

**ALHS 5335 001 and 060  
SYLLABUS  
FALL2021**

**THE UNIVERSITY OF TEXAS AT TYLER  
DEPARTMENT OF HEALTH AND KINESIOLOGY**

**Global Health**

*\*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.*

**Instructor Name and Title:** Cheryl Cooper, PhD, MSN RN

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## EARTHRISE FROM THE MOON (NASA) 1968



### **Required Text:**

Birn Pillay & Holtz  
Text Book of Global Health  
Fourth Edition 2017  
Oxford University Press  
ISBN 9780199 3932285

**Time and Place** Wednesday 5-7 PM and Virtual HPC Room 3055

### **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.

### **STUDENT LEARNING 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/agencies,

3. Identify the 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 they impact the health of the relevant populations.
9. Describe the educational systems that exist in selected countries or regions and explain how they 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.

### **Evaluation Methods**

- Participation in class and on – line : Weight 10% of course grade .
- Major Assignments: 60% of course grade (Guide will be provided and listing of topics)
  - Chapter Presentation: You will lead a seminar type discussion on one of the chapters (8-14). I will assign each student one of these chapters after

we discuss together the options. Presented in class or Studio – limited to 15 minutes

- GH Topics/Issues to Teach (Global Health Brief) - you will present to the class one or two global health concepts or topics that interest you – limited to 15 minutes on I will provide a list of possible topics.
  - Disease Focus: Select from the options given in Major Assignments Listing, a disease or health condition that has (or has had in the past) a global significance.
  - Marginal Group Paper: A paper addressing a cultural group who live a marginal existence and have specific health issues related to this marginal life. This will be further explained during the first week of the course.
  - Final comprehensive take-home exam during the final week of the course (**30%** of course grade)
  - Written Responses to supplemental readings and videos will 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. (Will be counted as a Quiz grade)
  - ALL papers /projects 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.
- A. 90-100 % exceptional!  
B. 80- 89% very good  
C. 70-79 %

## UTT POLICIES

### Americans with Disabilities Act (ADA):

The ADA is a federal anti-discrimination law that provides comprehensive civil rights protection to individuals with disabilities. Among other things, this statute requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability, including a learning disability, for which you request disability support services/accommodation(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/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 282. The

telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

**Academic Dishonesty:** At the University of Texas at Tyler, students and faculty are responsible for maintaining an environment that encourages academic integrity. Student and faculty members are required to report an observed or 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 the student maintains 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 seeding 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 unadministered examination or work assignment. "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.

### Grading 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, which 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 grade 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, 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.

**Grade Replacement** If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an 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. (2006-08 Catalog, p. 35)