



## Syllabus

PUBH 711-Sections 01W & 965: Critical Issues in Global Health  
Spring 2023  
3 Credits | Online

### Course Description

This course explores contemporary issues, problems, and controversies in global health through an interdisciplinary perspective; examines the complex tapestry of social, economic, political, and environmental factors that affect global health; analyzes global health disparities through a social justice and human rights lens, and exposes students to opportunities in global health program and research. Knowing the World's Map, an open mind, and a willingness to learn, to share, and to explore.

**Prerequisites:** None

### Instructors

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Director Online Global Health Certificate  
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### Teaching Assistant

None

**Office Hours:** We are available by appointment. Please feel free to email us to schedule a convenient time for both parties, thank you!

**Course Website:** On Canvas (<https://canvas.unc.edu/>), use your ONYEN and password.

**Class Days, Times, Location:** Given that it is an asynchronous online class, therefore there will be no standing class times. Occasionally the instructors may hold Q&A sessions to check in on students' progress and learning experience at a time that works for most

### **Course Format**

The course follows the university calendar. The course format will consist of pre-recorded guest expert lectures throughout the semester on critical issues in global health. There will be no class time given that it is an asynchronous course. Nonetheless, students are expected to watch the pre-recorded lectures and reviewed the required readings in order to engage in the forum discussions, complete the assignments and quizzes by their due dates. At the end of the semester, students will have broader understanding about several key critical issues in global health and share their call-to-actions semester project with peers, instructors and other faculty.

### **Required Readings**

Students will access all required readings such as peer reviewed journal articles through the Canvas course site.

## Course-at-a-Glance

The instructors reserve the right to make changes to the syllabus, including topics, readings, assignments including project due dates. Any changes will be announced as early as possible.

Units/Dates	Topics	Assignments Due
<b>Module I: Global Health Context</b>		
<b>Unit 1:</b> <b>Monday</b> <b>January 9 –</b> <b>Sunday</b> <b>January 15,</b> <b>2023</b>	Overview of the course Introduction to Global Health Global Burden of Disease (GBD)	Unit 1 Introduction of yourself (Full name, department and concentration, zodiac sign, why the interest in global health, your expectations of the course, ways you would like to work towards improving global health, your hobbies and fun facts, if you had a superpower what would it be and why?) Completed Recording via Voice Thread Due: Sunday January 8, 2023 at 11:55 pm ET in Canvas
		Post under the forum in Canvas your <b>top two topics</b> of interests for a semester call-to-actions team project, for example: Infectious diseases, Non-communicable diseases, Climate change, Food insecurity, Maternal and child health, Healthcare access, WaSH, Opioid Crisis, Gun violence, Refugees and Migrants, Sexual and Reproductive Health, Healthcare access, etc... Due: Sunday January 15, 2023 at 11:55 pm ET in Canvas
		Unit 1 Individual Assignment (Forum posts) on Global Burden of Disease (GBD) Due: Saturday January 14, 2023 at 11:55 pm ET in Canvas Individual constructive and thoughtful comments to another peer's post Due: Sunday January 15, 2023 at 11:55 pm ET in Canvas
<b>Monday</b> <b>January 16,</b> <b>2023</b>	<b>No course activity</b> <b>- Holiday</b>	<b>Dr Martin Luther King Jr. Day</b>
<b>Unit 2:</b> <b>Tuesday</b> <b>January 17 –</b> <b>Sunday</b> <b>January 22,</b> <b>2023</b>	Globalization and Global Health Players, Payers and Policy	Ungraded Team deliverable for Coaching: Call-to- Action (CTA) Semester Project - Title and List of 15+ references in APA style Due: Friday January 20, 2023 at 11:55 pm ET in Canvas Module I Quiz covering Units 1 & 2 Individual Quiz Assignment Due: Sunday January 22, 2023 at 11:55 pm ET in Canvas Team Charter: Team assignment Due: January 22, 2023 at 11:55 pm ET in Canvas

