

WESTERN KENTUCKY UNIVERSITY DEPARTMENT OF PUBLIC HEALTH AND COMMUNITY HEALTH

PH 410: Global Perspectives of Population Health Course Syllabus

Course Information

Class Location:	Online (Blackboard)
Class Meeting Time:	Asynchronous (Blackboard)
Instructor:	Dr. Nicholas L. Rummell, DLS
Office Location:	Virtual (Zoom, phone, etc.)

Faculty Communication

Instructor Office Hours:	Virtual, by appointment (Zoom, email, phone)
Instructor Email:	Nicholas.rummell@wku.edu
Instructor Office Phone:	843-364-4044

If you have any questions about the course content, assignments, or logistics, please contact the instructor directly. Please make sure you include your **name** and which **class** you are in. Communications received outside of 8:00 am—5:00 pm CT will typically be responded to the following workday during the work week. If your message is sent over the weekend, please allow 48 hours for a response. If you **DO NOT** receive a response within the time periods listed above, please follow up.

For technical support with Blackboard or Zoom please contact [IT Services](#).

Course Description

PH 410: Global Perspectives of Population Health focuses on the health and well-being of entire populations. Populations may be geographically defined, such as neighborhoods, states, or countries, or may be based on groups of individuals who share common characteristics such as age, gender, race-ethnicity, disease status, employee group membership, or socioeconomic status. With roots in epidemiology, public health, and demography, a key component of population health is the focus on the social determinants of health and "upstream" collaborative interventions to improve population health and variance, identify and reduce health disparities, and reduce healthcare costs.

Prerequisite Courses

21 hours of Foundations and Explorations Courses, or junior status

Required and Optional Texts and Tools

Required Textbook	Comparative Health Systems: A Global Perspective, Second Edition by James A. Johnson and Carleen Stoskopf ISBN-13: 9781284111736
Optional Resources	Population Health: A Primer, Twentieth Edition by Richard Riegelman ISBN-13: 9781284152227 Additional optional resources will be provided throughout the course.
Technology	This course uses Blackboard . Make sure your computer system requirements meet the WKU requirements for online learners .

Course Goals

The overall goals of this course include:

1. To introduce the core concepts, functions, and applications of population health across the globe and in society as they relate to systems thinking, comparative health systems, health equity, and social determinants of health.
2. To develop practical skills and exposure to communication, critical thinking, problem solving, health advocacy and promotion, independent work ethic, and ethical decision making.
3. To create a safe, active, and anti-oppressive learning environment where students can develop their skills and interests as adult learners.

Course Objectives

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

1. Analyze what population health is and explain how this concept represents an opportunity for healthcare delivery systems, public health agencies, educational institutions, community-based organizations, and other entities to work together to improve the health outcomes of the communities they serve.
2. Access, analyze, and interpret sources of population health data in written and visual forms.
3. Organize and display population health data accurately and appropriately using appropriate software (e.g., Excel, Word, Power Point).
4. Compile basic demographic and health trends, including leading causes of death and morbidity, and understand their contribution to healthcare delivery and utilization.
5. Use relevant population health metrics which may include incidence, prevalence, quality of life, functional status/disability, well - being, life expectancy, healthy life expectancy, morbidity and mortality, fertility for decision-making.
6. Measure and identify the social determinants of health and health disparities within and across populations.
7. Utilize systems thinking to analyze population health issues on local and global scales.
8. Utilize systems thinking tools to examine the local and global interrelationships of one or more issues.
9. Use systems thinking tools to evaluate the consequences of decision-making on local and global scales.
10. Create a program proposal and presentation.

Course Schedule

Topic
Course Overview and Introduction to Population Health
The US Health Care System and Global Health
Social Determinants of Health
How do we Measure Health and Disease? Finding and Evaluating Data
Systems Thinking
Population Health Tools and Interventions
Population Health Tools and Evaluation
Midterm
Politics, Economics, and Policy
Global Health Systems
International Organizations
Innovative Health Care Systems
Crisis and Disaster Solutions
Global Challenges and Opportunities
Work Week: Health Innovation Project Presentations and Final Exam

Course Grading

Point Breakdown

Assignments	Points/each	Total Points
Practice Exercises (4)	25	100 points
Intro Discussion (1)	5	5 points
Discussions (10)	10	100 points
Midterm Exam	100	100 points
Final Exam	100	100 points
Public Health Innovation Project	75	75 points
Group Evaluation	20	20 points
Total		500 points

Grading Scale

Letter Grade	Points	Percentage
A	450-500	90-100%
B	400-449	80-89%
C	350-399	70-79%
D	300-349	60-69%
F	< 300	< 60%

Course Activity Descriptions**Practice Exercises**

There will be four graded assignments over the course of the semester that allow you to practice the concepts from class. Each assignment is designed to help you build skills that you will employ in your final project. Since this course is a Connections course, and not necessarily one in your major, I have made sure that these assignments also help you build up skills that are useful in a broad range of disciplines. The four assignments are listed below:

1. Universal Health Care position paper
2. Data hunt and data visualization assignment
3. Systems thinking model interpretation
4. Country health system fact sheet

There will be more information on each of these, including specific instructions, available on Blackboard.

Participation

Active participation is a requirement for this course, which includes participation during lectures, in-person and online activities, and discussions.

Exams

There will be two exams, a midterm exam and a final. Each exam worth 100 points. The exams in this course will be based on material from the text, PowerPoint notes, classroom discussions, resources, and activities. The exams are **NOT** cumulative. The exam dates are listed in the course schedule.

Public Health Innovation Project

The public health innovation project will be the final research project for this course, and it will build upon the Country health system fact sheet assignment. You will propose a well-considered and feasible solution to a public health related issue that affects a country other than the U.S. This innovation should be grounded in a solid understanding of the health system in the country of focus and illustrate your understanding of the systemic nature of both the issue itself and the solution you propose. There will be more information on each of these, including specific instructions, available on Blackboard.

Extra Credit

There may be extra credit available to students in this course. Extra credit opportunities will be considered based on evaluation of the class progress according to my discretion.

Course Policies

General Statement

I understand that college can be a very difficult and stressful time. Please know that I am here to work with you and I am here to support you. I can only help you if you are willing to communicate and work with me. Do not be afraid to reach out to me with questions or concerns. I want everyone to succeed.

Caveat: This syllabus and the course schedule are subject to change at my discretion.

Inclusion Statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (CWJØJã Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Attendance Policy (See [University Policy](#))

It is the policy of Western Kentucky University that class attendance is an important part of a student's educational experience and is a requirement for success in courses. Registration in a course obligates the student to be regular and punctual in class attendance. Since this is an asynchronous course, "attendance" will be determined by the discussion posts and replies. **The instructor should be notified by e-mail or telephone if a student is unable to post before the discussion is due. All students are given ONE free excused discussion post that can be made up without an explanation. Beyond that one, missed posts will need to be formally excused in order to make them up.**

Late/Makeup Work Policy

Due dates for every assignment are provided on the course schedule and posted on Blackboard. Unless otherwise stated, assignments are due on those days. However, I recognize that sometimes “life happens.” In these instances, you may use your allotted **two flex days** for the semester for any assignments other than exams and quizzes. These days allow you to submit an assignment up to two days late without penalty. You can use these days for any assignment and for any reason. You do not need to provide me with the reason: simply email me and tell me how many of your flex days you would like to use **before the assignment deadline**. Communication is key here.

Once you've exhausted your flex days, then point deductions will occur for any assignment submitted after the deadline. An assignment submitted 24 hours after the due date will lose a percentage of points each day that it is late. Assignments submitted more than 48 hours after the due date will not be accepted. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

Make-up exams will only be allowed under circumstances that are recognized by the instructor or university such as death in the immediate family, excuse from a doctor, sickness, or emergencies. This will have to be discussed **prior to the exam date**. Conditions for the make-up will be set by the instructor. Note: plan your Thanksgiving and end of semester travel wisely.

Make-up Quizzes are allowed according to the one-strike policy listed under the course activity descriptions. If a student misses a quiz, they will be allowed **one** makeup during the semester for any reason, otherwise, late quizzes will not be accepted. This one makeup is separate from the flex days.

