

PUBHLTH 2010H – Critical Issues in Global Public Health - Honors Section

3 credits – Fall 2025

Tuesday 4:10-5:30PM, Cunz Hall 330, and additional asynchronous content

Course Instructor

Name and Degree: Sarah E. Anderson, Ph.D, Nutritional Epidemiology, Tufts University, 2006

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Instructor's Office Hours

In-person: Wednesdays 11am-noon (Cunz 336), as well as before and after class on Tuesdays

Or by appointment (contact me by e-mail to arrange)

Faculty Feedback & Response Time:

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

- **Grading:** You can generally expect feedback within 7-10 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days and within 48 hours on weekends.

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. This is the Honors section of the course which includes a weekly in-person class discussion session.

Prerequisites

None

Course Learning Objectives

- CLO1: Describe key public health concepts related to global health including: the demographic and epidemiological transitions, measures of health status, and the burden of disease.
- CLO2: Discuss how social and cultural factors can affect a society's vulnerability to morbidity and mortality and its approaches to prevention and control.
- CLO3: Discuss the determinants of health and risk factors for important global health conditions.
- CLO4: Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues.

Competencies:

BSPH Foundational competencies:

1. Summarize the historic milestones in public health.
2. Compare and contrast examples of major domestic and international public health issues.
3. Discuss approaches and strategies to identify, respond to and intervene with attempt to resolve common public health issues.

4. Identify 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, and health behavior/promotion — to domestic and international population 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:

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.
4. Illustrate how sociological perspectives of stratification - particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches
5. 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.

Environmental Public Health:

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

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 module on PH and the Arts, and 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 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, PH in a Day activities, and 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. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

- 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, 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, socio-economic, historical, cultural, and policy. Through reflections related to course modules students will identify factors that promote health and wellbeing in communities.

Text/Readings:

Textbook: Jacobsen, K. H. (2024). *Introduction to Global Health* (4th ed.). Publisher: Jones & Bartlett Learning; ISBN-10 1284234932; ISBN-13 978-1284234930.

eBook available in the library catalog: <https://library.ohio-state.edu/record=b10936770~S7>

OSU has access to 3 copies of this eBook. Textbook chapters are also available as PDFs in each Carmen Module.

Novel: Students will read, discuss, and write a reflection about the novel, *What Looks Like Crazy on an Ordinary Day* by Pearl Cleage. Originally published in 1997, the paperback was reprinted in 2008 by Morrow Publishers. The paperback is 244 pages and can be purchased for \$15 on Amazon or at the campus bookstore.

What Looks like Crazy on an Ordinary Day 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.

Other Readings: Other readings will come from the 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 are able to connect to Carmen at all times, 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 cell, data, or Wi-Fi service

If none of these options meet your needs, 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: How this course works

- **Mode of delivery:** This course is the Honors section of 2010: Critical Issues in Global Public Health. The course includes asynchronous content and a required weekly in-person discussion session on Tuesdays from 4:10PM to 5:30PM in Cunz Hall 330.

- **Pace of activities:** The course is organized into weekly modules. In general (with some exceptions due to holidays which will be announced), modules will open on Wednesdays and assignments will be due at 4pm on Tuesdays (before class). There will be a grace period for due dates for weekly module assignments (e.g., quizzes, reflections) until Fridays at midnight. Each module will include readings from the textbook and other provided readings, videos (including recorded faculty lectures), a quiz, and assignments. You should come to class on Tuesdays having completed the module content and be prepared to discuss the content and assignments.
- **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., textbook reading, viewing recorded lectures) in addition to 6 hours of homework/active learning activities (e.g., preparing for class discussions, written reflections, quizzes, reports and other assignments) to receive a grade of (C) average. The course includes asynchronous online content. Other than the required weekly Tuesday in-person session, there are no specific times you are required to log in. The asynchronous design allows for more flexibility, but it also puts more responsibility on you to effectively manage your time and learning.
- **Attendance and participation requirements:** You are expected to attend all scheduled class sessions. Weekly in-person class sessions are a key component of this course. We share responsibility for creating a dynamic classroom environment in which we can learn from one another. However, if you know in advance that you will be missing class, please let me know. If you miss class, it is your responsibility to arrange with a classmate to be filled in on what was discussed. It is expected that you will be on time and prepared for class. If a situation beyond your control causes you to be late for class or to miss class, please send me an e-mail so that I understand why. I will provide a sign-in sheet at each session to track attendance. Everyone is allowed to miss one class session. If you have a second absence, you should contact me within 1 week of the absence to discuss. *Students who have repeated absences without having made arrangements with me will have their final course grade reduced.*

