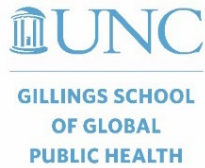


August 17, 2023



## Syllabus

PUBH 711: Critical Issues in Global Health  
Fall 2023 – Residential  
3 Credits

### 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

**Marie Lina Excellent, MD, MPH**

Assistant Professor  
Public Health Leadership Program (PHLP)  
UNC Gillings School of Global Public Health  
Office: 4107 McGavran-Greenberg Hall  
Office Phone: 919 843-5313  
Email: [marilina@live.unc.edu](mailto:marilina@live.unc.edu)

**Karar Zunaid Ahsan, PhD**

Assistant Professor  
Public Health Leadership Program (PHLP)  
UNC Gillings School of Global Public Health  
Office: 4106 McGavran-Greenberg Hall  
Office Phone: 919-843-5987  
Email: [zunaid@email.unc.edu](mailto:zunaid@email.unc.edu)

### 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!

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

**Class Days, Times, Location:** Synchronous sessions will be held in Room 2306 of the McGavran-Greenberg Hall on Tuesdays and Thursdays from 5:00 PM–6:30 PM Eastern Time (ET).

### Course Format

The course follows the university calendar. The course format will consist of guest lectures who will share their expertise throughout the semester on critical issues in global health. The following Zoom link will be used to record each class session (Join URL: <https://unc.zoom.us/j/95644392363>). All lectures will be recorded and made available to students in Canvas under Panopto right no later than 24 hours after class ends. Lectures will be supplemented with small followed by large groups discussions and in-class active learning exercises. Each week, students are expected to come to class having reviewed the required readings, the lecture including some pre-recorded lectures when applicable and prepared to engage with their peers and the instructors in a safe environment that value inclusion, diversity and cultural humility. Students will also complete individual and team assignments by their due dates throughout the semester. At the end of the semester, students will have a broader understanding about several key critical issues in global health and share their Call-To-Actions (CTA) semester project with peers, the instructional team and other faculty and invited experts in the field. Overall, each module will start on Monday and end on Sunday including all submissions of deliverables (forum posts and assignments). Occasionally the instructors may hold Q&A sessions to check in on students' progress and learning experience at a time that works for most students.

### 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. Please note that we may not meet every Tuesday and Thursdays. Furthermore, some of the Tuesday and Thursday sessions may run over the 6:30 PM but we will try our best to respect everyone’s time. Note that all times listed here are local, Eastern Time (ET).

Units /Dates	Topics	Synchronous Class Sessions
<b>Module I: Global Health Context</b>		
Unit 1: Monday August 21-Sunday August 27, 2023	Introductions: Students and Faculty Review of the Syllabus Reflections on alignment of Summer Practicum with PUBH 711 course Overview of the course Introduction to Global Health	Marie Lina Excellent, MD, MPH & Karar Zunaid Ahsan, PhD  Leeann Ji, MPH Candidate   Global Health Concentration – Second Year student Angela Benson, MPH Candidate   Global Health Concentration – Second Year student
	Global Burden of Disease (GBD)	Marie Lina Excellent, MD, MPH & Karar Zunaid Ahsan, PhD
Unit 2: Monday August 28-Sunday September 3, 2023	Globalization and Global Health Players, Payers and Policy	Marie Lina Excellent, MD, MPH & Karar Zunaid Ahsan, PhD
		Marie Lina Excellent, MD, MPH & Karar Zunaid Ahsan, PhD  Sphindile Magwaza   PEPFAR in South Africa (Pre-recorded)
<b>Module II: Health Systems</b>		
Monday September 4, 2023	<b>Labor Day - Holiday</b>	<b>No Classes Held</b>
Tuesday September 5, 2023	<b>Well-being Day</b>	<b>No Classes Held</b>
Unit 3: Wednesday September 6-Sunday September 10, 2023	Health Systems Strengthening, Performance & Resilience	Marie Lina Excellent, MD, MPH & Karar Zunaid Ahsan, PhD  Dianne Jean-Francois, MD, MPH   Catholic Medical Mission Board (CMMB)

