"Beyond This Place There Be Dragons"

"There be Dragons" was a phrase frequently used in the 1700s and earlier by cartographers (map makers) on faraway, uncharted corners of the map. It was meant to warn people away from dangerous areas where sea monsters were believed to exist. It’s now used metaphorically to warn people away from unexplored areas or untried actions.

We will not fear dragons!!

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“The important thing is not to stop questioning”.

Albert Einstein

“The important thing is not to stop questioning.” AE

EARTHRISE from the moon (NASA) 1968

CURIOSITY EXPLORING MARS AUGUST 2012

Required Text:
Course Catalogue Description:

Course Time and Dates: On line

Course Goals:

1. To help students develop a greater understanding of health related diversity among human populations.

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

Course Objectives: Upon successful completion of this course students will be able to:

1. Define the terms global and international health and explain the phenomenon of globalization and its actual and potential impact on the health of human populations.

2. Discuss the history, mission, current activities, and collaborative efforts of major international/global health organizations, including the World Health Organization (WHO); the Pan American Health Organization (PAHO), United States Agency for International Aid (USAID), Centers for Disease Control and Prevention (CDC), private foundations (such as the Rockefeller Foundation, Bill and Melinda Gates Foundation), non-governmental organizations (NGOs-- such as CARE, Doctors without Borders), faith-based missions, and university based programs.

3. Identify some major historical, religious, political, social, economic, and cultural factors in selected countries or regions, and explain how these factors affect the health of the relevant populations.

4. Compare and contrast the major elements of the health care systems of selected countries or regions, with those of the U.S. system.

5. From the perspective of both health care providers and consumers, identify and discuss the major health concerns that exist in selected countries or regions.

6. Discuss the incidence and prevalence of the major communicable and chronic diseases (morbidity), and the leading causes of death (mortality) and disability in selected countries or regions, AND the efforts directed towards control and prevention of these diseases.
7. Discuss the major environmental issues and concerns that exist in selected countries or regions, and explain how they impact the health of the relevant populations.

8. Discuss major population-growth issues (including reproductive health, mortality, and migration) in selected countries or regions, and explain how these impact the health of the relevant populations.

9. Describe the educational systems that exist in selected countries or regions and explain how these impact the health of the relevant populations. In particular, describe efforts towards health literacy, education of girls and women, and methods used to communicate health messages (health communication).

10. Describe ways in which allopathic and alternative medicine are utilized in selected countries or regions.

11. Discuss the major ethical issues that are involved in global health-related interventions. In particular, analyze global health disparities, through a social justice and human rights lens.

12. Access relevant, country/region specific information a variety of sources.

*Evaluation Criteria*

* may be revised depending on the make-up of the class and the individual interests and goals of the students.

- There will be occasional announced and unannounced quizzes. Questions will be drawn from material assigned from the beginning of the course, but for each quiz there will be an emphasis on work assigned during the previous week. The quizzes will be primarily objective in format but there will be at least one question requiring a written response. Your quiz responses will help me to assess your understanding of the reading assignments and to judge the amount of time we should be spending on the various topics and concepts.

- Responses (essay Format) to supplemental readings, films, videos, narratives may be required from time to time. Due dates will be announced at least 1 week in advance. Written submissions should be well organized, have minimal spelling or grammatical errors, and information should be supported with scholarly references, in APA format.

- Responses must be submitted by the due date unless there are compelling reasons for being unable to do so. These reasons should be discussed with the instructor well before the due date unless there is an unexpected and dire emergency.

- Students will be required to lead a seminar addressing a selected chapter in your text, and to present (teaching format) one selected global health topic. Quizzes and response papers (composite score) will account for 20% of your final course grade.
Final Grade Distribution

Seminar/teaching presentations 30%
Quizzes and response essays 15%
In class participation 15%
Final exam will constitute 40% of your course grade and will be comprehensive.

A. 90-100 % exceptional!
B. 80-89% very good
C. 70-80 % good
D. poor (must be repeated if a required course for your major 2014 catalogue)