Course Technology

Technology skills needed for this course

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

Required equipment

- **Computer:** current Mac (Mac OSX) 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 optional live office hours and/or review sessions)

- **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 at 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

Quizzes: 20%

Each module has a short online multiple-choice quiz (taken via Carmen) to help reinforce understanding of the covered concepts. The quiz covers materials introduced in the recorded lectures, videos, and readings. The time limit for each quiz is 30 minutes. Students have 2 attempts on each quiz; the highest score of the attempts will be kept. Carmen will tell you whether you got a question incorrect but will not tell you the correct response. You cannot stop a quiz, logout/login and resume at a later time. Quizzes must be completed on your own without any assistance from others, but books and notes are permitted. You may not speak with anyone about quiz questions. In calculating the final grade for the course, the lowest quiz score will be dropped.

Public Health in a Day Photo Essay: 5%

This assignment will be completed twice, once at the beginning and once at the end of the semester. Students will observe and document public health-related aspects in their communities. Students will capture their observations through photography and submit a photo essay and write-up reflecting on the public health implications depicted in their photos. Details will be provided on Carmen.

Reflection essays: 20%

Students will write three short reflective essays on designated topics related to global public health issues. These essays will encourage critical thinking and personal insight into various global public health issues discussed in class. Details will be provided on Carmen.

Research Paper: Global to Local Analysis of a Public Health Issue: 25%

This major assignment requires students to conduct in-depth research on a specific public health issue of global significance. They will analyze how this issue manifests at both global and local levels, examining factors such as socio-economic determinants, cultural contexts, policy implications, and potential interventions. The research paper should demonstrate scholarly rigor, synthesis of diverse sources, and original analysis. Students will work individually to select a global public health topic from the list provided by the instructor. Each student will research how the issue is addressed in a region of the United States and in a low-to-middle-income country. The deliverable will be a paper that describes the problem in the selected country and in the United States and the ways in which agencies are addressing the problem. Students will write the papers individually. This assignment is broken into 4 parts and all parts count towards the final grade. Specific details will be provided on Carmen.

Disease Prevention Case Study: 15%

This is a group project, and groups will be assigned by the instructor. Students will analyze data from the Global Burden of Disease project and document disease prevention strategies in their community. The assignment will be broken into parts and involve an in-class presentation and a final report. Specific details will be provided on Carmen.

Public Health and the Arts: 10%

Students will explore how public health is reflected in various art forms, including paintings, sculpture, literature, visual arts, and film. Students will read the novel, *What Looks like Crazy on an Ordinary Day*, and participate in a book discussion and reflection. They will also select a film to view and reflect on and will identify and analyze visual art that addresses public health themes. Specific details and due dates are

provided on Carmen. This activity encourages students to appreciate the multifaceted nature of public health and its representation in artistic expression.

Public Health in the News: 5%

Students will participate in 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. Specific details will be provided on Carmen.

Assignment Submission Guidelines

Please review the following policies regarding assignment submissions:

- **Due Dates:** Assignments are typically due on **Tuesdays by 4 PM**. See Carmen for specific due dates.
- **Grace Periods:** Some assignments include a grace period extending to **Friday at 11:59 PM**. Please refer to individual assignment instructions for details.
- **Late Submissions:** Assignments submitted **after the grace period** will not be accepted and will receive a score of zero. 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** after the assignment has been returned.

Grading: Please see 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	94 to 100	Outstanding work that reflects mastery of the material and the ability to apply it
A-	90 to <94	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	

A student will be given a grade of “Incomplete” only if he/she has completed most of the class work, and is unable to complete the work for a serious reason beyond his or her control. Students are responsible for educating themselves about the registrar’s deadlines for withdrawal from the course. Assistance can be obtained from the College of Public Health, Office of Academic Programs and Student Services.