<b>Module III: Non-Communicable Diseases (NCDs)</b>		
Unit 4: Monday September 11-Sunday September 17, 2023	Malignant Neoplasms, Cardiovascular Disease, Mental Health & Wellness	Marie Lina Excellent, MD, MPH & Karar Zunaid Ahsan, PhD  Gaurav (G) Dave, MD   UNC School of Medicine
	Infectious Diseases – Chronic and Epidemic/Pandemic	Marie Lina Excellent, MD, MPH & Karar Zunaid Ahsan, PhD  Myron Cohen, MD   UNC School of Medicine
Unit 5: Monday September 18-Sunday September 24, 2023	The Paradox of Nutrition: Nutrition Policies and Interventions	Marie Lina Excellent, MD, MPH & Karar Zunaid Ahsan, PhD  Elizabeth Bontrager, MS   USAID - Bureau for Humanitarian Assistance (BHA)
		Marie Lina Excellent, MD, MPH & Karar Zunaid Ahsan, PhD
<b>Module IV: Infectious Diseases</b>		
Monday September 25, 2023	<b>Well-being Day</b>	<b>No Classes Held</b>
Unit 6: Tuesday September 26-Sunday October 1, 2023	Infectious Diseases – Chronic and Epidemic/Pandemic  Emerging Issues in Global Health	Marie Lina Excellent, MD, MPH & Karar Zunaid Ahsan, PhD
		Marie Lina Excellent, MD, MPH & Karar Zunaid Ahsan, PhD
Unit 7: Monday October 2-Sunday October 8, 2023	The Need for Complex Interventions	Marie Lina Excellent, MD, MPH & Karar Zunaid Ahsan, PhD  Jean Wysler Domercant, MD, MPH   Institute for Health, Population and Development (ISPD)
		Marie Lina Excellent, MD, MPH &

		<p>Karar Zunaid Ahsan, PhD</p> <p>William A. Fischer II, MD   UNC School of Medicine</p>
<b>Module V: Environmental Health</b>		
<p>Unit 8: Monday October 9- Sunday October 15, 2023</p>	<p>Engineering, Economics and Health – Water and Sanitation</p>	<p>Marie Lina Excellent, MD, MPH &amp; Karar Zunaid Ahsan, PhD</p> <p>Musa Manga, PhD   UNC Gillings School of Global Public Health (ENVR)</p> <p>Kaida Liang, MS – Water Institute at UNC</p>
		<p>Marie Lina Excellent, MD, MPH &amp; Karar Zunaid Ahsan, PhD</p> <p>Ms. Jackie Q Schaeffer   Alaska Native Tribal Health Consortium</p>
<p>Unit 9: Monday October 16- Wednesday October 18, 2023</p>	<p>The Health Effects of Climate Change</p>	<p>Marie Lina Excellent, MD, MPH &amp; Karar Zunaid Ahsan, PhD</p> <p>Emily Curtin, PhD   UNC Department of Anthropology</p>
<p>Thursday October 19 &amp; Friday October 20, 2023</p>	<b>Fall Break</b>	<b>No Classes Held</b>
<b>Module VI: Sexual and Reproductive Health (SRH) - Human Rights for Equity &amp; Global Policy</b>		
<p>Unit 10: Monday October 23- Sunday October 29, 2023</p>	<p>Sexual and Reproductive Health and Rights</p>	<p>Marie Lina Excellent, MD, MPH &amp; Karar Zunaid Ahsan, PhD</p> <p>Ilene Speizer, PhD   UNC Gillings School of Global Public Health (MCH)</p>
	<p>Migration, Equity and Public Health</p>	<p>Marie Lina Excellent, MD, MPH &amp; Karar Zunaid Ahsan, PhD</p> <p>Carmen M Gutierrez, PhD   UNC Public Policy</p> <p>Panel: Suzanne Lye, PhD   Assistant Professor of Classics at UNC &amp;</p>

