

COURSE NUMBER- AU25 PUBHLTH 2010- Global Pub Hlth (1296)

Course Title: Critical Issues in Global Public Health

3 credits – Fall 2025

This course is delivered 100% online through asynchronous instruction.

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Book appointment with me via:	Book Appointment with Dr. Aguolu
Course Instructor:	Katarina (Katie) Bischof, MPH PhD Student, Division of Epidemiology, College of Public Health
Degree, Area Institution Date:	MPH, Epidemiology Ohio State University 2021
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Office Hour:	Thursdays 12:00 PM - 1:00 PM online using Zoom: Join Zoom Meeting: https://osu.zoom.us/j/93201220985?pwd=bqbfpPOeaw4KDNUGuTtL5qM20aJi3l.1&from=addon Meeting ID: 932 0122 0985 Password: 105819

Feedback & Response Time:

The following gives you an idea of our intended availability during the course:

- **Grading:** You can generally expect feedback within 10 school days.
- **E-mail:** We will reply to e-mails (sent via OSU email) within 48 hours on school days.

Grader:

Lamuel Bean: bean.263@osu.edu

Grader's Responsibilities:

The grader assigned to the course will assist with scoring assignments; however, final grades will be assigned by the faculty director and course instructor. Any questions regarding grading should be directed to the faculty director and course instructor, not the grader, but you may copy the grader in your email.

Course Description:

Critical Issues in Global Public Health presents global public health practice and research, examining the philosophy, purpose, history, organization, functions, tools, activities, and results of public health practice at the global, national, state, and local levels. This course demonstrates the role that public health plays in our lives, reflects upon the monumental strides in health and well-being, and presents the pressing global concerns of today.

Prerequisites:

None.

Course Learning Objectives:

1. Describe key public health concepts related to global health, including demographic and epidemiological transitions, measures of health status, and the burden of disease.
2. Discuss how social and cultural factors can affect a society's vulnerability to morbidity and mortality and its approaches to prevention and control.
3. Discuss the determinants of health and risk factors for important global health conditions.
4. Identify key organizations and institutions, their roles in global health, and the way they can cooperate to address key global health issues.

BSPH Foundational (Core) Competencies:

All students completing Introduction to Global Public Health will be prepared to:

1. Summarize the historic milestones in public health.
2. Compare and contrast types of major domestic and international public health issues.
3. Discuss various approaches/strategies for identification, response, and intervention to address and attempt to resolve common public health issues.
4. Identify genetic, social, political, cultural, behavioral, and socioeconomic factors related to global public health issues.
5. Apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration/policy; health behavior/promotion) to domestic and international population health issues.
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
7. Locate, use, evaluate, and synthesize public health information.

Specialization Competencies for BSPH Majors:

Public Health Sociology students will be prepared to:

1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the US and throughout the world.
2. Identify how these theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives.
3. Illustrate how sociological perspectives of stratification – particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches.
4. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keeps them in place.

Environmental Public Health students will be prepared to:

1. Apply principles of math, chemistry, and biology to applied science of environmental public health.
2. Use the Environmental Science Health Model to explain environmentally related exposures and human diseases.

CEPH Domains:

1. The history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
2. The basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice

3. The concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
4. The socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
5. The fundamental concepts and features of project implementation, including planning, assessment, and evaluation
6. The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries
7. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Aligned CEPH Cross-Cutting Concepts:

1. Advocacy for protection and promotion of the public's health at all levels of society
2. Community dynamics
3. Critical thinking and creativity
4. Cultural contexts in which public health professionals work
5. Research methods
6. Teamwork and leadership

GE Health and Wellbeing Theme:

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

Activities to achieve goal: Through reflections on the content, the research paper, the creative endeavor, the module on PH and the Arts, and the PH in the News discussions, students will analyze the selected critical issues at an advanced and in-depth level.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.

2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Activities to achieve goal: Through the research paper, the creative endeavor, the PH in a Day activities, and the PH in the News discussions, students will make connections to out-of-classroom experiences. These projects will allow them to draw from other courses they have taken in the GE.

Goal 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

3.1 Explore and analyze health and wellbeing from theoretical, socioeconomic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

Activities to achieve goal: The two dimensions that are the greatest focus in this class are physical and mental health. The perspectives that are covered extensively are theoretical, socioeconomic, historical, cultural, and policy. Through reflections that will follow three modules (social determinants of health, racism as a public health crisis, and mental health), students will identify factors that promote health and wellbeing in communities.

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

Text/Readings:

1. **Textbook:** Jacobsen, K. H. (2022). *Introduction to Global Health* (2nd ed.). Publisher: Jones & Bartlett Learning; 4th edition (October 24, 2022). **ISBN-10:** 1284234932; **ISBN-13:** 978-1284234930. *EBook available in the library catalog: (2024 Edition) <https://library.ohio-state.edu/record=b10936770~S7>. OSU has access to 3 copies of this eBook, but you have the option of either reading the book online or downloading the book or PDF chapter. PDFs of chapters will be provided on Carmen.*
2. **Book:** Students will participate in a virtual book club on *What Looks Like Crazy on an Ordinary Day* by Pearl Cleage. Genre: Fiction, Paperback: 256 pages, Publisher: Harper Paperbacks, **ISBN-10:** 038079487X; **ISBN-13:** 9780380794874. **PLEASE START READING EARLY.** There will be 2 assignments related to this book: a group discussion and individual reflection essay. The **discussion will be due in Week 5**, and you will need to have read the first half of the book to complete this assignment. The **reflection will be due in Week 11**, and you will need to have finished the book to complete this assignment.
The book costs about \$18.99 in paperback or \$9.99 electronically via Amazon - <https://a.co/d/bNjKSpd>. You may also borrow via OSU or public libraries. This is a novel that features a protagonist who is a Black woman living with HIV. Set in the 1990's in rural Michigan, it tells many stories about the reality of living with HIV and other hardships. There are important public health themes we will explore in this book.
NOTE: The book contains language and descriptions of sex and sexual assault. However, these scenes should not distract you from the underlying themes of the story that are important to understand and discuss.
3. **Other Readings:** These readings will come from peer-reviewed literature and reports and will be provided in Carmen.

