

FALL 2020
International Honors Program
IHP Health and Community
Track I

Public Health: From Biology to Policy
(IPBH3505 / 4 credits / 60 class hours)

PLEASE NOTE: This syllabus is representative of the anticipated Fall 2020 program. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester. In addition, considerations of student/public safety may change some course content. With global public health responses rapidly unfolding, some readings and content will necessarily be added/adapted closer to the start of the semester.

Course Description

In this course, students will learn about public health in the US, and South Africa. Throughout, there will be an emphasis on exploring determinants of health including social, cultural, political, and economic factors. This course will actively examine how public health practitioners work to identify and respond to public health challenges building on local community strengths, while carrying out the three core functions of public health: assessment, program/policy development, and evaluation. To understand the applied nature of the discipline, students will examine resources, barriers and facilitators, and measurable outcomes that contribute to the efficacy of public health interventions. Moreover, students will come to understand the relationship between biology and policy, the process of moving from data to actionable intervention, and the potentially positive and negative consequences of small and large-scale public health programs and policies.

By learning with local public health experts in each program location, the class will explore various questions, threaded throughout the semester, including: What are the major determinants of health in each local context? How are interventions designed and implemented in those contexts? What are the critical disease concerns in each context and how does the prevalence of disease vary in different segments of society? What are health disparities? How can we explain why some members of society are healthy and others are less so? What are some effective interventions, programs, or policies that have improved health outcomes in these contexts? What can be done to reduce health status inequities between communities and nations?

Learning Outcomes

The *Public Health* course comprises 60 class hours of instruction and field experience (4 credits). Upon completion of the course, students will be able to:

- Characterize the core and crosscutting functions of public health in promoting individual and population health.
- Articulate the major components of health care systems in each location.
- Identify social, environmental, and other major determinants of health.
- Understand the relationship of the biological sciences to the development and implementation of public health programs and policy.
- Recognize the role of public health interventions in improving health outcomes, as well as barriers and complications to implementation.
- Recognize the roles that governmental, private, and non-profit stakeholders play in the assessment, development, and evaluation of public health policies, programs, and interventions.
- Understand how all of these powers work together to help or hinder health equity.

Materials

All course readings will be electronically available at the start of the semester. Hard copy required course readings will be distributed upon arrival in each program location. You may opt in or out of getting hard copies. An electronic course reader for the first class session will be outlined below. Students are responsible for downloading reading materials and can print optional readings at their own discretion.

Methodology

This course is organized into three location-based modules and a final comparative assignment module. You will have local faculty in each program location who will teach the classes for module delivered in that site. Your local faculty will give and grade the assignments for their module. All local faculty have collaborated and normed assignment expectations, rubrics, and grading. The collection of your PH assignments will become your “PH Portfolio” and will be the basis for the final Comparative Module Four assignment given and graded by the Program Director.

There will be two types of assignments for this class: (1) one assignment of approximately 1,000 words, recurring in each module, generally submitted by the middle of your time in each location, (2) one larger assignment of approximately 1,250+ words, specific to each location, that will take the form of a paper, project, or activity submitted later in your time in each location.

NB: All work for this course will be handed in electronically via Moodle. This collective work will become the PH Portfolio for the final Comparative Module assignment.

Assignments

Assignments (except for hard copy assignments) should be submitted via the course’s Moodle site. Assignments are due the day assigned, uploaded to Moodle. Grades will be returned via Moodle as well.

Students may never use email to submit assignments, per SIT IT Policy.

PLEASE SUBMIT ALL ASSIGNMENTS AS A MICROSOFT WORD FILE to allow for in-document comments.

All assignments are to be double spaced with one-inch margins in 11 Times New Roman font. The American Psychological Association (APA) referencing and citation style is preferred.

When using APA format, follow the author-date method of in-text citation. This means that the author’s last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper. If you are referring to an idea from another work but not directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

Please include your name on every page of the assignment itself in the header, and the file name should have the following naming convention:

Name_Country_NameOfAssignment.doc
 e.g. Josslyn_South Africa_MappingHealthcareSystem.doc

For hard copy assignments, you may be asked to submit the original. **KEEP A DIGITAL COPY OF ALL WORK YOU TURN IN ON YOUR COMPUTER**, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean photographing any hard copy assignments (and keeping a copy in .jpg or .pdf). Assignments that are not easily legible will be returned ungraded.

