

University of Florida
College of Public Health & Health Professions Syllabus
PHC 3440: Global Public Health (3 credits)
Spring 2025
Delivery Format: On-Campus Blended
Course website: E-Learning via Canvas

Instructor: Erta Cenko, PhD, MSPH
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Office Hours: Tuesdays, 10:30 am-11:30 pm; other times by appt. In-person or via Zoom.
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Preferred Course Communications: Canvas messaging is the preferred mode of communication. If you need to email me instead, please use the e-mail listed above and **include PHC 3440 in the subject line**. Expect responses within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm Friday will be answered on the following Monday.

Prerequisites: PHC 4101 and minimum of Junior standing

PURPOSE AND OUTCOME

Course Overview

Many factors contribute to health globally. Global health threats include maternal mortality, child undernutrition, HIV/AIDS, malaria, TB, zoonotic diseases, diarrhea, pneumonia, mental health, gender, and chronic disease. These health threats are closely related to evolving social processes and phenomena, including urbanization, migration, conflict, economic disparities, climate change, and gender dynamics. In turn, these health threats can severely influence economic, social, and political development. Low-income countries bear a disproportionate burden of disease globally and the gap is growing. While understanding problems and their determinants is an important first, 'global public health' focuses on developing effective and appropriate solutions at the global, regional, and local levels.

The course examines these health threats, health production, and their relationship with social processes from an interdisciplinary perspective. The course also examines how social and technical innovations provide new opportunities to address these challenges.

Course Objectives:

This course is designed to enable students to achieve a set of content, critical thinking, and communications objectives.

Content

1. Describe the key global health issues and their causes or etiology
2. Use literature and evidence to identify risk factors for key health threats
3. Describe how social, economic, cultural, environmental, and institutional factors can influence key global health threats
4. Use data evidence to identify key health threats and describe patterns of morbidity and mortality in a particular country or context
5. Identify key actors in global health at the national, regional, and international level

Critical thinking

1. Use evidence to assess priority illnesses and threats in different contexts
2. Identify and compare appropriate interventions or solutions for specific health threats in different contexts
3. Describe how ethical considerations affect the design of global health interventions and solutions
4. Analyze the factors that contribute to the success or failure of global health partnerships

Communication

1. Understand and identify cultural factors that influence the perception of health threats
2. Assess, critique, and design behavior change communications for a specific context
3. Develop a targeted policy and advocacy communication to address a global health threat

In addition, the course is designed to contribute to professional competencies essential for the effective and ethical practice of global public health. The Association of Schools and Programs of Public Health (ASPPH) has developed a set of Global Health Competencies identified by the available at (<https://www.aspph.org/teach-research/models/masters-global-health/>). The main competency domains are:

1. *Analyze* the roles, relationships, and resources of the entities influencing global health
2. *Apply* ethical approaches in global health research and practice
3. *Apply* monitoring and evaluation techniques to global health programs, policies, and outcomes
4. *Propose* sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area
5. *Design* sustainable workforce development strategies for resource-limited settings
6. *Display* critical self-reflection, cultural humility, and ongoing learning in global health

Instructional Methods

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professionals.

