

The University of Texas at Austin School of Nursing  
N309 Global Health Syllabus: Fall 2022 (Unique # 58315)  
In-person with pre-class lectures posted

**Course Time & Location:** Tues., 1-4 pm with adjusted time for posted content. Nursing School 1.112  
**E-Mail:** [lwalker@mail.nur.utexas.edu](mailto:lwalker@mail.nur.utexas.edu) **Office:** NUR 4.147; **School Phone:** 512-232-4751  
**Online Office Hours:** Tues. & Thurs. (see Canvas page for link) 9:30-11 am & by appointment

**Description:** This course provides students with an overview of global health. Particular emphasis is given to the determinants of health, health indicators, human rights, globalization, current socio-cultural factors, healthcare and public health systems.

**Course Objectives:**

1. Define key public health concepts related to global health including epidemiology, measures of health status, determinants of health, the burden of disease, health promotion, and social justice.
2. Describe how globalization impacts changing patterns in health and disease
3. Analyze how determinants of health, approaches to disease prevention and health promotion, and social, cultural, economic, and human rights factors influence the health of world populations.
4. Compare the impact of health disparities in various regions of the world.
5. Assess how research and technology contribute to improving global health.
6. Describe how the environment and disasters (natural and man-made) affect global health.
7. Describe key organizations' and institutions' roles in global health.
6. Examine interventions designed to improve global health.

This course has been designated by The University of Texas at Austin as having a permanent global cultures flag. This means that, "at least one-third of the course grade must be based on content dealing with in-depth examination of the broader cultural context and perspectives of one or more non-U.S. communities, countries, or coherent regional groupings of countries, past or present"

<https://ugs.utexas.edu/flags/students/about/global-cultures> . *Assignments in this course are consistent with this requirement.* The purpose of the Global Cultures flag is for students to gain greater familiarity with cultural groups outside the United States. To that end, courses carrying the Global Cultures flag ask students to explore the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present, with the goal of encouraging students to reflect on their own cultural experiences within a global context.

**Required Textbook:** Skolnik, R. (2021). *Global Health 101 (4th ed.)*. Sudbury, MA: Jones & Bartlett. *Global Health 101* is available through the Longhorn Textbook Access (LTA) program, a initiative between UT Austin, The University Co-op and textbook publishers to reduce the cost of course materials for students. You can access your required materials through the "My Textbooks" tab in Canvas. Students who desire a hard copy of textbooks may obtain them through other book sellers.

**Other Required Readings:** Those not in the textbook or hyperlinked in the Syllabus Course Schedule will be posted on Canvas under "Modules."

**Final grades:** will be determined on the basis of the following rubric. To ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus, a B- will be inclusive of all scores of 80 through 82.9. The University does not recognize the grade of A+.

- A = 93-100
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D+ = 67-69
- D = 63-66
- D- = 60-62
- F = 0-59

**Style manual:** The School of Nursing uses the “APA manual” for writing style in papers: American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author. The manual is available for purchase at Coop or other sources. Online APA style resource; [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_powerpoint\\_slide\\_presentation.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_powerpoint_slide_presentation.html)

**Links to “Scholarly Journal” Articles in Group Scholarly Paper:** PubMed at <http://www.ncbi.nlm.nih.gov/pubmed> or <https://scholar.google.com/>

#### Other Helpful Websites:

United Nations International Children’s Fund (UNICEF) <http://www.unicef.org>  
 U.S. Centers for Disease Control and Prevention <http://www.cdc.gov>  
 U.S. Central Intelligence Agency <https://www.cia.gov/the-world-factbook/>  
 Institute of Health Metrics and Evaluation: <http://www.healthdata.org/results/country-profiles>  
 World Health Organization (WHO) <http://www.who.int/en/>  
 World Bank: <http://www.worldbank.org/en/country>  
 On a limited bases you can also access Understanding Global Cultures (4th ed., 2009) by Martin J. Gannon & Rajnandini Pillai, at: <http://www.everyculture.com/>