**See end of syllabus for late work and make-up assignments policies.

Evaluation and Grading Criteria

<u>Assignment</u>	<u>Points</u>
Module 1 Mapping the Healthcare System Montana	10
Module 1 Major Assignment Montana	20
Module 2 Mapping the Healthcare System DC	10
Module 2 Major Assignment DC	20
Module 3 Mapping the Healthcare System South Africa	10
Module 3 Major Assignment South Africa	20
Comparative Module: Critical Comparative Portfolio Analysis (South Africa)	10
Total Possible	100

Grading Scale					
94-100%	A	Excellent	74-76%	C	Average
90-93%	A-		70-73%	C-	
87-89%	B+		67-69%	D+	
84-86%	B	Above Average	64-66%	D	Below Average
80-83%	B-		below 64	F	Fail
77-79%	C+				
Note: Where decimal points are used in grading, below 0.5 will be rounded down, while 0.5 and above will be rounded up. For example, 93.4 will be an A-, while 93.5 will be an A.					

Course Schedule

See the program calendar distributed at the start of each country program for corresponding dates of class sessions.

Module I: Montana

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
PH 1	Intro to key concepts in public health from the readings	Social Determinants of Health Wheel of Public Health	<p>What is Public Health? (Click through all of drop-down menus to review) http://www.aspph.org/discover/</p> <p>Braveman, P. and Gruskin, S. 2003. Defining equity and health. <i>Journal of Epidemiological Community Health</i>. Apr; 57(4):254-8. http://jech.bmj.com/content/57/4/254.full.pdf+html</p> <p><i>Global Health Watch</i> (open source documents) Specific readings and web addresses below. NOTE: These are important but long. You need to skim for the big ideas and not get caught up reading for detail. Review the Global Health Watch Homepage: https://www.ghwatch.org/about.html Click here to see GHW 4—choose one article per section to explore: https://www.ghwatch.org/node/45484.html</p>
PH 2	Intro to reading health profiles and case studies: Inequity in Montana, IHS, Native American health epi profiles in light of state-wide epi profiles, and review of case study on nutrition	IHS (Indian Health Services) profiles and inequity, NCD comparisons, Examine case study as a tool	<p>Review these websites, click links for each service: https://www.ihs.gov/communityhealth/ https://www.ihs.gov/epi/ https://www.ihs.gov/newsroom/factsheets/disparities/</p> <p>Sarkar, D., J Walker-Swaney, and K. Shetty. 2020. “Food Diversity and Indigenous Food Systems to Combat Diet-Linked Chronic Diseases” in <i>Current Developments in Nutrition</i>. 2020 Jan; 4 (Suppl 1): 3–11.</p>
PH 3	The practice of Public Health—a comparison of systems with and without infrastructure	ACA and IHS, the practices of getting care and COVID -19 responses	<p>Ross, R., L. Garfield, D. Brown, and R. Raghavan. “The Affordable Care Act and Implications for Health Care Services for American Indian and Alaska Native Individuals” in <i>Journal for the Health Care of the Poor and Underserved</i>. 2015 Nov; 26(4): 1081–1088. http://www.jhpandus.org/article/S0898-0196(15)00081-1</p> <p>Current articles will be added.</p>

Assignments:

Mapping the Healthcare System: Montana

This Mapping the Healthcare System assignment will repeat in each program location. Continue to refer back to this section for directions and the grading rubric. This is thus a building assignment—be as detailed as you can in each context. At the program start, we will review this assignment and practice it together.

By the middle of each location in program, you will be expected to understand and be able to describe the basics of how the healthcare system you’ve studied is organized, and how this shapes people’s access to prevention and care. In order to do this assignment well, you will need to be engaged in lectures, seek out information, talk with people, and be observant to learn about the healthcare system in each context.

This assignment will contain a visual plus about 1,000 written words. You will demonstrate your knowledge in three steps:

1. Draw a map that shows an overview of the healthcare system(s) you have been exploring.
2. In about 700-800 words, you will narrate your map of that system, explain some of the strengths and challenges. Show that you have a clear concept of the major parts of the system.
3. Address one of these two aspects in your final 200-300 words:
 - a. Address implications and relations to your case study topic. You do not need to have all case study connections fully fleshed out, but you should have some meaningful connections, and you may also include some of the questions you may have.
 - b. Describe other systems and networks of care that complement or fill in gaps of the formal Public Health system.