Carmen:

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you can always connect to Carmen, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text Me New Codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose data or Wi-Fi service

If none of these options meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format:

- **Mode of delivery:** This is an asynchronous, online course.
- **Pace of Activities:** This course will consist of 16 modules with lectures, videos, readings, assignments, and quizzes. Each module will last 1 week, starting on **Mondays at 12:00 AM (ET)** and ending on **Sundays at**

11:59 PM (ET). Students are expected to manage their time effectively and complete the following activities each week:

- **Mondays at 12:00 AM (ET):** Weekly content becomes available, including assigned readings and videos and assessments.
- **Fridays at 11:59 PM (ET):** Assignments are due.
- **Weekends from Saturdays at 12:00 AM (ET) to Sundays at 11:59 PM (ET) (Optional Grace Period):** This grace period (48 hours) applies to most, **but not all**, assignments. Always check the course announcements and Carmen to confirm the due date of assignments. Assignments submitted during this grace period (by Sunday at 11:59 PM (ET)) will not be considered late and will be graded for full credit. We provide this grace period because we know some weeks are busier than others as a student and having additional time during the weekend to complete an assignment may be helpful. However, because we offer this grace period, any assignment not submitted by the end of the grace period **will not** be accepted for grading, unless the assignment is submitted by Monday at 11:59 PM (ET), in which case the late assignment will be **graded for half credit**. If there is an extenuating circumstance and you need to submit an assignment late, you must make prior arrangements with the instructor, if possible, or notify the instructor **within one week** after the due date of the missed assignment in cases of documented emergencies only. After this one week, a '0' grade will be permanently assigned for the missed assignment. Please do not send late assignments to the faculty director's or instructor's email as it will not be graded. Please note that **you do not need to request permission to use this grace period**. As long as the assignment instructions state that the grace period applies to that assignment, you can submit your assignment anytime within the grace period for full credit without needing to ask us to use the grace period.

Course Technology:

Technology skills needed for this course:

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- Carmen Zoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment:

- **Computer:** current Mac (Mac OS) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in live office hours):

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software:

- **Microsoft 365 Copilot (formerly Office 365):** All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support:

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments



“Public Health in a Day”: Reflective Photos and Write-Ups: This will consist of 2 short reflective papers, one at the beginning of the semester and one at the end of the semester. This activity involves students dedicating a day to observing and documenting public health-related aspects within their local or global community. They will capture their observations through photography and submit a photo essay reflecting on the public health implications depicted in their photos.



Quizzes: Throughout the semester, students will complete 14 quizzes after listening to the recorded lectures and videos and reading the assigned readings. The quizzes are designed to assess their understanding of key concepts, theories, and issues discussed in class lectures, readings, and discussions. Quizzes may be in various formats, such as multiple-choice, True or False, or matching. NOTE: Students will have 30 minutes and 1 attempt to complete the quiz, and each quiz will have 10 questions. All quizzes are open-book, open-notes. However, students cannot speak to anyone about the quiz questions.



Reflection Essays: Students will write 3 reflective essays on designated topics related to global public health issues in response to prompts provided throughout the semester. These essays will encourage critical thinking and personal insight into various global public health issues discussed in class. These essays should demonstrate critical thinking, integration of course material, and personal insights. Reflection essays provide students with an opportunity to articulate their understanding, perspectives, and reactions to course content.



Research Paper: Global to Local Analysis of Public Health Issue: This major assignment requires you to conduct in-depth research on a public health issue that has global significance. You will analyze how this issue appears both globally and locally by examining factors such as socioeconomic determinants, cultural contexts, policy implications, and possible interventions. You will select a topic from a list provided by the instructor and explore how the issue is addressed in two settings:

- Columbus, Ohio, US
- A low- to middle-income country

Your paper should describe the problem in both locations and explain how different agencies and organizations work to address it. This research paper must demonstrate scholarly rigor, integration of diverse sources, and original analysis. You will complete this assignment individually. It is divided into 4 steps (topic selection/outline/introduction, paper draft, peer review, and final paper), each contributing to your final grade. Detailed instructions are available on Carmen.

Important: You must submit a draft of your paper for peer review to participate in the peer review process—no exceptions. There will be no grace period for submitting the draft.



Case Studies: This will be a group activity. Students will engage with 2 case studies representing real-world scenarios related to global public health challenges. Through analysis and discussion, they will apply theoretical concepts, empirical evidence, and ethical considerations to understand the complexities of public health decision-making and intervention strategies.



