SEMESTER: Fall 2015

Course Number: ALHS 4335
Course Title: GLOBAL HEALTH
Credits: 3 Hours
Prerequisites: None
In- Class Session: Mondays 2.30pm – 3.50pm
Class location: HPC 3010

INSTRUCTOR INFORMATION
Name and Title: Fletcher Njororai, Ph.D., MCHES
Assistant Professor
Office Location: HPC Suite # 3105
Phone Number: (903) 566-7058
Email Address: fnjororai@uttyler.edu
Emergency Number (Office): (903) 566-7031 (Sarah Cowan, Admn. Assistant)
Office Hours: Mondays 10am – 11am; 4pm – 5pm.
   Any other time: By appointment only. Email or call to fix an appointment

Required Texts
Jones & Bartlett Learning, LLC (Publisher).

Additional /Recommended Resources*

*Additional may will be posted in selected modules on blackboard (BB).

COURSE DESCRIPTION: This course introduces the student to global health concepts and to the network of organizations and agencies working to promote health and prevent disease globally. Emphasis for this course is on the global burden of disease and the determinants of health in diverse populations, cultural settings, and different regions of the world. Students will explore the many facets of the global health care delivery system, including the ways in which economics, political processes, and global changes in society impact health outcomes and the delivery of health services to individuals and populations. The course will provide the student
ALHS 4335: Global Health

with a broad introduction to programs, systems and policies affecting global health with a focus on major health and health-related challenges of developing, resource-constrained and emerging nations and ways of finding solutions to address these challenges by individual countries, consortiums and global health partners.

COURSE GOAL:
1. To help students develop a greater understanding of health related diversity among human populations and how context is key to health around the world.

2). Introduce students to the concept of globalization of health in a global village and how what happens to other people’s health in different parts of the world affects everyone’s health globally as well as locally.

3. To provide students with basic skills and knowledge that will help them to work effectively at home or abroad in health related agencies, organizations or private enterprises that provide health services to individuals and groups from diverse cultural backgrounds.

Course Objectives:
By the end of the course, the student will:
- Explain health and development within a global health context.
- Describe global demographic and health determinants.
- Identify global health challenges and issues.
- Identify and discuss the many social and ethical dilemmas involved in in delivering health services to people in low and middle resource settings.
- Discuss the major communicable and non-communicable disease burdens impacting global health and explain how these burdens are measured.
- Describe the missions and activities of the major organizations and agencies currently engaged in health related work on a global level.

Course Format:
This class is presented in a hybrid format i.e. partly online and partly in class. The course schedule is provided online in Blackboard. We will use a variety of methods in this course towards attainment of the stated course objectives. The methods will include lectures, given reading assignments; in-class learning exercises e.g. group discussions, individual/group assignments and presentations, guest speakers, DVDs, and quizzes and exams. While every effort will be made to make teaching and learning possible, your drive and participation play a crucial role on your course satisfaction as well as final course outcome. Students should read specific text chapters, and other assigned class materials/documents before the scheduled class session that covers the material. As you read, generate points of discussion, comparison with
current events/personal experiences or other observations, and also establishing your position on the issue. Every student should have their own text and required materials/documents for the course. Students will be called upon during each class session to provide insights into particular issue(s). Students are encouraged to read widely related materials above and beyond the class materials indicated in this course. Make your own notes. Should you miss any class, it is your responsibility to cover/access all materials, work and assignments for that date. Your grade reflects your learning readiness, class participation and personal initiative within the course.

Submission of Assignments
Deadlines for submission and presentation of the assignments will be provided in the final course schedule. Late submission of assignments/projects after the due date to the 3rd day without contacting the instructor in advance with a valid reason will be penalized 50% of the total mark for that assignment. However the instructor may not accept a given reason if deemed unjustifiable. No assignments will be accepted after the 4th day from the due date. Please do not email your assignments to me. Assignments have been scheduled in advance to facilitate your having them submitted on time.

Teaching & Learning Philosophy: Different people learn differently or better through a variety of methods by which information is presented, acquired, synthesized and/or utilized. No single class may provide all the possibilities of individualized learning but the instructor in this course embraces a well-rounded approach which includes a variety of strategies: readings, writing, observational activities, discussions, questions and answers, and presentations/participatory approaches. It is your responsibility to strive and gain the most from each of these strategies because each serves a different purpose in the learning process. You will realize that many questions raised during a class session do not have a single right or wrong answer hence everyone in the class (including the course instructor) is fallible and may not always have the “perfect” answer. This is not a reflection of their lack of study or expertise but of the complexity of many perspectives about health and behavior as well as a wide spectrum of different experiences and varying forms and degrees of their expressions. The world is complex therefore if a topic, idea, or answer seems incorrect or implausible according to your perspective; you are encouraged to bring these issues up for discussion in a respectful manner.
## Grading*

<table>
<thead>
<tr>
<th>Continuous Assessments – 40%</th>
<th>Grade</th>
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<tbody>
<tr>
<td>• Chapter Quizzes</td>
<td>90 - 100 % - A</td>
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<tr>
<td>• DB responses</td>
<td>80 - 89 % - B</td>
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<tr>
<td>• Class activities</td>
<td>70 - 79 % - C</td>
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<tr>
<td>• Reflection Journal</td>
<td>61 – 69 % - D</td>
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<tr>
<td>Exams – 50%</td>
<td>&lt; 60 % - F</td>
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<td>• Exam I</td>
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<td>• Exam II</td>
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<td>Class Attendance &amp; Participation -10%</td>
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<td>• Active engagement in discussions</td>
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<td>• Group activities</td>
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<td>• Class Presentations</td>
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* Grade D and any grade below it are not acceptable in some majors; pls check with Ms Kimberlie Carrell academic advisor in H&K and/or with your discipline.