Class Policies

Attendance at scheduled class sessions: You are **expected to attend all scheduled Tuesday class sessions**. However, if you know in advance that you will be missing class, please let me know. Each student is allowed to miss one class session without penalty. If you miss class, it is your responsibility to arrange with a

classmate to be filled in on what was discussed. It is expected that you will be on time and prepared for class. If a situation beyond your control causes you to be late for class or to miss class, please send me an e-mail so that I understand why. Students who miss more than one session during the semester may have their final grade in the course reduced.

Technology use during class sessions: You should be thoughtful about your use of electronic devices during class. Devices should be silenced. Electronic devices should only be used during class to support learning. It is not permitted to record (video or audio) during class without permission. I will do my best to provide a classroom environment that is conducive to learning. I encourage you to speak with me if there is any aspect of the course or classroom environment that is counter-productive to your learning.

Written assignments: Your written assignments should be your own original work. Cite any sources you use.

Due dates: Weekly assignments (e.g., quizzes, reflections) are due before class on Tuesdays (4pm). However, there is a grace period and you can submit your written assignments and quizzes until 5pm on Fridays without penalty. After the grace period, assignments will not be accepted, and you will receive a score of zero. If you anticipate a problem with meeting a due date, please speak with me as soon as possible. Note that some assignments have hard due dates without a grace period to accommodate peer review and group work. Please see Carmen for all due dates. I will do my best to communicate clearly about assignment requirements and due dates. If you have questions, please ask.

Group projects: This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Engagement: I will hold regular office hours in Cunz Hall (room 336) and be available before and after class. You do not need an appointment or a reason to come to office hours. If you would like to meet with me outside of office hours, please send me an e-mail and suggest times that you are available. I prefer to meet in person but can accommodate requests to meet on Zoom if needed.

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 are to develop critical thinking, writing, and communication skills around global public health topics, the use of generative artificial intelligence (GenAI) tools such as Copilot and ChatGPT are 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, or temporary medical conditions), please let me know immediately so that we can

privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them 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 strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events 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 suffering from any of the aforementioned conditions, 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 Younkin 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 also available 24/7 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 shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to 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 a 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 a 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 citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters. In this course we will adhere to the 4Cs of civil discourse: **Be Curious, Be Charitable, Be Conscientious, and Be Constructive**. To acquaint yourself with this framework, please visit Ohio State’s Center for Ethics and Human Values website: go.osu.edu/4Cs.

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 professor. 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 bases 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,

Or 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; and 4. Faculty member.

Course Outline

Week	Date of class session	Module	Topics	Textbook Chapters
1	August 26		Introduction to Course	
2	September 2	Module 1	Global Health Transitions	1
3	September 9	Module 2	Health and Human Rights	5
4	September 16	Module 3	Global Public Health Priorities	2
5	September 23	Module 4	Socioeconomic Determinants of Health	3
6	September 30	Module 5	Reproductive Health	11
7	October 7	Module 6	Infectious Diseases, Part 1	8
8	October 14	Module 7	Infectious Diseases, Parts 2 and 3	9-10
Fall Break – October 16-17				
9	October 21*	Module 8	Injury Prevention	17
10	October 28	Module 9	Nutrition	12
11	November 4	Module 10	Cardiovascular Diseases	13
12	November 11**	Module 11	Cancer	14
13	November 18	Module 12	Noncommunicable Diseases	15
Thanksgiving Break – November 26-28				
14	November 25	Module 13	Mental Health Promotion	16
15	December 2	Module 14	Public Health and the Arts	
16	December 9	Module 15	Environmental Determinants of Health and Aging	4, 19

Schedule is approximate and may be adjusted. See Carmen for specific due dates and assignments. Except for modules 8 and 14, which have adjusted dates to account for breaks, modules open on Wednesdays and module assignments are due at 4pm on Tuesdays. Modules 8 and 14 will open on Mondays and have due dates on Fridays.

*Class on October 21 will be to attend the Dean's Thought Leader Lecture at the Fawcett Center – details will be provided on Carmen.

**November 11 is a holiday. Class will not be held but asynchronous course work is scheduled.

Alignment of Competencies with Assessments

CPH GPH Core Competencies	Quizzes & Reflection Essays	Case Studies	Research Paper	Public Health 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