#### Evaluation Methods: The course grade will be based on the following:

	Assignment	Points of 100	Due Dates
*	8 quizzes (based on 1 or more videos or readings that is discussed in a group during class time and then filled out individually by each student)	5 Practice quizzes 3 graded for 1 point each	<b>Aug. 30, Sept. 6, Sept. 13, Sept. 27, Oct. 4, Oct. 25, Nov. 1, Nov. 15</b>
*	Exams (each 25 items) x 3 Exam 1 Exam 2 Exam 3	20 points 20 points 20 points	<b>Sept. 20 Oct. 18 Nov. 29</b>
*	Group Scholarly Paper outline listing which student is covering which topic (can be brief)	Complete or incomplete	<b>Sept. 27: 1 copy per group</b>
*	Group Health Message as PowerPoint slides  Presentation to class	10 points	<b>Slides due: Oct. 11: 1 copy per group  -See Class Schedule</b>
*	Health Message—Observer Comment	1 point	<b>On or before Nov. 15</b>
*	Group Scholarly Paper on Health and Culture of a Country ( <b>10 points deducted for plagiarism</b> )	23.5 points	<b>Nov. 8</b>
*	Submission of Evaluation of Group Members	0.5 point	<b>On or before Nov. 15</b>
*	Individual Evaluation by Group Members (Your contribution/participation in the group)	Up to 2 points	<b>Calculated by prof based on the above</b>
*	Optional Extra Credit: See options in extra credit document on Canvas <b>None accepted after due date for extra credit documents</b>	Maximum total possible—2 points	<b>See various due dates in separate extra credit document</b>

Feedback: Students are encouraged to drop by at scheduled online office hours or email to share thoughts or clarify class material. Such communication will enable faculty to provide additional information when needed or to answer questions.

**Students are expected to know how to type and have access to computers for written assignments and video conferencing.** Refer to the websites for the campus libraries (<http://www.lib.utexas.edu/> ) for hours of operation for additional computer access.

## Table of Contents for Items in Syllabus That Follow:

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### 1. Reference letters from faculty:

Because letters of recommendation require some personal knowledge of students and their talents, I will only provide these if students attained an A in N309, attended class regularly, contributed to class discussions, and came to the instructor's office hours at least once.

### 2. Descriptions of Assignments

**Explanation of Assignments:** Except for the designated group assignments, all assignments must represent only the student's own work. All written assignments must be submitted on the due dates online (see specific instructions for each assignment). **Completion of all assignments are involved in the final course grade, and missing assignments or examinations will lead of a score of 0 for that assignment. Assignments turned in past the due date may result in a 10% reduction for each day past due (based on total possible points for the assignment) unless prior approval is granted by the course faculty.**

### 3. Class Schedule:

Although changes are not anticipated, it is within the discretion of the faculty to adjust the schedule to enhance topic relevancy or respond to current trends or emergencies.

N309 Class Schedule			
Week	Date	Topics	Class Preparation & Assignments
<b>Unit 1</b>			
1	Aug 23	Course format: online materials, lectures, etc. Overview of Global Health Sustainable Development Goals	*Skolnik, Chapter 1 *Reading in Canvas (Modules): Smith: Ch. 16: Immunizations & immunity, pp. 225-229; & 232-233, in <i>Essentials of Public Health Biology</i> .
2	Aug 30	Health Determinants, Indicators, and Trends	*Skolnik, Chapter 2 *Skolnik, Chapter 3
3	Sept 6	Cultural Influences on Health	*Skolnik, Chapter 7, pp. 165-172 *Online reading: <a href="http://ndupress.ndu.edu/Portals/68/Documents/jfq/jfq-82/jfq-82_86-90_Leclerc-Alobaidi.pdf">http://ndupress.ndu.edu/Portals/68/Documents/jfq/jfq-82/jfq-82_86-90_Leclerc-Alobaidi.pdf</a>  *Before class, fill out the Cultural Identity Self-Test in the Module in Canvas. *Watch video: <b>Force feeding in Mauritania</b> – <a href="https://www.youtube.com/watch?v=ucXP5ZkCthw">https://www.youtube.com/watch?v=ucXP5ZkCthw</a>  * <b>Today: Sign up in Canvas for group by a World region.</b> (Your group will pick a country from this region).
4	Sept 13	Socioeconomic Context Health; Scientific and Technologic Solutions	*Skolnik, Chapter 4 *Skolnik, Chapter 18  * <b>Meet today with your group to agree on communication method you will use</b>
<b>Unit 2</b>			
5	Sept 20	Communicable Diseases	* <b>Exam 1 this week</b>  *Skolnik, Chapter 13 * <b>View SARS: The True Story Video before class at (apologies for the embedded ads)</b> <a href="https://www.dailymotion.com/video/x5r25if">https://www.dailymotion.com/video/x5r25if</a>
6	Sept 27	Ethics & human rights; Health Care Systems	*Skolnik, Chapter 5 (ethics & human rights) *Skolnik, Chapter 6 (health systems)  * <b>Due date: Group scholarly paper outline with student's name for each section</b>
7	Oct 4	Women's Health; Children's Health	*Skolnik, Chapters 10 *Skolnik, Chapters 11 * <b>Due: Extra credit News #1</b>
8	Oct 11	Non-communicable Diseases (NCDs)  <b>Message: Group 1 South-</b>	* Skolnik, Chapter 14 (Skip content on mental health, tobacco, & alcohol as these will be covered in another class)