The class will meet once weekly with the lecture posted online. The lectures and readings will introduce and review key concepts and knowledge, including etiology, risk factors, and control for specific health issues. Strategies and efforts at the local, national, and global levels and discussions of the effect of social, economic and environmental factors on disease distribution will be discussed through group activities.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments and lectures. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Week	Topics	Reading / Materials	Class Activity	Assignments
Week 1	Getting Started: Course Introduction	Review the syllabus and course materials	Orientation	Choose book for Book Club Discussion Reflection
Week 2	Introduction to Global Public Health: Sustainable Development Goals	Chapters 1 and 7	SDG activity Dollar Street	Week 2 Quiz Reflection
Week 3	Global Burden of Disease, Communicable Diseases	Chapters 2 and 6	Global Burden of Disease- VIZ Book Club Discussion	Week 3 Quiz Reflection
Week 4	HIV, TB, Vaccine-Preventable Diseases	Chapter 8	Infectious Disease Activity Book Club Discussion	Week 4 Quiz Reflection Assignment 1 due
Week 5	Malaria, NTDs, Emerging Diseases	Chapter 10	Class Activity Book Club Discussion	Week 5 Quiz Reflection
Week 6	WASH & Diarrhea	Chapter 9	Water Activity Book Club Discussion	Week 6 Quiz Reflection
Week 7	Non-communicable Diseases, Changing disease patterns	Chapter 13, 15	Class Activity Book Club Premiere	Week 7 Quiz Reflection
Week 8	Culture & Health	Chapter 3	Harn Museum Activity	Week 8 Quiz Reflection Assignment 2 due
Week 9	One Health	Chapter 4	One Health Simulation	Week 9 quiz Reflection
Week 10	Spring Break			
Week 11	Nutrition & Gender Food borne illness	Chapter 12	outbreak activity GHCC 1	Week 11 Quiz Reflection
Week 12	Reproductive and Maternal Health	Chapter 11, 18	GHCC 2	Week 12 Quiz Reflection
Week 13	Global Health Ethics	Chapter 5	GHCC 3	Week 13 Quiz Reflection
Week 14	Climate Change and Environmental Health	Chapter 4	WHO health simulation	Week 14 Quiz Reflection Assignment 3 due
Week 15	Presentations		Present on countries Final reflections	

Course Materials and Technology

Required Textbook:

Jacobsen, Kathryn. (2018). *Introduction to Global Health* (3rd or 4th edition.). Jones & Bartlett (available on UF All Access)

ISBN-13: 9781284123890 or ISBN: 978-1284234930

Additional Required Readings: Posted within each module on the course website.

Lectures & Videos: Posted within each module on the course website.

Course Website: The course website is available at <http://elearning.ufl.edu> . The weekly schedule, all modules, and all course materials (including links for quizzes) are available through this website. Grades will be posted on this website. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

Announcements: Class announcements will be sent via the announcements tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you are notified via email.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Additional Academic Resources

- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

ACADEMIC REQUIREMENTS AND GRADING

Course Components: (Note: Detailed instructions will be provided on eLearning as due dates get closer). Students' progress toward achieving the course learning objectives will be assessed through six major types of assignments.

1. Weekly quizzes (12 quizzes).

Purpose and relationship to course goals: The quizzes are an opportunity for students to demonstrate course content and knowledge, apply their knowledge to new situations, and reflect on the key themes through a variety of question styles and types.

These are short online assessments designed to test whether you have the basic knowledge, definitions,

and concepts related to the week's focal global health issue. In addition, these quizzes are intended to help reinforce the lecture and reading material in each module and help you judge your understanding of the course content before applying that content in class. Quizzes will be completed online through Canvas and will focus on the pre-module content, lecture recordings, and readings found in Canvas. Quiz question formats will be multiple choice, select multiple answers, fill-in, short answer, and similar. Quizzes must be completed before class. You will have a maximum of two attempts to complete the quiz and your final grade will be the highest grade of all attempts completed.

2. Weekly Reflection

Purpose and relationship to course goals: Reflection is an important part of learning and students are expected to actively and critically reflect on the content knowledge and applications of the weekly module.

These are short, two paragraph reflections on the in-class activities (student presentations, discussions, debates, speakers, etc.). Recommended reflection questions include: How might this content impact my future career or career path? What did I gain or learn in this module? What surprised me the most in this module? Did I notice any connections with other content in this course or other courses? How does this information influence my life, perspectives, or worldview?

A specific prompt for reflection may be provided for the week (announced in the synchronous session). Students are expected to attend the synchronous sessions and engage in the class. Of the 15 sessions, two of these will be dropped in case of missed sessions.

