



**THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES**

PUBH 3000 – Canadian and Global Perspectives on Public Health

Course Syllabus – Spring, 2018

The capacity to learn is a *gift*; the ability to learn is a *skill*; the willingness to learn is a *choice*.

Brian Herbert.

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COURSE DESCRIPTION:

Global health is a topic that has become part of the common lexicon of health researchers, practitioners, policy-makers and the lay public. This term marks a shift in the way we think about health. Issues that used to be confined to nations are no longer thought of in terms of national borders. This shift is expressed in the development of inter-governmental (such as the World Health Organization) and non-governmental (such as Oxfam and Médecins Sans Frontières) organizations to address cross-border health issues. The topics that fall under the term global health include industrial trade, communicable and non-communicable diseases, health surveillance and classification, biological, environmental and social determinants of health.

It is increasingly important for health professionals to understand the global parameters of their field by exploring the rapidly changing social structures that transcend national and other administrative boundaries. Students will be encouraged to use systems thinking to consider how a broad biosocial analysis might be used to address 'wicked problems' and improve the delivery of services designed to lessen the burden of illness. Such a framework can modify how we think about health and the actions we take to maintain and improve health for all.

COURSE OBJECTIVES:

Upon successful completion of this course the student will be able to:

1. Define and describe the field of global health from a multidisciplinary, systems perspective;
2. Discuss the history of international and global health and its bearing on contemporary issues;
3. Analyze health issues that are inherently biosocial and critique potential interventions;
4. Critically examine the ethical aspects of global health issues and their solutions;
5. Articulate the relevance of, and responsibilities associated with global citizenship and public health practice.

APPROACH TO LEARNING:

An inquiry-based approach will be used to encourage active and engaged participation by students in presentations, demonstrations, and discussions facilitated by course faculty and content experts. Students will be guided to seek appropriate literature and resources in preparation for each class. Students are expected to monitor their university email accounts and to check Moodle regularly for class updates, information, and links. Students are invited to consult with the instructor as needed to enhance personal learning.

RESOURCES:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Online support: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Farmer, P., Yong Kim, J., Kleinman, A., & Basilico, M. (2013). *Reimagining global health: An introduction*. Berkeley, CA: University of California Press.

EVALUATION STRATEGIES:

	Assignment	Percentage of Final Grade	Due Date
1	Team Anthology	80	See below
2	Final Test	20	4 April 2018

1. **Team Anthology**

Assignment: To prepare, within a team, a research anthology that contains a bibliography and annotations of the most valuable articles or chapters pertaining to your chosen topic. Your team will explore and critique a wicked problem of political, legal, or ethical relevance to global health. Your discussion will clearly articulate the issue, including factors that contribute to its existence and their significance, as well as barriers to and strategies for addressing the problem. The literature you choose will support all aspects of your argument.

Purpose: To develop skills in: (a) **critical thinking**, through analysis and evaluation of relevant literature; (b) **metacognition**, through reflection on one’s own thinking processes; (c) **writing**, through use of double-entry journal and preparation of final document; and (d) **cooperative learning**, through fostering positive interdependence and accountability.

Each assignment component is due at the beginning of class on the specified due date with the exception of the first one which is due at 1200 h on the Friday following Class 2. All assignments except the Final Document will be submitted electronically via Moodle with the rubric *attached*; the submission will comprise one file only. Rubrics are available on Moodle. Copy and paste the relevant one to the end of each assignment (be sure to select keep source formatting when you paste).

Step	Responsibility			Due Date	Weighting (%)
	Individual	Pairs	Team		
1			Problem/concept map	Jan. 19 1200 h	5
2	Bibliography (10 articles each)			Jan. 24	10
3			Research bibliography		part of final document
4	Reflective Commentary 1A			Feb. 7	15
5	Reflective Commentary 1B			Feb. 14	15
6		Composite Annotation 1A & 1B			part of final document
7	Reflective Commentary 2A			Feb. 28	15
8	Reflective Commentary 2B			March 7	15
9		Composite Annotation 2A & 2B			part of final document
10			Final Document	March 21	25

Steps:

