Course Information
Meeting from September 8-December 23, 2015
Time: Monday, 5:30-8:15 pm
Location: HS 230
Credits: 3

Pre or co-requisites: None

Instructor Information
Jelena Malogajski MD, PhD
Adjunct Associate Professor
Office: Health Sciences Building - HS
Office Hours: Monday 4:45 pm and by appointment
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Naterena.Parham-Cofield@liu.edu
718-488-1025

Course Description
This course exposes students to up to three current critical public health challenges. Students will learn about the epidemiology of selected contemporary issues; the interdisciplinary workforce involved; key research findings; efforts to integrate research findings into practice; current, new, and emerging interventions; and they will meet public health and health promotion leaders in these arenas and learn about their challenges and achievements.

Course Goals
A. To prepare students to assume active role and succeed in public health /health promotion program coordination positions in a variety of settings, including global health context;
B. To develop skills and knowledge, competence for collaboration with others (including other professionals, community members and organizational partners) to facilitate and/or make well-considered decisions related to evaluation and use of information about global health issues;
C. To increase students’ ability to find and use relevant resources available at the local, regional, and global level to inform the development, implementation, and evaluation of quality public health promotion and/or disease and injury prevention programs in local context.
Course Objectives

At the conclusion of this course, students will be able to:
1. Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes in global context;
2. Explain the biology of viral and bacterial global threats, such as Small Pox, HIV, Ebola, Tuberculosis and other diseases;
3. Understand immunization, and discuss immunization as primary preventive measure in global context;
4. Identify and compare local and global policy on prevention and control of communicable diseases and its impact on global health;
5. Identify credible resources and organizations that effectively address global health issues.
6. Identify vulnerable populations in global context;
7. In collaboration with others, prioritize individual, organizational, and community concerns and resources for global public health prevention; and
8. In collaboration with others implement an event on December 1, to acknowledge World AIDS Day.

MPH Competences

Diversity and Culture: The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

Professionalism: The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.

Health advocacy: The ability to contribute to improved community health by advocating for vulnerable groups, for themselves and for the society.

Instructional Methods and Teaching strategy

In this course we combine classic lecture format with problem based learning (PBL) approach to teach/learn about global health issues. Lectures are used for providing an outline of an area of study and as preparation for more detailed work carried out individually. Therefore the lectures focus on basic concepts and key ideas important for understanding global health issues. They serve as the stepping stone for further learning. PBL, on the other hand, emphasizes students’ involvement and responsibility for their education. PBL is more student centred, it is an approach synonymous with active learning. Students will conduct discussions, exchange knowledge and formulate their learning goals as a group. Students are encouraged to express their opinions and perspectives, the variety of perspectives boost the discussions and allows students to experience the true strength of the group’s cultural diversity.

Students will work individually and in groups of 2-3. The participation in this process of teaching/learning is valued greatly. For the same reason, lateness and absences are excused, but noted, because they result in missing the process and interaction, and learning with others through action and inquiry on the topic.
During the semester we will include guest speakers from the field of public health or health promotion, also the University Librarian, as well as many other supporting services on campus. We also step outside the classroom to work on the projects and assignments with other students, or attend lectures and events on campus.

**About the Instructor**

Dr. Jelena Malogajski is an MD with a PhD in Public Health. She graduated from the Medical School of Belgrade University in her native Serbia and provided primary care, preventive care and health education to patients. She also worked at the Center for Control and Prevention of Non Communicable Diseases at the Institute of Public Health of Serbia. As a member of the team specialized in health analysis and planning of the healthcare system, Dr. Malogajski was involved in planning of health services based on service availability and usage and was responsible for the analysis and planning of primary care provided to newborns and preschool children in Serbia. Upon moving to the Netherlands, Dr. Malogajski did her master in Health Policy and a PhD in the field of Public Health. While working at the Maastricht University in addition to her research in Public health genomics of infectious diseases she was focused on teaching bachelor and master courses in fields of health sciences, public health and medicine.

**ADDITIONAL COURSE INFORMATION & REQUIREMENTS**

1. Read all assigned readings before class and bring question for discussion in class;
2. *The text is the starting point of a productive discussion in class.*
3. Complete assignments on time.
4. If you have a disability and/or need accommodations, you must notify the Office of Disability Services and let me know;
5. *Respect yourself and other members of the class at all times. Respect our personal similarities and differences and appreciate diversity among us in the group;*
6. Express freely your questions and doubts and respond to others’ in the same manner;

**Students learning assessment strategies**

- small group work
- individual and small group assignments
- papers
- presentations
- participation in class activities & discussions
- active participation in small group work outside the classroom

**Grading Scale is LUI graduate studies grading scale**

- A 93 – 100%
- B+ 86 – 89%
- B 83 – 85%
- B- 80 – 82%
- C+ 76 – 79%
- C 70 – 75%

*Note: L I U does not acknowledge a “C-“or “D” grade for graduate courses.*

Outcome measures
For each assignment, there will be a rubric – performance criteria sheet – provided in class and available on Blackboard.