		<p>Co-Chair, The Women’s Classical Caucus</p> <p>Natalicio H. Serrano, PhD   UNC Gillings School of Global Public Health (HB)</p> <p>Laura Villa-Torres, PhD   UNC Gillings School of Global Public Health (PHLP)</p>
Unit 11: Monday October 30- Sunday November 5, 2023	Equity and Human Rights in Global Health Policy	<p>Marie Lina Excellent, MD, MPH &amp; Karar Zunaid Ahsan, PhD</p> <p>Benjamin Mason Meier, JD, LLM, PhD   UNC Department of Public Policy</p>
	Menstrual Hygiene & Stigma	<p>Marie Lina Excellent, MD, MPH &amp; Karar Zunaid Ahsan, PhD</p> <p>Rhea Triche   Habitat for Humanity International</p>
<b>Module VII: Best Practices of Global Public Health</b>		
Unit 12: Monday November 13-Sunday November 19, 2023	Recommendations on best practices of Global Public Health	<p>Marie Lina Excellent, MD, MPH &amp; Karar Zunaid Ahsan, PhD</p> <p>Panel discussion:</p> <p>Suzanne Maman (Associate Dean for Global Health)</p> <p>Mary Eyram Ashinyo, MD, MPH   Ghana Health Services</p> <p>John Wiesman (Associate Dean for Public Health Practice) (TBD)</p>
	Decolonizing Global Health - Reflections	<p>Marie Lina Excellent, MD, MPH &amp; Karar Zunaid Ahsan, PhD</p>
<b>Teams Call-To-Actions (CTA) Semester Projects Live presentations by students</b>		
Monday November 20, 2023	CTA Oral presentations PowerPoint slides due in Canvas	
Tuesday November 21, 2023	CTA Oral presentations Live by All Teams due (All via Zoom for less stress)	<p>Marie Lina Excellent, MD, MPH &amp; Karar Zunaid Ahsan, PhD</p>

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Wednesday November 22, 2023; Thursday November 23, 2023 and Friday November 24, 2023	<b>Thanksgiving Recess - Holiday Happy Celebration of Thanksgiving 2023!</b>	<b>No Classes Held</b>
Wednesday November 29, 2023	CTA Final report including a Factsheet or Infographic or One-pager due in Canvas	

### Course Assignments and Assessments

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.

Graded Assignments		Points/ Percentages of Final Course Grade
<b>Module I: Global Health Context (Monday August 21–Sunday September 3, 2023)</b>		
<b>Unit 2</b>	Team Charter: Team assignment Due in Canvas: <b>Friday September 1, 2023</b> at 11:55 PM ET	2
<b>Module II: Health Systems (Wednesday September 6-Sunday September 10, 2023)</b>		
<b>Unit 3</b>	Team Assignment (PowerPoint + Recorded oral Presentation) Due in Canvas: <b>Friday September 8, 2023</b> at 11:55 PM ET	10
	Individual constructive and thoughtful comments to one other Team presentation Due in Canvas: <b>Sunday September 10, 2023</b> at 11:55 PM ET	2
<b>Module III: NCDs (Monday September 11–Sunday September 24, 2023)</b>		
<b>Unit 4 OR Unit 5</b>	Team Assignment (PowerPoint + Recorded oral Presentation) Due in Canvas: <b>Friday September 22, 2023</b> at 11:55 PM ET	10
	Individual constructive and thoughtful comments to one other Team presentation Due in Canvas: <b>Sunday September 24, 2023</b> at 11:55 PM ET	2
<b>Module IV: Infectious Diseases (Monday September 25–Sunday October 8, 2023)</b>		
<b>Units 6 AND 7</b>	Team assignment (PowerPoint + Recorded oral Presentation) Due in Canvas: <b>Friday October 6, 2023</b> at 11:55 PM ET	10
	Individual constructive and thoughtful comments to one other Team presentation	2