		East Asia	<b>*Due: Health Message PowerPoint</b>
<b>Unit 3</b>			
<b>9</b>	<b>Oct 18</b>	Health Behaviors and Behavior Change  <b>Message: Group 2</b> Western Pacific <b>Message: Group 3</b> Southern Africa	<b>*Exam 2 this week</b>  *Skolnik, Chapter 7, pp. 172-184 (covers theories of change and integrating culture into programs) *Skolnik, Chapter 14 (on tobacco and alcohol, pp. 422-424, 426-433)
<b>10</b>	<b>Oct 25</b>	Nutrition in Global Health  <b>Message: Group 4</b> Western & Central Europe	*Skolnik, Chapter 9  *Bring to class cultural information or item about <b><i>nutrition</i></b> related to your WHO region
<b>11</b>	<b>Nov 1</b>	Actors in Global Health: *Agencies & NGO's; *Complex humanitarian emergencies; *Intersectional approaches  <b>Message: Group 5</b> Eastern Mediterranean <b>Message: Group 6</b> Northern Africa	*Skolnik, Chapter 16 (Focus just on content on complex humanitarian emergencies & refugees as disasters will be covered in another class) *Skolnik, Chapter 17 *Skolnik, Chapter 19  <b>*Due: Extra credit Essay</b>
<b>12</b>	<b>Nov 8</b>	Environmental Health & Climate Change Disasters  <b>Message: Group 7</b> Eastern Europe <b>Message: Group 8</b> North America	Skolnik, Chapter 8 *Skolnik, Chapter 16 (focus on content related to disasters)  *Bring to item about <b><i>environment</i></b> on your WHO region/country  <b>*Due: Group Scholarly Paper</b>
<b>13</b>	<b>Nov 15</b>	Injuries; Adolescent health; Mental health  <b>Message: Group 9</b> South America <b>Message: Group 10</b> Region: Western Africa  <b>Course Evaluation notice</b>	*Skolnik, Chapter 12 *Skolnik, Chapter 15 *Skolnik, Chapter 14 (Only pp. 419-420, 425, 436-440 on <i>mental health</i> )  <b>*Due: Group member evaluations</b> <b>*Last Day to Submit: Health Message— Observer Comment</b>
<b>Fall Break: Nov. 21 thru Nov. 25</b>			
<b>14</b>	<b>Nov 29</b>	<b>Last class;</b> <b>Course Evaluation notice</b>  <b>Farewell!!!</b>	<b>*Exam 3 this week</b> <b>*Due: Extra credit News #2</b>

#### 4. Class Attendance & Participation

Regular attendance at all classes enhances learning. Students who attend classes regularly tend to get higher grades. **Students are responsible for all information presented and announcements made during class and for submitting due assignments, even on missed class days. Make-up exams**

**are only permitted for excused absences. Missing a scheduled exam listed in syllabus without a prior notification of an emergency will result in a grade of 0 for the exam.** Students should notify faculty by e-mail or telephone (voice mail) **prior** to class, or as soon as possible in case of emergencies, for an absence to be excused.

Students should be **respectful of others**, especially when there may be differing views on a topic. Students should behave professionally, arrive on time for all classes, and stay until the end of the class. Students are expected to complete the assigned readings prior to class. Participation should be based on readings and thoughtful preparation. Students are expected to raise salient questions and issues based on the readings and apply knowledge from the readings when responding to others' questions and when giving respectful feedback to peers. As a class participant, students are expected to further their own knowledge while contributing to the learning of others.

