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## Summary

Public health concerns are prominent in public discourse around the world. The HIV/AIDS epidemic, the threat of global pandemic disease, the American health care crisis, international health crises, health disparities, obesity, malnutrition, environmental health concerns, food and vaccine supply exemplify the types of urgent public health challenges that pervade the daily news and fuel policy debates. Effective solutions rely on understanding complex phenomena that play out at the level of local communities as well as on the global stage, such as the impacts of environmental degradation, war and civil unrest, immigration patterns, cultural practices, and differential and ethical access to preventive programs and treatments.

The Global Health Major at DePauw University will provide students with an array of analytical frameworks for understanding the complexities of population health and will offer opportunities to integrate and apply these frameworks within the context of course work, civic engagement, and independent research. The major will situate students as graduates who are well prepared both in fields that integrate numerous disciplinary backgrounds and for graduate work in the rapidly growing fields of population health care, policy and practice. Students will be prepared for careers in non-governmental organizations, consulting firms, community clinics, health systems corporations, professional associations, government agencies, research institutions, public relations firms, social work and a range of development and health care professions domestically and abroad.

The Global Health Major builds on the strong ties between the liberal arts and the core concepts of public health—a diverse, interdisciplinary field unified around the examination of human and animal health at the population level. Recognizing the central importance of health within a global context, the issues, theories, and methodologies presented in this major educate students in critical and quantitative reasoning, integrative and experiential learning and emphasize effective public health communication through writing and speaking.

The Global Health Major will be interdisciplinary and will require that students design their own curriculum drawn from approved and relevant course listings and affiliated faculty, to take part in at least one internship or experiential learning opportunity/practicum experience, and come together in a senior seminar where they complete a capstone senior thesis project.

## Introduction

### The Importance of Global Health in Higher Education

In 1987, David Fraser, M.D., then president of Swarthmore, published the prescient and influential article, “Epidemiology as a Liberal Art” in the *New England Journal of Medicine* where he proposed that liberal arts colleges were the perfect training ground for the creative thinking and interdisciplinary approach it would take to solve challenges such as the HIV/AIDS epidemic, which had challenged previous suppositions in medical science. Twenty years later “Back to the Pump Handle: Public

Health and Undergraduate Education”, published in *Liberal Education*, argued in support of the 2003 recommendation by the IOM (Institutes of Medicine) and World Health Organization (WHO) that ***all undergraduates be given "access to education in public health"*** (Gebbie, Rosenstock, and Hernandez 2003, 144) and that it was time for higher education to lead in this new integrative field of learning (emphasis added).

Global health is increasingly important across disciplines and educational institutions. As an “area for study, research, and practice that places a priority on improving health and achieving equity in health for all people world-wide...[g]lobal health emphasizes transnational health issues, determinants, and solutions, involves many disciplines within and beyond the health sciences, and promotes interdisciplinary collaboration”

([http://ghi.wisc.edu/wp-content/uploads/2012/04/global\\_health\\_def\\_skolnik.pdf](http://ghi.wisc.edu/wp-content/uploads/2012/04/global_health_def_skolnik.pdf)).

Beyond academic investigation and the intrinsic value of multi-disciplinary education, employment in global health is one of the most rapidly growing sectors worldwide according to the U.S. Bureau of Labor Statistics. Students with a B.A. with an emphasis on global public health perspectives are well situated for entry into a worthwhile, rewarding and secure career path and student interest in public health is a trend that has been widely reported at campuses across the country (cf. Macalester College concentration on Community and Global Health at <http://www.macalester.edu/news/2012/05/global-health/> for more discussion about the increasing trend and growing educational emphases on public, global and international health).

Liberal arts colleges and universities such as Allegheny, Bates, Beloit, Duke, Haverford, Middlebury, Macalester, Wabash, William and Mary, Williams and others have begun a trend toward the development of public health programs in their curricula, heralded by the IOM and with a goal of creating the “educated citizenry” trained to tackle a multitude of challenges – from the health consequences of climate change to cutting infectious disease transmission (see **Appendix Figure 1** for infographic and details on trends in undergraduate public health degrees nationwide).

Public health is by its very nature, interdisciplinary and many different disciplines can make important global health academic and programmatic contributions. We anticipate that the Major will appeal to many different kinds of students at DePauw. Global Health relies on anthropology to explore cultural and population differences as well as cultural acceptability of health approaches, on economics to evaluate the financial aspects of health programs relative to their outcomes, on philosophy to mediate difficult discussions about scarce resources, priorities, and the ethics of global responses, and on math and the natural sciences to explore concepts related to disease mechanisms, treatments, and surveillance. It is clear that DePauw University is well positioned to join other similar liberal arts institutions in the development of a strong, flagship program in global health. With the University commitment to experiential learning the institution is poised to take a robust position in these national and international curricular developments (see **Appendix Figure 2** for trends in percentages of U.S.

institutions that require courses that address global issues as part of international and interdisciplinary education).

## Global Health at DePauw

DePauw University has already a history of faculty research, student-faculty research and curricular interest in public and global health. The University has a course on Bioethics and Medicine, several FYS seminars related to global health (including the HIV/AIDS Epidemic; Global Diseases, Global Responses; Post-earthquake Haiti and Parasitology; Microbes and Human Health; Climate Change and Philosophy), a WT course Nonprofits and Global Health, a proposed course in health science writing to complement an ongoing grant and fellowship writing course, and numerous curricular offerings across departments with potentially relevant content/topics.

Most recently, DePauw has strengthened the global health focus in the curriculum with the addition of two courses with specific foci upon public health theory and practice– a University Studies course: An Introduction to Global Health (taught by Professor Sharon Crary and Dr. Tom Mote in the fall of 2013 and by Professor Rebecca Upton in the fall of 2015) and an upper level seminar in Anthropology: Public Health in Africa taught by Professor Rebecca Upton (Spring 2014, Fall 2014). Both courses have had high student demand. Formalization and further development of a global health curriculum here at DePauw is consistent with our institutional values and commitment to interdisciplinary and intellectual engagement by students and faculty members. At present DePauw has a number of faculty and staff members with expertise and interest in the field of public and global health, as well as numerous others who have expressed interest in affiliations/work with a Major including (but not limited to) the following:

Rebecca Alexander (Education Studies)  
Pat Babington (Kinesiology)  
Lynn Bedard (Biology)  
Cheira Belguellaoui (Modern Languages)  
Mandy Brookins-Blinn (Hubbard Center)  
Angela Castenada (Sociology & Anthropology)  
Sharon Crary (Chemistry & Biochemistry)  
Joyce Dixon-Fyle (Library Collections and Resources)  
Bridget Gourley (Chemistry & Biochemistry)  
Chet Fornari (Biology)  
Caroline Gilson (Libraries)  
Dan Gurnon (Chemistry & Biochemistry)  
Danielle Kane (Sociology & Anthropology)

Geoff Klinger (Communication)  
Glen Kuecker (History)  
Marnie McInnes (English, WGS)  
Marcia McKelligan (Philosophy)  
Melissa Petreaca (Biology)  
Jeane Pope (Geosciences)  
Manu Raghav (Economics)  
Jackie Roberts (Chemistry & Biochemistry)  
Naima Shifa (Mathematics)  
Alicia Suarez (Sociology & Anthropology)  
Rebecca Upton (Sociology & Anthropology)  
Michele Villinski (Economics)  
Christina Wagner (Psychology)  
Brian Wright (Kinesiology)

The number of recent graduates who have continued on to graduate school in public health and related fields is documented and is on the rise and includes the following students:

<b>Student</b>	<b>Year</b>	<b>Graduate School Completed</b>	<b>Current Position</b>
Amanda Fenn	'05		MPH program, University of Colorado
Rebekah Turner	'09	MPH, Emory University	Centers for Disease Control and Prevention
Meg Rowland	'07		Indiana State Department of Health
Rupak Shivakoti	'07	MSPH, PhD, Johns Hopkins	
Rebecca Rojek	'10	MPH, St. Louis University	
Danielle Boyd	'12		MPH program, St. Louis University
Margaret (Gati) Wambura	'12	MSPH, University of Bradford	Noguchi Memorial Institute of Medical Research, Kenya
Katherine Broecker	'13	MPH, Boston University	
Tanmoy Das Lala	'13		Health Informatics graduate program, Weill Cornell University
Hannah Miner	'13		MPH graduate program, University of South Carolina
Meghali Deshmukh	'15		MHA graduate program, University of Illinois at Chicago

Students who are interested in Global Health while at DePauw, also go on to other graduate schools. Doron Kantor and Madi Perry, both of whom graduated with Independent Interdisciplinary majors in Public Health ('15), are currently attending graduate school for a doctorate and medical school, respectively. Devyn Hayes ('17) and Kainat Akmal ('17) will graduate with Independent Interdisciplinary majors in Global Health.