Public Health and the Arts: In this creative activity, students will explore the intersection of public health issues and learn how public health is reflected in various art forms, including paintings, sculptures, literature, visual arts, music, theater, or film. They will critically analyze artistic works that address public health themes and present their findings through 1 group discussions and 3 reflection essays. This activity encourages students to appreciate the multifaceted nature of public health and its representation in artistic expression.

Students will engage in the following 4 assignments:

- Book: *What Looks Like Crazy on an Ordinary Day* by Pearl Cleage: discussion and reflection essay
 - Film: List of film options will be provided on Carmen: reflection essay
 - Visual Arts: Students will explore Google Arts and Culture (<https://artsandculture.google.com/>) and find a piece of art that represents a public health issue: reflection essay
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Public Health in the News: This will be a group activity. Students will actively participate in 3 discussions centered around current events and news articles related to global public health. These discussions will provide opportunities to analyze contemporary issues, evaluate media representations, and engage in critical dialogue with peers.

SUMMARY OF ASSESSMENTS

Course Activities (% Weight for Final Grade)	No.	Points	Total	Due Dates
Extra Credit	2		15	
• <i>Introduce Yourself Discussion</i>		5		Aug. 29
• <i>Syllabus & Course Policies Quiz</i>		10		Aug. 29
“Public Health in a Day”: Write-up and Photo (5%):	2		20	
• <i>Week 1</i>		10		Aug. 29
• <i>Week 16</i>		10		Dec. 12
Quizzes (20%):	14		140	
• <i>Week 2: Health and Human Rights</i>		10		Sept. 5
• <i>Week 3: Global Health Priorities</i>		10		Sept. 12
• <i>Week 4: Social Determinants of Health</i>		10		Sept. 19
• <i>Week 5: Reproductive Health</i>		10		Sept. 26
• <i>Week 6: Infectious Diseases, Part I</i>		10		Oct. 3
• <i>Week 7: Infectious Diseases, Part II & III</i>		10		Oct. 10
• <i>Week 8: Nutrition</i>		10		Oct. 17
• <i>Week 9: Noncommunicable Diseases</i>		10		Oct. 24
• <i>Week 10: Careers in Global Health</i>		10		Oct. 31
• <i>Week 12: Environmental Determinants of Health</i>		10		Nov. 14
• <i>Week 13: Mental Health Promotion & Injury Prevention</i>		10		Nov. 21
• <i>Week 14: Promoting Healthy Adulthood and Aging</i>		10		Nov. 28
• <i>Week 15: Cardiovascular Diseases</i>		10		Dec. 5
• <i>Week 16: Cancer</i>		10		Dec. 12
Reflection Essays (20%):	3		30	
• <i>Reflection Essay 1: Surveillance Ethics</i>		10		Sept. 5
• <i>Reflection Essay 2: Racism as a Public Health Crisis</i>		10		Sept. 19
• <i>Reflection Essay 3: Sugar-Sweetened Beverage Tax Law</i>		10		Oct. 17
Research Paper: Global to Local Analysis of Public Health Issue (25%):	4		25	
• <i>Topic Selection, Outline, & Introduction</i>		3		Oct. 3
• <i>Submit Draft to be used for peer review assignment (NO GRACE PERIOD)</i>		0		Oct. 24
• <i>Submit Peer Review (must submit draft above to participate)</i>		10		Oct. 31
• <i>Final Paper</i>		12		Nov. 14
Case Studies (15%):	2		20	
• <i>Case Study 1: Infectious Diseases (group work)</i>		10		Oct. 10
• <i>Case Study 2: Disease Prevention (group work)</i>		10		Dec. 5
Public Health and the Arts (10%):	4		40	
• <i>Book Discussion (group discussion)</i>		10		Sept. 26
• <i>Film Reflection</i>		10		Nov. 7
• <i>Book Reflection</i>		10		Nov. 7
• <i>Visual Arts Reflection</i>		10		Nov. 7
Public Health in the News: (5%):	3		30	
• <i>PH in the News 1: Global Public Health Priorities (group discussion)</i>		10		Sept. 12
• <i>PH in the News 2: Mental Health Promotion (group discussion)</i>		10		Nov. 21
• <i>PH in the News 3: Promoting Healthy Adulthood (group discussion)</i>		10		Nov. 28
TOTAL	305 total pts + 15 extra credit pts			

Assignment Submission Guidelines

Please review the following policies regarding assignment submissions:

- **Due Dates:** All assignments are due on **Fridays by 11:59 PM (ET)**. Specific due dates are listed in the course schedule above and on Carmen.
- **Grace Periods:** Some assignments include a grace period extending to **Sundays at 11:59 PM (ET)**. Please refer to individual assignment instructions for details.
- **Late Submissions:** Assignments submitted **after the grace period (i.e., on Monday)** will receive a **50% deduction**, unless prior approval has been granted. If you anticipate any challenges (extenuating circumstances only) meeting a deadline, please reach out before the due date.
- **Submission Method:** Assignments must be submitted in the required format through the **designated Carmen link**. Submissions sent via email **cannot be accepted or graded**, as this ensures consistency and fairness for all students.
- **Grade Inquiries:** If you have a question or concern about a grade, please reach out **within one week** of the assignment due date. After this window, grade changes will not be considered.

Thank you for following these guidelines. If you have any questions or encounter any issues, please don't hesitate to contact me.

Grading: Please see all assignment rubrics on Carmen.