The faculty and staff will assist you should you have questions about this assignment as you progress through the semester. It should be evident that your understanding of healthcare systems develops and becomes more sophisticated over the course of the semester. These assignments, along with your module assignments listed in the rest of the syllabus, will become part of your overall portfolio of PH assignments that you will use for your Module 4 assignment at the end of the semester.

Grading Rubric

Except for in the US where the assignment is ungraded, the assignment will be graded as achieving one these grades consisting of an A, A-, B, or no credit. This is a simplified grading system, designed to assure that you do a minimum of B level work on these fundamental assignments. Consider this as a version of a “credit/no credit” assignment, in which there is a graduated expression of how well the “credit” has been achieved.

0 Points- No credit	8.5	9.0	9.5 or 10 points
Does not make a meaningful attempt at addressing the assignment;	A reasonable description however has factual errors;	A reasonably thorough description with few significant factual errors;	A clear and thorough description with few significant factual errors;
Has multiple inaccuracies and/or needs supporting details;	Needs more accurate and necessary details;	Provides some accurate and necessary details;	Provides accurate and necessary details;
Supporting ideas and context are provided superficially but not accurate or are not ‘unpacked’ or examined;	Ideas/examples are not well ‘unpacked’ or contextualized;	Ideas/examples could be more ‘unpacked’ and properly contextualized;	Ideas/examples are ‘unpacked’ and well contextualized;
Limited or no connections to case studies are made;	Connections to the case study/networks need to be made more clearly (questions will still remain about this, but those questions can be identified in the paper);	Connections to the case study/networks are clearly made but not as well thought out (questions will still remain about this, but those questions can be identified in the paper);	Connections to the case study/networks are clearly and thoughtfully made (questions will still remain about this, but those questions can be identified in the paper);
Paper is not poorly written or falls far short of the word requirement.	Paper is acceptably written but not done well or does not meet the word requirement.	Paper is well-written and meets the word requirement.	Paper is well-written and meets the word requirement. In addition to the above, a 10-point paper is excellent, has a little something extra that sets it apart, and shows effort beyond the basic requirements.

Module I Major Assignment: Montana

Your local faculty will distribute the major assignment upon arrival to Montana. The assignment will be 1,250 (min) to 1500 (max) words (4-5 typed pages). Assignment details and rubric will be discussed in the first class and then paper themes will be reviewed by faculty in the second class well before the submission of final assignment. This assignment is worth 20 points. The rubric that follows is typical and shows the level of work expected.

Country Module Assignment Montana: Grading Rubric

Points	Poor 0-12	Fair 13-14	Average 15-16	Very Good 17-18	Excellent 19-20
Observations	Descriptions of observations are lacking, does not reference required themes	Some description of observations is present, minimally references themes	Describes observations, but not succinctly, references themes minimally	Observations are present and descriptive, student has demonstrated thoroughness and has themes adequately	Observations are richly, yet concisely described, student references themes and demonstrates creativity in approach
Analysis	Overall analysis is weak and limited to cursory conclusions, assumptions are not addressed	Observations do not connect to topics clearly, but some reference are made, assumptions are not addressed	Utilizes observations to draw basic conclusions, does not address assumptions	Utilizes observations to draw conclusions and addresses assumptions, does not discuss additional questions to explore	Utilizes observations to draw insightful conclusions, explores assumptions, notes additional questions to explore
Organization	Essay is disorganized and inhibits an understanding of student's ideas	Essay lacks organization and does not connect observations to key findings	Essay is somewhat organized, but clear findings are difficult to discern	Essay is organized but does not address a variety of ideas. Key findings are present, conclusions are clear	Essay fluidly addresses a number of different topics, while presenting a clear conclusion
Connection to Course Material	No mention of ideas discussed or read in class	Makes a limited attempt to connect to ideas in class	Draws on limited ideas from class, no mention of readings	Draws on ideas from class and readings but is not specific	Draws strongly on ideas from class, specific references to program components and readings

