

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: HLTH 215**

**Year: 2021-2022**

**Course Title: World Health Problems**

**Credit Hours: 3**

**I. Course Description:** Major causes of morbidity and mortality around the world are analyzed and discussed in the context of socio-economics, culture and evidence-based research. Potential topics discussed in a seminar format include: potable water and sanitation, food insecurity, mental health, gender bias, and culture, along with disease prevalence and prevention. The health problems of developed countries are compared and contrasted with those of developing countries, along with the methodologies used by national and international agencies to solve them. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 101. 3 Cr. (3 Lec.) Occasionally.

**II. Additional Course Information:**

1. HLTH 215 may be used to satisfy a HLTH or unrestricted elective.
2. This course has been approved as a Global Health elective for NYS, Secondary Health Educator Certification.
3. The course is designed for students who are interested in working in local and/or international health or the public health sector
4. This course uses primarily Open Educational Resources (OER). Only one book purchase is needed. All OER resources are available free on-line or are in Black Board within the content of the course.

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Define key concepts of ethics and human rights in relation to the access of food, gender equality and healthcare.
2. Research issues in global health and analyze this data in a holistic manner, including cultural definitions of "health" and the impact of geography, specifically relating to socio-economics.
3. Identify local and national influences that determine health and disease status.
4. Understand the unique health challenges associated with women and children.
5. Reflect on their own cultural biases and the difficulties of non-English speakers utilizing the US healthcare system.

**IV. Tompkins Cortland General Education & SUNY Competency Goals**

**☒ Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

Students will develop scholarly essays identifying health issues both globally and locally, looking at the many factors influencing individual health problems.

Critical thinking is evident in the student's Discussion Board posts and throughout the development of the writing assignments. Through Discussion Board participation students demonstrate original thought and solutions in their responses to the questions posed and their peer's writings.

**Social/Global Awareness**

Through readings, writings and Discussion Boards students examine US healthcare and international aid policies along with the distribution of goods and services globally. They will develop understanding of the economics, politics, geographical and cultural impacts on individual, national and global health.

**Information Management**

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

**V. Essential Topics/Themes**

1. The cultural concept of “health” globally and nationally.
2. The impact of socio-economics, geography and politics on mortality and morbidity.
3. Global health issues affecting women and children.
4. Efforts for prevention or reduction of harm.

**VI. Methods of Assessment/Evaluation**

Method	% Course Grade
1. Self-Health Reflections	10%
2. Discussion Boards	70%
3. Reflective essay/book review	20%

**VII. Texts**  **Required**

3 .Fadiman, Anne, <u>The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures.</u> FGS Classics, 2012.
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**Recommended OER sources**

Werner, D., Maxwell, J. and Thurman, C. <u>Where There Is No Doctor.</u> Hesperian Foundation, Fifth edition, 2017.
Werner, David and Bower, B. <u>Helping Health Workers Learn.</u> The Hesperian Foundation, First edition, 2012.
WHO website: <a href="http://www.who.int/en/">http://www.who.int/en/</a>

*Editions listed are current as of date of syllabus. More recent editions may be used.*

**VIII. Bibliography of Supplemental Materials**

1. SUNY Levin Institute-Globalization 101 website: <a href="http://www.globalization101.org">http://www.globalization101.org</a>
2. Helman, Cecil G. <u>Culture, Health and Illness.</u> 5th ed. 2007. Hodder Arnold Publication.

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## IX. Other Learning Resources

**Audiovisual:** There is a multitude of DVD and other media resources on international health available from the Tompkins Cortland CC library and from Cornell.

**Electronic:** Several online databases including Cochrane, WHO, United Nations

**Other:** The TC3 librarians will provide bibliographic instruction, help with assignments, etc.

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*