COURSE DEVELOPMENT GRANT REPORT

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Title of Grant Award: Course Development Grant (Spring, 2019)

Project Goal: *Research-Based Learning in Global Health.* The goal was to establish a research project-based assignment in the global health course, taught during summer, in order for students to conduct a research project on how global policies shape health outcomes.

When Implemented (Quarter the course was taught): Summer 2019 is when it will be taught.

Brief Description of the Project (as described in the proposal). Students will review the UN goals health outcomes and pick one relevant international goal. Next, they will pick one sub-theme of the goal and conduct a systematic review of health data to see how well the United States is contributing to international goals and achieving health outcomes. The students will have three weeks (since this is summer it will constitute as six weeks) to complete the policy analysis and write a manuscript for submission at OSR's student journal.

How the Project was Implemented (including how it differed from original plan). This has not been implemented until Summer.

Results of the Project: To be sent.

Additional Comments (Lessons Learned, Insights, Future Plans, etc.). None at this moment. This was for Spring to develop course for Summer.

Course Syllabus
Department of Health Science and Human Ecology
College of Natural Sciences
Year/Quarter: 2019, Summer
Location: Online

Instructor: Monideepa B. Becerra, DrPH, MPH, CHES
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The College of Natural Sciences will enhance the quality of life and health of the communities it serves by promoting educational, social, economic, scientific, and cultural advancement through:

- Establishing centers of academic leadership in the fields of biology, chemistry, computer science, geology, health science, kinesiology, mathematics, nursing, and physics;
- Meeting the emerging and identified needs of the community;
- Developing new academic programs to meet future challenges;
- Linking research and teaching that will benefit K-12, undergraduate and graduate education;
- Applying interdisciplinary approaches for the solution of problems;
- Preparing students for advanced studies;
- Fostering camaraderie and providing a safe environment for faculty, staff, students, and administration;
- Enabling students and faculty to achieve their full potential in their quest for learning and teaching; and,
- Cultivating the appreciation of the relevance of the sciences in everyday life through outreach and public education.

College of Natural Sciences, Mission Statement
The mission of the department is to prepare highly competent professionals who are well prepared in the disciplines of public health including environmental health science, health care management and administration, nutrition and food sciences, and public health education, and to maintain the department as a public health leader within the University's service area. Graduates will exhibit broad health science knowledge, applied technical and human skills, clear personal and social values, civic commitment to the community, and a desire for lifelong learning and achievement. To this end, we are committed to achieving excellence in undergraduate and graduate education by being at the forefront of scientific advancement and professional practice in the areas of research, teaching, and service consistent with the philosophy and goals of the California State University System, the San Bernardino campus, and the College of Natural Sciences.

Catalog Description
Explores the main principles of global health within the social, cultural, geographic, environmental, political, and economic contexts that determine population-level health and illness, including factors that account for variations in and patterns of health outcomes. Topics include health policies, programs, health systems, identifying and interpreting current data sources, diseases, and interventions. (4 units)

Course Overview and/or Rationale

The goal of the course is to provide students understanding of the global health burdens and scopes of population health improvement, in the context of systems thinking and social entrepreneurship.

Relevant Professional Standards
National Commission for Health Education Credentialing, Inc. (NCHEC)

1.1 Plan assessment process for health education/promotion
1.1.1 Define the priority population to be assessed

1.2 Access existing information and data related to health
1.2.3 Review related literature

1.4 Analyze relationships among behavioral, environmental, and other factors that influence health
1.4.1 Identify and analyze factors that influence health behaviors
1.4.2 Identify and analyze factors that impact health
1.4.3 Identify the impact of emerging social, economic, and other trends on health

2.3 Select or design strategies/interventions
2.3.4 Apply principles of cultural competence in selecting and/or designing strategies/interventions
2.3.5 Address diversity within priority populations in selecting and/or designing strategies/interventions

7.3 Influence policy and/or systems change to promote health and health education
7.3.1 Assess the impact of existing and proposed policies on health
7.3.3 Assess the impact of existing systems on health