The weekly reflections are graded using the following rubric: Exceptional (10 points) - meets and exceeds expectations; Accomplished (9 points) - meets expectations; Emerging (8 points) - moves towards meeting expectations; Not met (0 points) - no work submitted, assigned prompt not addressed, if applicable. For more detailed expectations, refer to the grading rubrics provided in Canvas.

3. Labs

Purpose and relationship to course goals: The labs are an opportunity for students to engage in in-depth participation to practice, explore, and gain mastery of the material through the use of interdisciplinary tools and techniques.

During the in-class portion of the course, you will complete labs to reinforce and build on materials presented in the lectures. These labs are applied experiential approaches to learning. The purpose of the labs is to engage in in-depth participation to practice, explore, and gain mastery of the material through the use of disciplinary tools and techniques. Labs are graded for participation.

4. Individual Assignments (3 assignments).

Purpose and relationship to course goals: The assignments are designed to help students analyze situations, apply their knowledge, and practice communication-related to concepts in global public health.

These assignments focus primarily on developing and assessing critical thinking skills. Three assignments will be completed. Each assignment will require you to analyze the topic and use both generalized data from the literature and context-specific data on conditions in their country.

5. Global Health Book Club (small group assignment)

The purpose of this assignment is to identify, critique, and discuss the ideas/major points of your group's chosen book. You will be put into small groups and choose from a list of books related to global health (the book must come from the approved list).

- [The Last Girl: Story of Captivity, and My Fight Against the Islamic State](#)
- [What is the What](#)
- [The Displaced](#)
- [Mountain Beyond Mountains](#)
- [House on Fire: The fight to irradiate smallpox](#)
- [Half the Sky: Turning Oppression into Opportunity for Women Worldwide](#)
- [Spillover \(longer book on zoonotic spillover\)](#)
- [All We Can Save: Truth, Courage, and Solutions for the Climate Crisis](#)

Each week you will meet with your group in class to discuss your book. Each member of the group is expected to bring a question to discuss and participate in the discussion. Your group will submit weekly book club reflections. For the reflection, some of the things your group can reflect on include: how do you relate to the protagonist within your book, what key changes in perceptions of the world occurred (if any), and how your cultural background affects your understanding of this experience, among other areas of reflection and input.

For the final project, you will work in your assigned groups to present a short movie trailer about your chosen book. You will have a designated amount of time to work on your final project in class, but it is recommended to also allocate time outside of class. The final project will include a **3-minute movie trailer** of your chosen book. Creativity is encouraged! Be interactive, use props, create a video, etc. Have fun with this assignment but remember to get the information across as to how your book relates to Global Public Health and the concepts that we cover in class. All groups will be judged based on how the major points that were taken from the book apply to public health.

6. Global Health Case Competition

The purpose of this assignment is to identify, critique, and discuss the ideas/major themes of global health and apply this knowledge to identify an intervention to improve a global health issue.

Each group of students will choose a middle or low income country and a public health issue that effects that country. Over the course of three weeks, you and your group will identify factors that contribute to this issue. You will identify barriers, opportunities, and key stakeholders and provide an intervention strategy. As the final part of this assignment, each group will prepare a 5-minute presentation where you will summarize their country and public health issues, identify key barriers and opportunities, identify key stakeholders, and provide their intervention strategy. Details of what needs to be included in the presentation can be found in canvas, under the Global Health Case Competition Assignment. As part of this assignment, you will conduct a review of another group's presentation.

7. Professionalism

You are expected to attend class weekly and participate in interactive group-based learning and discussions in a collaborative, professional manner.

Grading

All grades will be posted on the course website. If a student notices a discrepancy in any grade as it appears online, they must contact the course instructors within **one week** of the posting date in order to have the problem addressed. Students may not wait until the end of the semester to contest a grade.

The student's final grade will be based on the number of points accumulated during the course.