At present, students interested in majoring in Public Health must design an Independent Interdisciplinary Major; there are approximately 5-8 current students with this declared major. We anticipate that a major in Global Health would be appealing to numerous students across the University given the consistent recent interest in global health.

### **Current Opportunities in Global Health**

It is an opportune time for the University to move forward with an investment in an undergraduate focus on global and public health. Global and public health is one of the fastest growing areas in the national job market with growing demand for knowledgeable and experienced graduates from liberal arts colleges with strong critical thinking skills and communication abilities. DePauw has long offered opportunities for experiential learning and with recent attention to increasing the intellectual liveliness

of off campus and applied learning opportunities; the GLH Program Practicum requirement, with the emphasis on additional, applied experiential learning in the field, is a logical fit (see *Curriculum Development* section below for further explanation of the Practicum Experience).

Students have been actively involved in public health related activities within the University. Student participation in the Timmy Global Health program and Winter Term in Service trip has been consistently high, students interested in public and international health issues established a global health interest group in 2008-09, and there is a senior award in global health established by Dr. Tom Mote who has committed resources to the institution in the interest of supporting student pursuit of global health at DePauw. In 2014 an informal albeit (hopefully) sustainable speaker series began where DePauw alumni who are working in the field of public health return to talk about their work and contemporary health challenges. In 2014 the University hosted Dr. Kenrad Nelson (DPU '54) and Tanmoy Das Lala '13. In the fall of 2015, the University hosted Rupak Shivakoti '07 and sponsored a field trip to the University of Indianapolis to hear Dr. Paul Farmer speak. This year, two female alumni will be returning to campus to discuss their ongoing work in public health.

### **Bridging Scientific Disciplines and Undergraduate Learning**

Few disciplines are as inherently interdisciplinary as Global Health. Many global health students pursue graduate or professional education in global or public health, medicine, law and business. Global Health Majors will also be prepared for careers at research and policy think tanks, non-governmental organizations, government agencies, multilateral organizations, and academic institutions. The hire of a new health careers advisor at DePauw will dovetail well with the establishment of the GLH Major. The Hubbard Center and the Health Careers Advisor will be able to provide advising and support for undergraduate students pursuing a career in global health through the following:

- Career advising in global health
- On-campus workshops and skill-building sessions
- Seminars and career fairs
- Access to the GHFP alumni network (as it grows)

### **Resources Required**

As with any major, the proposed Global Health Major will require certain courses, faculty expertise and time, and logistical support. The GLH major will be an interdisciplinary program that is not housed in any one department. It will therefore require a steering committee of faculty to determine the courses to be included in the curriculum, to advise students, and to participate in both the Writing in the Major and the senior capstone experiences. As the proposed major includes a practicum, it will

require support from and a close working relationship with the Hubbard Center and the Health Sciences advisor.

## Curriculum Development

The Global Health Major is grounded in the investigation of global health priorities, concerns, disparities, and responses in diverse global contexts. Coursework in the Major emphasizes key aspects of global health using an interdisciplinary approach to analyze the underlying determinants of health, the relationship between public health and development, and public health practice.

Most of the courses required for the Major already exist at DePauw and simply need to be integrated into a GLH curricular framework. While there are three new courses that will be listed as GLH (Global Health) courses, one of these already exists. GLH 101 – An Introduction to Global Health, has been taught several times at DePauw as a University Studies course. Both Rebecca Upton and Sharon Crary are able to teach this course. The goals and logistics of GLH 301 – Practicum (0.5 cr) and GLH 401 – Senior Seminar will be developed in conjunction with the Global Health Steering Committee and will be taught by various members of this Committee. Preliminary descriptions of the upper level courses are below:

GLH 301 is a half-credit course centered on a practicum project that includes one (1) applied clinical or community-based experience. Options that qualify include, but are not limited to, original research, an internship, or other kind of experiential learning (January and May projects may qualify, subject to committee review). A practicum is a unique opportunity for undergraduate students to integrate and apply skills and knowledge gained through coursework with experience gained in a professional public health work environment. Global health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms among others. This Practicum expectation mirrors expectations set by the Council on Education for Public Health. A typical practicum experience in the GLH Major requires students to work a minimum of 80 hours under the supervision of an experienced site supervisor and the course instructor. Each practicum has at least one tangible deliverable to be determined by the student and instructor.

GLH 401 is a full credit senior seminar course focused on contemporary issues in global health. The topic will vary based on the expertise of the instructor, but must remain accessible to students with a variety of backgrounds given the interdisciplinary nature of the major. Students will discuss common readings and research and write a senior thesis. Topics for GLH 401 will be approved by the GLH steering committee.

Any course development and course enhancement proposals will be reviewed by the DePauw Faculty Development Committee and subject to the regular course approval process. We will encourage



faculty interested in the GLH Major to propose and develop topic, public-health-related first-year seminars.

## **Development of Practicum Experience**

The practicum experience is a hallmark of any public/global health curriculum and is essential to the education and experience of students in the Global Health Major at DePauw. Each GLH Major at DePauw will complete GLH 301, a half-credit course centered on the completion of a practicum project that includes one (1) applied clinical or community-based experience. Options that qualify include, but are not limited to, original research, an internship, or other kind of experiential learning (January and May projects may qualify, subject to committee review). A practicum is a unique opportunity for undergraduate students to integrate and apply skills and knowledge gained through coursework with experience gained in a professional public health work environment. Global health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms among others. This Practicum expectation mirrors expectations set by the Council on Education for Public Health.

Both the newly hired Health Careers Advisor and the Hubbard Center will be critical in helping provide students with practicum opportunities. Oversight and approval of practicum experiences, suitable practicum supervisors and final products (research posters, presentations, etc.) will remain the purview of the Global Health Major faculty steering committee. Connections and strengthening of ties to alumni working in public and global health related fields will also be essential and necessarily involve collaboration across University offices and alumni resource networks.

The course will involve study of the primary literature on current issues in public health as well as workshop-style analysis of ongoing practicum projects. The intent of the practicum requirement is to engage students in the application of public health concepts and critical thinking relevant to the student's area of interest. Upon completion of the Global Health major, students will be able to provide evidence of application of these skills to potential employers or graduate programs that are commensurate with the Council for Education in Public Health (CEPH) guidelines. The practicum will typically require students to work a minimum of 80 hours under the supervision of an experienced site supervisor and the course instructor. Each practicum has at least one tangible deliverable to be determined by the student and instructor.

## **New Faculty and Faculty Development**

The proposed GLH major includes 2.5 credits that are not currently regularly offered at DePauw. One of these credits is the Introduction to Global Health course (GLH 101) which has been taught in the past, separately, by Rebecca Upton and Sharon Crary. The syllabi used for these past courses are



included as appendices to this document. The half credit practicum course (GLH 301) could be taught by various members of the steering committee or potentially as a team taught shared course; this would minimize the strain placed on any one department. The senior capstone course (GLH 401) can be taught by any member of the steering committee. Given the ability to share additional eight credit hours of teaching (created by these new courses) across the University, we do not anticipate an immediate need to hire new faculty members in order to implement the proposed Global Health major.

