GOAL: To introduce and reinforce the centrality of a global perspective in public health research and practice by:
- Integrating global content and perspectives in core courses required of all master’s degree students in the UNC Gillings School of Global Public Health.
- Developing and renewing faculty members’ understanding of global public health applications and increasing faculty comfort with global content.

This initiative is part of a broad transformational effort to enrich public health students’ understanding of the global context of public health at the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill.

PROJECT FOCUS: Enriching rather than supplementing course content through use of:
- cases from other countries and cultures to illustrate global applications
- datasets from different countries to familiarize student with global health issues and the opportunities and limitations of global health research
- multicultural examples to illustrate how programs and interventions need to be adapted to the unique circumstances of the community or country.

TARGETED COURSES (both residential and distance):
- Biostatistics (BIO2)
- Environmental Sciences and Engineering (ENVR)
- Epidemiology (EPID)
- Health Behavior and Health Education (HBHE)
- Health Policy and Management (HPM)

COMMON THEMES/APPROACHES:
- Biostatistics: Using global data sets to illustrate basic statistical principles in sampling, and hypothesis testing. Need to identify relevant data sets that meet instructional requirements.
- Environmental Sciences and Engineering (ENVR): Need to increase options for using student assignments to illustrate and reinforce global content.
- Epidemiology (EPID): Need to expand array of global case studies for use in class and group discussions.
- Health Behavior and Health Education (HBHE): Using global content to illustrate core public health methodologies.
- Health Policy and Management (HPM): Need to increase options for using student assignments to illustrate and reinforce the global context.

RESULTS:
The team worked with the five departments to identify the global elements of each disciplinary area to capture global roots and implications for core course revisions, enhancements, and modifications. Results from Biostatistics illustrates types of global applications developed during the project.

BIOSTATISTICS
Using global data sets to illustrate basic statistical principles in sampling, and hypothesis testing. Need to identify relevant data sets that meet instructional requirements.

ENVR
Using global data sets to illustrate basic statistical principles in sampling, and hypothesis testing. Need to increase options for using student assignments to illustrate and reinforce global content.

EPID
Using global data sets to illustrate basic statistical principles in sampling, and hypothesis testing. Need to expand array of global case studies for use in class and group discussions.

HBHE
Using global data sets to illustrate basic statistical principles in sampling, and hypothesis testing. Need to increase options for using student assignments to illustrate and reinforce the global context.

HPM
Using global data sets to illustrate basic statistical principles in sampling, and hypothesis testing. Need to increase options for using student assignments to illustrate and reinforce the global context.

DISTRIBUTION
Enrolled Students, 2008-2009

- Total
- Residential
- Distance

Student (#)

BIO2 ENV2 ENVR EPID HBHE HPM
600 600* 600 600* 600 ** 600*

*Course not offered in the Summer 2009 Semester
**Course not offered in the Fall 2008 Semester

Discussion

Each department took different strategies to examine the current course content, identify applicable global health resources, and revise course content.

COMMON THEMES/APPROACHES:
- Recognition that students must understand public health in the global context to fully appreciate public health issues in the U.S. and North Carolina.
- Need to increase options for using student assignments to illustrate and reinforce the global context.
- Need to expand array of global case studies for use in class and group discussions.
- Using global content to illustrate core public health methodologies.
- Utilizing knowledge and experience base residing in faculty members and students.

NEXT STEPS:
- Student evaluation of courses and revisions made as needed.