<b>Module II: Health Systems</b>		
<b>Unit 3: Monday January 23 – Sunday January 29, 2023</b>	Delivering Health – Overview, Components and Financing	<p style="text-align: center;">Unit 3</p> <p>Team Assignment (PowerPoint + Recorded oral Presentation) Due: Saturday January 28, 2023 at 11:55 PM ET in Canvas</p> <p>Individual constructive and thoughtful comments to one other Team presentation Due: Sunday January 29, 2023 at 11:55 pm ET in Canvas</p>
<b>Unit 4: Monday January 30 – Sunday February 5, 2023</b>	Health Systems Strengthening, Performance & Resilience	<p style="text-align: center;">Unit 4</p> <p>Team Assignment (PowerPoint + Recorded oral Presentation) Due: Saturday February 4, 2023 at 11:55 pm ET in Canvas</p> <p>Individual constructive and thoughtful comments to one other Team presentation Due: Sunday February 5, 2023 at 11:55 pm ET in Canvas</p> <p style="text-align: center;">Module II Quiz covering Units 3 &amp; 4 Individual Assignment (Quiz) Due: Sunday February 5, 2023 at 11:55 PM ET in Canvas</p>
<b>Module III: Non-Communicable Diseases (NCDs)</b>		
<b>Unit 5: Monday February 6 – Sunday February 12, 2023</b>	Malignant Neoplasms, Cardiovascular Disease, Mental Health & Wellness	<p style="text-align: center;">Unit 5 <b>OR</b> Unit 6</p> <p>Team Assignment (PowerPoint + Recorded oral Presentation) Due: Saturday February 25, 2023 at 11:55 pm ET in Canvas</p>
<b>Monday February 13, 2023</b>	<b>No course activity</b>	<b>Well-being Day</b>
<b>Tuesday February 14, 2023</b>	<b>No course activity</b>	<b>Well-being Day Happy Valentine’s Day if you celebrate!</b>
<b>Unit 6: Wednesday February 15 – Sunday February 26, 2023</b>	The Paradox of Nutrition: Nutrition Policies and Interventions	<p style="text-align: center;">Unit 5 <b>OR</b> Unit 6</p> <p>Team Assignment (PowerPoint + Recorded oral Presentation) Due: Saturday February 25, 2023 at 11:55 pm ET in Canvas</p> <p>Individual constructive and thoughtful comments to one other Team presentation Due: Sunday February 26, 2023 at 11:55 pm ET in Canvas</p> <p style="text-align: center;">Module III Quiz covering Units 5 &amp; 6 Individual Assignment (Quiz)</p>

		Due: Sunday February 26, 2023 at 11:55 PM ET in Canvas
<b>Module IV: Infectious Diseases</b>		
<b>Unit 7: Monday February 27 – Sunday March 5, 2023</b>	Infectious Diseases – Chronic and Epidemic	Mid-term course assessment and Peer Evaluations Due: Saturday March 4, 2023 at 11:55 pm ET in Canvas  Ungraded Team deliverable for Coaching: Call-To-Actions (CTA) Semester Project - Outline Due: Sunday March 5, 2023 at 11:55 pm ET in Canvas  Unit 7 <b>AND</b> Unit 8 Team assignment (PowerPoint + Recorded oral Presentation) Due: Saturday March 11, 2023 at 11:55 pm ET in Canvas
<b>Unit 8: Monday March 6 – Sunday March 12, 2023</b>	The Need for Complex Interventions	Unit 7 <b>AND</b> Unit 8 Team assignment (PowerPoint + Recorded oral Presentation) Due: Saturday March 11, 2023 at 11:55 pm ET in Canvas  Individual constructive and thoughtful comments to one other Team presentation Due: Sunday March 12, 2023 at 11:55 pm ET in Canvas  Module IV Quiz covering Units 7 & 8 Individual Assignment (Quiz) Due: Sunday March 12, 2023 at 11:55 pm ET in Canvas
<b>Spring Break: Monday March 13 through Friday March 17, 2023</b>		
<b>Module V: Environmental Health</b>		
<b>Unit 9: Monday March 20 – Sunday March 26, 2023</b>	Engineering, Economics and Health – Water and Sanitation	Unit 9 <b>OR</b> Unit 10 Team assignment (PowerPoint + Recorded oral Presentation) Due: Saturday April 1, 2023 at 11:55 pm ET in Canvas
<b>Unit 10: Monday March 27 – Sunday April 2, 2023</b>	The Health Effects of Climate Change	Unit 9 <b>OR</b> Unit 10 Team assignment (PowerPoint + Recorded oral Presentation) Due: Saturday April 1, 2023 at 11:55 pm ET in Canvas  Individual constructive and thoughtful comments to one other Team presentation Due: Sunday April 2, 2023 at 11:55 pm ET in Canvas  Module V Quiz covering Units 9 & 10 Individual Assignment (Quiz) Due: Sunday April 2, 2023 at 11:55 pm ET in Canvas