## **5. Exams (60 points total) Click here for due date**

Students will take three exams to assess their understanding of course materials. Each exam will be based on course readings, notes, presentations, videos, and handouts. Each exam will be composed of multiple-choice questions. The exams will be proctored (method to be determined) and conducted during class time on dates noted in the class schedule. Students who need accommodations due to a disability should refer to item #20 about accommodations and ensure faculty have a copy of their documentation.

## **Sections 6 to 11: Selection of World Regions, Health Message (sections 7 to 8 below), and Group Scholarly Paper (sections 10 to 11 below)**

**1**  
**6. Each student will sign up to be part of a "Global Regions Group".**  
Each global-regions group will then meet and **select the country that will be the specific focus of (1) a health message and (2) a scholarly paper about the health and culture of a specific country of their region.** The country selected must NOT be the United States, although comparisons to the US are encouraged.

**their region.** Global regions are based approximately on WHO regional areas:  
<https://ourworldindata.org/grapher/who-regions> -- *Africa, the Americas, South-East Asia, Europe, the Eastern Mediterranean, and the Western Pacific*, but because of their size and diversity, we have subdivided several WHO regions as described below. Note, depending upon class size the number of regions may be reduced.

**South-East Asia:** same countries as listed at: <https://ourworldindata.org/grapher/who-regions>

**Eastern Mediterranean:** same countries as listed at: <https://ourworldindata.org/grapher/who-regions>

**Western Pacific:** same countries as listed at: <https://ourworldindata.org/grapher/who-regions>

### **Europe:**

- **Western and Central Europe** (countries from Spain in the west to and including these countries in the east: Finland, Poland, Slovakia, Hungary, Romania, Bulgaria, and Greece)
- **Eastern Europe** (from and including the Russian Federation, Estonia, Latvia, Lithuania, Belarus, Ukraine, and Turkey and onward east, as well as Israel)

### **The Americas:**

- **South America** (countries on the continent)
- **North America** (from Panama to Mexico plus the northern regions of Canada and Nunavut, but excluding the US and southern Canada)

**Africa:** If you need a quick guide to the names of smaller countries, just click on <http://www.ilike2learn.com/ilike2learn/> and then click on "country quizzes".

- **Southern Africa:** countries in the WHO Africa region from and including Gabon, Congo, Democratic Republic of the Congo, [excluding Uganda], and Kenya and countries to the south of these
- **Western Africa** including: Senegal, Gambia, Guinea-Bissau, Guinea, Sierra Leone, Liberia, Cote d'Ivoire, Ghana, Togo, Benin, Nigeria, and Cameroon
- **Northern Africa** including: Algeria, Western Sahara, Mauritania, Mali, Burkina Faso, Niger, Chad, Central African Republic, Ethiopia, and Eritrea.

## 7. Health Message PowerPoint & Class Presentation of Message for Your Group's Country (10 points) Click here for due date

Students will remain in the same groups for the Health Message and Group Scholarly Paper.

The purpose of the assignment is to bring together what you are learning about your country, its culture, and a key health issue. The health message is an alert about a health problem in the country your group has selected. See guidance below in developing the health message.

### What is a health message?

A health message is a communication about health to impart information, change attitudes, and/or influence behavior. Below are several examples of previous health messages from the New York City Health Dep't: <https://www1.nyc.gov/site/doh/health/health-topics/condom.page>

*New Yorkers must stay home and minimize contact with other people to reduce the spread of **COVID-19 disease**. You should wear a face covering when you need to be outside your home and cannot maintain at least six feet of distance from other people. A face covering is any well-secured paper or cloth (like a bandana or scarf) that covers your nose and mouth. Avoid visiting a clinic or hospital unless you are having a medical emergency. Some providers are offering remote visits via telephone or videoconference for routine or non-urgent care.*

Note, most of the messages above are directed at people's behavior, but the sentences about what a face covering is and that remote health visits may be available both communicate information. See more examples of health messages compiled by the Center for Health Communication at UT: <https://moody.utexas.edu/news/communicating-public-health>

## 7. 1. Do your background research

### 7. 1. A. What is the process of developing a health message? Steps are outlined below (abbreviated and tailored to N309).