Requirement	Due Date	Percentage		Grade Percentage		Grade
Weekly Quizzes	Ongoing (12 total)	10		93-100 percent =	4.00	A
Reflections	Ongoing (13 total)	15		90-92.99 percent =	3.67	A-
Assignments	Ongoing (3 assignments total)	20		83-86.99 percent =	3.00	B+
Global Health Book Club	Ongoing (4 posts and movie trailer)	20		87-89.99 percent =	3.33	B
Global Health Case Competition	Ongoing	20		80-82.99 percent =	2.67	B-
Class Lab activities	14 total	14		77-79.99 percent =	2.33	C+
Professionalism		1		70-76.99 percent =	2.00	C
				67-69.99 percent =	1.33	D+
TOTAL		100		63-65.99 percent =	1.00	D

NOTE: Percentages are **not** rounded up at the end of the semester, and grades are not curved.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Required Class Attendance

Class attendance is required. Labs are completed in class and graded for participation. Absences from class require **prior notification**. If no prior notification of an absence is provided, the student must send an email to the instructors and TA as soon as possible.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar's website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Policy Related to Make up and Late Submission of Work

Make-ups will be granted based upon the following circumstances: (a) illness, (b) serious family emergencies, (c) military obligation, (d) religious holidays, (e) participation in official university activities, or (f) court-imposed legal obligations. For circumstances a. and b., students must contact the faculty via email within 48 hours of the missed quiz, and the faculty may request the student provide medical or other forms of documentation to validate the make-up.

For all other circumstances, students must contact the faculty at least 72 hours prior to the anticipated missed day and provide reasonable documentation confirming the obligation/activity. The instructor will provide make-up materials to the student.

Missed activities due to severe weather or poor internet connectivity will be reviewed on a case by case basis. If you are unable to access consistent internet, please email the instructor ahead of time (if possible); otherwise email the instructor at the earliest time possible.

With regard to missing or incomplete assignments, the following policies apply:

- The instructor will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to e-learning on time.
- It may be possible to avoid a late penalty IF YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS IN ADVANCE. You should email your instructor and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.
- If your assignment is late, you will lose 10% each day.

Item	Late category	Penalty
1	1 minute to 24 hours late	10% of maximum deducted from achieved grade
2	1 day + 1 minute late to 48 hours late	20% of maximum deducted from achieved grade
3	2 days + 1 minute late to 72 hours late	30% of maximum deducted from achieved grade
4	3 days + 1 minute late to 96 hours late	100% of maximum deducted from achieved grade

NOTE: UPLOADING THE WRONG DOCUMENT IS SAME-AS-LATE, even if you have documentation that you completed the document on time. **It is your responsibility to verify that you have uploaded the correct document.** (You should open or download your uploaded assignments and double- or triple-check that you have uploaded the right one).

- There will be no exceptions to this policy.
- If you have uploaded the wrong document, and e-learning does not allow you to correct this, you should IMMEDIATELY send the correct document to the instructor via email.
- If you cannot upload a document due to technical problems (e.g., if e-learning is down), you may e-mail your assignment to the instructor. The timestamp on your e-mail will serve as the time submitting. In such cases, please upload your assignment to e-learning as well, once the technical issue is resolved.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Classroom Etiquette:

Please treat all individuals in the classroom with respect at all times, including fellow students, instructors, and guests. Turn off all electronics upon entering the classroom. Please make every attempt to arrive to class on time. The use of laptops is permitted for class work and only when instructed. The class is meant to be engaging so students are encouraged to ask questions of the instructors and any guest lecturers. However, please keep side conversations to a minimum.

Communication Guidelines

Students who have questions that cannot be answered during class time should use email or office hours as mechanisms for communicating with the instructors or TA. Office hours have been created to accommodate other courses as much as possible however a student may schedule alternate times to meet with the instructors or TA if the set times do not work. Students who cannot meet during office hours should use Canvas or email to contact the instructors or TA. Please be aware that students should allow 2 business days for a response to inquiries.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to

or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu