

PUBH 6108, SECTION 320

Foundations of Global Health
 Fall 2019

COURSE & CONTACT INFORMATION

Credits: 2

Meeting Day(s), Time, and Place: This course is entirely web-based, delivered via Canvas at <http://canvas.umn.edu>

Contact Type	Contact Information	Role	When to Contact
Instructor	Claudia Munoz-Zanzi, DVM, MPVM, PhD munozzan@umn.edu Office Phone: 612-625-6953 Fax: 612-626-4837	Primary instructor for this course	For course or content related matters, contact your instructor via the Course Q&A/Announcements Forum on the Canvas site, or in lesson-specific forums. The instructor will be checking the Q&A and forums regularly.
Teaching Assistant	N/A		
Technical Support	Technical support options are available on the SPH website. https://z.umn.edu/sphquickhelp	Troubleshoots technical issues related to the course site or course content.	Technical issues with the course site, media, quizzes or assignments.

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

Communication in Online Courses

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting me in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. Emails will be replied within 48 hours M-F. Please use the weekly Canvas Q&A forums for content and schedule related questions and email for private matters.

COURSE DESCRIPTION

This course provides an introduction to key principles and topics in global health including measures of global burden of disease, identification of key health problems around the world and the main determinants, health systems and international public health organizations. In addition, we will discuss cross-cutting and timely issues in health promotion, disease control programs, and operational research in international settings. Class exercises and discussions will focus on challenging global health problems, and strategies to address them. This course is required for those students enrolled in the School of Public Health Global Health Certificate program, and is also open to other qualified students (see Course Prerequisites). Examples of diseases and illustrations of global health problems in this class will include both infectious and non-infectious diseases and should be of interest to students in various programs.

COURSE PREREQUISITES

All students who are currently enrolled in MPH, MS or PhD programs are eligible for this class. Those who have previously graduated from a Master's or Doctoral program in public health are also eligible. Current or former post baccalaureate students in other health professions (e.g., Medicine, Nursing, and Veterinary Medicine) may be admitted with permission of the instructor.

COURSE GOALS & OBJECTIVES

Goals of this course are to introduce students to the key principles and practice of global health, as articulated in the Global Health Competency Model developed by the Association of Schools and Programs of Public Health (ASPPH), developed specifically for global health programs in schools of public health. Key components of this ASPPH model include:

- **Capacity strengthening:** knowledge, skills, and resources for enhancement of global public health programs, infrastructure, and workforce
- **Collaborating and partnering:** global health stakeholders to advance research, policy, and practice goals, and effective communication
- **Health equity and social justice:** analysis of strategies to address health disparities across socially, demographically, or geographically defined populations
- **Program management:** ability to design, implement, and evaluate global health programs to maximize effective policy and practice, and improved and sustainable health outcomes.
- **Socio-cultural and political awareness:** working effectively within diverse cultural settings and across international political landscapes
- **Strategic analysis:** monitoring and evaluation of health programs, including operational research, and assessment in complex emergencies/disaster settings

Course objectives are:

- To develop an understanding of measures of population health and how they are used to quantify global burden of disease.
- To become familiar with key global issues in infectious diseases, maternal and child health, nutrition, mental health, and environmental health including ecological, social, and cultural determinants.
- To recognize rationale and methods for disease surveillance and outbreak investigation in international settings.
- To recognize strategies for health promotion including community-level control and prevention programs and a One Health approach to control programs.
- To become familiar with scientific literature and research methods as applied to research in low-resource settings and operational research.
- To identify differences in health systems between developed and developing countries.
- To become familiar with the role and work of international organizations and sources of global public health data.

For those enrolled in the 15 credit Global Health Certificate program, this course focuses on principles and cross-cutting issues in global health, with discussion of specific topics that illustrate these issues. Other courses in the Certificate program will focus on specific content areas (e.g. nutrition, maternal-child health, etc.), practical skills and logistics for working in global health, or ethical and human rights issues. Field experience will help to provide further practical training in global health.