These assignments aim to foster a comprehensive understanding of critical issues in global public health while encouraging active participation, critical thinking, and creativity among students.

Grading Scale

A	93 to 100	Outstanding work that reflects mastery of the material and the ability to apply it
A-	90 to <93	Excellent work that reflects mastery of the material
B+	87 to <90	Good work that reflects mastery of most of the material
B	83 to <87	Good work that reflects mastery of some of the material
B-	80 to <83	Good work that reflects mastery of a few aspects of the material
C+	77 to <80	Mediocre work that reflects familiarity with, but not mastery of, the material
C	73 to <77	Mediocre work that reflects familiarity with most of the material
C-	70 to <73	Mediocre work that reflects little familiarity with the material
D+	67 to <70	
D	60 to <67	
E	Below 60	

Class Policies

- **Academic decorum.** This course is a space for respectful, critical engagement with complex global health issues. All interactions, whether in discussion boards, group assignments, written submissions, or emails, must reflect academic integrity, intellectual curiosity, and mutual respect. Disruptive, dismissive, or offensive comments will not be tolerated and may result in disciplinary action in accordance with university policies.
- **Respect for Diversity.** Our classroom community values diverse identities, perspectives, and lived experiences. This includes but is not limited to differences in race, ethnicity, nationality, age, gender identity, sexual orientation, religion, disability status, language, and socioeconomic background. Students are expected to approach sensitive topics with care and respect. Discriminatory remarks or microaggressions will be addressed seriously and may lead to disciplinary action.
- **Late submission of assignments is strongly discouraged.** All assignments are due by 11:59 PM (ET) on Fridays. However, a grace period of 48 hours (until 11:59 PM (ET) on Sundays) is given for most, but not all, assignments. Always check the course announcements and Carmen to confirm the due date of assignments. Assignments submitted during the grace period will not be considered late and will be graded for full credit. Any assignment not submitted by the end of the grace period, though, will not be accepted for grading, unless the assignment is submitted by 11:59 PM (ET) on Monday, in which case the assignment will be graded for half credit. If there is an extenuating circumstance and you need to submit an assignment late, you must make prior arrangements with the instructor, if possible, or notify the instructor within one week after the due date of the missed assignment in cases of documented emergencies only. After this one week, a '0' grade will be permanently assigned for the missed assignment. Please do not send late assignments to the faculty director's or instructor's email as it will not be graded. Please also note that you do not need to request permission to use the grace period. As long as the assignment instructions state that the grace period applies to that assignment, you can submit your assignment anytime within the grace period for full credit without needing to ask us to use the grace period.
 - **Extenuating circumstances include** documented illness or medical emergencies, religious holidays or observances (must follow University policy by notifying the instructor via email within the first 2 weeks of the semester), documented participation in official university events (like athletics or academic conferences), and family deaths (bereavement) or emergencies (with documentation)
 - **Acceptable documentation includes** a medical note from a licensed healthcare provider, a letter from a licensed mental health professional, verification from the Office of Student Life or the Dean of Students, Legal or court documentation, official notice of family death or emergency, and documentation of military service or university-approved obligations.
 - **Unfortunately, exceptions cannot be made beyond this policy,** as consistency and fairness for all students must be upheld.
 - **Ongoing Personal or Health-Related Challenges.** Your well-being is important. We are here to support your success while upholding course expectations. If you are experiencing ongoing difficulties (e.g., chronic illness, mental health concerns, caregiving responsibilities), you are encouraged to:
 - Notify the instructor early to discuss possible academic adjustments so you can stay engaged with the course
 - Utilize university support services (e.g., counseling, health services, academic advising)
 - Submit documentation to support any formal accommodation requests
- **Group assignments.** Collaborative work is a cornerstone of public health education, reflecting the interdisciplinary and community-based nature of real-world public health practice. Addressing complex health challenges requires input from diverse perspectives, making teamwork, communication, leadership, and conflict resolution essential skills for future professionals. Group projects in this course are designed to promote critical thinking and evidence-based problem-solving, foster cultural competence and civic

responsibility, and provide practical experiences in analyzing data, evaluating interventions, and working collaboratively across disciplines.

- **Students must work with their group** to meet deadlines for group assignments. Students may not opt out of group projects to work individually unless they receive prior approval from the instructor due to a documented circumstance. No extensions will be given for group assignments past the Sunday night grace period and the half credit deduction that will be applied if the assignment is submitted on Monday. Groups will be assigned randomly before the first group assignment.
- **Expectations for Group Work:**
 - **Equal Contribution:** All group members are expected to participate actively and contribute equitably.
 - **Peer Evaluation:** Individual contributions will be assessed through peer evaluations, which may impact your grade.
 - **Conflict Resolution:** Communication issues or group conflicts must be reported to the instructor as early as possible to allow for timely intervention.
- **Communication with the instructor.**
 - The instructor will respond to emails within 48 hours during school days.
 - Use your university email account and include the course title in your subject line.
 - If you are emailing with a question about an assignment, please include the name of the specific assignment in your email.
 - Announcements will be posted weekly on Carmen. Students are expected to read all the instructor's communications in a timely manner. You should set Carmen notifications to send the announcements to your email to ensure you don't miss any. Answers to course/assignment questions can often be found within the announcements.
 - Be sure to check your "Other", "Spam", and "Junk" inboxes if you still aren't receiving announcement notifications.
 - When sending an email, be sure to check that you have the correct email address with no spelling errors and that email was sent and did not remain in the "Draft" or "Outbox" folders.
- **Extra Credit.** All extra credit opportunities (2 assignments) for this course are offered and completed during Week 1. These points will be factored into your final course grade. No additional extra credit will be available after this.
- **Final Grades.** Grades in this course reflect your performance throughout the term and are calculated based on the grading criteria stated in this syllabus. Please note that final grades will not be rounded up. I encourage you to review your scores and feedback in Carmen to better understand how your final grade was determined.
- **Credit hours and work expectations.** This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., instructor content and Carmen activities) in addition to 6 hours of homework/active learning activities (e.g., reading, assignment preparation, and completion) to receive a grade of (C) average. You should plan to spend between 8 and 12 hours each week on this course and to log-in multiple times per week to the site on Carmen. Consistent participation is essential for success in this asynchronous course.
 - **Prohibited Use of External Platforms.**
 - Uploading course materials to platforms such as Quizlet, Chegg, Course Hero, ChatGPT, or similar websites is strictly prohibited and constitutes an academic violation.
 - Sharing assignments, quizzes, or discussion content externally is considered unauthorized distribution and may lead to disciplinary consequences.
 - If you are unsure whether a particular tool or practice complies with course policies, please ask your instructor before proceeding.