There are, however, two new faculty positions that could eventually be filled in support of this Major: one in the area of Epidemiology (emphasis on natural science and public health) and the other in Health Statistics and Informatics (emphasis on social science). Ideally these lines will be filled in direct support of the GLH major and therefore, these faculty members will be available to teach GLH 101, 301, and 401 in addition to any special topics in Global Health courses. If two such faculty were hired in support of the GLH major, we would need office space for them.

Faculty members on the steering committee will be encouraged to continue to engage with core concepts and contemporary issues in global health. A regular webinar and/or lecture series will be part of the establishment of the GLH Major, and will benefit not only our students but also these faculty members interested in these topics. At present the GLCA/Global Crossroads initiatives may help provide support for faculty development.

### **Logistical Support**

We assume that the program would receive some secretarial support from a shared administrative assistant. In addition we will work with the Hartman Center and the Health Services Adviser to place students in their practica.

### **Directors and Steering Committee**

We propose a model of co-directorship with one director from the natural sciences and one from the social sciences in order to solidify the interdisciplinary nature of this major. A preliminary steering committee was created to review and finalize this proposal and to begin working in anticipation of the GLH major. This committee will have the authority to decide who is qualified to teach courses with the GLH heading, and will also vet which courses can count towards the GLH major each year. Finally the committee will be responsible for participating in judging poster presentations of student practica experiences and for evaluating Writing in the Major portfolios.

# Proposed Global Health Major Curriculum

## Catalogue Language

Total Courses Required	ten and a half
Core Courses	GLH 101 – Intro to Global Health GLH 301 <sup>#</sup> – Practicum (0.5 cr) GLH 401 – Senior Seminar One of the following: MATH 141 – Stats for Professionals ( <i>no prereq</i> ) BIO 375 – Biostatistics ( <i>prereq BIO 101 and 102 or permission of instructor</i> ) ECON 350 – Statistics for Economics and Management ( <i>prereq Econ 100</i> ) PSY 214 – Statistics for Behavioral Sciences ( <i>prereq Psy 100</i> )
Other Required Courses	Additional courses that may be chosen for the major are: ANTH 151 – Human Cultures ANTH 257 – Culture, Medicine and Health ANTH 255 – Gender and Anthropology ( <i>prereq Anth151</i> ) ANTH 355 – Anthropology of Development ANTH 390 – Public Health in Africa BIO 102 – Evolution and Ecology BIO 361 – Immunology, ( <i>prereq Bio 101 and 102</i> ) BIO 250 – Microbiology ( <i>prereq Bio 101</i> ) BIO 375 – Biostatistics ( <i>prereq Bio 101 and 102</i> ) BIO 382 – Neurobiology ( <i>prereq Bio 101 and 102</i> ) BIO – Select Topics Classes ( <i>likely to have a prereq</i> ) CHEM 240 – Structure and Function of Biomolecules, ( <i>prereq Chem 120</i> ) CHEM 343 – Advance Biochemistry ( <i>prereq Chem 240 and 260</i> ) CHEM 342 – Select Topics courses (0.5credit) HIST 285 – History of Science ECON 465 – Health Economics ( <i>prereq: Econ 294, Econ 350</i> ) PHIL 230 – Ethical Theory PHIL 232 – Environmental Ethics PHIL 360 – Philosophy of Science ( <i>prereq: 1 phil course, major in science, or permission</i> ) PHIL 234 – Biomedical Ethics POLS 170 – International Politics POLS 235 – Equality & Justice POLS 253 – China and India in the 21 <sup>st</sup> Century POLS 352 –Politics of Developing Nations POLS 360 – African Politics POLS 382 – Global Issues POLS 384 – International Law PSY 100 – Introduction to Psychology PSY 214 – Statistics for Behavioral Sciences* ( <i>prereq Psy 100</i> ) PSY 252 – Drugs and Behavior ( <i>prereq Psy 100; unlikely to be taught soon</i> ) PSY 260 – Social Psychology ( <i>prereq Psy 100</i> ) PSY 343 – Health Psychology ( <i>prereq Psy 100</i> )

SOC 100 – Contemporary Society  
 SOC 210 – Gender and Society  
 SOC 242 – Medical Sociology  
 SOC 329 – Social Inequalities  
 SOC 342 – Women, Health and Social Control (*prereq 1 Soc course*)

*\*These courses have a pre-requisite.*

Number 300 and 400 level courses	4.5, including the Senior Seminar (401) and Practicum (301)
Senior Requirement and Capstone Experience	GLH 401 – Senior Seminar. Topics range depending on the expertise of the instructor. A research project is always a significant dimension of the capstone experience
Additional Information	Majors attend Global Health seminars throughout their junior and senior years. (The number of required seminars will be determined by the steering committee).

Majors develop a learning contract, required by week six of the second semester, sophomore year (or at least one month after major declaration), structured around two thematic tracks (Examples of tracks – such as Biosocial Determinants of Health, Environment and Human Health, Ethics and Global Health, Population & Family Health, and Biostatistics – are available on the GLH Program website). The terms of the contract specify the substantive nature of the chosen tracks, including relevant courses. The courses in each track must be from at least two distinct disciplines. Each track must consist of at least three courses, one of which is at the 300-400 level. No more than five courses can be credited to a single track.

Students planning to pursue a career or graduate work in Global Health are encouraged to become proficient in a second language during their time at DePauw.

Writing in the Major	<p>The writing requirement for the Global Health major consists of a portfolio of writings presented with a written reflection. Portfolios will be reviewed by the Global Health steering committee for evidence of improvement and competence in writing in the major. Majors submit a portfolio in the spring semester of their junior year. The centerpiece of the portfolio is a written reflection focusing on the student's understanding of his or her development as a writer within the major and how the student used instructor and peer feedback to improve her or his writing. The student will support arguments about how her or his writing has improved by referring to writing samples and peer or instructor feedback from throughout the first three years at DePauw. The writing portfolio should consist of three to five (3-5) papers, for a total of more than 10 pages and less than 30 pages (10-30 pages), not including the written reflection. Papers submitted must be from courses in at least two different departments at DePauw, to reflect the interdisciplinary nature of this major.</p>
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The portfolio must include the following:

- One writing sample from a course in the student's first year of college.
- One writing sample demonstrating evidence of the student's ability to analyze complex information related to global health.
- One writing sample demonstrating evidence of the student's ability to make a convincing argument about a complex topic in global health.
- Evidence of the ability to identify and effectively use and document appropriate sources.
- Evidence of the ability to write in a clear, concise, and interesting fashion.

- Evidence of the ability to write in a manner appropriate to particular audiences such as other experts in the field or the general public.
- A written reflection that indicates how the student has evolved as a writer over the course of his or her major and what the student views as future goals for his or her writing.

All writing samples may be final versions of papers produced after instructor and/or peer feedback in response to paper drafts. This should be noted in the written reflection.

Portfolios are due on the second Wednesday of May of the junior year. Any student whose portfolio does not demonstrate competence will be notified by the first day of the fall semester of their senior year and will have to complete an additional writing component of the senior capstone course exam to demonstrate writing competence in the major.

<sup>#</sup>GLH 301 is a half-credit course centered on a practicum project that includes one (1) applied clinical or community-based experience. Options that qualify include, but are not limited to, original research, an internship, or other kind of experiential learning (January and May projects may qualify, subject to committee review). A practicum is a unique opportunity for undergraduate students to integrate and apply skills and knowledge gained through coursework with experience gained in a professional public health work environment. Global health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms among others. This Practicum expectation mirrors expectations set by the Council on Education for Public Health. A typical practicum experience in the GLH Major requires students to work a minimum of 80 hours under the supervision of an experienced site supervisor and the course instructor. Each practicum has at least one tangible deliverable to be determined by the student and instructor.