	Due in Canvas: <b>Sunday October 8, 2023</b> at 11:55 PM ET	
	Mid-term Course Assessment and Peer Evaluations Due in Canvas: <b>Sunday October 8, 2023</b> at 11:55 PM ET	2
<b>Module V: Environmental Health (Monday October 9–Wednesday October 18, 2023)</b>		
<b>Unit 8 OR Unit 9</b>	Team assignment (PowerPoint + Recorded oral Presentation) Due in Canvas: <b>Friday October 13, 2023</b> at 11:55 PM ET	10
	Individual constructive and thoughtful comments to one other Team presentation Due in Canvas: <b>Sunday October 15, 2023</b> at 11:55 PM ET	2
	Team assignment: CTA outline as instructed in the template provided Due in Canvas: <b>Wednesday October 18, 2023</b> at 11:55 PM ET	4
<b>Module VI: Sexual and Reproductive Health (SRH) – Human Rights for Equity &amp; Global Policy (Monday October 23- Sunday November 5, 2023)</b>		
<b>Units 10 AND 11</b>	Team Assignment (Infographic or Fact-sheet or One-pager about Sexual and Reproductive Health and Rights) No Recorded oral Presentation Due in Canvas: <b>Friday November 3, 2023</b> at 11:55 PM ET	5
	Individual assignment: Use Generative Artificial Intelligence (AI) like ChatGPT to inspire you to create an authentic up to 1-minute elevator pitch about a critical issue in global health that matters to you the most. You will deliver live (during class time) your message Due in Canvas: <b>Thursday November 2, 2023</b> at 11:55 PM ET	2
	Individual constructive and thoughtful comments to one other Team Due in Canvas: <b>Sunday November 5, 2023</b> at 11:55 PM ET	2
	Final Peer Evaluations Due in Canvas: <b>Sunday November 5, 2023</b> at 11:55 PM ET	2
<b>Module VII: Best Practices of Global Public Health (Monday November 13–Sunday November 19, 2023)</b>		
<b>Unit 12</b>	Individual assignment: Brief (Up to 350 words) but thoughtful post about key take aways from the materials provided (pre-recorded webinar and article) Due in Canvas: <b>Friday November 17, 2023</b> at 11:55 PM ET	4
	Individual assignment: Summary of One Week’s Reading & Two Discussion Questions Due in Canvas: <b>Sunday November 19, 2023</b> at 11:55 PM ET	2
<b>Call-To-Actions (CTA) Semester Projects</b>		
	Call-To-Actions (CTA) Semester Projects: Oral presentation	10



<b>Semester Projects Deliverables:</b>	Due in Canvas: <b>Tuesday November 21, 2023</b> at 11:55 PM ET BUT the CTA PowerPoint <b>slides</b> are <b>due</b> in Canvas on <b>November 20, 2023</b>	
	Individual constructive comments about one other Team CTA oral presentation along with one thought provoking question Due in Canvas: <b>Wednesday November 22, 2023</b> at 11:55 PM ET	2
	Call-To-Actions (CTA) Semester Projects: Final report including a Factsheet or Infographic or One-pager Due in Canvas: <b>Wednesday November 29, 2023</b> at 11:55 PM ET	15
<b>TOTAL</b>		<b>100</b>

### 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. 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. In addition, you will be given the opportunity to leave general and specific comments for your peers.

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)

### 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. In addition, you will be given the opportunity to leave general and specific comments for your peers.

### 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.

Reinforcing Competencies	Learning Objectives	Where/How Assessed
Health Equity and Social Justice	<ul style="list-style-type: none"> <li>▪ To analyze contemporary issues, problems, and controversies in global health through an interdisciplinary perspective</li> </ul>	<p>Units 8 and 9: Identify a critical public health issue in a community or location of your choice related to water or currently affected by climate change. Prepare a PowerPoint presentation to describe 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.</p> <p>Call-To-Actions (CTA) Semester Projects Final report with Infographic</p>
Socio-Cultural and Political Awareness	<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>	<p>Unit 2: Students will analyze within their teams funding trends at an international level, or national level.</p> <p>Units 6 and 7: Students will be evaluated on the following:</p> <ul style="list-style-type: none"> <li>• Sexually transmitted infections (STIs) indicators (e.g., knowledge and rates of human papilloma virus (HPV), syphilis, gonorrhea, chlamydia, HIV, condom use, HPV immunization rates)</li> <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,</li> </ul>

		<p>age at first marriage, pre- and extramarital sex, etc.)          Intimate partner violence.          Call-To-Actions (CTA) Semester Projects          Final report with Infographic</p>
<p>Strategic Analysis</p>	<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>	<p>Unit 1: 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.</p> <p>Unit 3: 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.</p> <p>Unit 4: 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</p> <p>Unit 5: 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 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</p> <p>Units 6 and 7: Teams will create an intervention portfolio combatting a complex infectious disease (COVID-19/SARS-Cov-2, Dengue, Ebola, Lassa, Lyme disease, Lymphatic filariasis, Malaria, Measles, Onchocerciasis,</p>

		<p>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> <p>Call-To-Actions (CTA) Semester Projects Final report with Infographic</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](#).