Your group must first select the country to focus on within your world region. Answering the questions below should provide basic country information:

- What is a key health issue in the country? Look for one or more leading causes of mortality, their causes, if known. What are methods to prevent or detection them, are treatments available, what are outcomes if this health problem is addressed (reduced mortality, morbidity, disability, better social outcomes)?
- Who is most affected by this health issue? Women, children, men, a specific subgroup (like an indigenous community), or is everyone?
- Your group should begin to pull together this information to identify the following as the foundation for your group's health message:
  - A key health issue (e.g., heart disease, HIV) your group wants to focus on
  - Which persons or groups (or everyone) who should receive your message
  - What action or actions by people or information will reduce the health issue
  - What benefits will occur if they take the action or are better informed

Possible resources:

<https://databank.worldbank.org/source/world-development-indicators>

<http://www.who.int/countries/en/>

<http://www.healthdata.org/results/country-profiles>

### 7. 1. B. What are cultural beliefs and practices that should be considered before developing the health message and how it will be delivered?

Hint: Be sure the country selected is one you can find needed cultural information about.

Here are a few examples of things to research about a country's culture:

- What is the basis of beliefs about health in the culture: based on modern science, traditional handed-down beliefs in the community, or a combination of these?

- Which information medium is most consistent with communication patterns in the culture: poster in clinic, song played on radio as a public service announcement, speech delivered by a trusted figure in the culture, people seen as key influencers, such as elders?
- Which languages are used in written and spoken communication in your country?
- Is there a specific place that is most trusted or respected in delivering health message, such as clinics, community meetings with village elders, religious figures at sacred spaces?
- How are health decisions generally made: by the head of the family for all in the family, by the mother-in-law for her son's wife, or by individual men and women with their health care provider (such as a doctor or a traditional medicine man or woman)?
- What are other aspects of the culture that affect the cultural acceptability of your health message?

Suggested Resources:

On a limited bases you can also access Understanding Global Cultures (4th ed., 2009) by Martin J., et al.:

<http://www.everyculture.com/>

<https://www.cia.gov/the-world-factbook/>

<https://nationfacts.net>

### **7. 1. C. What other background information do you need to know to plan your message?**

If there is a cost or if transportation required to act on your health message, are the needed resources available to most people? If you plan to put a message in a text message, what is the literacy rate in the country and what percent of people have cell phones? For example, in the Ebola epidemic in Western Africa, an radio announcement was made that health workers would be going to remote villages to test for Ebola, but some villages did not have radios. When the villagers saw the health workers covered by protective gear, they killed them because they were afraid of them.

### **7. 2. Powerpoint Upload & Class Presentation (done as a group) of the group's health message and rationale: See dates in course schedule for your group's presentation**

#### **7. 2. A. Present the health message based on the exploration in the 3 preceding steps: (2 points)**

- Present your group's key health message in the country
- Present how it will be delivered (who, how, where, etc.)

#### **7. 2. B. Rationale for the health message and its delivery:**

- Explain why the group was selected for the health issue (cite sources for facts) **(1 point)**
- Explain how the health message and the medium to convey it are consistent with the culture: (give *at least 3* ways to show how the message, medium of delivery, location, images, or spokespersons fit the culture; for example, "the medium fits the culture because the is an Islamic country and the imams are trusted leaders for information." **(3 points)**)

*Hint: medium needs to connect to an aspect of culture.*

- Explain other background information that may not be cultural, but that is relevant to your health message and its delivery (for example, educational level, internet access) **(1 point)**

#### **7. 2. C. Information sources cited in your rationale. (0.5 point)**

**7. 2. D. Upload the presentation in PowerPoint under Assignments:** (just 1 person in group needs to upload to Canvas)

## **8. Group Health Message Evaluation**

Criteria for evaluating PowerPoint Upload	Possible Points
Includes an introductory slide with map showing location of the country	0.5
States the health message & how it will be delivered (who,	2



how, where, etc.)	
Clear explanation of why the health issue was selected	1
Clear explanation of ways in which the message and medium are consistent with the culture. Be specific in linking culture to the message (minimum of 3 ways)	3
Explains any other relevant background factors relevant to message & its delivery	1
Information sources cited	0.5
<b>Criteria Presentation by Group to the Class</b>	
Effectiveness of delivery & engaging oral presentation (e.g., rehearse to be sure everybody knows their part and it goes smoothly.  All group members take part	2
<b>Grand Total</b>	<b>10</b>

**Important Note:** The above evaluation form is used to calculate the group's grade. However, the instructor may adjust an individual's grade based on the quality and relevance of his or her oral presentation and contribution to the Group Message if there is evidence of little contribution or poor preparation.