For those who are not enroll in the Certificate program and want a general course that provides an overview of global health while addressing each of the major competency areas, this class will also meet their needs.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations

Foundations of Global Health is a 2 credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately [2 * 45] hours of effort spread over the course of the term in order to earn an average grade.

This course is entirely online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of independent completion of online lectures, tests, readings, assignments, and online forum discussions. The course is organized in modules that contain a description of the weekly objectives, assignments, instructions for forum discussions, and expectations for each week. Students are expected to engage actively in class discussion and to complete assigned work by the indicated deadline.

Classes will include a combination of the following:

- **Lectures:** Most classes will include an on-line lecture on a general topic in global health, with a focus on global health principles and cross-cutting issues
- **Discussions:** Students will be asked to participate in critical review of articles and reading assignments. Discussion will be guided by the instructor through a series of questions. Specific participation requirements for full credit will be stated.
- **Assignments:** Written assignments will consist of case studies, question-based homeworks, and reports of article reviews.
- **Integrative Concepts Project:** The integrative project is the development and report of a current global health problem in any of the areas covered in the course and to propose an intervention or solution. The objective of the project is to gain familiarity with current public health problems, integrate and summarize literature, and describe key components of the implementation. The project consist of two parts:
 - Part 1 - Oral Report:** Make a 3-minute oral presentation (using VoiceThread, detailed instructions are available on the Canvas site) of your selected problem and a pitch for your proposed solution.
 - Part 2 - Written Report:** A 1-page written report of your project.

Technology

You will use the following technology tools in this course. Please make yourself familiar with them.

- **VoiceThread:** This is a tool that allows you to record presentations at your computer. Instructions are available on the Canvas course site.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

COURSE TEXT & READINGS

There are three required textbooks for the course which you can purchase or access free e-versions of these texts through the Library eReserves page for the course (accessed through the Canvas site):

- **Understanding Global Health** by William H. Markle, Melanie A. Fisher, Raymond A. Smego, Jr. (Second Edition) 2014. McGraw-Hill Education.
- **Maternal and Child Health, Global Challenges, Programs and Policies** by J.E. Ehiri (ed.) 2009 Springer.
- **Disaster Medicine, a Case Based Approach** by D. MacGarty and D. Nott (eds). 2013. Springer.

This course also assigns journal articles, which are available via Library eReserves and will be linked from the course site.

It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>.

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments are due by 11:55pm CST unless indicated otherwise.**

Week	Topic	Readings	Activities/Assignments
Week 1 Sept 3–8	<ul style="list-style-type: none"> Principles of Global Health: Concepts, Overview Data Used to Monitor Global Burden of Disease 	Text <ul style="list-style-type: none"> Markle Fisher & Smego, Understanding Global Health <ul style="list-style-type: none"> Chapter 2: <i>The Global Burden of Disease</i> 	<ul style="list-style-type: none"> Introductions (due Sun 9/8) Week 1 Discussion: Global is Local and Local is Global (initial post due Thurs 9/5, response due Sun 9/8)
Week 2 Sept 9–15	<ul style="list-style-type: none"> Health Systems 	Articles <ul style="list-style-type: none"> Why Do Health Systems Matter? In: Health Systems: Improving Performance, World Health Report 2000. WHO. (Pages 1-11 only) <ul style="list-style-type: none"> <i>The changing landscape</i> <i>What is a health system?</i> <i>What do health systems do?</i> <i>Why health systems matter?</i> 	<ul style="list-style-type: none"> Homework #1: NGOs (initial post due Thurs 9/12, response due Sun 9/15) Week 2 Review: Disease Burden Metrics (not graded)
Week 3 Sept 16–22	<ul style="list-style-type: none"> Social Determinants of Health 	Articles <ul style="list-style-type: none"> Friel S, Marmot MG. Action on the social determinants of health and health inequities goes global. <i>Annu Rev Public Health.</i> 2011;32:225-36. 	<ul style="list-style-type: none"> Week 3 Discussion: Social Determinants (initial post due Thurs 9/19, response due Sun 9/21) <i>Begin working on Homework #2 Case Study: Social Determinants of Health (due Mon 9/29)</i>
Week 4 Sept 23–29	<ul style="list-style-type: none"> Culture, Behavior and Health 	Articles <ul style="list-style-type: none"> Why Culture Matters in Health Interventions: Lessons From HIV/AIDS Stigma and NCDs. <i>Health Education & Behavior</i> 2014, Vol 41(1) 78–84 An Introduction to Global Health Ethics. A. Pinto and R. Upshur (Eds). Taylor & Francis, New York. Chapter 3: Approaching global health as a learner. Trust, fear, stigma and disruptions: community perceptions and experiences during periods of low but ongoing transmission of Ebola virus disease in Sierra Leone, 2015. <i>BMJ Glob Health.</i> 2018 Apr 1;3(2):e000410. 	<ul style="list-style-type: none"> Week 4 Discussion: Ebola outbreak (initial post due Thurs 9/28, response due Sun 9/29) Homework #2 Case Study: Social Determinants of Health (due Mon 9/29)