<b>Module VI: Sexual and Reproductive Health and Rights</b>		
<b>Unit 11: Monday April 3 – Sunday April 16, 2023</b>	Sexual and Reproductive Health and Rights	<p style="text-align: center;">Unit 11</p> <p style="text-align: center;">Team Assignment (Infographic or Fact-sheet or One-pager about Sexual and Reproductive Health and Rights) Due: Saturday April 15, 2023 at 11:55 pm ET in Canvas</p> <p style="text-align: center;">Individual constructive and thoughtful comments to one other Team’s work Due: Sunday April 16, 2023 at 11:55 pm ET in Canvas</p>
<b>Thursday April 6, 2023</b>	<b>No course activity</b>	<b>Well-being Day</b>
<b>Friday April 7, 2023</b>	<b>No course activity - Holiday</b>	<b>Good Friday</b>
<b>Unit 12: Monday April 17 – Thursday April 20, 2023</b>	Decolonizing Global Health	<p style="text-align: center;">Final Peer Evaluations &amp; SPH Course Evaluation for PUBH711 Due: Thursday April 20, 2023 at 11:55 pm ET in Canvas</p>
<b>Module VII: Emerging Issues in Global Health</b>		
<b>Unit 13: Thursday April 20 – Tuesday April 25, 2023</b>	Emerging Issues in Global Health	
<b>Call-To- Actions (CTA) Semester Projects</b>	Teams Presentations and Final report of CTA	<p>Call-To-Actions (CTA) Semester Projects presentations - Team Assignment (PowerPoint + Recorded oral Presentation) Due: Thursday April 27, 2023 at 11:55 pm ET in Canvas</p> <p>Individual constructive and thoughtful comments to one other Team CTA presentation Due: Friday April 28, 2023 at 11:55 pm ET in Canvas</p> <p>Call-To-Actions (CTA) Semester Projects final report including a Fact-sheet or Infographic or One-pager Due: Thursday May 4, 2023 at 11:55 PM ET in Canvas</p>

## Course Assignments and Assessments

The graduate-level course offered during Spring 2023 will cover 7 modules composed of 13 units as a three-credit hour course. The course is composed of weekly online readings, pre-recorded lectures and activities. Work assignments, both individual and team assignments, will be submitted in Canvas as specified in the syllabus. This course will include the following graded assignments that contribute to your final grade in the course. For assignments' instructions please refer to the Canvas course site.

*Expectations:* For individual and team assignments that require students to upload a file in Canvas, please make sure to clearly identify your attachment and include as a header of your paper the following filename conventional information:

- If individual assignment: Course name (PUBH711-SP23); Assignment name; student's full name.
- If Team assignment: Course name (PUBH711-SP23); Assignment name; Team name; Full name of each team member on a cover page as well.

Graded Assignments		Points/ Percentages of Final Course Grade
<b>Module I: Global Health Context</b>		
<b>Deliverables</b>	Unit 1 Individual assignment: Forum posts on GBD visualization	2
	Unit 1 Individual constructive and thoughtful comments to another peer's post	1
	Individual Assignment: Module I Quiz covering Units 1 & 2	5
	Team Charter: Team assignment	2
<b>Module II: Health Systems</b>		
<b>Deliverables</b>	Individual assignment: Module II Quiz covering Units 3 & 4	5
	Unit 3 Team Assignment (PowerPoint + Recorded oral Presentation)	6
	Unit 4 Team Assignment (PowerPoint + Recorded oral Presentation)	6
	Unit 3 Individual constructive and thoughtful comments to one other Team presentation	1
	Unit 4 Individual constructive and thoughtful comments to one other Team presentation	1