ADA Policy

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

Title IX Discrimination, Harassment, and Sexual Misconduct/Assault

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding [WKU's Title IX – Discrimination, Harassment and Sexual Misconduct](#) policies. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159. Sexual Assault Resources: <https://www.wku.edu/titleix/>

Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

WKU Policy on Plagiarism

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. **Students' work may be checked using plagiarism detection software.**

WKU Policy on Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination. Cheating will result in an automatic zero on the assignment.

Policy on ChatGPT and Generative AI Tools

In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools such as ChatGPT, Grammarly, Tutor.ai, etc. for completing assignments. However, there may be specific assignments or activities in which we may utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments **without substantive assistance** from others, including AI tools. If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>. Any submitted assignment/activity found to have been entirely generated through AI will result in ZERO points.

WKU Writing Center

Students are encouraged to use the services of the [Writing Center](#) for their projects/papers. Face-to-face and online reviews are available.

Additional Resources for Students

- Academic Integrity: <https://www.wku.edu/handbook/academic-dishonesty.php/>
- Student Handbook: <https://www.wku.edu/handbook/index.php>
- Student Resource Portal: <https://www.wku.edu/online/srp/>
- Syllabus Information: <https://www.wku.edu/syllabusinfo/>
- Student Tutoring Services: <https://www.wku.edu/startcenter/>
- Free Tutoring at the WKU Learning Center: <https://www.wku.edu/tlc/>
- Public Health and Medicine Library Guides: <https://libguides.wku.edu/publichealth>
- WKU Counseling Center: <https://www.wku.edu/heretohelp/>
- WKU Student Accessibility Resource Center: <https://www.wku.edu/sarc/>

The BSPH program is guided by the following competencies:

BSPH Program Competencies

Foundational Domains	Course Learning Objectives
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society	
1. Public Health History	
2. Public Health Philosophy	
3. Core PH Values	
4. Core PH Concepts	1,2,3,4,5,6,10
5. Global Functions of Public Health	7
6. Societal Functions of Public Health	1
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice	
7. Basic Concepts of Data Collection	
8. Basic Methods of Data Collection	
9. Basic Tools of Data Collection	
10. Data Usage	2,3,4,5
11. Data Analysis	2,3,4,5
12. Evidence-based Approaches	2
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations	
13. Population Health Concepts	5,6
14. Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	1,2,3,4
15. Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	1,4,5,10
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course	
16. Science of Human Health and Disease	7,8,9
17. Health Promotion	
18. Health Protection	
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities	

19. Socio-economic Impacts on Human Health and Health Disparities	6
20. Behavioral Factors Impacts on Human Health and Health Disparities	
21. Biological Factors Impacts on Human Health and Health Disparities	
22. Environmental Factors Impacts on Human Health and Health Disparities	6
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation	
23. Introduction to Planning Concepts and Features	
24. Introduction to Assessment Concepts and Features	
25. Introduction to Evaluation Concepts and Features	
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries	
26. Characteristics and Structures of the U.S. Health System	1,4
27. Comparative Health Systems	7,8,9
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government	
28. Legal dimensions of health care and public health policy	
29. Ethical dimensions of health care and public health policy	
30. Economical dimensions of health care and public health policy	
31. Regulatory dimensions of health care and public health policy	1
32. Governmental Agency Roles in health care and public health policy	1,2
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology	
33. Technical writing	
34. Professional writing	1,10
35. Use of Mass Media	
36. Use of Electronic Technology	1,3,10
Competencies	

Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences	
1. Oral communication	
2. Written communication	
3. Communicate with diverse audiences	
4. Communicate through variety of media	
Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information.	
Locate information	
Use information	
Evaluate information	
Synthesize information	
WKU Competencies	
1. Health equity	
2. Global/population health	
3. Health literacy	
Cross Cutting Concepts & Experiences	
1. Advocacy for protection and promotion of the public's health at all levels of society	
2. Community dynamics	
3. Critical thinking and creativity	
4. Cultural contexts in which public health professionals work	
5. Ethical decision making as related to self and society	
6. Independent work and a personal work ethic	
7. Networking	
8. Organizational dynamics	
9. Professionalism	
10. Research methods	
11. Systems thinking	7,8,9
12. Teamwork and leadership	