<p>Week 5 Sept 30–Oct 6</p>	<ul style="list-style-type: none"> • Disease Surveillance in the Global Context 	<p>Articles</p> <ul style="list-style-type: none"> • Kariuki JK, Stuart-Shor EM, Leveille SG, Hayman LL. Methodological Challenges in Estimating Trends and Burden of Cardiovascular Disease in Sub-Saharan Africa. <i>Cardiol Res Pract.</i> 2015;2015:921021. 	<ul style="list-style-type: none"> • Week 5 Discussion: CVD Burden (initial post due Thurs 10/3, response due Sun 10/6) • <i>Begin working on Homework #3: Global Health Surveillance Programs (due Sun 10/13)</i>
<p>Week 6 Oct 7–13</p>	<ul style="list-style-type: none"> • Operational and Implementation Research 	<p>Articles</p> <ul style="list-style-type: none"> • Zachariah et al. Operational research in low-income countries: what, why, and how? <i>Lancet Infect Dis</i> 2009; 9: 711–7 • Babu and Kar. Coverage, compliance and some operational issues of mass drug administration during the programme to eliminate lymphatic filariasis in Orissa, India. <i>Trop Med Intl Health</i> 2004;9:702–9. 	<ul style="list-style-type: none"> • Homework #3: Global Health Surveillance Programs (due Sun 10/13) • Week 6 Review: MDA (not graded)
<p>Week 7 Oct 14–20</p>	<ul style="list-style-type: none"> • Infectious Diseases 	<p>Text</p> <ul style="list-style-type: none"> • MacGarty & Nott, Disaster Medicine <ul style="list-style-type: none"> ◦ <i>Chapter 16: Polio and Vaccination Campaigns, by W. Barker</i> <p>Articles</p> <ul style="list-style-type: none"> • Accelerating work to overcome the global impact of neglected tropical diseases – A roadmap for implementation. World Health Organization. • Bardosh K. Global aspirations, local realities: the role of social science research in controlling neglected tropical diseases. <i>Infect Dis Poverty.</i> 2014 Oct 1;3(1):35. 	<ul style="list-style-type: none"> • Week 7 Discussion: Social Science Research (initial post due Thurs 10/17, response due Sun 10/20)
<p>Week 8 Oct 21–Oct 27</p>	<ul style="list-style-type: none"> • Environmental Health 	<p>Text</p> <ul style="list-style-type: none"> • Markle Fisher & Smego, Understanding Global Health <ul style="list-style-type: none"> ◦ <i>Chapter 6: Environmental Health in the Global Context</i> <p>Articles</p> <ul style="list-style-type: none"> • McMichael AJ. Globalization, Climate Change, and Human Health. <i>N Engl J Med</i> 2013;368:1335-43. 	<ul style="list-style-type: none"> • Week 8 Discussion: Water Security (initial post due Thurs 10/24, response due Sun 10/27)
<p>Week 9 Oct 28–Nov 3</p>	<ul style="list-style-type: none"> • Maternal and Child Health 	<p>Text</p> <ul style="list-style-type: none"> • Markle Fisher & Smego, Understanding Global Health <ul style="list-style-type: none"> ◦ <i>Chapter 4: The Health of Women/Mothers and Children</i> • Ehiri, Maternal and Child Health, Global Challenges, Programs, and Policies <ul style="list-style-type: none"> ◦ <i>Chapter 4: Maternal and Child Health in the Organization for Economic Cooperation and Development (OECD)</i> 	<ul style="list-style-type: none"> • Week 9 Discussion: Women's Health Issues (initial post due Thurs 10/31, response due Sun 11/3) • <i>Begin working on Homework #4: Critical Review of Scientific Literature (due Sun 11/10)</i>

