



Instructor Information

Course title and number	PHLT 470: Global Health Systems - Germany Preparedness and Planning
Term	Summer 2019
Meeting times and location	TBA TBA
Instructor Name(s)	Angela Clendenin, PhD, MA Rick Danko, DrPH
Teaching Assistant(s)	
Telephone number	979.436.9499
Email address	clendenin@sph.tamhsc.edu danko@sph.tamhsc.edu
Office hours	As needed
Office location	

Course Description

This 3-credit course is designed for undergraduate students engaged in Study Abroad Experiences led by School of Public Health faculty in select countries. Students enrolled in this course will have meet all specified requirements to enroll in the specified study abroad program. Students who meet requirements will participate in preparation lectures prior to departing for their out-of-country experience. While in country, students will attend lectures and classes at various partner institutions, engage in public health practice and research activities and visit public health agencies and programs in the host country. This section of PHLT 470 will be focused on Germany and will be based out of Bonn, Germany.

This 5-week, 3-hour course will be conducted in Bonn, Germany to include field trips to other public health relevant agencies in Germany and neighboring countries. During this unique study abroad opportunity, students will explore the differences in international approaches to managing special populations as a public health emergency. In addition to outside readings, students will be expected to contribute to course discussions. Subject matter experts will be invited to provide classroom presentations highlighting the approaches to public health preparedness and planning used in a foreign country. Students will have the opportunity to review both domestic and international emergency preparedness plans, and compare and contrast the contents. They will also provide a critical evaluation of what is included relevant to public health. A culminating experience will be the development of a policy statement with planning recommendations for addressing the public health needs of special populations.

Outside readings and library literature searches will be used and will be provided by the instructor as each assignment is introduced. Lecture slides will be made available within 24 hours of class.

Prerequisites

Public Health major; junior or senior classification; Completion of FEMA ICS 100 and ICS 200 Overview to Emergency Management courses; or approval of instructors

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to:

Learning Outcome	Learning Objective (<i>CEPH Domains, see Appendix A last page of syllabus</i>)
Program Goal 2. Value the scope and nature of problems and challenges addressed by the field of public health.	
Describe socioeconomic, behavioral, biological, environmental and other factors that impact population health and contribute to health disparities.	<p>Collaborate with others from diverse backgrounds in addressing health disparities and inequities (1.6)</p> <p>Describe public health emergencies faced by special populations (3.2)</p> <p>Describe social, cultural, and political considerations that contribute to public health emergencies for special populations (1.4)</p> <p>Compare and contrast the different roles of emergency management participants from different countries (3.2)</p> <p>Compare and contrast differing international approaches to managing public health emergencies (6.1)</p>
Program Goal 3. Appreciate the breadth, depth, and variety of intellectual and practical skills employed in the field of public health.	
Illustrate basic concepts related to data in public health including, collection tools and methods, analysis, and reporting with understanding of why evidence-based approaches are essential	<p>Compare and contrast the different methods used internationally to collect, analyze, and use data from special populations (2.1, 2.6)</p> <p>Assess the source and quality of public health emergency data, as related to individual and population health. (9.1)</p>
Employ basic intervention processes and approaches to address public health concerns of populations.	<p>Compare and contrast differing international public health interventions in response to special populations (9.3)</p> <p>Compare and contrast the differing international role of health policy/regulation in emergency management (5.1)</p> <p>Identify international stakeholders who influence health programs and interventions (3.1)</p>
Apply fundamental concepts and features of project implementation, including planning, assessment and evaluation.	<p>Compare and contrast the differing international approach for designing emergency preparedness plans (6.1, 6.2)</p> <p>Analyze and critique the components of an emergency preparedness plan (8.1, 8.4, 8.5)</p> <p>Evaluate the implementation of an emergency preparedness plan in relation to special populations in an international setting (6.2, 6.3)</p>
Identify basic concepts of legal, ethical, economic and regulatory dimensions of public health and the roles, influences and responsibilities of government, private sector and other stakeholders.	Explain how organizational structure, financing, and delivery of personal health care and public health services impacts population health in international special populations (8.5)
Program Goal 4. Appreciate the variety of communication methods and cultural competence required in	