<b>Module III: NCDs</b>		
<b>Deliverables</b>	Individual assignment: Module III Quiz covering Units 5 & 6	5
	Unit 5 <b>OR</b> Unit 6 Team Assignment (PowerPoint + Recorded oral Presentation)	6
	Unit 5 <b>OR</b> Unit 6 Individual constructive and thoughtful comments to one other Team presentation	1
<b>Module IV: Infectious Diseases</b>		
<b>Deliverables</b>	Unit 7 <b>AND</b> Unit 8 Team assignment (PowerPoint + Recorded oral Presentation)	6
	Individual assignment: Module IV Quiz covering Units 7 & 8	5
	Unit 7 <b>AND</b> Unit 8 Individual constructive and thoughtful comments to one other Team presentation	1
	Individual Mid-term Course Assessment and Peer Evaluations	2
<b>Module V: Environmental Health</b>		
<b>Deliverables</b>	Unit 9 <b>OR</b> Unit 10 Team assignment (PowerPoint + Recorded oral Presentation)	6
	Unit 9 <b>OR</b> Unit 10 Individual constructive and thoughtful comments to one other Team presentation	1
	Individual assignment: Module V Quiz covering Units 9 & 10	5
<b>Module VI: SRH and Rights</b>		
<b>Deliverables</b>	Unit 11 Team Assignment (Infographic or Fact-sheet or One-pager about Sexual and Reproductive Health and Rights)	6
	Unit 11 Individual constructive and thoughtful comments to one other Team presentation	1
	Final Peer Evaluations	3
<b>Module VII: Emerging Issues in Global Health</b>		
<b>Deliverables</b>	None	0
<b>Call-To-Actions (CTA) Semester Projects</b>		
<b>Deliverables</b>	Call-To-Actions (CTA) Semester Projects: Oral pre-recorded presentation	8
	Individual constructive and thoughtful comments to one other Team CTA presentation	1



	Call-To-Actions (CTA) Semester Projects: Final report including a Factsheet or Infographic or One-pager	14
	TOTAL	100

## Grading

Assignments, semester projects, quizzes and discussion forum postings will be graded no more than two weeks after the due date. Assignments that build on the next assignment will be graded within one week of the final due date.

All graded assignments will receive written feedback that coincides with the assessment rubric when applicable. Feedback is meant to be constructive and help the students continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

## Course Grading Scale(s)

Your final grade will be based on a combination of individual assignments and team assignments. In addition to the grades assigned by the faculty, each individual will also be evaluated by their peers on their performance and participation in the team assignments.

## Peer evaluations

The purpose of the Midterm and Final Peers' evaluations is to evaluate each of your team members including yourself on their performance as a team member in completing team assignments. The ultimate goal of this assignment is to help improve teamwork. Therefore, a 3-point Likert scale for transparency (3= clear excellence; 2= satisfactory; 1= inadequate) on each of the following five criteria:

- 1) Attendance and Communication;
- 2) Substantive and Meaningful Contribution;
- 3) Supportive and Collaborative Team Member;
- 4) High Quality Work;
- 5) Contributed Fair Share.

In addition to the five criteria, the peer evaluation has an open-ended question in which you will write constructive comments on the performance of each of your team members including yourself or to provide any specific information to the instructors. You will receive an overview of the feedback provided by your team members after the evaluations have been submitted and tallied. Follow-up by the instructors will be undertaken with individuals and/or teams as required by the aggregated average scores that will be reported to students. Please note that from the comments left by the peers only those written specifically for a student will be shared anonymously with that given student. The peer evaluation will be conducted in the middle and at the end of the course. Please note that to receive full credit you must not only rate each team member including yourself but also write comment for everyone including yourself.

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the Graded Assignments section.

- **H**—High Pass (93-100): Clear excellence
- **P**—Pass (80-92): Entirely satisfactory graduate work
- **L**—Low Pass (70-79): Inadequate graduate work
- **F**—Fail (0-69)

### Grading Notes:

- All members of a team will receive the same base grade (and if required, individual grades may be adjusted based on participation, punctuality and peer evaluation);
- A temporary grade of "IN" – Incomplete work might be assigned if unique circumstances arise. Students who are having difficulties or encounter unique life events are to contact the course instructors to evaluate their progress and determine the best course of action. A grade of incomplete may be taken only because of illness or special circumstances and only with the permission of the course instructors and your departmental adviser. Important Note: IN is a temporary grade that converts to an F\* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later.

### Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the program competency(ies) you will develop in this course, the learning objectives that comprise the competency, and the assignment(s) in which you will practice demonstrating each competency.