Week 10 Nov 4–Nov 10	<ul style="list-style-type: none"> • Non-communicable Diseases 	Articles <ul style="list-style-type: none"> • WHO. Global status report on noncommunicable diseases 2010. Chapter 1: Burden: mortality, morbidity and risk factors: 9-31. • Remais JV, Zeng G, Li G, Tian L, Engelgau MM. Convergence of non-communicable and infectious diseases in low- and middle-income countries. <i>Int J Epidemiol.</i> 2013 Feb;42(1):221-7. 	<ul style="list-style-type: none"> • Homework #4: Critical Review of Scientific Literature (due Sun 11/10) • Week 10 Discussion: NCD Management Program (initial post due Thurs 11/7, response due Sun 11/10)
Week 11 Nov 11–17	<ul style="list-style-type: none"> • Integrated Community-based Interventions 	Articles <ul style="list-style-type: none"> • Dembele et al. Implementing preventive chemotherapy through an integrated national neglected tropical disease control program in Mali. <i>PLoS Negl Trop Dis</i> 6(3): e1574. • Advancing a 'One Health' Approach to Promote Health at the Human-Animal-Environment Interface APHA Nov 07 2017 Policy Number: 201712. 	<ul style="list-style-type: none"> • Week 11 Discussion (initial post due 11/14, response due 11/17)
Week 12 Nov 18–24	<ul style="list-style-type: none"> • Disasters, Complex Humanitarian Emergencies 	Text <ul style="list-style-type: none"> • Markle Fisher & Smego, Understanding Global Health <ul style="list-style-type: none"> ◦ <i>Chapter 15: Humanitarian Assistance and Disaster Relief</i> 	<ul style="list-style-type: none"> • No Discussion this week • <i>Begin working on the Integrative Concepts assignment (oral and written parts due 12/2)</i>
Week 13 Nov 25–Dec 1 Nov 28 & 29 are official UMN holidays	<ul style="list-style-type: none"> • Integrative Concept assignment, "Overview, Challenges, and Options for Interventions of a Selected Global Health Problem" 	No readings	<ul style="list-style-type: none"> • No Discussion this week • <i>Work on the Integrative Concepts assignment (oral and written parts due 12/2)</i>
Week 14 Dec 2–8	<ul style="list-style-type: none"> • Global Mental Health 	Text <ul style="list-style-type: none"> • Markle Fisher & Smego, Understanding Global Health <ul style="list-style-type: none"> ◦ <i>Chapter 17: Global Mental Health: The World Mental Health Survey Perspective</i> Articles <ul style="list-style-type: none"> • Li et al. Risk factors for suicide in China's youth: a case-control study. <i>Psychological Medicine</i> (2008), 38, 397–406 • Kim JC, et al. Understanding the impact of a microfinance-based intervention on women's empowerment and the reduction of intimate partner violence in South Africa. <i>Am J Public Health.</i> 2007;97(10):1794-802. 	<ul style="list-style-type: none"> • Integrative Concepts Assignment Part 1 - Elevator Speech (due Thurs 12/5, comments due Sun 12/8) • Integrative Concepts Assignment Part 2 - Written Report (due Thurs 12/5, comments due Sun 12/8) • Week 14 Review: Mental health and disasters (not graded)
Week 15 Dec 9–15	<ul style="list-style-type: none"> • Final Exam 		<ul style="list-style-type: none"> • Final Exam (due Sun 12/15)