the field of public health.	
Demonstrate basic concepts of public health-related communication, including culturally competent technical and professional writing and the use of other communication tools.	<p>Identify different types of emergency communication. (9)</p> <p>Compare and contrast different forms of emergency communication in style, audience, and purpose. (9.1, 9.2)</p> <p>Create written pieces demonstrating an understanding of proper grammar and mechanics. (9.2)</p> <p>Conduct self-critique of written work. (9.2)</p>

Textbook and/or Resource Material

Required Textbook:

None

Recommended

1. Health Alert Network <http://www.bt.cdc.gov/HAN/>
2. All Hazards Emergency Operations <http://www.fema.gov/pdf/plan/slg101.pdf> --but would be good to get a copy of a local jurisdiction plan if it's not confidential
3. World Health Organization Resources on public health emergency operations
4. World Health Organization Rapid Needs Assessment Tool - <http://apps.who.int/iris/handle/10665/42035>
5. United Nations Office for the Coordination of Humanitarian Affairs (OCHA) – www.unocha.org
- 6.

Course Topics, Calendar of Activities, Major Assignment Dates

This is a tentative schedule as of May 9, 2019

Pre Departure Activities

Session	Topic	Required Reading
Pre-departure Meeting 1	Overview of Germany and Course Syllabi	TBD
Pre-departure Meeting 2	Travel Planning	TBD
Pre-departure Meeting 3	Overview of displaced populations in the context of disaster management	TBD
Pre-departure Meeting 4	Overview of conflict and climate in the context of disaster management	TBD
	Completion of remaining online modules and readings: FEMA ICS 100 and ICS 200 Overview to Emergency Management courses	Blackboard materials Reflection assignment 1 DUE July 1

In Country Activities (see next page)

Week 1 In-country		
7/7 Sunday	Arrival Day and Connection w/ Host Families	<ul style="list-style-type: none"> Materials provided by AIB and practice with host families
7/8	Orientation and Welcome	<ul style="list-style-type: none"> Materials provided by AIB
7/9	<ul style="list-style-type: none"> Intercultural Communication Introduction to International Emergency Public Health Preparedness Planning: Part 1 – LECTURE @ TH Köln 	<ul style="list-style-type: none"> Materials provided by AIB Blackboard slide set and other materials and content appropriate for graduate level education SME interview questions DUE
7/10	<ul style="list-style-type: none"> German Language Training Guest lecture by Subject Matter Expert (SME) 	<ul style="list-style-type: none"> Materials provided by AIB Blackboard slide set and other materials Cologne interview questions DUE
7/11	Cologne Excursion and Cultural Instruction	TBD
7/12	<ul style="list-style-type: none"> Intercultural Communication Introduction to International Emergency Public Health Preparedness Planning: Part 2 	<ul style="list-style-type: none"> Materials provided by AIB Blackboard slide set and other materials Reflection assignment 2 DUE Heidelberg interview questions DUE
Week 2 In-country		
7/15	<ul style="list-style-type: none"> Heidelberg Excursion to University of Heidelberg and Body World Exhibit 	<ul style="list-style-type: none"> Blackboard slide set and other materials
7/16	<ul style="list-style-type: none"> Tour and discussion with faculty at the University of Heidelberg School of Public Health 	<ul style="list-style-type: none"> Blackboard slide set and other materials SME Interview questions DUE
7/17	<ul style="list-style-type: none"> German Language Training Faculty-facilitated discussion: Cultural differences and perspectives on displaced populations as a crisis Guest lecture by Subject Matter Expert (SME) 	<ul style="list-style-type: none"> Materials provided by AIB Blackboard slide set and other materials Bonn Emergency/WHO interview questions DUE
7/18	<ul style="list-style-type: none"> Site visit to either Emergency Management Agency in Bonn, or WHO worksite Faculty-facilitated discussion: Natural disasters and public health: examples from Texas and Germany 	<ul style="list-style-type: none"> Blackboard slide set and other materials
7/19	<ul style="list-style-type: none"> Site visit to either Emergency Management Agency in Bonn, or WHO worksite German Language Training Pre-Departure Meeting for Berlin trip 	<ul style="list-style-type: none"> Blackboard slide set and other materials Materials provided by AIB Reflection assignment 3 DUE
Week 3 In-country		

