the sources of distraction in the class for you and your peers. When you are in class, and a conversation, if that is so important, you can take it outside the classroom.

Communication: Open communication with the instructor and/or TA is the key to your success in the course. You are responsible to clarify any doubts you may have regarding the course material, assessments or assignments. In order to facilitate the tracking of assignments and correspondence with the instructor and TA, students are advised to communicate by sending emails to the instructor and/or TA via course [Blackboard 9](#) website. Instructor and TA also have designated office hours. It is advisable though to setup an appointment beforehand.

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 appointment
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 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.

XI. TEXT BOOK AND READING

Required Reading:

Week 1: Koplan, J. P., Bond, T. C., Merson, M. H., Reddy, K. S., Rodriguez, M. H., Sewankambo, N. K., ... & Consortium of Universities for Global Health Executive Board. (2009). Towards a common definition of global health. *The Lancet*, 373(9679), 1993-1995.

Week 8: Sepúlveda, J., & Murray, C. (2014). The state of global health in 2014. *Science*, 345(6202), 1275-1278.

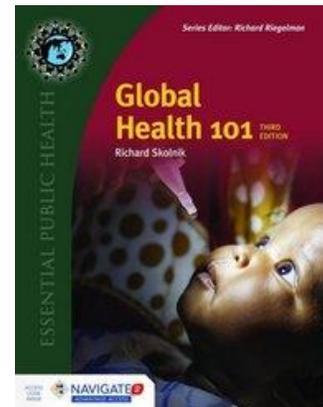
Required Textbook:

Global Health 101, Third Edition

Richard Skolnik

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ISBN-13: 9781284050547



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. Please 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 6-8 hours in a single day once a week.

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

Supplemental Readings and Textbooks:

1. Textbook of International Health, Paul F. Basch, I ISBN 1428818405. By Paul F. Basch-Lightning Source Inc (2006).
2. Environmental Health: From Global to Local. Publisher: Wiley, John & Sons, Incorporated. February 2010.
3. For occasional reference only: World Health Organization. The World Health Report 2007 – A safer future: global public health security in the 21st century. Geneva, Switzerland: WHO, 2007. Available free of charge from www.who.org.

XII. COURSE SCHEDULE

The course is organized in three modules. Each module has 3-5 weekly sessions that culminates in two onsite exams. Modules and sessions are organized to meet specific objectives (will be presented in the first class) to achieve learning outcomes as described section IV of this course. You will gain a “global perspective”, “global awareness” to be able to involve in “global engagement”.

COURSE CALENDAR

Sessions	TOPICS AND READING MATERIALS	ASSIGNMENTS & TO DO ITEMS
Module 1 (Jan 11-Feb 22)		
1 Jan 11	Introduction to “Health without Borders” and scope Demonstrate access to the course materials on blackboard site Discuss syllabus, learning objectives and learning outcomes Discuss the Topics for Poster Presentation “Search as Exploration for Health Without Border Topics” Presentation by: Barbara M. Sorondo, MS, MLIS Health Sciences Librarian Health Without Border Topics	Post online introduction (Not graded) Read Syllabus and required reading Required Reading: Koplan, J. P., Bond, T. C., Merson, M. H., Reddy, K. S., Rodriguez, M. H., Sewankambo, N. K., & Consortium of Universities for Global Health Executive Board. (2009). Towards a common definition of global health. <i>The Lancet</i> , 373(9679), 1993-1995. (posted article) Take an online practice test (not graded) Quiz-1 Due on Jan 24 Practice how to use MEDLINE (ProQuest) and Google Scholar for your research, and how to manage citations with RefWorks (with a mention of other citation manager options)
2 Jan 18	No Class Martin Luther King Day	Read Posted Global Health articles & Syllabus
3 Jan 25	Principles of global Health Millennium and Sustainable development goals Read Chapter 1 Co-Curricular Opportunities Presentation by: Kaleen Martinez Coordinator, Center for Leadership & Service	Get assigned to a group and the topic for poster preparation Quiz 2 Due on Jan 31
4 Feb 1	Health Determinants, Measurements, and Trends Ethical and human rights Read Chapters 2, 4	Quiz 3 Due on Feb 7
5 Feb 8	Culture and Health Health care systems around the world Read Chapter 5 and 6	Quiz 4 Due on Feb 14

Module 2 (Feb 15-Mar 7)		
6 Feb 15	Environmental Health, Climate Change Impact on Global Public Health Human population, Urbanization Water, Hygiene and Sanitation Read chapters 7	Quiz 5 Due on Feb 21
7 Feb 22	Women, children, and adolescent and refugee health: Is it a Borderless Crisis? Read Chapters 9, 10 and 11	Quiz 6 Due on Feb 28
8 Feb 29	Onsite Exam 1 at 12:00 PM Based on module 1 & 2	Required reading: Sepúlveda, J., & Murray, C. (2014). The state of global health in 2014. Science, 345(6202), 1275-1278. Work on your poster with you team
9 Mar 7	Watch a Global health movie in class	Submit a short essay (1000 words) on the watched movie addressing global public health keywords. Due on Mar 13
10 Mar 14	Spring Break No Class	Work on your poster
Module 3 (Mar 21-Apr 18)		
11 Mar 21	Natural Disaster and Complex Humanitarian Emergencies: How Prepared we are? Chapter 15	Quiz 7 Due on Mar 27 Submit the Power point file of the prepared poster on the assigned topics Due on Mar 27
12 Mar 28	Globalization, science, technology based solutions to global health issues Transportation Biotechnology Digital and social media Read Chapter 17	Quiz 8 Due on Apr 3
13 Apr 4	Epidemiological transition Improving Global Health How to do Global Health Chapter 16 and 18	Quiz 9 Due on Apr 10
14 Apr 11	Students' Poster Presentation at 12:00	Online discussion board on students' posters Due on Apr 18
15 Apr 18	Students' Poster Presentation at 12:00	Online discussion board on Students Posters Due on Apr 18
16 Apr 25	Onsite Exam 2 at 12:00 PM Based on Materials Covered in Module 3, reading materials and students posters	Submit reflection report of your 3-6 hours of co-curricular activities Due on Apr 25