- **Copyright Statement.** This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.
- **Generative AI Policy.** Given that the learning goals of this class include developing your ability to use writing to articulate your scientific findings, and building your awareness of issues related to publishing and scientific writing, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT, writers' aids like Grammarly, or translation platforms such as Google Translate is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct](#).

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic disease, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodation, I may request that you register with Student Life Disability Services. After registration, please reach out to me as soon as possible to discuss and implement your accommodations in a timely fashion. You can connect with SLDS at slds@osu.edu, 614-292-3307, or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as stress from strained relationships, increased anxiety, alcohol/drug problems, feeling down, having difficulty concentrating, or having a lack of motivation. These mental health concerns may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are experiencing any mental health problems, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkun Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24-hour emergency help is available by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn should not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and should keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodation regarding examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work,

or flexibility in due dates or research responsibilities. If concerns arise about the requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing, during the first 14 days after the course begins of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for their careers includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or faculty. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other basis under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information:
 1. Any human resource professional (HRP)
 2. Anyone who supervises faculty, staff, students, or volunteers
 3. Chair/director
 4. Faculty member

COURSE OUTLINE

Week	Date	Topics	Readings	Assignment	Due Date	Module Learning Objectives
1	Aug. 26, 2025	INTRODUCTION OVERVIEW OF GLOBAL HEALTH GLOBAL HEALTH TRANSITIONS - Population Health - Prevention and Intervention Science - Global Health History and Functions - Global Health Achievements	READ: Textbook: - Course Syllabus - Jacobsen Textbook Chapters 1 Article: Towards a common definition of global health Website exploration: False distinctions between international health and global health WATCH: Global Health: Crash Course Public Health #9 (15:30 minutes) Why should you care about global health? Episode 17 of "That's Public Health" (5:12 minutes) What is global health? (2:28 minutes)	Syllabus & Course Policies Quiz (Extra Credit)	Aug. 29	1.3
				Introduce Yourself Discussion (Extra Credit)	Aug. 29	
				Week 1 "PH in a Day": Reflective Write-up and Photo	Aug. 29	
2 Labor Day; Mon. Sept. 1, 2025 Guest Lecture: Katie Blocksidge, MA, MLIS Associate Professor Head, Research and	Sept. 1, 2025	HEALTH AND HUMAN RIGHTS - Global Public Health Ethics - Ethics and Global Public Health Surveillance - Emergency Management - International Health Regulations	READ: Textbook: - Jacobsen Textbook Chapter 5 Article: Khosla, R., Allotey, P., Gruskin, S. (2022). Reimagining human rights in global health: what will it take? (4 pages) (Kass, 2001). An Ethics Framework for Public Health Web exploration: WHO – Human rights and health WATCH: "No higher purpose" than meeting humanitarian needs (Stephen O'Brien, OCHA) (1:58 minutes) An Introduction to Surveillance - The Eyes and Ears of Public Health (8:14 minutes) Global trends in advancing sexual and reproductive health rights (11:03 minutes)	Week 2 Quiz	Sept. 5	2,4
				Reflection Essay 1: Surveillance Ethics	Sept. 5	

Education Services Research and Education			• WHO: Q&A - The ethics of public health surveillance (3:18 minutes) • Want to help Africa? Do business here (19:53 minutes)			
3	Sept. 8, 2025	GLOBAL HEALTH PRIORITIES • Globalization and Health • Prioritizing Strategies • Millenium Development Goals • Sustainable Development Goals • Burden of Disease Metrics • Sources of Health Information • Country Income Level and Health	READ: Textbook: • Jacobsen Textbook Chapter 2 Article: • Global Burden of Disease Study 2021 estimates: implications for health policy and research (2 pages) Web exploration: • The 17 Goals • Transforming our world: the 2030 Agenda for Sustainable Development WATCH: • GBD Compare tutorial (11:19 minutes) • The Sustainable Development Goals - Action Towards 2030 CAFOD • Poor beats rich in MDG race (8:34 minutes) • 17 Sustainable Development Goals (4:12 minutes)	Week 3 Quiz	Sept. 12	1,3
				PH in the News I – Global PH Priorities	Sept. 12	
			READ Textbook:	Week 4 Quiz	Sept. 19	2,3