Main criteria to guide your work should be:
- Adherence to assignment instructions
- Quality of content of assignment
- Use of LIU Writing Center and Library services
- On time submission
- Professional/academic presentation/format of work submitted
- Appropriate use and documentation of references;
- APA citation format compliance*


The Publication Manual of the American Psychological Association® is the style manual of choice for writers, editors, students, and educators in the social and behavioral sciences. It provides invaluable guidance on all aspects of the writing process, from the ethics of authorship to the word choice that best reduces bias in language. Well-known for its authoritative and easy-to-use reference and citation system, the Publication Manual also offers guidance on choosing the headings, tables, figures, and tone that will result in strong, simple, and elegant scientific communication (www.apa.org)

Available at: http://liu.brooklyn.libguides.com/MPH540

### BREAKDOWN OF COURSE HOURS

<table>
<thead>
<tr>
<th>Course Credits</th>
<th>In Class Hours</th>
<th>Supplementary Hours</th>
<th>Total Course Hours</th>
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<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>30</td>
<td>45</td>
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<td>2</td>
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<tr>
<td>5</td>
<td>60</td>
<td>120</td>
<td>180</td>
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3-hour sessions weekly x 15 weeks = 45 in-class hours

**Supplementary assignments:**
Readings = 30 hours
Writing assignments = 30 hours
Small group work on the assignments = 15 hours
Program logistics & implementation = 10 hours
Professional development = 5 hours
Course requirements and composition of the grade
1. Classroom Participation 20%
2. Quality of the Poster (Midterm) 20%
3. Quality of the Presentation (Midterm) 20%
4. Individual Advocacy Statement 10%
5. Paper Assignment 30%

Assignments

I. Midterm Project – Poster - (200 points poster; 200 points presentation)
Student should select a Vulnerable Population globally affected by a disease, or condition, or select a Communicable Disease of Global Importance. Search and identify literature to support your poster presentation.

The self-standing poster should include the following information:
- Description of the population, including demographics and risk factors determining health in this population
- Common health issues prevalent in this population
- Identify access and barriers to health care and treatment options for this population, and include local and global policies regulating control and prevention of diseases in this population
- Discuss local and global documents addressing the needs of this population, and suggest improvement of the existing programs.

OR
- Describe a disease, including aetiology, clinical course, treatment, recovery & outcome, and prevention
- Most prevalent populations globally affected by this disease
- Identify local and global policies and laws regulating prevention, treatment and control of the diseases
- Discuss the importance of global documents and laws regulating and controlling the disease, and suggest improvements in policy arena

Use at least 6 references to support the poster. List references on the poster. There will be about 10 minutes (12 minutes maximum) presentation per poster in class on one of two days listed in the syllabus followed by discussion. Be prepared to answer questions during your presentation, to discuss your topic.

II. Final paper assignment (300points)

You are a member of newly formed WHO committee with a task to reconsider existing WHO strategies and improve the health of the global population. Your task is to address a specific health problem and draft a report on it. These reports will serve as background information for discussion and as input for the final WHO recommendation on the issue. Students as members of this committee have to write such a study. You can choose a health problem discussed in this course (TBC, Malaria, COPD, any issue related to girls’ and women’s health etc.) and write an individual paper, in lieu of final exam. The paper should be coherently structured, show your understanding of the topic and have adequate referencing.
All reports should cover the following topics:
- Global patterns of the health problem
- Biological, lifestyle/ behavioural and social determinants of the health problem
- Formulate a strategy that should be chosen to tackle this health problem (make sure to offer a suggestion for improvement of current WHO strategies).
- Reflect on the ethical and political consequences of addressing the problem in the proposed way

Paper Structure:

**Introduction**- Introducing the health problem, aim of the paper and explanation of the structure

**Main Part**- You can structure that according to your own preferences; cover the topics mentioned before

**Discussion and Conclusion**- Reflect on the paper findings and recap the main point.

**Reference list**- APA style
- Write a paper of 2500-3000 words and minimum 15 references (max 3 of the references can be websites)
- It is an individual assignment; you can discuss your ideas with your fellow students; however make sure you write it individually

**III. Advocacy Statement (100 points)**

Give a voice to a vulnerable population. Develop an advocacy statement, just as if you would testify at the United Nations – include a brief description of the population and its vulnerability and advocate for the rights of your selected population to: education, health, prevention, treatment, health care…., children, girls, mothers, elderly, etc. Your statement needs to be convincing, based on research and facts, and with a global component, suggesting a potential solution.