Competencies	Learning Objectives	Course schedule: Assignments	Assessment Assignments for evidence of students' attainment of competency
<b>Health Equity and Social Justice</b>	<ul style="list-style-type: none"> <li>• To analyze contemporary issues, problems, and controversies in global health through an interdisciplinary perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Units 6/7 NCD or Nutrition: Team assignment</li> <li>• Units 8/9 Infectious diseases: Team assignment</li> <li>• Units 10/11 Water or Climate change: Individual assignment</li> <li>• Unit 14 Reproductive health: Individual assignment</li> <li>• Semester call-to-action project</li> </ul>	<ul style="list-style-type: none"> <li>• Units 10 and 11: Identify a critical public health issue in a community or location of your choice related to water or currently affected by climate change. Write a blog (3 – 4 paragraphs) describing why this is a public health issue, how the specific water-related challenge is making an impact and what might be the health, economic, social, or other consequences you identify, if left unresolved.</li> <li>• Units 10 and 11: Students' knowledge will be also assessed via Quiz individually.</li> </ul>
<b>Socio-Cultural And Political Awareness</b>	<ul style="list-style-type: none"> <li>• To understand the complexities inherent in implementing health programs on a global scale</li> <li>• To compare the roles and agendas of major players in global health</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3 Global health funding: Team assignment</li> <li>• Unit 14 Reproductive health: Team assignment</li> <li>• Semester call-to-action project</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3: Students will analyze within their teams funding trends at an international level, or national level.</li> <li>• Unit 14: Students will be evaluated on the following:</li> <li>• Sexually transmitted infections (STIs) indicators (e.g., knowledge and rates of human papilloma virus (HPV), syphilis, gonorrhea, chlamydia, HIV,</li> </ul>

			<p>condom use, HPV immunization rates)</p> <ul style="list-style-type: none"> <li>• Family planning indicators (e.g., current use, intention to use, contraceptive prevalence rate)</li> <li>• Fertility indicators (e.g., fertility rate (total births per woman), fertility intentions, infertility)</li> <li>• Adolescent sexual reproductive health (e.g., age at first intercourse, age at first marriage, pre- and extramarital sex, etc.)</li> <li>• Intimate partner violence.</li> </ul>
<b>Strategic Analysis</b>	<ul style="list-style-type: none"> <li>• To evaluate key global health problems, their distribution, and preventive strategies</li> <li>• To understand the complexities inherent in implementing health programs on a global scale</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2 GBD: Individual assignment</li> <li>• Units 4 and 5 Health system review</li> <li>• Units 6/7 NCD or Nutrition: Individual and team assignments</li> <li>• Units 8/9 Infectious diseases: Team assignment</li> <li>• Units 10/11 Water or Climate change: Individual and team assignments</li> <li>• Unit 14 Reproductive health: Individual assignment</li> <li>• Semester call-to-action project</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2: Introduce students to the Institute of Health Metrics and Evaluation’s “Global Burden of Disease” (GBD) data visualization tools and to give them practice in using one of the tools to analyze the burden of disease for a country.</li> <li>• Units 4 and 5: Students within their teams will analyze the health system of a country of their choice with a focus on the following three: (a) financing, (b) human resources, and (c) quality of service delivery.</li> <li>• Unit 6: Teams will choose a non-communicable disease (NCD) topic and compare and contrast the topic’s epidemiology in a developed “Country A” and a LMIC country “Country B” by describing 3 – 4 factors that might explain reported differences in the topic’s prevalence and incidence during the period 2000 – 2021</li> <li>• Unit 7: Teams will use existing data (e.g., State of the World’s Children or Demographic Health Survey (DHS)) to identify a country where sanitation and malnutrition are major problems. Identify a major nutritional and nutrition-related health problems in that country. Describe at least one strategy or intervention to address the problem identified. And identify the strengths and weaknesses of the strategy or interventions selected</li> <li>• Units 6 and 7: Students’ knowledge will be also assessed individually via Quiz</li> <li>• Units 8 and 9: Teams will create an intervention portfolio combatting a complex infectious disease (COVID-19/SARS-Cov-2, Dengue, Ebola, Lassa, Lyme disease, Lymphatic filariasis,</li> </ul>

			<p>Malaria, Measles, Onchocerciasis, Tuberculosis, Yellow fever, Zika virus, Nipah virus, Polio, Influenza/flu, Hepatitis B/C, HPV, HIV/AIDS, Antimicrobial resistance) or any other topic of your choice at the county/region level of your choice. You will present your portfolio to the class through a presentation format of your choice</p>
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## Expectations, Policies, and Resources

### Accessibility at UNC Chapel Hill

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the [ARS Website](#) for contact information or email [ars@unc.edu](mailto:ars@unc.edu).