7/22 – 7/26	<ul style="list-style-type: none"> 7/22 & 7/23 Class Days Leave for extended Berlin excursion Site visits with government agencies and public health related entities 	<ul style="list-style-type: none"> Blackboard slide set and other materials SME interview questions DUE DAILY for Berlin and Dresden Reflection assignment 4 DUE
7/27 – 7/28	Free weekend	
Week 4 In-country		
7/29	<ul style="list-style-type: none"> German Language Training Student work time for presentation 	<ul style="list-style-type: none"> Materials provided by AIB
7/30	<ul style="list-style-type: none"> German Language Training Student work time for presentation 	<ul style="list-style-type: none"> Materials provided by AIB TBA interview questions DUE
7/31	Excursion TBA	Site visit TBA
8/1	<ul style="list-style-type: none"> Final Presentation/Conference 	<ul style="list-style-type: none"> Final presentation DUE
8/2	<ul style="list-style-type: none"> Class After-action review 	<ul style="list-style-type: none"> Blackboard slide set and other materials
8/3	<ul style="list-style-type: none"> Rhine Cruise 	<ul style="list-style-type: none"> TBD
8/4	<ul style="list-style-type: none"> Departure Day 	<ul style="list-style-type: none"> Reflection assignment 5 DUE

* Field trip dates and subject matter expert presentations are tentative and based on the schedule and availability of the designated organizations. When possible, trips to museums or other culturally relevant locations, or presentations of a cultural nature will be included and added into the schedule at the discretion of the faculty and considering availability within the schedule to accommodate such activities.

Post Return Activities

Session	Topic	Required Reading
Debriefing Mtg	Final Examination not required (Student Rule 8.1)	TBD

Grading Policies

The graded assignments and the percentages of your grade they will constitute are the following:

Workshop Presentations (oral)	25%
Facilitated Discussion – Public Health	25%
Reflection Papers (5)	20%
Development of Interview Questions	10%
Pre-travel FEMA Training	10%
Participation	10%

Final grading in this course will be **based on letter grades** with the following percentage distribution:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
0-59%	= F

Assignment Instructions:

This course consists of a variety of assignments designed to challenge students and to develop skills sets in communication, cooperation, critical thinking, and cultural competence

- I. **End of Program Workshop** – All students will work in teams to expand the facilitated discussions into four one-hour workshop presentations. They will coordinate with AIB staff and instructors to host a half-day workshop with the subject matter experts, host family members, and others who assisted in the program serving as invited guests. The workshop proceedings will be provided to the subject matter experts as a deliverable, and will be graded by the instructors.
- II. **Facilitated Discussions – Public Health** – Graduate students will have the opportunity to engage in applied German culture study as a part of weekly trips to various locations. For each trip, students will be expected to gather information relative to a provided topic of German public health culture and to lead group discussions on that topic.
- III. **Reflection Papers** – All students will submit five reflection papers where they will respond to a thought-provoking question provided by the instructors. Papers should be 2-3 pages in length, double-spaced, Times New Roman, 12-pt type.
- IV. **Interview Questions** – All students will develop a set of questions to be asked when visiting with subject matter experts and other guest lecturers. There must be between five and ten questions per set and will be turned in prior to each lecture/presentation.
- v. **Pre-travel FEMA Training** – All students will complete the online FEMA training courses (ICS-100 and ICS-200) prior to departure. Certificates of completion will be required to turn in as proof of completion.
- VI. **Participation** – Participation credit is based on regular class attendance and contribution to class discussions.