Requirements:
350 words max – 5-7 min talk

**IV. Participation in Class Discussion (200 points)**

Each student will follow the rules of “good classroom discussion” that will be generated at the beginning of the semester by this class and for this class.

Please Note:
- *Extra-Credit* opportunities would be offered in the exceptional situations to be decided by both students and instructor of the course.

**MPH COURSE/PROGRAM GUIDELINES AND POLICIES**

1. **Special Needs:** As per the MPH Handbook, any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the LIU Office for Special Educational Services at
(718) 488-1044 to coordinate reasonable accommodations for students with documented disabilities by the second week of the semester.

2. **Time Management:** We advise each student to spend about 8-9 hours a week preparing for each class, including doing assigned readings, field trips, conducting research, preparing papers and related assignments, and studying for exams. This level of attention to course work and studying should allow you to get the full benefit of the course.

3. **Course Time:** You have paid for, are entitled to, and must be taught 15 weekly classes per course per semester – either face-to-face in a classroom or other setting or online. You are entitled, by NYS law, to 150 minutes of classroom instruction each week for 15 weeks per semester. In half semester courses, you are entitled to 300 minutes of classroom instruction each week. This may be face-to-face classroom work or supplementary activities that involve and engage the Instructor; supplementary activities are in addition to course-related learning projects/homework.

4. **Email:** Use your LIU email address (generally firstname.lastname@my.liu.edu) to communicate with the instructor (and all other LIU faculty and staff). If you send an email from a non-LIU account, do not expect a reply from the instructor. Emails should be written in a professional manner. Each email should include the course number and student’s full name. Emails should also be spell checked and written in complete sentences. If the student does not receive a reply within 24 hours, assume the instructor did not receive it and resend it.

5. **Blackboard:** You will need access to Blackboard to access course materials and grades. If you do not have access to this course’s site by the second class, it is your responsibility to notify the instructor via email. Course materials will be posted on the course page approximately 24 hours before each session. http://blackboard.liu.edu/

6. **Assignments:** All assignments are due on the dates indicated. **No late assignments will be accepted; no points will be given for a project not submitted on time.** If you know in advance that you will have to miss a class, it is your responsibility to arrange with the instructor to turn the assignment in early. Resubmissions of work done in prior courses are not approved or accepted as work for this course.

7. **Integrity:** **We do not tolerate plagiarism and cheating!** If the instructor finds that a student is plagiarizing or cheating on an assignment or in class, the student will automatically earn a 0 on that assignment, and potentially for the entire class. The University’s policy can be found at http://www.brooklyn.liu.edu/course/gradbulletin0709.pdf

8. **Writing Quality:** Because writing is an essential public health skill, all students are strongly urged to use the Writing Center regularly to prepare written assignments. The writing center is located in the Humanities Building – 218C. They can also be reached at (718) 488-1095. Services can be provided in face to face meetings, via telephone, or through Skype or other online programs. The quality of your writing will be worth 5% of your grade. Students are encouraged to submit documented proof of having worked with the Writing Center with each submitted written assignment.

9. **Withdrawal from a Course:** Students themselves must initiate formal withdrawal procedures. Failure to do so can result in loss of possible refunds or inaccurate records of academic performance (or both). Students may withdraw from one or all courses if they apply officially through the Office of the Registrar, notify the instructor, and obtain the written permission of the Associate Dean. **December 11, 2014 is the deadline for graduate students to withdraw this semester.**

10. **The MPH Handbook:** General MPH policies are included in the MPH Handbook. All students must review the most current edition of the MPH Handbook and complete and submit the Acknowledgment Form before the second class of their first semester.

11. **Midterm and Final Exams:** There are NO take-home midterm and final exams in this program. Quizzes throughout the semester, like other homework, may be offered as “open book”
exercises. Though we encourage student collaboration in helping each other understand the readings, we expect you to complete, turn in, and be able to defend your own work. All final exams (projects & presentations) are cumulative.