Country Module 2: DC

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
PH 4	The Health of African Americans in the District of Columbia	Structural health inequities	<p>DC Department of Health. 2018. "DC Healthy People 2020 Annual Report and Action Plan 2017-2019." April 2018 online.</p> <p>Floyd, B. and King, C, et al. 2016. The Health of the African American Community in the District of Columbia: Disparities and Recommendations. Washington, DC: Georgetown University School of Nursing & Health Studies.</p>
PH 5	Communicable Disease; HIV in Washington DC	<p>Intro communicable diseases.</p> <p>HIV biology to policy, disease burden in DC.</p> <p>Reviewing studies.</p> <p>Representation in studies. Connecting field data/ clinical data to policy.</p>	<p>Castel, A. and Terzian, A., et al. 2020. Defining Care Patterns and Outcomes Among Persons Living with HIV in Washington, DC: Linkage of Clinical Cohort and Surveillance Data." JMIR Public Health Surveill. 2018 Jan-Mar; 4(1): e23.</p> <p>Opoku, J., and Doshi, R. et al. 2020. "Comparison of Clinical Outcomes of Persons Living With HIV by Enrollment Status in Washington, DC: Evaluation of a Large Longitudinal HIV Cohort Study" JMIR Public Health Surveill. 2020 Apr-Jun; 6(2): e16061.</p>
PH 6	The Politics of Health in the post-COVID-19 context	Ideology and policy; community participation and marginalization, structural oppression, health as a human right in post COVID-19 context	<p>Marston, C., Renedo, A. and Miles, S. "Community participation is crucial in a pandemic" The Lancet online. May 2020.</p> <p>Additional current articles addressing COVID-19 will be in place.</p>

Assignments:

Mapping the Healthcare System: DC

In light of your observations, lectures and readings, map out the Indian healthcare system and draw connections to your case study topic. See full instructions listed under Mapping the Healthcare System USA (p.5).

Module 2 Major Assignment: DC

Your local faculty will distribute the major assignment upon arrival to DC. The assignment will be 1,250 (min) to 1500 (max) words (4-5 typed pages). Assignment details and rubric will be discussed in the first class and then paper themes will be reviewed by faculty in the second class well before the submission of final assignment. This assignment is worth 20 points. The rubric that follows is typical and shows the level of work expected.

Country Module Assignment DC: Grading Rubric

Points	Poor 0-12	Fair 13-14	Average 15-16	Very Good 17-18	Excellent 19-20
Observations	Descriptions of observations are lacking, does not reference required themes	Some description of observations is present, minimally references themes	Describes observations, but not succinctly, references themes minimally	Observations are present and descriptive, student has demonstrated thoroughness and has themes adequately	Observations are richly, yet concisely described, student references themes and demonstrates creativity in approach
Analysis	Overall analysis is weak and limited to cursory conclusions, assumptions are not addressed	Observations do not connect to topics clearly, but some reference are made, assumptions are not addressed	Utilizes observations to draw basic conclusions, does not address assumptions	Utilizes observations to draw conclusions and addresses assumptions, does not discuss additional questions to explore	Utilizes observations to draw insightful conclusions, explores assumptions, notes additional questions to explore
Organization	Essay is disorganized and inhibits an understanding of student's ideas	Essay lacks organization and does not connect observations to key findings	Essay is somewhat organized, but clear findings are difficult to discern	Essay is organized but does not address a variety of ideas. Key findings are present, conclusions are clear	Essay fluidly addresses a number of different topics, while presenting a clear conclusion
Connection to Course Material	No mention of ideas discussed or read in class	Makes a limited attempt to connect to ideas in class	Draws on limited ideas from class, no mention of readings	Draws on ideas from class and readings but is not specific	Draws strongly on ideas from class, specific references to program components and readings

Country Module 3: Cape Town, South Africa

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
PH 7	National Health Insurance	Overhauling of a fragmented health system. Shared burden for Universal Health Coverage. Primary health care ideology. Healthcare system financing models. Recipe for Success or Failure?	'National Health Insurance. For South Africa Towards Universal Health Coverage'. Thursday, Version 40,10 December 2015
PH 8	Quadruple Burden of Disease	SA's burden of disease SA in relation to rest of Africa. Top causes of death. Concept of Quadruple burden of disease. The emergence of Non-communicable diseases	'Mortality trends and differentials in South Africa from 1997 to 2012: second National Burden of Disease Study'. Pillay-Van Wyk et al. 2016
PH 9	COVID-19 in South Africa	The national response and outcomes, complications and successes, futures	Current articles addressing COVID-19 will be in place.
PH 10	SA's major determinants of health	Class discussion on common contributors to health and disease; Including influences of race/ethnicity, class/socio-economic status, gender and sexuality (in light of non-recognized/ protected/ persecuted homosexuality in Africa)	'Explaining the role of the social determinants of health on health inequality in South Africa'. Ataguba et al. 2016.