Attendance and Make-up Policies

Attendance: Attendance is expected in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

A university-excused absence is the **only** excuse acceptable for missing an assignment credit. For information regarding what constitutes an excused absence, please see <http://student-rules.tamu.edu/rule07>. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Unexcused assignments will result in a grade of a 0, for missed assignments.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (<http://student-rules.tamu.edu/rule07>)

The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

eCampus

Within the course's eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into [Howdy](#) and then click the eCampus button on the top right or look for Quick Links on the bottom of the School's homepage or go to <http://ecampus.tamu.edu> Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the [Blackboard Learn Tutorials](#) (at the top-right of School's Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. **Your eCampus login is the same as your Howdy login (NetID).**

Computer Requirements for Online Courses

For this and all online courses we recommend the minimum technical requirements outlined on our "SPH Computer Requirements for Online Courses" web page, located at <http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html>

All computing problems or other technical issues **not related to eCampus**, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document.

Reference Formatting

All PHLT course writing assignments require student use the APA referencing format. Students are encouraged to become familiar with referencing software (e.g. RefWorks or EndNote) but are responsible in assuring appropriate citation styles are used.

TAMU Library Website on Citations: <http://guides.library.tamu.edu/CitingSources>

Purdue OWL APA Format Website: <https://owl.english.purdue.edu/owl/resource/560/01/>

Additional details on appropriate citation and how to avoid plagiarism can be found in the Virtual Plagiarism Course section of the syllabus.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

SPH Mission

The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage

diverse communities worldwide.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: <http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html>.

Information on the Aggie Honor Code can be found at <http://aggiehonor.tamu.edu> .

Remember:

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their University assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my University assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:

Jennifer M. Smith
Title IX Coordinator
750 Agronomy Rd., Suite 2101
College Station, TX
77843-1280
Mail Stop 1280
TitleIX.Coordinator@tamu.edu
979-845-0977

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.

Appendix A: CEPH Public Health Domains

1. 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

- 1.1 Public Health History
- 1.2 Public Health Philosophy
- 1.3 Core PH Values
- 1.4 Core PH Concepts
- 1.5 Global Functions of Public Health
- 1.6 Societal Functions of Public Health

2. 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

- 2.1 Basic Concepts of Data Collection
- 2.2 Basic Methods of Data Collection
- 2.3 Basic Tools of Data Collection
- 2.4 Data Usage
- 2.5 Data Analysis
- 2.6 Evidence-based Approaches

3. 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

- 3.1 Population Health Concepts
- 3.2 Introduction to Processes and Approaches to Identify Needs and Concerns of Populations
- 3.3 Introduction to Approaches and Interventions to Address Needs and Concerns of Populations

4. Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course

- 4.1 Science of Human Health and Disease
- 4.2 Health Promotion
- 4.3 Health Protection

5. Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities

- 5.1 Socio-economic Impacts on Human Health and Health Disparities
- 5.2 Behavioral Factors Impacts on Human Health and Health Disparities
- 5.3 Biological Factors Impacts on Human Health and Health Disparities
- 5.4 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

- 6.1 Introduction to Planning Concepts and Features
- 6.2 Introduction to Assessment Concepts and Features
- 6.3 Introduction to Evaluation Concepts and Features

7. 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

- 7.1 Characteristics and Structures of the U.S. Health System
- 7.2 Comparative Health Systems

8. 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

- 8.1 Legal dimensions of health care and public health policy
- 8.2 Ethical dimensions of health care and public health policy
- 8.3 Economical dimensions of health care and public health policy
- 8.4 Regulatory dimensions of health care and public health policy
- 8.5 Governmental Agency Roles in health care and public health policy

9. 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

- 9.1 Technical writing
- 9.2 Professional writing
- 9.3 Use of Mass Media
- 9.4 Use of Electronic Technology