#### Attendance/ Participation

Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor (and Teaching Assistant if one is assigned). 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](#).

#### Course Communication Expectations

Students must maintain course communications (e.g., email, course announcements, course discussions, etc.) with their peers and instructor(s) to be successful in this course. You are expected to check, read, and respond when necessary to your course communications regularly (i.e., at least two times during the business week). Not reading email is an unacceptable excuse for missing course communications.

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Student well-being is our primary concern. If we send you a communication that warrants a response and do not hear back from you after following up twice, we will submit a [Gillings School Graduate Student Early Alert Referral to Academic Coordinator Form](#). To ensure you have the support needed to be successful in this program, your academic coordinator, faculty mentor, assistant dean of master's degree programs, associate dean for student affairs, and/or dean of students may get involved if non-responsiveness becomes a significant concern.

All UNC affiliates (including students, faculty, and staff) must use their University email account to conduct UNC business. Use of personal email addresses, including auto-forwarding to external/personal accounts, is not allowed for conducting University business. For more information, see the [Individual Email Address Policy](#).

### **Counseling and Psychological Services (CAPS) at UNC Chapel Hill**

**CAPS** is strongly committed to addressing the mental health needs of our diverse student body through timely access to consultation and connection to clinically appropriate services. They offer a [variety of services](#) to meet your mental health needs and are available 24/7. Note: All counseling services provided are completely confidential and in no way connected to your academic record.

### **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.

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- 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](#).

### Use of Generative AI

Generative artificial intelligence (AI) tools (e.g., ChatGPT) that generate text, images, and media, could aid brainstorming, research, and content creation, and may be useful in public health practice. However, these tools must be used ethically, transparently, and with the understanding of their limitations including circumstances when AI use hinders rather promotes learning.

In this course, Gen AI cannot be:

- Used as a replacement for doing the assigned course readings
- Used solely for the output for completing mathematical computations
- Used solely for the output for submitting written work
- Used for cheating or to gain unfair advantages

If you have any questions, please contact the faculty. We reserve the right to submit written assignments to AI detection programs (e.g., iThenticate). Suspected violations will be reported to the University Honor Court.

### **Unless we provide other guidelines for an assignment or exam, you should follow these guidelines:**

AI Use is allowed in a limited way - instructors list explicitly what assignments and/or what aspects of assignments in which AI is allowed.

You can use Generative AI for the following (<Choose only those aspects or assignments where AI is allowed>):

- **Writing and Presentation:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- **Multimedia Assignments:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation

must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.

- **Mathematical and Statistical Analysis, Data Analysis, Data Interpretation, Coding of Data, generalizing data to a problem set or any other forms of quantification of language or concepts, etc.:** Generative AI can be used for these purposes; however, the output must be verified via your own mathematical calculations and proof of work provided in your assignment.
- **Readings and Discussions:** Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.
- **Simulations:** In principle, you may use AI tools for advice or brainstorming. It should not, however, be used to find cheats or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.
- **Group Work:** Group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments). But be transparent with team members about use of AI tools. I suggest coming to an agreement about whether and how your team will use such tools.
- **In-Class Activities:** Instructions on the appropriate use of AI for in-class activities will be provided by the faculty.

Any uses of AI must include a **statement of how you used AI to complete your work as described in the [UNC Syllabus Guidelines for AI](#).**

**This policy is at your instructors' discretion and may be modified with written notice for specific tests and assignments.**

### **iThenticate**

[iThenticate](#) is a writing tool to help ensure that scholarly and research documents such as written assignments, manuscripts, theses, dissertations, and grant applications follow proper citation practices. You may choose to use this software to improve your writing and citations. However, your instructor reserves the right to use the software if any written assignment is suspected of having un-cited or improperly cited work.

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

The materials used in this class, including, but not limited to, syllabus, exams, quizzes, 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 and sharing assessments from prior terms. Instructors are required to report suspected misuse of course resources to the Office of Student Conduct.

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](#).