Program Learning Outcomes
1. Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
2. Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
3. Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
4. Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
5. **Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities**
6. Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries
7. Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government
8. Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Course Learning Outcomes
 At the end of the course, students will be able to understand the concepts of:
1. Societal Functions of Public Health
2. Data Usage
3. Evidence-based Approaches
4. Population Health Concepts
5. Introduction to Processes and Approaches to Identify Needs and Concerns of Populations
6. Introduction to Approaches and Interventions to Address Needs and Concerns of Populations
7. Health Promotion
8. Health Protection
9. Socio-economic Impacts on Human Health and Health Disparities
10. Behavioral Factors Impacts on Human Health and Health Disparities
11. Biological Factors Impacts on Human Health and Health Disparities

12. Environmental Factors Impacts on Human Health and Health Disparities
13. Comparative Health Systems
14. Governmental Agency Roles in Health Care and Public Health Policy
15. Professional Writing
16. Use of Mass Media

Course Materials

Required readings and additional materials will be available online.

Course Assessment and Grading

Weekly quizzes: 125 points
Final project: 100 points
Peer review: 25 points
Final reflection: 50 points
Total: 300 points

Final Grades

A	94-100%	A-	90-93%		
B+	87-89%	B	84-86%	B-	80-83%
C+	77-79%	C	74-76%	C-	70-73%
D+	67-69%	D	64-66%	D-	60-63%
F	Below 60%				

Course Assessments

Weekly quizzes
Each week there are two parts to the module. Students are expected to review the lectures and readings and take take a quiz that integrates knowledge from both parts of the module. Quizzes are subject to be cumulative and include questions in the format of: short answers, true/false, multiple choice, reflections, discussion board post, creating videos of other health education materials, blog reviews, etc. To ensure maximum points possible for the students, some quizzes may be taken twice (for the highest grade) and some may be broken down into multiple parts. Details are on Blackboard. No late quizzes will be accepted.

Final project
The purpose of the final project is to take global health theories and apply them to the Untied States. Details of the final project are posted on Blackboard. No late submission will be accepted. The final project can be group work of no more than 5 people per group.

Peer review
To ensure equitable work, peer-review of the final project will be conducted on Blackboard. Details are on Blackboard. No late submission will be accepted.

Reflection
At the end of the course, students will submit a reflect on key items learned, scopes for improvement, as well as the next steps in global health research and practice. No late submission will be accepted.

Plagiarism

The University adheres to a strict policy regarding cheating and plagiarism (see Appendix of the CSUSB Catalogue of Programs). These activities will not be tolerated in this class. Become familiar with the policy and what constitutes plagiarism. Any cheating or plagiarism **will** be reported to the Campus Judicial Officer and may result in failing this class and/or a disciplinary review by the University. These actions may also lead to probation, suspension, or expulsion from the University.
Examples of plagiarism include but are not limited to:
Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
Copying and pasting work from an online or offline source directly and calling it your own
Using information you find from an online or offline source without giving the author credit
Replacing words or phrases from another source and inserting your own words or phrases
Submitting a piece of work you did for one class to another class

Commitment to Diversity
In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (from the CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity, 1995)

Students with Disabilities
In keeping with the university's Commitment to Diversity, the faculty of the College of Natural Sciences fully support the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who needs and requests accommodation. If you are in need of an accommodation for a disability in order to participate in this class, contact Services to Students with Disabilities at UH-183, (909)537-5238 and they will inform the instructor of the accommodations you might need. It is the student's responsibility to seek academic accommodations for a verified disability in a timely manner.

Student Conduct
Students are expected to act in a professional, respectful manner at all times, particularly regarding other student's opinions. Student behavior that is not consistent with the CSUSB Student Conduct Code will result in consequences including but not limited to: removal from the course, lowering of course grade, referral to the Campus Judicial Officer, and/or report to the Department Chair. Students should not make or receive calls, texts, or use social media while in class unless class time has been designated to do so.

Technology
Students will need access to the following technology to complete this course:
Access to a computer and the internet to complete weekly class readings. There are labs on campus that will enable students to have access to the above.

CSUSB Email Address
Please email me directly concerns and questions and ensure you have our class title, HSCI 359, in the subject line. Also be sure to use your CSUSB email account for correspondence. A general discussion board has been set up for you to ask general class related questions.

Make-Up Work and late assignments
There will be no make-up work or late assignments accepted without written excuse.