Assignments:

Mapping the Healthcare System: South Africa

In light of your observations, lectures and readings, map out the South African healthcare system and draw connections to your case study topic. See full instructions listed under Mapping the Healthcare System USA (p.4).

Module 3 Major Assignment: South Africa

Mapping a silent/neglected health condition or at-risk population in a South African Community

Drawing on your own experience in the local communities, use your knowledge and insights to develop a concept map or RICH picture to describe a health issue or at-risk population which is present in a South African community but which is not being discussed or whose voice is not being heard. This assignment requires you to reflect on voices you have not heard and to speculate on how this silence might impact health outcomes and potential interventions. The assignment asks you to draw on your own experience rather than from the literature.

This assignment is comprised of two related components: 1) a concept map or RICH picture (visual representation– you can draw and you can also use words) identifying who or what is “missing” or “not on the table for discussion” and its impact on individual/population health in terms of health outcomes and interventions and 2) a written explanation (minimum 1,100 words) of your map. (For example, availability of HIV-testing for asymptomatic individuals but not for other asymptomatic STI's. Where are non-pregnant women in the SDG agenda?) This assignment is about critical engagement and thinking not artistic ability.

A RICH Picture is, “a way to explore, acknowledge and define a situation and express it through diagrams to create a preliminary mental model. A RICH picture helps to open discussion and come to a broad, shared understanding of a situation.” The RICH picture is part of Peter Checkland’s Soft Systems Methodology (SSM), which is a research methodology to understand “complex relationship driven situations and their contexts.” [Checkland. Soft systems methodology: a thirty-year retrospective. Systems Research and Behavioral Science. 15 Nov 2000 DOI: 10.1002/1099-1743(200011)17:1+<::AID-SRES374>3.0.CO;2-O]. Make use of RICH pictures and concept map tools to explore the intended and unintended consequences of who or what is missing in terms of health outcomes and potential interventions. In developing your map, you may find it helpful to think through some of these questions:

- How do social determinants of health contribute to opening or closing the disparities gap?
- How does the way in which care is organized (infrastructure, finance, human resources) contribute to the issue?
- What are some of the intended and unintended consequences of this gap?

Module 3 Major Assignment South Africa: Grading Rubric

Points	Poor 0-12	Fair 13-14	Average 15-16	Very Good 17-18	Excellent 19-20
Mapping experience of neglected health condition and/or at-risk population	Did not identify a relevant neglected health condition and/or at-risk population	Map of the of neglected health condition and/or at-risk population and its implications is unclear and confusing	Map clear, yet unsophisticated. Makes some connections between of neglected health condition and/or at-risk population and implications for outcomes and interventions.	Map demonstrates appreciation of relevant elements that shape outcomes and interventions.	Map demonstrates appreciation of relevant elements that shape outcomes and interventions, as well as connections between these elements.
Integrates program Components	Does not cite evidence from program components	Integrates minimal evidence from program components	Integrates limited evidence from program components	Utilizes evidence from program components, but not exceptionally well	Utilizes strong and insightful evidence in both the map and the explanation
Writing Style	Writing style is not comprehensible. Several mistakes are present	Writing style is confusing and mistakes are present	Writing style is straightforward and not compelling. Some mistakes may be present	Writing style is fluid, language is somewhat compelling. Few mistakes are present	Writing style includes compelling language, no significant errors present
Components	Assignment was turned in late or is missing most components	Assignment is missing several components	Assignment is missing some components	Assignment addresses all components	Assignment strongly fulfills all components outlined in prompt

Comparative Module: Critical Comparative Portfolio Analysis
Due at the end of the semester

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
PH I I	Discussion on the comparative aspects of the PH and GH class experiences	Arc of personal learning across the PH and GH classes	None

Assignment: PH/GH Comparative Auto-Ethnography, Individual Self-Assessment of Learning

This assignment is shared between the PH and GH classes and is worth 10 points in each class (total of 20 points, evenly distributed between the two classes).