## Netiquette

The following guidelines should be followed each time you interact in the course to insure your interactions are respectful and professional:

1. In all your interactions, remember that there is a person behind the written post, who has feelings and can be hurt by what and how you interact with him or her.
2. It is easier to say something online when you do not have to look the person in the eye, so never post anything that you would not say to the person face-to-face.
3. Adhere to the same standards of behavior online that you follow in real life, which includes acting ethically and following rules and regulations. If you would not steal in real life, then you should not steal online by taking other people’s ideas and using them as your own.
4. Respect other people’s time and bandwidth:
   a. Take time to understand the requirements of the discussion.
   b. Do not waste people’s time by asking questions that are not relevant to the discussion or questions whose answers can be readily be found in the course with a little effort.
c. Refrain from disagreements that lead to personal attacks.

5. Make yourself look good online:
   a. Take time to check your spelling and grammar.
   b. Prepare for discussions prior to engaging in them.
   c. Refrain from inappropriate language and remarks.

6. Share your knowledge by offering help to learners who have questions.

7. Help keep flame wars under control by not posting flames and not responding to flames – keep discussions professional.

8. Forgive other learners’ mistakes and be patient and compassionate of all learners in the course.

9. Remember that culture influences communication style and practices. Stay open and ask questions – avoid assumptions.

10. We all come with personalities. Remember there is a person behind the words. Ask for clarification before making judgment.

11. Expect my response to your emails within 48 hours excluding weekends.

12. Use the course name and number within the subject line when you send an email.

13. Use of upper case in the entire text is considered shouting or rude. Avoid using this unless it is necessary.

14. If you are working collaboratively – agree on ground rules for text communication (formal or informal; seek clarification whenever needed, etc)

15. Always quote if you are responding to a specific point made by someone else.

16. Ask the author of an email before forwarding it.

17. Be Concise - Don't ramble on endlessly. Make your point clearly and concisely and move on. Your readers don't have unlimited time and neither do you.

18. Be Professional - Remember: every interaction is an impression. Your classmates may one day be your colleagues; your instructors may one day be your references for internships, jobs, graduate and post-graduate study, etc. Make every interaction work for you!
UNIVERSITY POLICIES

Handbook of Operating Procedures -- The University of Texas at Tyler

ACADEMIC DISHONESTY POLICY
At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion:

"Cheating" includes:
1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of an examination or work assignment that has not yet been administered.

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit. "Collusion" includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

GRADE APPEAL PROCEDURE
A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade.

If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form that may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor's rationale for the grade given and the student's basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is omitted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level with all documentation. If the appeal is to be considered by the vice president for academic affairs, then a copy of the Grade Appeal Form
shall be forwarded by the academic dean of the student. The Office of the President is the final step in the appeal process at The University of Texas at Tyler.

**FOOD AND DRINK IN CLASSROOMS**
Consumption of food and drink in university classrooms is prohibited.

**INDOOR SMOKE-FREE CAMPUS**
The University of Texas at Tyler is an indoor tobacco-free campus. No smoking will be permitted in any building, office, hallway, classroom, laboratory, restroom, lounge, or any other indoor location.

**Netiquette Guide & Emails:**
“Netiquette” is network etiquette, the do’s and don’ts of online communication. Netiquette covers both common courtesy online and informal “rules of the road” of cyberspace. Review and familiarize yourself with the guidelines provided.

When emailing me about any course related information or cases/issues please include the course name and code as well as brief indication for the reason for email in the subject line. I will respond to your emails **within 48 hours (excluding weekends)**. This means if you email me on a Friday, expect a response by Monday or Tuesday. Please indicate the course number and name in the subject line of the emails. Pace your work well and when arises to email me, make sure you have enough time to cover the 48-hour expected response duration to avoid ‘creating’ emergencies. Emergencies you create on your side will not constitute emergencies on my side and therefore you will not be excused for not meeting a due date just because you did not receive a response from me to your email/inquiry related to a pending assignment due. However, **valid** emergencies will be accorded due attention.

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

**CLASS ATTENDANCE**
Responsibility for class attendance rests with the student. When a student has a legitimate reason for being absent, the instructor has the option of permitting make-up work. The university reserves the right to consider individual cases of nonattendance. In general, students are graded on the basis of intellectual effort and performance. In many cases, class participation is a significant measure of performance, and nonattendance can adversely affect a student's grade. When, in the judgment of the instructor, a student has been absent to such a
degree as to jeopardize success in the course, the instructor informs the Office of Student Records that the student is to be dropped from the course.

**APPROVED STUDENT ABSENCES**
On those occasions when it may be necessary for students to miss a regularly scheduled class in order to participate in an official university event or activity, faculty sponsors and program directors are requested to observe the following procedures:
1. Faculty sponsors or program directors should draft a memorandum to the vice president for academic affairs. This memorandum should include information concerning the nature of the event, the date(s) on which students would be absent from class, and the names of the students involved.
2. Copies of the memorandum addressed to the vice president should be given to each of the students listed on the memorandum.
3. Students should be directed to communicate with their instructor(s) prior to the date of the planned absence.

It is expected that students will not abuse the privilege of being absent from class for authorized university activities, and that make-up assignments will be made at the discretion and convenience of the instructor.

**GRADE REPLACEMENT**
If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler (2006-2008 Catalog, P. 35).

*State-Mandated Course Drop Policy*
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance.

Please contact the Registrar's Office if you have any questions.

**DISABILITY STATEMENT**
If you have a disability, including a learning disability, for which you request disability support services/accommodations(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodations(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. Visit University Center, Room 282 or call 903-566-7079 for more information.