Below we describe two example paths toward the major. In each we identify two separate sample ‘tracks’ as described above. The tracks as described above and outlined below are not exhaustive nor limited to those listed, we imagine that as faculty develop expertise in areas related to global health that additional tracks may emerge. Students and their advisors will work collaboratively to outline a set of courses that logically reflects a focused track.

### **Example Major #1. (10.5 credits)**

1. GLH 101 – Intro to Global Health
2. PSY 214 – Statistics for Behavioral Sciences\* (pre-req Psy 100)
3. GLH 301 – Practicum (*0.5 credit*)
4. GLH 401 – Senior Seminar

#### Track 1: Biological Determinants of Health

5. CHEM 240 – Structure and Function of Biomolecules\* (pre-req Chem 120)
6. BIO 250 – Microbiology\* (pre-req Bio 101)
7. BIO 361 – Immunology\*

#### Track 2: Health in Resource-Poor Regions

8. ANTH 151 – Human Cultures
9. ANTH 257 – Culture, Medicine and Health\*
10. POLS 352 – Politics of Developing Nations
11. ANTH 390 – Public Health in Africa\*

### **Example Major #2. (10.5 credits)**

1. GLH 101 – Intro to Global Health
2. PSY 214 – Statistics for Behavioral Sciences\* (pre-req Psy 100)
3. GLH 301 – Practicum (*0.5 credit*)
4. GLH 401 – Senior Seminar

#### Track 1: Ethics of Global Health Interventions

5. PHIL 230 – Ethical Theory
6. PHIL 234 – Biomedical Ethics
7. POLS 235 – Equality & Justice
8. ANTH 390 – Public Health in Africa\* (pre-req sophomore standing)

#### Track 2: Noncommunicable Diseases and Behavioral Determinants of Health

9. PSY 100 – Introduction to Psychology
10. PSY 343 – Health Psychology\* (pre-req Psy 100)
11. SOC 329 – Social Inequalities

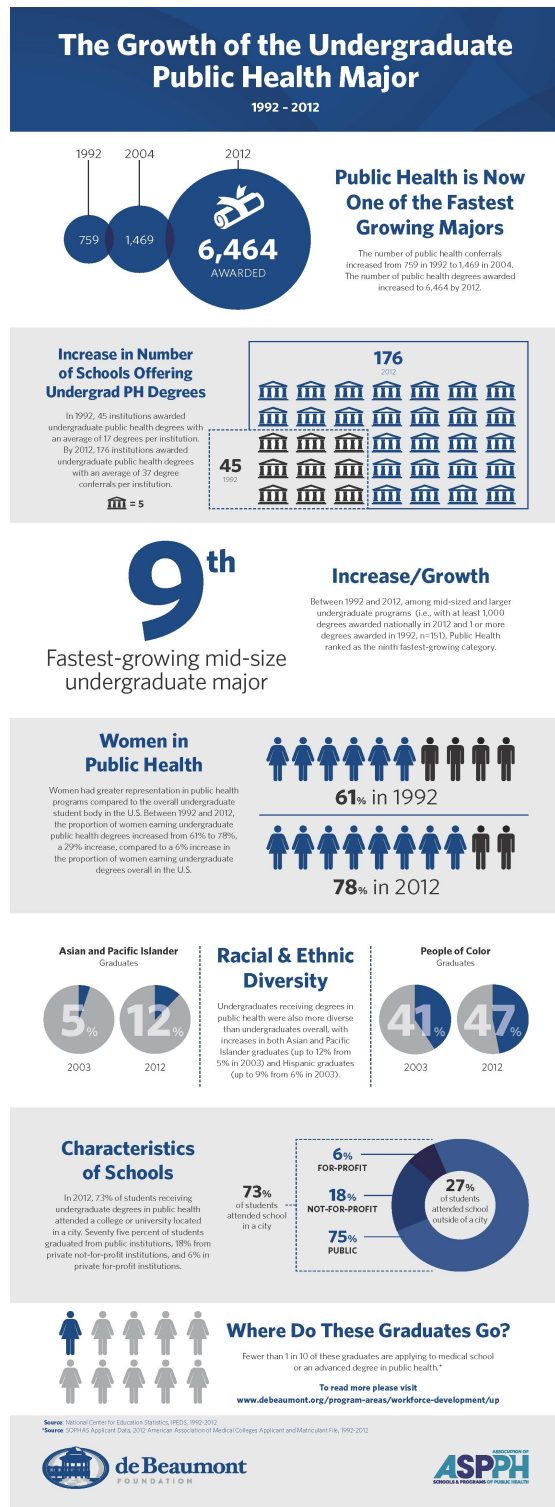
## Proposed Global Health Minor Curriculum

Total Courses Required	five
Core Courses	GLH 101 – Intro to Global Health  One of the following: MATH 141 – Stats for Professionals, BIO 375 – Biostatistics, or PSY 214 – Statistics for Behavioral Sciences
Other Required Courses	Two courses at the 200-level and two courses at the 300-level to be selected in coordination with the Minor advisor from the list of courses approved for the Global Health Major. These courses must come from two academic disciplines.
Number 300 and 400 level courses	two
Additional Information	Students planning to pursue a career or graduate work in Global Health are encouraged to become proficient in a second language during their time at DePauw.

\*This course that has a pre-requisite.

## Appendix A

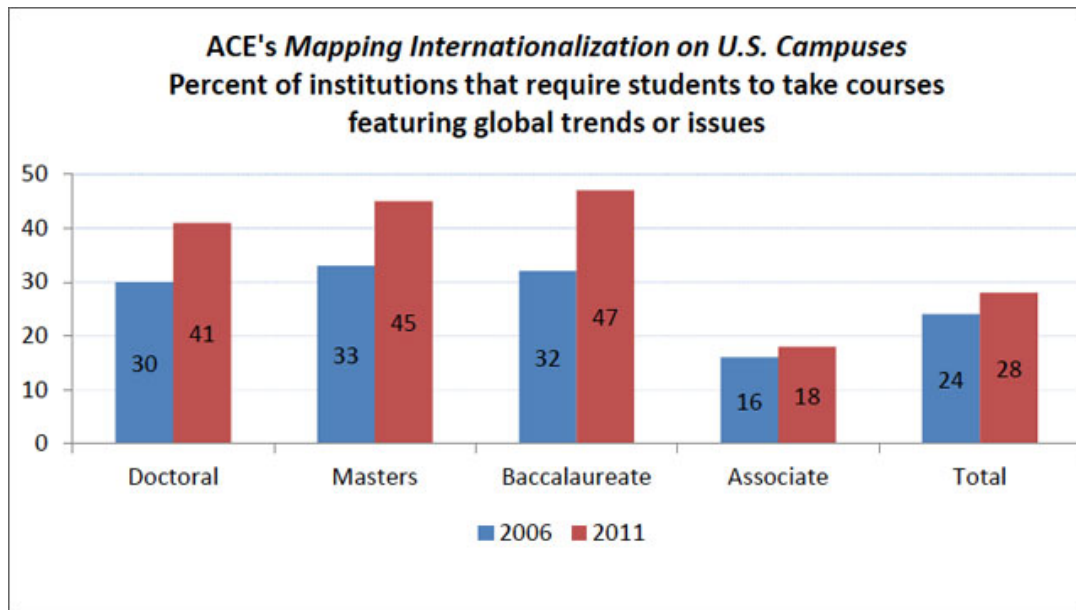
**Figure 1. Growth of the Undergraduate Public Health Major - U.S. Institutions 1992 – 2012**



[from the Association of Schools & Programs of Public Health, <http://www.aspph.org/aspph-and-de-beaumont-foundation-release-report-on-undergraduate-public-health-growth-trends/>]



**Figure 2. Percent of Institutions that Require Courses on Global Trends/Issues 2006-11**



[from the American Council on Education at: <https://www.acenet.edu/news-room/Pages/Intlz-in-Action-2014-March.aspx>]

### **Current students who have expressed interest in a Global Health Major**

Paige Bagby '19  
Brittany Buckner '18  
Mary Ann Etling '18  
Peter Gorman '19  
Andrea Nunez-Garcia '18  
Emily Rogers '19  
Ama Sefa-Daapah '18  
Megan Thacker '18  
Hallie Walter '19  
Sarah Wilder '19

## Relevant Bibliography

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## Appendix B: Upton, Syllabus for Univ275: Introduction to Public Health, Fall 2015

UNIV 275  
Introduction to Public Health  
Tuesdays 7-9:50pm  
Fall 2015

Dr. R.L. Upton, Ph.D., M.P.H.  
Department of Sociology & Anthropology  
221 Asbury Hall  
765.658.4699  
[rupton@depauw.edu](mailto:rupton@depauw.edu)  
(email is *by far* the best way to reach me)

office hours: W 12:30-2pm & TH 4-5pm or by appt.