Tentative schedule, Summer 2019

Item due All items are due by 11:59pm PST on Blackboard.	Module
Week 1, June 17	Introduction to global health studies Group and topic selection
Week 2, June 24	Module 1: Foundations of Global Health and International Health
Week 3, July 1	Module 2: The Environmental Impact on Global Health
Week 4, July 8	Module 3: Role of Communicable Diseases in Global Disease Burden
Week 5, July 15	Module 4: Human Rights as Global Health Issue
Week 6, July 22	Module 5: Changing Face for Global Health
Final exam day, July 29	Final project and peer review

5 steps to find a topic for your final project.

Step 1: START EARLY!
Visit the United Nation's website on sustainable development goals at:
https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Step 2: Pick a goal to focus on.
Example: I picked goal #3, which is health and well being for all ages. Keep in mind, education, air, water, etc. are all public health topics. You are not obligated to pick goal 3 only.

Step 3: Review the section. Then focus on the tab called targets.
For me under goal 3, it says Goal 3 targets.

Step 4: PICK ONE target you want to focus on.
For me, I picked the one that says:

==By 2020, halve the number of global deaths and injuries from road traffic accidents==

Step 5: Focus on policy
Remember, the goal of this project is to apply global health theories to the United States. As such, this section, I want to see how well the United States doing to meet this global health target of reducing deaths and injuries from road traffic accidents. It is impossible to review every single policy and health education intervention that the United States has ever implemented. So, your focus should be in the last 10 years and only two policies only. Look up policies in the United States that help address this target. The word policy is being used broadly and can include laws as well.

For example, I picked California's bill AB 1785, which prohibits driving while holding a cell phone in one's hand. You will need to come up with a detail on a policy, bill, or law that helps meet the target before moving on to the next steps of completing your project.
The second one I picked is SB 1030. There is an exception, however, that says violating California's electronic device use during driving would not result in points being counted against driver's record for the purposes of revocation or suspension of driving. This bill, deletes that exception so violating the law of distracted driving will count as points against driving record.

You must pick at least two policies/bills/laws to evaluate. They have to be on the same target, but unlike me, you can even pick from two different states or areas. Your choice.

Components of the Final Project

Double-spaced, Times New Roman, 12 size font.

1. **Title page**
   Include your name(s), degree(s), and affiliation(s)

2. **Abstract** (100 words, unstructured). Examples will be provided on Blackboard.

3. **Background** (within 200-300 words), must include in-text citations.
   This section should focus on the overarching UN goal and why that is relevant to public health, the target picked and why that is relevant to public health. Should end with a statement of purpose that is broad (example: The purpose of this policy analysis is to evaluate how well the United States is meeting such a target). The word United States is broad: you can focus on a city, state, territory, or the entire country if you prefer. Your choice. The recommendation is to focus United States as a whole to focus on federal policies/laws or State-specific legislation.

4. **Objective** (50 words maximum), this section should be narrowly focus.
   This section describes which United States policy/bill/law is being analyzed-remember you have at least two (I would not use more than 3 maximum). There should be some discussion of the time each policy/bill/law was implemented and the main overarching purpose of it.

5. **Analysis and Results**
   In this section, fill in Table 1 (see below). Then, in narrative format, discuss what trends you notice in Table 1. In my case, I can discuss that California has passed many laws to improve traffic safety and close loop holes such that there is more accountability. But, has it worked? This is one of the most important parts. In my case, I will need to find data from California to see if since the passing of these bills, has traffic accidents, deaths, injuries, etc. reduced in California so I can discuss if California is helping United States meet UN target?

6. **Conclusion**
   What is your overall statement? Is United States meeting the UN target you chose? It is ok to have some repeating (but rephrased) content as with #5). Focus on, what other steps can be taken to improve the polices you evaluated (or bills or laws). The focus of which section is the "so what's next" idea.

7. **References**
   Please make sure you are using APA reference style. If you are unsure, please ask the Library, look at the resources I posted, as well as consider using Zotero to make your reference management easier.

Table 1: An evaluation of California's policies to reduce injuries and deaths due to traffic accidents ←did you noticed how I tied that in with the UN's target language? Do that for your paper as well.			
	AB 1785	**SB 1030**	**Third one if you wish.**
Date of introduction			
Person(s) who introduced it			
Main purpose			
Modification dates and details			
Status			
Additional notes			