### Attendance/ Participation

Your active participation in this asynchronous online course is an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructors. No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#).
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#).

### Community Standards in Our Course and Mask Use.

UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. There will be no in-person interactions during this online asynchronous course. If you would like to learn more about UNC community standards, additional information can be found at [Carolina Together](#).

### Counseling and Psychological Services at UNC Chapel Hill

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to the [CAPS website](#), call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

### Honor Code

You are not permitted to upload any content from this course to the web in any form, including but not limited to Chegg, Course Hero, Coursera, Google Drive, etc. If you post my course content, you may be violating my intellectual property rights. If you post your own work from this course, you are allowing sites to profit from your intellectual property. In utilizing web sources to upload or download course content, you risk violating the University's Honor Code.

As a student at UNC Chapel Hill, you are bound by the [university's Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. To ensure an effective Honor System at UNC, in this course students are expected to:

- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- Learn and apply the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- Students may use materials they wrote for other courses, but only if the student themselves produced the work.
- For homework, students may verbally discuss approaches to the problems but each student should independently write up the answer and verify solutions.
- For take-home tests, students must work completely independently without communicating with other students, tutors, or anyone else about any material related to the test questions. The test is 'open book' and 'open notes.'
- When requested, sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
- Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about your rights and responsibilities, consult the [Office of Student Conduct](#) or review the following resources: [Honor System](#); [Honor System module](#); [UNC Library's plagiarism tutorial](#); [UNC Writing Center's handout on plagiarism](#).

### **Inclusive Excellence**

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School's environment as welcoming, valuing all individuals, and supporting their development.

In this course, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways:

- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.
- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone's learning
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives Encourage and solicit feedback from students to continually improve inclusive practices.

For more information about how we are practicing inclusive excellence at the Gillings School, visit the following webpages: [Inclusive Excellence](#), [Inclusive Excellence Action Plan](#), [Minority Health Conference](#), and [National Health Equity Research Webcast](#).

Additional campus resources include: the [LGBTQ Center](#); [Non-Discrimination Policies at UNC Chapel Hill](#); [Ombuds](#); and [Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill](#).

### **Land Acknowledgement**

Please read The Gillings School's [Land Acknowledgement](#).

### **Student Feedback and Equity Concerns**

The Gillings School has in place a [mechanism for students to provide feedback](#), including specifically equity concerns and bias-related issues. You can use this form to describe feedback, both positive and negative, about anything including issues related to your experience as a student at Gillings, administrative processes, and classroom activities. This form will also allow you to specifically describe incidents in which racial or other equity-related bias, or microaggressions, occurred. You may submit this form anonymously. However, for us to follow up and provide the necessary support, we encourage you to include your contact information. For further information, please visit the [Student Feedback and Equity Concerns FAQ](#).

Please note that this form does not take the place of any University process or policy. If you would like to report an incident under the University's policy on [Prohibited Discrimination, Harassment, and Related Misconduct including Sexual and Gender Based Harassment, Sexual Violence, Interpersonal Violence, and Stalking](#), please visit [Safe At UNC](#) or the [Equal Opportunity and Compliance Office](#) (EOC) for additional information, including resources, contact, and reporting options.

Additionally, we are committed to continuously improve your learning experience in the PUBH 711 course. However, it is impossible to do it alone. Therefore, your positive and constructive feedback is welcome throughout the semester. Please do not identify yourself as your answers must be anonymous to facilitate sharing of constructive comments for timely improvement whenever possible! And please feel free to use this Qualtrics Link accordingly [https://unc.az1.qualtrics.com/jfe/form/SV\\_3EtYYDe9X56RouW](https://unc.az1.qualtrics.com/jfe/form/SV_3EtYYDe9X56RouW). This is not required but your participation will be highly appreciated!