### Introduction

This course is designed to introduce the basic tenets, applications, and foci of public health, including integrating public health with other health professions. It will provide a history of public health, an overview of the core disciplines, current events and issues in the field. This course is intended to serve as an introduction to the major issues of public health with a focus on the United States as well as global contexts. We will examine what those issues are, what determines them, and how they can be altered. As a survey of the entire field of public health, the course provides a broad overview for students wishing no more than an introduction to the field, as well as good grounding for students who wish to pursue additional coursework in public health.

### Course Objectives

The specific course objectives are expressed within the following competencies:

1. Students will be able to explain what public health is, what distinguishes it from the other health sciences, and what unique contributions it has to make to the health of the public.
2. Students will be able to identify the principal determinants of health and disease, as well as the principal determinants of, and explanations for, inequalities in the health of groups differentiated by race, ethnicity, and socioeconomic status.
3. Students will understand when (and why) governments should intervene in matters pertaining to the health of the public and when (and why) they should not. They will be able to describe the major formal organizational structures within the United States responsible for monitoring and improving the public's health.

4. Students will be able to describe the basic approaches and purposes of the two major analytical methods of public health, epidemiology and biostatistics, without achieving mastery of the methods (i.e., this is not a methods course; that is the subject of other courses).
5. Students will be able to explain the biomedical basis of infectious and chronic diseases and congenital abnormalities, again without developing detailed expertise on these subjects.
6. Students will be able to identify the principal social and behavioral determinants of health and demonstrate how they influence the most important behavior-related health problems of the day.
7. Students will be able to identify the principal environmental determinants of health and describe the major environmental health issues of the present time.
8. Students will be able to explain the role of public health in medical care and identify the principal problems in the U.S. health care system. As well, students will become familiar with the features of and arguments about the Affordable Care Act.
9. Students will be able to itemize critical issues in global health, with a special focus on health in poor countries.
10. Students will be able to describe important future issues in public health and explain their origins.

### **Course Materials**

**Required Text:** Introduction to Public Health. Mary-Jane Schneider, ed. Fourth Edition.

[http://www.amazon.com/Introduction-Public-Health-Mary-Jane-Schneider/dp/1449697364/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1440961777&sr=1-1&keywords=schneider+introduction+to+public+health](http://www.amazon.com/Introduction-Public-Health-Mary-Jane-Schneider/dp/1449697364/ref=sr_1_1?s=books&ie=UTF8&qid=1440961777&sr=1-1&keywords=schneider+introduction+to+public+health)

**Additional Materials** (articles, case studies, interesting current events, etc.) will be provided on Moodle or via email

### **Course and University Policies**

#### **Attendance**

I expect you to attend class and to attend class prepared. We meet just once a week so we want to make the most of our time together and to do so, we need to be well prepared. Therefore, participation and attendance are very important to your success in this course. Remember, you cannot participate if you are not there! If you are going to be absent, contact me before class. It is your responsibility to get all information you missed on any days you were absent. Acceptable reasons for an excused absence include family emergency, serious illness, religious holiday, and

participation in college athletic competitions. Please note that excessive absences, even when excused, will negatively impact your participation grade and your final course grade at the professor's discretion. Students with unexcused absences will receive no participation credit for the days they are absent. Typically, no more than one excused absence in a once-a-week course is permitted over the course of the semester. If you have more than two absences, you may not be eligible to continue in the course whether these absences are excused or unexcused. Extensions on written assignments must be requested at least 24 hours prior to a deadline and are subject to instructor consideration. I will accept late material without prior extension approval but will lower the final grade by a letter grade for each day it is late in order to be fair to all. My goal is your success and learning about public health, I recognize that emergencies arise – I ask that you communicate with me so that I can help you succeed in this course in the best ways possible.

### **Laptops, phones, iPads, etc.**

Use of electronic devices is not permitted during class-time. While I regret the inconvenience for students who like to use laptops for note taking, the frequent uses during class time, checking email, texting friends, surfing the Web, working on other assignments, create distractions for both users and their neighbors alike and are disrespectful to one's fellow students and to the instructor and guest lecturers. In addition, research has in fact indicated that students learn better without having such technology in use at the time of lecture, discussion and thinking about concepts at hand. Use of electronic devices creates a literal as well as virtual barrier too during discussion or lecture and it is important that we work together, not in isolation throughout the semester. If you have documented accommodations that allow the use of particular technologies, by all means, just let me know.

I will be certain to post any PowerPoint slides on our Moodle site for you to access.

### **ADA~STATEMENT:**

DePauw University is committed to providing equal access to academic programs and University administered activities and reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Coordinator of Academic Success and Student Disability Services, for further information on how to receive accommodations and support. Academic Success and Student Disability Services is located in the Memorial Student Union Building. Their telephone: 765-658-6267. It is the responsibility of the student to share the letter of accommodation faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.

## **Readings, Assignments, Exams and Grading**

Some of the material in the readings will not be covered in lecture or discussion, depending upon our time on any given day and some material is intended to supplement what is covered in class. Anything included in the assigned readings is fair game for exams, whether or not it is discussed in class. This will also include information provided by guest lecturers.

Some readings go into a great deal of detail (e.g., a listing of all the chemical compounds covered by governmental drinking water standards). The objective is for students to gain a good general understanding of the phenomena of interest, not to require students to memorize the details. All of your reading should be focused on learning basic relationships, principles, and major concepts and how they are applied. This does not mean that you will not be expected to recall some specific facts, but when such is requested of you, the facts will relate to critical aspects of our consideration of public health. For example, I consider it pretty “basic” that you know that two-thirds of American adults are overweight or obese. This is one of those very important facts that everyone interested in public health should know. Another such fact is that U.S. health expenditures account for 18% of the nation’s gross domestic product, dramatically more than any other country in the world.

**Course grades will be based on two exams, each covering half of the course, two writing assignments, one graded presentation at the end of the course and an overall grade for participation. See below:**

\* Each of the two exams (midterm on October 13<sup>th</sup> and final on December 14<sup>th</sup>) will count 25% of the course grade (a total of 50%). The final will cover the entire semester but will primarily focus on material since the midterm.

\* Each of the two writing assignments, essays of no more than 5 pages each, will count 10% (a total of 20%).

\* You will prepare a final oral presentation in groups of three. The presentation topic will illustrate a contemporary global or environmental health case study. It should provide background and context information, demonstrate the public health problem at hand and implications of the problem if not addressed. More details will follow in an assignment document I will post to Moodle during the semester. You will receive a group grade as well as an evaluation of your work by your teammates. (This will be explained at the time of the assignment.) This will count 15% of the course grade.

\* Participation will count 15% of the course grade. Again, participation means attendance, preparedness and actively moving the discussion forward during the class period.