- 1) Select a wicked problem of interest to, and agreed upon by, the entire team. Express the topic as a **question** and compose a concept map that illustrates as many components as you can think of. Provide a paragraph to explain its **relevance** to global health and your reasons for choosing it. This must be a team effort! Submit by January 19. Address the feedback from the instructor and re-submit if instructed to do so.
- 2) Individually head for the library. Find at least **ten** resources (print, online, video, etc.) that you believe provide valuable, *current*, and relevant information on your topic. The majority of your resources should be scholarly (peer-reviewed) and reflect a range of academic disciplines and perspectives. Provide 1-2 sentences that explain your inclusion of each resource. Compile and submit this list by Class 3.
- 3) As a team, **debate** the relative merits of each resource located by members to determine the most valuable ones. Create a **Research Bibliography** that lists the top resources for your team; there should be 2 articles for each member of the team. Retain for inclusion with the final document. Complete the Exchange Chart in your team's folder.
- 4) Each team member independently prepares a critical **reflective commentary** on one article/resource from your team's bibliography. The full reference citation should appear at the top of the first page of text. Cite major points from the source as well as your reactions, questions, and commentary. Label as entry #1A and submit by Feb. 7 (retain a copy for yourself).
- 5) Exchange articles (*but not commentaries*) with one team member. Prepare a commentary for that article. Label as entry #1B and submit by Feb. 14 (retain a copy for yourself).
- 6) Exchange commentaries with your partner and compare your responses. Together, prepare a composite annotation for each article; retain for inclusion with the final document. This

annotation will be written as a scholarly document (i.e., using paragraphs, complete sentences, and other techniques of good writing). Maximum length is two pages for each article.

- 7) Repeat step #4 with a new article (one that no one in your team has read). Label as entry #2A and submit by Feb. 28 (retain a copy for yourself).
- 8) Repeat step #5 with a different team member. Label as entry #2B and submit by March 7 (retain a copy for yourself).
- 9) Repeat step #6.
- 10) As a team, compile all composite annotations and your research bibliography. Add the following **four** elements: (a) cover page, including a title that clearly reflects the subject addressed in the paper; (b) introduction, stating the purpose of the anthology and its value for the intended audience (e.g., fellow students, global health practitioners, decision-makers); (c) concept map that illustrates the system and strategies for improvement; and (d) conclusion, giving suggested uses or applications of the anthology and recommended further research on the topic, including unanswered questions. **Perfect** APA format is expected! Maximum page length: 25 double spaced pages. Submit to www.turnitin.com by Class 10.

If at any time you would like feedback or assistance, feel free to contact me. I would be pleased to read drafts, suggest resources, etc. Sending your draft as an attachment via e-mail is often an efficient way for me to read and comment on your writing.

2. Final Test

A final in-class test, covering *all course materials* including readings, discussions, learning activities, and guest lectures, will comprise multiple choice and short answer questions. Students who arrive at the classroom later than 0915 h on April 4, 2018 will not be permitted to write the exam, and will earn a grade of 0%. All students must submit their exam papers by 1150 h, April 4, 2018.

GENERAL GUIDELINES:

To promote an excellent learning environment, all course participants are expected to comply with fundamental principles of professional behaviour and deportment – that is, respect and compassion will guide all interactions; students will take responsibility for learning by engaging in opportunities and challenges offered by the instructor and by each other; students will attend all classes except in cases of bereavement, injury, or illness; the instructor will be notified of absence in advance of the class; appropriate documentation (i.e., a note on letterhead signed by a physician, registered nurse or nurse practitioner, therapist, etc., or a death certificate) of the reason for the absence will be provided immediately following the absence in cases where assignments are missed or late. As noted in the 2017/18 University Calendar, failure to submit work or attend for tests without appropriate communication of valid reasons will result in a mark of 0% for that part of the course grade. Students are subject to the Student Discipline Policy for academic and non-academic offenses as outlined in Part 4 of the 2017/18 University Calendar.

Academic papers will demonstrate your ability to thoughtfully analyze issues, integrate evidence, and systematically articulate your ideas. You will use flawless APA style (the 6th edition of the Manual is considered the final authority) and will construct the paper following the principles of excellent grammar, syntax, and scholarship. Assignments will be submitted according to the process identified in the assignment description.

You are encouraged to set up your www.turnitin.com account well in advance of the due date for the draft of your scholarly paper. See instructions posted on Moodle.

Unless prior arrangements are made with the instructor, late assignments will be deducted 5% per day, including weekends and holidays.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100	C+	2.3	71 - 74.9
A	4.0	91 - 94.9	C	2.0	67 - 70.9
A-	3.7	87 - 90.9	C-	1.7	63 - 66.9
B+	3.3	83 - 86.9	D+	1.3	59 - 62.9
B	3.0	79 - 82.9	D	1.0	55 - 58.9
B-	2.7	75 - 78.9	F	0	0 - 54.9

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment: <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.