12. Civility: We will be civil to each other in the classroom. Civility means practicing good manners and being polite. To this end, we have and expect students to respect the following policies:
   a. Attendance: Instructors expect students to attend every face to face class and to go online as necessary. For every class hour missed, a letter grade deduction will result (i.e., if you miss 3 hours of classes and your course grade is an A-, you will receive a B). If you need to miss a class due to an illness, death, etc., and wish to request an excused absence, please bring documentation to the instructor by the start of the following class, and call ahead if possible. Come to class on time. Attendance will be taken. Excessive lateness and unexcused exits are not acceptable. The instructor has the option NOT to interrupt class by letting in students who are late.
   b. Electronic Equipment: Students must turn off all phones, beepers and other forms of communication when entering the classroom. Do not take any calls or respond to any text messages during class time. If a phone goes off during class, the instructor reserves the right to subtract 5 points from the student's final grade for each time such an event occurs and require the student to leave the classroom for the remainder of the day, and will mark the student absent. Instructors will provide breaks in any class meeting for more than 90 minutes. Should the problem persist despite warnings, the instructor reserves the right to apply this penalty to the entire class for any single student's infraction of this policy.
   c. General Behavior: Grandstanding, taking over class, or verbal threats to any other students, faculty, support staff or guests are not acceptable. The instructor may dismiss from class anyone who is sleeping, continually chattering/distracting other students, and/or being overtly inattentive or disrespectful to other students, guests, or instructor.
   d. Differences of Opinion: We strongly support and encourage differences in opinions. When discussing topics, students are to listen to their colleagues' ideas, comments, and input, all the while, respecting others' views. We expect that you will have different views on topics and we encourage discussion and appropriate sharing; respect – though not necessarily agreement with - for others' opinions are an important part of civil class participation.
   e. Outside the classroom: Please conduct yourself professionally in writing, over the phone, and in person when interacting with your instructor, a guest, a community-based organization member, and others with whom you may interact outside of the classroom as part of your course. If you have made an appointment with someone, keep that appointment, and if you can't, give as much notice as possible and suggest an alternative date and time – with sincere apologies.
A Tentative Class Schedule – fall 2015 – MPH 540 Current Health Issues in Global Health

<table>
<thead>
<tr>
<th>Week/ Date</th>
<th>Class Content</th>
<th>Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1  September 14th</td>
<td>Introduction to the Course: (syllabus &amp; LibGuides, PBL) Library session with Ms. Gloria Wilson Understanding notions of health and global health</td>
<td>LibGuides UN, WHO documents( UDHR 1948, Alma Ata 1978, Ottawa Charter 1986)</td>
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<tr>
<td>Week 2  September 21st</td>
<td>Biological, behavioural, social and societal determinants of the health Culture and Health</td>
<td>LibGuides literature E-reader</td>
<td>Preparation for the midterm project</td>
</tr>
<tr>
<td>Week 3  September 28st</td>
<td>European Center for Peace and Development (ECPD)-Visit to Long Island University Lectures by Professor Jeffrey Levett and Dr. Dragan Ilic</td>
<td>Print studies</td>
<td>Attend the event from 5.30-7.00 pm Prepare for the post discussion</td>
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<tr>
<td>Week 4  October 5th</td>
<td>Global Health: The current global burden of disease Search session in the library</td>
<td>LibGuides literature E-reader CDC and WHO resources on Global Health</td>
<td>Literature</td>
</tr>
<tr>
<td>Week 5  October 12th</td>
<td>Communicable Diseases of global importance TBC, Malaria, HIV, Diarrheal diseases</td>
<td>LibGuides literature CDC resources on communicable diseases E-reader</td>
<td>Literature</td>
</tr>
<tr>
<td>Week 6  October 19th</td>
<td>Class presentations – Midterm (might be prolonged to 2 weeks depending on the number of students)</td>
<td></td>
<td>Poster presentations</td>
</tr>
<tr>
<td>Week 7  November 2nd</td>
<td>Immunization- a great Public Health achievement</td>
<td>LibGuides literature WHO resources on immunization</td>
<td>Literature</td>
</tr>
<tr>
<td>Week 8  November 9th</td>
<td>Non-communicable diseases of global importance COPD, Diabetes, neoplasms, cardiovascular diseases-Epidemiological transition/double burden of disease</td>
<td>LibGuides literature E-reader</td>
<td>Literature</td>
</tr>
<tr>
<td>Week 9  November 16th</td>
<td>Global Health: - Institutions and actors involved in global health policy and the interplay between them UN MDGs before &amp; beyond 2015</td>
<td>WHO, UN websites E-reader UN progress report MDGs by 2015</td>
<td>Literature</td>
</tr>
<tr>
<td>Week 10  November 23rd</td>
<td>Girls’ and Women’s Health</td>
<td>LibGuides Literature E-reader UN Women</td>
<td>1st Draft of the final paper- discussion</td>
</tr>
<tr>
<td>Week 11  November 30th</td>
<td>World AIDS Day Event- December 1st</td>
<td></td>
<td>Participate in the event</td>
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<tr>
<td>Week 12  December 7th</td>
<td>Final Presentations &amp; Discussion (Advocacy statements)</td>
<td></td>
<td>Individual Presentations</td>
</tr>
<tr>
<td>Week 13  December 14th</td>
<td>Final Presentations &amp; Discussion (Advocacy statements)</td>
<td></td>
<td>Deadline for the submission of the final paper</td>
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