Some grade-related observations should be emphasized:

\* Each of the two major writing assignments must be typed double-spaced in an 11- or 12- point font with margins of one inch (or slightly larger). Each of the two writing assignments must not exceed 5 pages (not including bibliographic references). A paper that exceeds this page limit – by running over 5 pages or using a smaller font or failing to have adequate margins (or some combination) – will lose one grade, as above. Thus, for example, an otherwise A paper that runs 5.5 pages will be reduced to an A-. The reasons for this strict requirement are two-fold: The first is to help you learn to follow precise directions, including learning how to edit your essays to fit required limits. (Such limits pervade professional practice. For example, if faculty members submit a grant application to certain grant-giving agencies and their description of the grant's purposes and methods exceeds the agency's page limits, their application will be returned unread.) The second reason for this strict requirement regarding the length of papers is to ensure that you receive graded, written materials back as soon as possible.

\* As noted above, the second (final) exam is scheduled for December 14<sup>th</sup> (from 6-9 pm). Please plan your holiday travel accordingly. (The same holds for the midterm exam, scheduled October 13<sup>th</sup> during class time.)

\* This class does not meet Tuesday the 24<sup>th</sup> of November in observance of the Thanksgiving holiday.

**Schedule of Events & Topics [this course schedule/syllabus is subject to change by the instructor] – In addition to each of the assigned readings noted below, you are responsible for knowledge of Weekly Case Studies that will be posted on Moodle.**

- **A note about the case studies: each week students should read the assigned case studies posted to Moodle. These case studies are based on real events and problems. They demonstrate how professionals across various disciplines tackle public health challenges. The topical areas run the gamut from cardiovascular disease to clean water, from obesity to asthma, from vaccination to mental health, from pharmaceutical policy to environmental regulation. In learning through these cases, students apply a wide range of knowledge and skills relevant to public health outbreak and investigation, policy analysis, regulatory decision making, ethics, program development, program evaluation, research synthesis, screening programs, working with stakeholders, social marketing health risk communication, lab management, emergency preparedness and more. These case studies add to our textbook in ways that give our study of the discipline a great deal of depth. These cases are not merely stories that related compelling public health issues, problems or accomplishments, and then sum up the lessons learned. Rather, they are carefully constructed narratives, most of which put learners in the seat of a protagonist who has a problem to solve. The Cases fall into roughly three categories: Assessment cases, Policy Development cases and Assurance cases.**

**As you read the case studies for each week, keep in mind the following questions:**



- What is the problem to be resolved or decision to be made?
- Who are the decision makers, and what is motivating each of them?
- Who are the other stakeholders? What are their objectives?
- What questions must be addressed or issues must be resolved in order to solve the problem or come to a decision?
- What contextual issues might affect the decision? These may include health issues, social and political environment, technical barriers, or any other constraints and opportunities.
- What are the upsides and downsides associated with alternative actions?
- What would you do? Why?

9/1 Introduction to Public Health

Read: Prologue, Chps. 1-3  
Case Study # 1

9/8 Measuring and Methods in Public Health

Read: Chps. 4 – 8  
Read: International Policy Network “Diseases of Poverty and the 10/90 Gap”  
Case Study # 2 & # 3

9/15 Determinants of Disease ~ Biomedical

Read: Chps. 9 – 12  
Case Study # 4 & # 5

9/22 Determinants of Disease ~ Social/Behavioural

Read: Chps. 13 – 16  
Case Study # 6 & # 7  
**Writing Assignment # 1 Handed out**

9/29 Public Health Ethics & Inequality

Read: Chp. 17, 28  
Case Study # 8 & # 9  
**Due: Writing Assignment # 1 Due**

10/6 Global Health in practice  
[Dr. Paul Farmer, Penrod Lecture Series at University of Indianapolis 7pm]

Read: TBD (selections from Paul Farmer)

10/13 **MIDTERM EXAM 7-9:50pm**

10/20 **No Class ~ Fall Break**

10/27 Environmental Health

Read: Chps. 20 – 24  
Case Study # 10 & # 11

11/3 Maternal & Child Health, Mental Health as Public Health

Read: Chp. 18 – 19  
Case Study # 12 & # 13

11/10 Public Health and Aging

Read: Chp. 25 & 29 Schneider  
Case Study # 14 & # 15  
**Writing Assignment # 2 Handed Out**

11/17 Medical Systems and Care (U.S.)

Read: Chps. 26 – 27  
Case Study # 16 & # 17  
**Due: Writing Assignment # 2 Due**

11/24 **No Class ~ Thanksgiving**

12/1 Public Health in the 21<sup>st</sup> Century ~ the Future of Global Public Health

Read: Chps. 30 & 31 in Schneider  
Case Study # 18 & # 19 # 21

12/8 Group Presentations & Final Evaluation/Wrap Up

Due: Group ppt due prior to 7pm (sent electronically to [rupton@depauw.edu](mailto:rupton@depauw.edu))

12/14 **FINAL EXAM 6-9pm**

## Appendix C: Crary, Syllabus for Univ275: Introduction to Public and Global Health, Fall 2013

### Introduction to Public and Global Health

Fall 2013

Class meets T from 7:00 – 9:50 PM in Julian Auditorium

Final Exam: Tuesday, December 17, 6:00 – 9:00 PM

#### Professors

**Thomas Mote** M.D., M.P.H.

Office: Julian Science Center Rm 105

E-mail: [trmote@att.net](mailto:trmote@att.net)

*PREFERABLY USE THIS EMAIL, NOT DePauw email*

(317) 363-8946 Cell Phone

(317) 312-9042 Digital Pager

Office Hours: Before or after class or by appointment

**Sharon Crary**, Ph.D.

Office: Julian Science Center Room  
328

Email: [scrary@depauw.edu](mailto:scrary@depauw.edu)

Office hours: by email – try suggesting  
times either Mon morning or Thurs  
afternoons

**Course Goals:** Through this course, you will develop the ability to do the following:

- Discuss the inclusive nature of the domain of public health. While epidemiology is its bedrock and investigation of emerging diseases important, its net is cast far wider than this to include preventive health, allocation of scarce resources, economic development, social medicine, and environmental concerns.
- Engage in a rigorous, evidence-based conversations about the ethics of health care and its distribution.
- Argue the relative importance of governmental and nongovernmental agencies in health care.
- Begin to critically evaluate the methodology underlying any epidemiological study.
- Construct a meaningful argument about the global burden of disease.
- Argue the relative merits and demerits of the DALY metric (Disability Adjusted Life Years) as a means to allocate health resources.
- List and explicate a number of significant diseases of global impact.
- Discuss the interdependence of economic development and health.
- Converse about some successful health interventions, especially in resource poor regions.
- Know how to continue independent learning about public and global health
- Work effectively with a non-chosen group on any health care topic, even a controversial one, to develop a statement, evaluation and action plan.

#### Text

Fortunately in the past few years a number of textbooks for undergraduate public and global health courses have come out. The textbook for the class is Global Health 101, 2<sup>nd</sup> Ed., by Richard Skolnik with additional articles and videos posted on Moodle and placed on reserve in the Julian library.

Readings, videos, and problems are assigned to be completed prior to class. In other words, the assignment dates on the schedule are due dates.

Appropriate Copyright Permissions will be obtained and your accounts will be billed accordingly.

## **Organization**

This course will require quite a bit of reading on your part. As we only meet once a week, this means you will need to set up a good calendar so you work consistently throughout the week and are able to engage with and be thoughtful about the material all week long. You will often have assignments due (through Moodle) between class meetings.

Generally the first portion of class will be conducted as an interactive lecture, with the second portion involving more interactive work, for which you will be graded. Thus, while class attendance is not required, it can affect your grade. We will also have a number of expert visitors coming to speak with our class. Recognize these speakers as part of our class. We invited them because we think they will enhance your understanding of the world of public and global health. You should prepare for these visitors and engage with them as you would any professor. The material they cover will be on exams.

Dr. Mote's lecture slides will be posted on Moodle. They are intended as your class notes and not as bullet points for the talk. In some cases there are a large number of these and those of particular import will be pointed out. It is suggest that you mark these with a "**N.B!**" which is a shorthand version of Latin expression "Nota Bene", or "Note Well".