4	Sept. 15, 2025	SOCIOECONOMIC DETERMINANTS OF HEALTH • Healthy People 2030 • Health Equity and SDG • Culture & Health • Cultural influences on health • Community health assessments and health improvements plans in the U.S. • Racism as a Public Health Crisis	• Jacobsen Textbook Chapters 3 Article: • (Kivimäki, et al.,2020). Association between socioeconomic status and the development of mental and physical health conditions in adulthood: A multi-cohort study. (9 pages) • Egede & Walker (2020). Structural Racism, Social Risk Factors, and Covid-19—A Dangerous Convergence for Black Americans (3 pages) • (van Ryn, et al., 2011). THE IMPACT OF RACISM ON CLINICIAN COGNITION, BEHAVIOR, AND CLINICAL DECISION MAKING. Du Bois Review : Social Science Research on Race, 8(1), 199–218. • 2020 DECLARATION (for FCPH) Racism is a Public Health Crisis (3 pages) chrome-extension://efaidnbmninnibpcapjcgliclefindmkaj/https://adamhfranklin.org/wp-content/uploads/2020/06/ADAMH-Resolution-Racism-as-a-Public-Health-Crisis-06.12.2020-Final-Edited-in-Meeting_SignedPA.pdf Website exploration: • Socioeconomic Determinants of Health - https://www.cdc.gov/public-health-gateway/php/about/social-determinants-of-health.html WATCH: • What Makes Us Healthy? Understanding the Social determinants of health (6:27 minutes) • How racism makes us sick (17:18 minutes) • Allegories on race and racism (20:31 minutes) • Combating Racism and Place-ism in Medicine (11:24 minutes)	Reflection Essay 2: Racism as a Public Health Crisis	Sept. 19	
5	Sept. 22, 2025	REPRODUCTIVE HEALTH • The Fertility Transition • Global Family Planning Methods • Health Pregnancy	READ: Textbook: • Jacobsen Textbook Chapter 11 Book: • What Looks Like Crazy on An Ordinary Day Article:	Week 5 Quiz PH and the Arts: Book Discussion	Sept. 26 Sept. 26	1,2,3

		- Maternal Mortality, Stillbirths and Neonatal Mortality - Infertility - Men's Reproductive Health - Global family planning methods	(Mulugeta, et al., 2023). Reason and Associated Factors for Nonuse of Contraceptives Among Ethiopian Rural Married Women: A Multilevel Mixed Effect Analysis (Nguyen NC, et al, 2022). Effectiveness of erectogenic condom against semen exposure among women in Vietnam: Randomized controlled trial. Web exploration: Unmet Need for Contraception in Developing Countries: Examining Women's Reasons for Not Using a Method WHO - Family planning: contraception WHO - Maternal mortality WATCH: It Begins with One: Sexual and Reproductive Rights (2:01 minutes) Female reproductive system Reproduction Biology class 10 Khan Academy (5:26 minutes) Fertilization (5:42 minutes) Facing Fistula: One Woman's Journey From "Cursed" To Cured (8:33 minutes) Kangaroo Mother Care (KMC) Benefits of Kangaroo Mother Care for You & Your Baby (4:40 minutes)			
6	Sept. 29, 2025	INFECTIOUS DISEASES, PART I - HIV/AIDS and Tuberculosis - Viruses, Bacterial, and Fungi - Sexually Transmitted Infections - Interventions - Antimicrobial Resistance	READ Textbook: - Jacobsen Textbook Chapter 8 Article: A Review of Recent HIV Prevention Interventions and Future Considerations for Nursing Science (32 pages) Web exploration: Transmission-based Precautions Effective Interventions HIV Prevention Works CDC: Universal Precautions WATCH: Infectious Diseases: A Beginner's Guide to the Basic (4:56 minutes) HIV: Journey to Undetectable (2:43 minutes)	Week 6 Quiz Research Paper: Topic Selection, Outline, & Introduction	Oct. 3 Oct. 3	1,2,3

			The Science of HIV/AIDS (3:42 minutes) Ted Talk - What makes TB the world's most infectious killer? (5:01 minutes)			
7 Guest Lecture: Aryn Malik, M.P.H., Ph.D., M.B.B.S. Asst. Professor UTSW Medical Center, TX	Oct. 6, 2025	INFECTIOUS DISEASES, PART II & III - Diarrheal, Respiratory, and Other Infections - COVID-19 Interventions - Immunization - Vaccine-Preventable Diseases - Malaria and Neglected Tropical Diseases (NTDs) - Interventions - Eradication - Emerging Infectious	READ Textbook: - Jacobsen Textbook Chapters 9 & 10 Article: Bala et al., 2019, Role and Barriers of Using Zinc And ORS Combined in Diarrheal Diseases among Under Five Children- A Narrative Review Web exploration: CDC-Natural History and Spectrum of Disease Global NTD Programs CDC – Neglected Tropical Diseases WATCH: Anatomy and physiology of the respiratory system (10:28 minutes) The Story of Cholera (4:28 minutes) Flu Attack! How A Virus Invades Your Body (3:39 minutes) The basics of malaria (9:59 minutes) Introduction to neglected tropical diseases (1:32 minutes) Neglected tropical diseases – uncomfortably close (2:09 minutes) Emerging infectious diseases (6:15 minutes)	Week 7 Quiz	Oct. 10	1,2,3
				Case Study 1: Infectious Diseases	Oct. 10	
8 Autumn Break: Thurs. – Fri. Oct. 16 - 17 2025	Oct. 13, 2025	NUTRITION - Macronutrients - Food security - Micronutrients - Malnutrition (overweight, obesity, stunting, wasting) - Food safety - Interventions - Food insecurity in the U.S.	READ: Textbook: - Jacobsen Textbook Chapter 12 Article: The State of Food Security and Nutrition in the World 2018 (4 pages: pp. xii-xv ONLY- Key Messages and Executive Summary). (Hattersley and Mandeville, 2023). "Global Coverage and Design of Sugar-Sweetened Beverage Taxes" Website exploration: Nutrition Nutrition	Week 8 Quiz	Oct. 17	1,2,3
				Reflection Essay 3: Sugar-Sweetened Beverage Tax Law	Oct. 17	