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions

- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

Below is a list of the activities by which students will be graded and their assigned weights:

Update once assignments are finalized:

Activity	Points
Introduction	2
Discussions (9 @ 4 points each)	36 (2 for submission, 2 for response)
Homework (4 @ 5 points each)	20
Integrative Concepts Assignment Part 1 – Oral presentation	7
Integrative Concepts Assignment Part 2 – Written report	10
Integrative Concepts Assignment – Review Post	5
Final Exam	20
Total	100

Grading is based on completeness, accuracy, clarity, and on-time submission. Grades will be submitted within 7-10 days.

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p>Scholastic Dishonesty, Plagiarism, Cheating, etc.</p>	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
<p>Late Assignments</p>	<p>Assignments are due on the due date indicated in the syllabus. Unless the student has received prior approval from the instructor, late homeworks and forum participation will be penalized 1 point for each day overdue.</p>
<p>Attendance Requirements</p>	<p>Not applicable in this online course</p>
<p>Makeup Work for Legitimate Reasons</p>	<p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> • illness • serious accident or personal injury • hospitalization • death or serious illness within the family • bereavement • religious observances • subpoenas • jury duty • military service • participation in intercollegiate athletic events <p>Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (http://z.umn.edu/sphmakeupwork).</p>
<p>Extra Credit</p>	<p>Not available in this course</p>
<p>Saving & Submitting Coursework</p>	<p>Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.</p>

<p>Technical Issues with Course Materials</p>	<p>You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.</p> <p>If you experience technical difficulties while navigating through the course site or attempting to submit coursework:</p> <ul style="list-style-type: none"> • Go to Quick Help: http://z.umn.edu/sphquickhelp. • Connect with the appropriate person or office within 30 minutes of the problem's occurrence. <ul style="list-style-type: none"> ○ Provide as much information as possible, so the tech team can best help you as soon as possible. ○ You can expect a response within 1-2 business days to help resolve the problem.
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CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
<p>4. Interpret results of data analysis for public health research, policy of practice</p> <p>6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at the at organizational, community and societal levels</p> <p>8. Apply awareness of cultural values and practices to the design or implementation of public health programs</p>	<ul style="list-style-type: none"> • To develop an understanding of measures of population health and how they are used to quantify global burden of disease. • To become familiar with key global issues in infectious diseases, maternal and child health, nutrition, mental health, and environmental health including ecological, social, and cultural determinants. • To recognize rationale and methods for disease surveillance and outbreak investigation in international settings. • To become familiar with scientific literature and research methods as applied to research in low-resource settings and operational research. 	<p>Homework 1: NGOs</p> <p>Homework 2 Case Study: Social Determinants of Health</p> <p>Homework 4: Critical Review of Scientific Literature</p> <p>Forum discussions</p>
<p>5. Compare the organization, structure and function of health care and public health systems across national and international settings</p>	<ul style="list-style-type: none"> • To identify differences in health systems between developed and developing countries. • To become familiar with the role and work of international organizations and sources of global public health data. 	<p>Homework #3: Global Health Surveillance Programs</p> <p>Forum discussions</p>
<p>9. Design a population-based project, program, policy, or intervention</p> <p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>	<ul style="list-style-type: none"> • To recognize strategies for health promotion including community-level control and prevention programs and a One Health approach to control programs. 	<p>Integrative Concepts assignment Parts 1 and 2</p> <p>Forum discussions</p>