### **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](#).



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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**

Please use the [Student Academic Complaint Process](#) for issues related to administrative processes, curriculum, academic and/or classroom activities. We also value your feedback and suggestions including specific equity concerns and bias-related issues. You can use this form to submit feedback and suggestions, both positive and negative, and share equity related issues. This form will 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.

### **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 instructor 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 instructors 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](#).

### **Safety and Emergency Information at Gillings**

Though unlikely, there is always a possibility that there might be some type of emergency during the semester. Emergencies come in many different forms – weather, medical, fire and ones involving people intending to do harm.

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As you probably know from your own experience, pre-K through 12th-grade students prepare in advance for emergency situations. As college students, you too need to think in advance about emergency situations. I would like to take a few moments to talk about actions to take in the event of an emergency in our classroom setting.

**If there is an emergency, I will stop teaching right away.**

- When it is safe to do so, we will call 9-1-1 and identify our building and room number, as well as the issue.
- There are some areas on campus, such as indoors, where you can't hear the Alert Carolina siren. The first warning of an emergency may come to our attention via a messenger at the classroom door or through a personal electronic device.
- If you see or experience something unusual or concerning – before, during or after class – that may lead to an emergency, please let me or another faculty member/administrator or Gillings School security know as soon as possible. Alert me even if you have only an inkling that something may not be right.

**It is very important that you make me aware.**

***In a weather emergency***, you may not be able to hear the emergency siren if you are inside of a building. If you are inside, move to an interior room on the lowest floor, and stay away from windows. ***In a medical/mental health emergency***, please make space for first responders to do their work. UNC Police, Fire Department and EMS respond to all medical calls on campus. ***In the case of fire***, do not attempt to carry anything in your hands. Exit quickly in as orderly a way as possible. Help others as much as possible. ***In a situation in which one or more people intend to do harm***, assess the situation and make a decision. Unfortunately, there may not be a clear “right” answer. However, your circumstances may make one of these actions the only viable option to protect yourself.

- **Run:** Have an escape route and plan in mind, leave your belongings behind, keep your hands visible, exit the building as quickly and safely as possible, distancing yourself from the threat, and follow law enforcement's direction.
- **Hide:** If you cannot safely evacuate your building or are unsure of the location of the threat, secure your room, classroom or office, creating as many barriers between you and the threat. If you are caught outside, seek shelter inside the nearest building, and secure an interior space. Take the following actions: Lock or secure doors, turn off lights, move into concealed areas of the room away from doors and windows, silence your mobile devices and remain calm and quiet.
- **Fight:** Use this as a last resort if your life is in imminent danger. If there are no other options to safely escape and you are confronted by the intruder, attempt to disrupt or incapacitate the intruder using all available resources (e.g., acting aggressively, yelling, throwing items, improvising weapons).

If you need to exit the building in an emergency, seek cover behind buildings, cars and other solid structures – go as far away as possible while still staying safe. Keep going until you know that you are out of danger.

**Here is what you need to do next:**

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Take the time you need to identify the different entrances and exits in this room and this building. There are many ways in and out of this building. The next time you come to class, think about possible routes. Try different routes so you are aware.

Be better prepared for UNC-specific safety procedures by visiting [Carolina Ready](#).

#### **Important Contacts:**

- **Emergencies, anywhere: Call 911**
- **Gillings School Resources:**
  - **Gillings DPS Security:** (919) 357-8037
  - **Building Issues:** (919) 843-7872
  - **Gillings Student Affairs:** (919) 966-2499

#### **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](#).

#### **Syllabus Changes**

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

#### **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. 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.

##### **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.

##### **Late Work**

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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.

### **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.

### **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.

### **Peer Evaluations**

The purpose of the peer evaluations is to evaluate each of your team members on their performance as a team member in completing team assignments including yourself. This electronic peer evaluation is completed twice throughout the semester. In the peer evaluations, you will be asked to rate individual team members including yourself using a 3-point Likert scale (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 can write specific comments (no longer than 3-4 sentences) on the performance of each of your team members including yourself or to provide any specific information to the instructors. You

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will receive an overview of the feedback provided by your team members after the evaluations have been submitted and tallied. Please note that to receive full credit for that task you are expected to write narrative comments for each of your teammates including yourself, otherwise you will receive half of the total allotted points! 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.