### **Technical Support**

The best way to help prevent technical issues from causing problems for assignments and quizzes is to submit them at least 24-36 hours before the due date and time. Your instructors cannot resolve technical issues, but it's important to notify them if you are experiencing issues. If you have problems submitting an assignment or taking a quiz in Sakai, immediately do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructor with the information you sent to ITS and what time you sent the information.

The ITS department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (4357), or by [online help request](#), or by [UNC Live Chat](#).

### **Title IX at UNC Chapel Hill**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitations, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator ([Adrienne Allison](#)), [Report and Response Coordinators in the Equal Opportunity and Compliance Office](#), Counseling and Psychological Services (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at the ["Safe at UNC" website](#).

### **Cordial reminders from instructors:**

#### **Email**

The instructors will typically respond to email within 24-48 hours or less if sent Monday through Friday. The instructors may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply.

#### **Syllabus Changes**

The instructors reserve to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

#### **Appropriate Use of Course Resources**

The materials used in this class, including, but not limited to, syllabus, lectures, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

#### **Communication**

You are expected to follow common courtesy in all communication to include email, discussion forums, and office hours. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

#### **Contributions**

You are expected to offer individual contributions in forum discussions and collaborate with fellow students on assignments for which students may work together, such as team assignments.



## Quizzes

Please note that for each quiz assignment, there will be no time limit and you will have the opportunity to take it twice, but only your latest score will be considered as your grade. Also since each Quiz covers two units or one module, the number of questions will be at least 15 questions, so please leave enough time for yourself to complete the Quizzes by the deadlines.

## Discussions Forum

You are expected to participate in the online Discussion Forums. When indicated, you are also expected to reply to two student s/peers' postings per discussion forum. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic. You can find the 15 Rules of Netiquette using this link <https://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/> for the online discussion board.

## Email

All email correspondence between student/instructors and peer/peer will be conducted in a professional manner following email etiquette. View this link for more information on email etiquette.

## Late Work

Assignments due dates may be negotiated with the instructors if students have extenuating circumstances and arrange a new deadline with the instructors in advance of the original deadline. Final deadlines for the semester project will unlikely change since we have a short timeframe to submit final grades at the end of the semester. Late submissions will receive a 5-point deduction per day that they are late. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise. You must inform both instructors via emails timely if you need special accommodation or extension on assignment due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentations is otherwise required to receive points for those activities.

## Readings

Required readings for each unit should be completed before completing associated activities (forum posts, assignments, quizzes). Students can decide at their own discretion whether to do the optional readings. Students are strongly encouraged to seek external resources during the semester, and clearly include all proper references and citations in submitted work using APA style.

## Additional Resources and Policies

The Gillings School of Global Public Health Diversity Statement

We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and

individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit our Diversity and Inclusion webpages:

- Diversity and Inclusion:  
<https://sph.unc.edu/resource-pages/diversity/>
- Gillings Equal Opportunity Statement:  
<https://sph.unc.edu/resource-pages/gillings-equal-opportunity-statement/>
- Diversity and Inclusion Planning:  
<https://sph.unc.edu/resource-pages/diversity-inclusion-task-force/>
- Our Journey to Inclusive Excellence:  
<https://sph.unc.edu/diversity/our-journey-to-inclusive-excellence/>
- Diversity Outreach, Recruitment, and Programs:  
<https://sph.unc.edu/students/diversity-outreach-recruitment-and-programs/>
- A Message from the Dean on Inclusive Excellence:  
<https://sph.unc.edu/resource-pages/diversity-welcome/>
- A Legacy of Diversity and Inclusion:  
<https://sph.unc.edu/resource-pages/diversity-timeline/>
- Minority Health Project:  
<https://sph.unc.edu/mhp/minority-health-project-home/>
- Minority Student Caucus:  
<https://sph.unc.edu/students/minority-student-caucus/>
- Minority Health Conference:  
<http://minorityhealth.web.unc.edu/>
- National Health Equity Research Webcast:  
<https://sph.unc.edu/mhp/nat-health-equity-research-webcast/>

## **Campus Policies and Resources**

UNC Non-Discrimination Policies:

<https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>

Prohibited Discrimination, Harassment, and Related Misconduct at UNC:  
<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>