## **Grading**

Graded items will consist of exams, interactive in-class assignments, and homework. We will additionally provide you with other mechanisms for self-assessment throughout the course, such as worksheets, small group work, class presentations, and problems.

Exams (50%) – A midterm will be worth 20% of your grade. A final will be worth 30% of your grade.

Assignments (50%) – We will evaluate the work you do to learn about public and global health in a variety of ways. These include, but are not limited to, the following:

- **Writing.** These assignments will be graded simply. If you do the assignment well you earn 2 points. If your writing is ambiguous or your ideas are not clearly articulated, you earn 1 point. These writing assignments will generally occur outside of class but will occasionally be given during class time.
- **Team-based work.** You will be placed in teams on the first day of class. Each week you will work with your team on assignments presented (through Moodle) prior to each class. We will randomly pick a group to share their project results and lead a discussion on the material after team-based time each week. Your team-based work grade will be based on individual preparedness (pre-tests), group products, the effectiveness with which you engage the class

during discussions (which will be indicative of your depth of understanding of the material), and peer evaluations of your group work.

**Important policies:**

1. Both exams are mandatory.
2. Grades on a borderline may be moved up or down by a maximum of 1 point to account for intangible factors. Intangible factors that may affect your grade include, but are not limited to: a particularly strong or weak final exam, a steady improvement or decline in performance during the term or a particularly strong or weak contribution to the class. Such adjustments are not common.
3. Questions about grading must be held until one day *after* you have received graded material back. In addition, such questions must be posed *within* one week of receipt of the graded material. Questions should be posed in writing (email is fine) to **both** course professors. After this time, we will not be able to review graded material; as more time passes it becomes too difficult to maintain equality of grading.
4. Please turn off computers and cell phones when class starts. Texting, emailing, surfing the net, etc during class time are disrespectful and are not productive methods of learning the material.
5. We understand that some of you will be coming to class directly from other activities, so feel free to bring small snacks for most classes. Please do not eat a meal during class, though. And please refrain from eating/snacking, out of respect, when visitors are speaking with our class.

**Academic integrity is the single most important point in any course.**

Academic dishonesty serves no educational purpose and is damaging to the entire class and to your professors. Please be sure you are familiar with the university's academic integrity policy as stated in your current *DePauw University Student Handbook*. We will absolutely abide by the University rules and give you a zero on any assignment on which you cheat, but the punishment will almost certainly be worse than that. If you choose not to talk to us about an ethical issue about which you have misgivings, we suggest that you err on the side of caution. There is really no such thing as being too honest when it comes to academics.

**Disability Statement**

DePauw University is committed to providing equal access to academic programs and University administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Coordinator of Academic Success and Student Disability Services for further information on how to receive accommodations and support. Academic Success and Student Disability Services is located at 101 E. Seminary St., 765-658-6267. It is the responsibility of the student to share the letter of accommodation with faculty and staff members.

Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. Accommodations must be renewed each semester. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.

### Tentative Schedule

Class/Date	1 <sup>st</sup> Qtr	Assignments
#1 Sept 3	What is Health, Public Health, & Global Health? What are the determinants of disease?	<i>Chap 1 &amp; 2 of textbook and all questions</i>
#2 Sept 10	Ethical Basis and Human Rights Is Health Care a Right? The 90:10 phenomenon	<i>Chap 4 of textbook and all questions</i> <i>Book review of Norman Daniels "Just Health, Meeting Health Needs Fairly" "Diseases of Poverty and the 10/90 Gap" by Phillip Stevens</i> <i>"The Distribution of Biomedical Research Resources and International Justice" by David Resnik</i>
#3 Sept 17	Global Burden of Disease, Cost-Effectiveness, & DALYS	<i>Chapter 2 of textbook and questions</i> <i>"Disability-Adjusted Life-Years and NIH Funding" &amp; Questions</i> <i>"Measure of Disease Burden and NIH Funding" &amp; Questions</i> <i>"A Different Consensus"</i> <i>Finding the Best Health Buys: Want to Figure Out Which Treatments Do the Most? Cost-Effectiveness Measures Show How"</i> <i>"Can Cost-Effective Health Care = Better Health Care?"</i>
#4 Sept 24	Organizations (Govt & NGOs), Health Systems, and Millennium Development Goals (MDGs) Stanford video on global health organizations Guest Speaker: <b>Matt MacGregor</b> , NGO Executive Director	<i>Chap 5 of Textbook &amp; Questions at end of chapter</i> <i>"The MDG decade: looking vback and conditional optimism for 2015" by Jeffrey Sachs</i> <i>Report of the UN Secretary-General: A Life of Dignity for All Overview"</i> <i>Good Fortune video (73') on reserve in the library</i>
#5 Oct	Economic Development & Health	<i>Chap 3 of textbook and questions at end</i>

1	Poverty	<i>Jeffrey Sachs "The End of Poverty" from Time Magazine and questions</i> <i>"Relatively Deprived, How Poor is Poor" in The New Yorker</i> <i>"Quantitative Measures-Who is Poor?" in Harvard Magazine</i>
#6 Oct 8	Epidemiology Review of questions and breakout exercises on Epi and Statistics Review for Midterm	<i>Chapter 14 of textbook pp. 296-319 and questions</i>
#7 Oct 15	Health Systems and the Use of Community Health Workers in Developing Countries <b>Midterm (1 hr)</b> Behavior Modification Rx for Health Video on "Mr. Condom" in Thailand & Discussion	<i>Chap 5 in textbook (don't do the questions)</i> <i>Chapter 6 of textbook (don't do the questions)</i>
- Oct 22	<i>Fall Break</i>	
#8 Oct 29	Environmental Health Discussion of Global Warming Nutritional Health Discussion of obesity and measures to control	<i>Chapter 7 of textbook and questions at end of chapter</i> <i>Lead, in Scientific American</i> <i>Chapter 8 of textbook and questions at end of chapter</i> <i>"The Peanut Solution"</i>
#9 Nov 5	Guest Speaker: <b>Dr. Greg Wilson</b> , I.U. School of Public Health, Child Health Maternal Health	<i>Chapter 10 of textbook and questions</i> <i>Chapter 9 of textbook</i>
#10 Nov 12	Trauma/Violence Gun video	<i>Chapter 13 of textbook and questions</i> <i>Chapter 7 – Supply in Private Guns, Public Life by David Hemenway</i> <i>"The Decline of Violence"</i>
#11 Nov 19	Guest Speaker: <b>Dr. Hilarie Cramer</b> , Harvard School of Public Health, Natural Disasters and Complex Human Emergencies	<i>Chapter 14 of textbook</i>
#12 Nov 26	Pharma/Immunizations Discussion of Questions Zoonoses Rx for Health video on emerging disease and discussion	<i>"How Safe Are Vaccines?"</i> <i>"Anti-vaccine activist march on, armed with little evidence" by Richard Feldman</i> <i>"The Next Killer Flu" by Lynn Johnson</i>
#13 Dec	Guest Speaker: <b>Dr. Jim Jones</b> of	<i>Chapter 11 of textbook and questions at end of</i>



3	Franciscan Health, The “Big Three”- HIV, TB, & Malaria Guest Speaker: <b>Dr. Eric Wetzel</b> of Wabash College, Neglected Tropical Diseases by	<i>chapter</i> <i>“Three Things You Didn’t Know About AIDS in Africa”</i> <i>Glance over Kaiser &amp; CDC fact sheets</i> <i>“Two Studies show that drugs used to treat AIDS can prevent HIV infection”</i> <i>Introduction to the Neglected Tropical Diseases (NTD) – Chap 1</i>
#14 Dec 10	Guest Speaker: <b>Dr. Sarah Wiehle</b> , the I.U. School of Medicine, Social Medicine Video “Unnatural Causes – Is Inequality Making Us Sick” Final Review	<i>“Inequality-More Hostile, Less Sociable Societies” by Richard Wilkinson</i> <i>Health and Inequality” by Richard Wilkinson</i>
#15 Dec 17	<b>Final (2 hours)</b>	