For this assignment you will complete three steps:

1. **Review your PH and GH work for the semester**
2. **Complete an Individual Self-Assessment Rubric**
3. **Write a narrative learning analyses to demonstrate the merit of your self-assessment**

Helpful Hints:

This assignment is meant to get you reflecting and thinking—not to do new research. Just build on what you have. The only new writing you will do is your responses to the questions in Step Three. Don't make this harder than it needs to be! Have a little fun with it!

*****NB***** All work (grading rubric, writing, and artifacts) should be submitted as ONE Word Doc or PDF file of a reasonable size. You can use an app like “PDF Compressor” to make your file size smaller, if needed.

Step One: Review your PH and GH work for the semester

Step One is a comparative, reflective activity, it has no written component. Compile, compare, and reflect upon the PH and GH portfolios of assignments you have built throughout the course of the semester. The idea is to review your work with an eye towards developing a more holistic sense of your learning across the two classes and the four countries—to get you thinking about your own work, analyzing your experiences, and strategizing how you will assess and demonstrate your learning in steps two and three.

Questions you may ask yourself when reviewing your work include:

1. How do the portfolios of assignments demonstrate your learning?
2. What has changed in your understanding of public health, globalization, everyday experiences of health, wellbeing, disease, or illness?
3. What interplay have you noticed between public health and globalization?
4. What connections have you been able to make between local experiences and national or global policies/trends?
5. Have you noticed that your own work took on a certain theme or interest?
6. What are you passionate about and how has that impacted your foci this semester?

Step Two: Complete an Individual Self-Assessment Rubric

You will assess your reflexivity and overall intellectual engagement, the ways in which you have made connections between public health and globalization, and how you have integrated class content and your experiences in all four countries into your learning process.

Copy and complete this individual self-assessment rubric. In “Step Three” you will offer a comparative analysis of your work across the semester to demonstrate the merit of your self-assessment. I will read your assignment and assess your work and grade. As long as I determine that the narrative you offer in Step Three supports the grade you give yourself on this rubric, **YOU WILL RECEIVE THE GRADE YOU ASSIGN YOURSELF.**

Step Three: Write a narrative learning analyses to demonstrate the merit of your self-assessment

Respond to each prompt. You may either answer them one at a time or as a single flowing narrative. Your total response to Step Three should be 1200 - 1500 words, **plus** artifacts or copies of assignments as required by the prompt. You must submit artifacts.

Helpful Hints:

For questions 2 and 3, choose assignments you have produced this semester and other artifacts (items, photos, or other items that you have collected along the way) and organize them so that they tell a story of your learning.

For questions 2 and 3, include a snapshot of your portfolio assignments or artifacts (or a copy/paste of your assignment/writing) so I can see the items you reference when I read your analysis. Remember: Don't make this harder than it needs to be! Have a little fun with it!

1. Be reflective—what have you learned by comparing public health and globalization across the semester? How has your learning in the PH and GH classes contributed to a more sophisticated understanding of how public health and globalization are related? Where does this learning leave you in your personal sensibilities about the critical issues in both public health and globalization?
2. Select 2 portfolio assignments from each of your PH and GH portfolios (total of 4 assignments you completed) that demonstrate your intellectual engagement and integration of the content of these classes into a broader set of interrelated ideas. The assignments you choose should allow you to build out an analysis that incorporates comparisons between countries, as well as comparisons between the two classes and perspectives taught in each class. The goal is to demonstrate that you have developed an understanding of how public health and globalization are interrelated and mutually impactful. Include a snapshot of your portfolio assignments or a copy/paste of writing so I can see the assignments when I read your analysis.
3. Select 2 or 3 “artifacts” that are meaningful to you – these should be items that specifically relate to your journey of learning about and understanding of the interplay between public health and globalization in the countries we have visited. These “artifacts” can be photographs that you have taken, pieces of personal writing, or other items you have collected along the way. These are not full portfolio entries, but could be excerpts from your classwork. Include a snapshot of your artifacts or a copy/paste of writing so I can see the artifacts when I read your analysis. Analyze the artifacts to show how they offer a narrative of reflective learning across the semester. For example, you may include three photos you took that represent how macro forces of globalization play out in everyday experiences of health... or you may include a photo of a train ticket and a bit from a journal entry to demonstrate how one particular excursion encapsulates your learning or inspired it. The goal here is to show integrated, holistic learning that draws on your classes, but also your semester experience at large.