			WATCH: • Global Nutrition Report 017: Nourishing the SDGs (1:50 minutes) • Part I: What is Food Insecurity? (02:39 minutes) • "Understanding global food security and nutrition" (04:12 minutes) • State of Food Security and Nutrition in the World 2023 (03:32 minutes)			
9	Oct. 20, 2025	NONCOMMUNICABLE DISEASES • Diabetes • Chronic respiratory diseases • Tobacco control • Chronic kidney disease • Vision impairment • Hearing loss	READ: Textbook: • Jacobsen Textbook Chapter 15 (32 pages) Article: • (Mehrotra et al., 2019). Smokeless tobacco control in 180 countries across the globe: call to action for full implementation of WHO FCTC measures Website exploration: • WHO – Noncommunicable diseases • WHO – Oral health fact sheet WATCH: • Noncommunicable Diseases and their Risk Factors (animated video) (3:01 minutes) • WHO: Halt the rise, take the steps needed to beat diabetes! World Health Day 2016 (2:12 minutes) • Sickle cell anemia (0:59 minutes)	Week 9 Quiz	Oct. 24	1,2,3
				Research Paper: Submit Draft for Peer Review (NO GRACE PERIOD)	Oct. 24	
10	Oct. 27, 2025	CAREERS IN GLOBAL HEALTH	READ Textbook: • Jacobsen Textbook Chapter 20 Article • (Vuckovic et al, 2021) Experiential Learning in Global Health Education: The Impact of a Field Semester Abroad on Careers and Life Choices (15 pages) Website exploration: • What Is Global Health? 12 Careers in Global Health to Consider • Global Health Jobs and Careers WATCH	Week 10 Quiz	Oct. 31	1, 2, 3
				Research Paper: Peer Review	Oct. 31	

			• 3 Things to Know about Global Health Careers (3:40 minutes) • Top 10 Organizations to Work for in Global Health (5:03 minutes) • Careers in global health (2:51 minutes)			
11	Nov. 3, 2025	PUBLIC HEALTH AND THE ARTS Role of art forms in communicating public health issues	READ Book: • What Looks Like Crazy on An Ordinary Day (complete the remaining chapters) Articles: • (Stuckey & Nobel, 2010). The Connection Between Art, Healing, and Public Health: A Review of Current Literature Web exploration: • Visual Arts • (Currie, D., 2021). Role of arts in public health capturing interest: Health programs, community projects tap into creative side. The Nation's Health WATCH: • Interview with Professor Jared Gardner: Introduction to Public Health and the Arts • Interview with Pearl Cleage, the author of What Looks Like Crazy on an Ordinary Day (10:28 minutes) • HIV Films	PH and the Arts: Film Reflection	Nov. 7	1,2,3
				PH and the Arts: Visual Arts Reflection	Nov. 7	
				PH and the Arts: Book Reflection	Nov. 7	
12	Nov. 10, 2025	ENVIRONMENTAL DETERMINANTS OF HEALTH	READ: Textbook: • Jacobsen Textbook Chapter 4 Articles:	Week 12 Quiz	Nov. 14	1,3
				Research Paper: Final	Nov. 14	

Veterans Day: Tues., Nov. 11, 2025		• Water, Sanitation, and Hygiene • Energy and Air Quality • Occupational and Industrial Health • Urbanization • Sustainability • Climate Change and Health	• (Pruss-Ustun, 2017). Diseases due to unhealthy environments: an updated estimate of the global burden of disease attributable to environmental determinants of health Website exploration: • Healthy People 2030 - Environmental Health WATCH: • What are the environmental determinants of health – why are they important? (1:23 minutes) • How does the environment affect our health? Episode 10 of "That's Public Health" (4:31 minutes) • The impact of environmental factors on public health (2:54 minutes)			
13	Nov. 17, 2025	INJURY PREVENTION AND MENTAL HEALTH PROMOTION • Leading mental health disorders globally • Substance abuse in the U.S. • Injuries and global health • Gender-based violence • Gun injuries	READ Textbook: • Jacobsen Textbook Chapters 16 & 17 Articles: • (Summers-Gabr, 2020). Rural–Urban Mental Health Disparities in the United States During COVID-19 (3 pages) • (Iwundu, et al., 2022). Firearm Violence in the United States: An Issue of the Highest Moral Order. (10 pages) Web exploration: • Mental Health • Injuries and violence WATCH: • Depression: #LetsTalk – Angelo's Story (6:41 minutes) • Overcoming the stigma around mental illness. Michaela Mulenga TEDxCasey (11:07 minutes) • Lancet TV – Gender-based violence (2:28 minutes) • CDC Injury Prevention Research (2:29 minutes) • Do Studies Show Gun Control Works? (16:12 minutes) • What works to prevent gender-based violence? (6:30 minutes)	Week 13 Quiz PH in the News 2 – Mental Health Promotion	Nov. 21 Nov. 21	1,2,3
			READ: Textbook:	Week 14 Quiz	Nov. 28	1,2,3