## Appendix D: Proposed Global Health Major Curriculum Revised

Total Courses Required	ten and a half
Core Courses	GLH 101 – Intro to Global Health GLH 301 <sup>#</sup> – Practicum (0.5 cr) GLH 401 – Senior Seminar One of the following: MATH 141 – Stats for Professionals ( <i>no prereq</i> ) BIO 375 – Biostatistics ( <i>prereq BIO 101 and 102 or permission of instructor</i> ) ECON 350 – Statistics for Economics and Management ( <i>prereq Econ 100</i> ) PSY 214 – Statistics for Behavioral Sciences ( <i>prereq Psy 100</i> )
Other Required Courses	Additional courses that may be chosen (but are not limited to) for the major are: ANTH 151 – Human Cultures ANTH 257 – Culture, Medicine and Health ANTH 255 – Gender and Anthropology ( <i>prereq Anth151</i> ) ANTH 355 – Anthropology of Development ANTH 390 – Public Health in Africa BIO 102 – Evolution and Ecology BIO 361 – Immunology, ( <i>prereq Bio 101 and 102</i> ) BIO 250 – Microbiology ( <i>prereq Bio 101</i> ) BIO 375 – Biostatistics ( <i>prereq Bio 101 and 102</i> ) BIO 382 – Neurobiology ( <i>prereq Bio 101 and 102</i> ) BIO – Select Topics Classes ( <i>likely to have a prereq</i> ) CHEM 240 – Structure and Function of Biomolecules, ( <i>prereq Chem 120</i> ) CHEM 343 – Advance Biochemistry ( <i>prereq Chem 240 and 260</i> ) CHEM 342 – Select Topics courses (0.5credit) HIST 285 – History of Science ECON 465 – Health Economics ( <i>prereq: Econ 294, Econ 350</i> ) PHIL 230 – Ethical Theory PHIL 232 – Environmental Ethics PHIL 360 – Philosophy of Science ( <i>prereq: 1 phil course, major in science, or permission</i> ) PHIL 234 – Biomedical Ethics POLS 170 – International Politics POLS 235 – Equality & Justice POLS 253 – China and India in the 21 <sup>st</sup> Century POLS 352 –Politics of Developing Nations POLS 360 – African Politics POLS 382 – Global Issues POLS 384 – International Law PSY 100 – Introduction to Psychology PSY 214 – Statistics for Behavioral Sciences* ( <i>prereq Psy 100</i> ) PSY 252 – Drugs and Behavior ( <i>prereq Psy 100; unlikely to be taught soon</i> ) PSY 260 – Social Psychology ( <i>prereq Psy 100</i> ) PSY 343 – Health Psychology ( <i>prereq Psy 100</i> ) SOC 100 – Contemporary Society SOC 210 – Gender and Society

SOC 242 – Medical Sociology  
 SOC 329 – Social Inequalities  
 SOC 342 – Women, Health and Social Control (*prereq 1 Soc course*)

*\*These courses have a pre-requisite.*

Number 300 and 400 level courses

4.5, including the Senior Seminar (401) and Practicum (301)

Senior Requirement and Capstone Experience

GLH 401 – Senior Seminar. Topics range depending on the expertise of the instructor. A research project is always a significant dimension of the capstone experience

Additional Information

Majors attend Global Health seminars throughout their junior and senior years. (The number of required seminars will be determined by the steering committee).

Majors develop a learning contract, required by week six of the second semester, sophomore year (or at least one month after major declaration), structured around two thematic tracks (e.g., Biosocial Determinants of Health, Environment and Human Health, Ethics and Global Health, Population & Family Health, Biostatistics, etc.). The terms of the contract specify the substantive nature of the chosen tracks, including relevant courses. The courses in each track must be from at least two distinct disciplines. Each track must consist of at least three courses, one of which is at the 300-400 level. No more than five courses can be credited to a single track.

Students planning to pursue a career or graduate work in Global Health are encouraged to become proficient in a second language during their time at DePauw.

Writing in the Major

The writing requirement for the Global Health major consists of a portfolio of writings presented with a written reflection. Portfolios will be reviewed by the Global Health steering committee for evidence of improvement and competence in writing in the major.

Majors submit a portfolio in the spring semester of their junior year. The centerpiece of the portfolio is a written reflection focusing on the student's understanding of his or her development as a writer within the major and how the student used instructor and peer feedback to improve her or his writing. The student will support arguments about how her or his writing has improved by referring to writing samples and peer or instructor feedback from throughout the first three years at DePauw. The writing portfolio should consist of three to five (3-5) papers, for a total of more than 10 pages and less than 30 pages (10-30 pages), not including the written reflection. Papers submitted must be from courses in at least two different departments at DePauw, to reflect the interdisciplinary nature of this major.

The portfolio must include the following:

- One writing sample from a course in the student's first year of college.
- One writing sample demonstrating evidence of the student's ability to analyze complex information related to global health.
- One writing sample demonstrating evidence of the student's ability to make a convincing argument about a complex topic in global health.
- Evidence of the ability to identify and effectively use and document appropriate sources.
- Evidence of the ability to write in a clear, concise, and interesting fashion.
- Evidence of the ability to write in a manner appropriate to particular audiences such as other experts in the field or the general public.

- A written reflection that indicates how the student has evolved as a writer over the course of his or her major and what the student views as future goals for his or her writing.

All writing samples may be final versions of papers produced after instructor and/or peer feedback in response to paper drafts. This should be noted in the written reflection. Portfolios are due on the second Wednesday of May of the junior year. Any student whose portfolio does not demonstrate competence will be notified by the first day of the fall semester of their senior year and will have to complete an additional writing component of the senior capstone course exam to demonstrate writing competence in the major.

<sup>#</sup>GLH 301 is a half-credit course centered on a practicum project that includes one (1) applied clinical or community-based experience. Options that qualify include, but are not limited to, original research, an internship, or other kind of experiential learning (January and May projects may qualify, subject to committee review). A practicum is a unique opportunity for undergraduate students to integrate and apply skills and knowledge gained through coursework with experience gained in a professional public health work environment. Global health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms among others. This Practicum expectation mirrors expectations set by the Council on Education for Public Health. A typical practicum experience in the GLH Major requires students to work a minimum of 80 hours under the supervision of an experienced site supervisor and the course instructor. Each practicum has at least one tangible deliverable to be determined by the student and instructor.

### Example Major #1. (10.5 credits)

12. GLH 101 – Intro to Global Health
13. PSY 214 – Statistics for Behavioral Sciences (pre-req Psy 100)
14. GLH 301 – Practicum (*0.5 credit*)
15. GLH 401 – Senior Seminar

#### Track 1: Biological Determinants of Health

16. CHEM 240 – Structure and Function of Biomolecules (pre-req Chem 120)
17. BIO 250 – Microbiology (pre-req Bio 101)
18. BIO 361 – Immunology (pre-req Bio 101 & 102)

#### Track 2: Health in Resource-Poor Regions

19. ANTH 151 – Human Cultures
20. ANTH 257 – Culture, Medicine and Health
21. POLS 352 – Politics of Developing Nations
22. ANTH 390 – Public Health in Africa

### Example Major #2. (10.5 credits)

12. GLH 101 – Intro to Global Health
13. PSY 214 – Statistics for Behavioral Sciences (pre-req Psy 100)
14. GLH 301 – Practicum (*0.5 credit*)
15. GLH 401 – Senior Seminar

#### Track 1: Ethics of Global Health Interventions

16. PHIL 230 – Ethical Theory
17. PHIL 234 – Biomedical Ethics
18. POLS 235 – Equality & Justice
19. ANTH 390 – Public Health in Africa

#### Track 2: Noncommunicable Diseases and Behavioral Determinants of Health

20. PSY 100 – Introduction to Psychology
21. PSY 343 – Health Psychology (pre-req Psy 100)
22. SOC 329 – Social Inequalities