Critical Comparative Portfolio Analysis Grading Rubric/Worksheet

Directions: Each row addresses a learning objective to be assessed in this assignment. For each row, consider the grading rubric and the qualities associated with each point value. In the last column of the rubric worksheet, give yourself the points you feel are fair and accurate for that row. Then add the values in the last column to calculate your overall score for the assignment. Note: there is a total of 20 points available.

Points	0-3	3-4	4-5	5-6	YOUR GRADE
Reflexivity and Intellectual Engagement	Student does not reflect on own experiences as learning develops	Student minimally reflects on learning, does not develop lines of inquiry across the semester	Student reflects on own learning meaningfully, makes an attempt at developing lines of inquiry across the semester	Student reflects on own learning in critical and creative ways, develops clear lines of inquiry across the semester	
Retrospectively integrate PH and GH course materials to demonstrate interplay of concepts, and real life impact	Cannot demonstrate interplay of PH and GH concepts, or real life impact	Can minimally demonstrate interplay of PH and GH concepts, make some attempts to show how these concepts translate to real life impact	Can meaningfully demonstrate interplay of PH and GH concepts to show a few examples of how these concepts translate to real life impact	Can deeply demonstrate interplay of PH and GH concepts to show well developed understanding of how concepts translate to real life impact	
Integrate GH and PH with overall IHP learning to demonstrate comparisons among countries and disciplines	Cannot demonstrate comparisons relevant to PH or GH among different countries and disciplines	Can minimally demonstrate comparisons relevant to PH or GH among different countries and disciplines	Can meaningfully demonstrate comparisons relevant to PH or GH among different countries and disciplines with a few compelling examples	Can demonstrate thoughtful, organized comparisons relevant to PH or GH among different countries and disciplines with compelling or creative examples	
Effort	Give yourself up to 2 points for effort.				
ADD YOUR POINTS AND GIVE YOURSELF A FINAL GRADE					

Expectations and Policies

Class preparation

This program is built upon the conviction that experiences result in deep insights and powerful learning. Course assignments are created to facilitate such first-hand learning opportunities. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is required. As a learning community, each one of us influences the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

Technology in the classroom

Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. *Students, faculty, and visitors are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions.* There will be times when technology is needed for presentations or projects. Faculty will advise students of these times. Of course, students with accommodations are always welcome to have the technology needed.

Participation

IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by IHP staff, or faculty. *Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade.* Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

Materials

All course readings will be electronically available from the first week. Hard copy of required course readings will be distributed once you arrive in each country, except in the case of the USA where the readings were sent to you as part of your pre-departure assignments. Students are responsible for downloading these materials and can print the optional readings at their own discretion. You may opt in or out of getting hard copies.

Policy on deadlines

Unless otherwise noted, coursework assignments are due on the day of the deadlines via Moodle (or on paper for a few assignments). Unexcused late work will result in a lower grade one full level per day (for example, a B will drop to a B-). No exceptions will be permitted; extensions are not given unless there are necessary circumstances. Exact deadlines for assignments will be confirmed by the instructor and provided to students at the start of each country program.

Keep an additional copy of all work you turn in, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean taking photos or scanning any handwritten assignments. Assignments that are not easily legible will be returned ungraded.

Academic integrity

Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person's ideas or product as one's own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another's written work; using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the source; and using all or part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material to cited, quoted, paraphrased or summarized, and research or critical papers should acknowledge these sources in references or by use of footnotes.

Violations of IHP/SIT Study Abroad's academic integrity policy are handled as violations of the student code of conduct, and will result in disciplinary action. Please discuss this with faculty if you have any questions.

Violations of SIT Study Abroad academic integrity policy are handled as violations of the student code of conduct and will result in disciplinary action. Please discuss this with your Program Director or faculty if you have questions.

General Considerations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

NB: The instructors retain the right to change the syllabus as needed. Given the flexible field program, changes may occur that are beyond our control.