14 Thanksgiving Holiday: Wed - Fri., Nov. 26 - 28, 2025	Nov. 24. 2025	PROMOTING HEALTHY ADULTHOOD AND AGING - Promoting Health in Early Adulthood - Supporting Health in Older Adulthood	- Jacobsen Textbook Chapter 19 Articles: (The Society for Adolescent Health and Medicine, 2017). Young Adult Health and Well-Being: A Position Statement of the Society for Adolescent Health and Medicine (Institute of Medicine & National Research Council, 2015). Health Care for Young Adults Web exploration: (WHO, 2024). Adolescent and young adult health WATCH: Food for Thought: The Role of Nutrition in Healthy Aging (6:30 minutes) Aging and mental health: promoting well-being in older adults (4:37 minutes) Importance of Social Support for young adults mental health (2:30 minutes) How do you talk to children and young adults about health care? (3:40 minutes) Young Adult Peer Mentoring: Promoting Self-Care (4:45 minutes) Heart-healthy young adults mentally sharper in middle age (1:16 minutes) Why are young, healthy adults experiencing a rise in heart attacks? (3:52 minutes)	PH in the News III – Promoting Healthy Adulthood and Aging	Nov. 28	
15 Guest Lecture: Chizoba Ezepue, MD, Vascular Neurologist and Neuroendova scular Surgeon	Dec. 1, 2025	CARDIOVASCULAR DISEASES - CVD Epidemiology - CVD Prevention - Health behavior Change	READ: Textbook: - Jacobsen Textbook Chapter 13 Article: (Vaduganathan et al., 2022). The Global Burden of Cardiovascular Diseases and Risk - A Compass for Future Health Website exploration: Cardiovascular diseases Cardiovascular diseases (CVDs) IHME: Projecting, reducing the burden of cardiovascular disease by 2025	Week 15 Quiz Case Study 2: Disease Prevention	Dec. 5 Dec. 5	1,3 1,3

SSMHEALTH, St. Louis, MO			WATCH: • Cardiovascular System Overview, Animation (6:30 minutes) • Understanding Cardiovascular Disease: Visual Explanation for Students (8:58 minutes) • JACC Global Burden of CVD Africa Preview (1:52 minutes) • Economic Burden of Cardiovascular Disease (4:22 minutes)			
16 Last day of regularly scheduled classes: Wed., Dec. 10, 2025	Dec. 8, 2025	CANCER • Biology • Epidemiology • Prevention • Screening • Leading cancers globally	READ: Textbook: • Jacobsen Textbook Chapter 14 Articles: • Cancer Incidence, Mortality, Years of Life Lost, Years Lived with Disability, and Disability-Adjusted Life Years for 29 Cancer Groups From 2010 to 2019 A Systematic Analysis for the Global Burden of Disease Study 2019 Website exploration: • Cancer • Global Cancer - Facts & Figures 5th Edition WATCH: • Global Cancer: Burden and Priority Health Issue (2:32 minutes) • WHO predicts global cancer rates will rise more than 75% by 2050 (1:38 minutes) • What Cancer Screening Tests Do I Need (Top 5 Cancer Tests) (9:01 minutes) • National Geographic - Cancer 101 (2:40 minutes)	Week 16 Quiz	Dec. 12	
				Week 16 “Public Health in a Day”: Reflective Write-Up and Photo	Dec. 12	
17	FINAL EXAMINATIONS WEEK (NO FINAL EXAMS) Friday, December 12, 2025 - Thursday, December 18, 2025					

Alignment of Competencies with Assessments

CPH GPH Core Competencies	Quizzes & Reflection Essays	Case Studies	Research Paper	PH and the Arts	PH in the News
1. Summarize the historic milestones in public health.	X	X	X	X	X
2. Compare and contrast types of major domestic and international public health issues.	X	X	X	X	X
3. Discuss various approaches/strategies for identification, response and intervention to address and attempt to resolve common public health issues.	X	X	X	X	X
4. Identify genetic, social, political, cultural, behavioral, socioeconomic, demographic and ethical factors and relations to domestic and international public health issues.	X	X	X		X
5. Apply the fundamental principles of the 5 core disciplines of public health (biostatistics, environmental health, epidemiology, health administration, and health behavior/promotion) to domestic and international health issues	X	X	X	X	X
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.	X	X	X	X	X
7. Locate, use, evaluate and synthesize public health information.		X	X	X	X
Public Health Sociology Specialization Competencies					
1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world. Identify how these theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives	X	X	X	X	X
3. Illustrate how sociological perspectives of stratification - particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches	X	X	X	X	X
4. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place	X	X	X	X	X
Environmental Public Health Specialization Competencies					
1. Apply principles of math, chemistry, biology to applied science of environmental public health.	X	X	X		X
2. Use the Environmental Science Health model to explain environmentally related exposures and human diseases.	X	X	X	X	X