### 9. Health Message—Observer Comment (1pt) [Click here for due date](#)

Students will choose 1 group's Health Message [NOT your own Group's Message] to comment on using the Message Class observer form. There is a link to the **Health Message—Observer Comment** form on Canvas (see sample below). Complete the form and upload it on Canvas.

#### **Health Message—Observer Comment Form (download from Canvas, fill in, & upload to Canvas)**

Your Name: \_\_\_\_\_

Message region proposed solution: \_\_\_\_\_

Did you know about the health issue before this presentation?

\_\_\_\_\_ Yes, I knew a lot about the issue.

\_\_\_\_\_ Yes, I knew a little about the issue.

\_\_\_\_\_ No, I did not know about this issue

How effective do you think the Message was in addressing the health issue? Rate how well you felt the message addressed the health issue.	Not much 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 A Lot
How persuasive was the group's support for the Message? Rate how convincingly the group argued the cultural appropriateness of their health message.	Not convincing 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 Very convincing

Comments about the health message: Pro or con?

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## 10. Group Scholarly Paper on Health and Culture in a Country

**Click here for due date of (1) outline and (2) final paper**

In the Health Message, groups provided an alert about a health problem in their selected country, but in the Group Scholarly Paper student groups go the next step to propose one or more solutions for the health problem, such as program that is needed and what it would look like. For example, if your health message encourages people to add green vegetables in their diet, what sort of program would increase the availability, access, and affordability of green vegetables and do so in a culturally appropriate manner? Students may use information gathered earlier for the health message to fully describe their country, its culture and needs in developing the background for the health solution.

**Submit an outline of the paper (like the outline below), due before the paper itself, with the name of each student who will cover each section. Due date for paper outline is in course schedule. Only one copy of the outline is needed,** so designate a member of your group to do the upload in Canvas. **Click here for due date**

- I. Overall health status of country (include a brief overview of the geographic location of the country)
  - a. Health status indicators
  - b. Social determinants of health indicators
  - c. Cultural dimensions
  - d. Health policies and health care access
  - e. Environmental health concerns
- II. Sustainable Development Goals (SGDs)
- III. Solutions and recommendations
  - a. culturally appropriate solutions
  - b. Implementing solutions.
  - c. Benefits
  - d. Barriers or Challenges
  - e. Overcoming barriers
- IV. Conclusion
- V. Reference list

In the Group Scholarly Paper, groups may use information gathered in planning the health message about a health problem, but in the paper the focus is moving to developing a solution to the health problem.

The final paper should include these elements and headings that follow.

### Detailed Group Scholarly Paper Elements:

- I. **Overall Health Status of a Country** (also include a brief overview of the geographic location)
  - a. **Health status indicators:** Describe each of the following health status indicators and prepare several graphs for these indicators (minimum of 2 graphs, you do not need one for each piece of data); for comparative purposes also include data for the US and for another country in this region. Use Excel or other software for graphs.

- Life expectancy
- Infant or Under 5 mortality
- Top 3 causes of mortality
- Prevalence of key communicable diseases (HIV, TB, Malaria)
- 3 Key risk factors for disease burden (see [www.healthdata.org](http://www.healthdata.org): look for country profiles at the bottom of page)

Suggested Resources:

<https://vizhub.healthdata.org/gbd-compare/>

<http://www.who.int/countries/en/>

<http://www.healthdata.org/results/country-profiles>

World Bank: <http://www.worldbank.org/en/country>

b. **Social determinants of health indicators:** Prepare graphs for at least 2 social indices and present data in text on all items below; for comparative purposes also include data for the US and another country in this region

- Percent of the population living below \$1 or \$1.25 per day
- Education: male and female
- GINI
- Income level classification of the country
- Human rights or conflicts especially affecting this country
- Corruption estimates of the country's public institutions

Suggested Resources:

World Bank: <http://www.worldbank.org/en/country>

The CIA World Factbook contains economic, cultural, and social information:

<https://www.cia.gov/the-world-factbook/>

Human Rights Watch: <https://www.hrw.org/countries>

Transparency International: <http://www.transparency.org/research/cpi/overview>

c. **Cultural dimensions:** Discuss the cultural perspectives of your selected country. This is a **major section of your paper that also needs to be applied in section III.a as the group formulates Culturally Appropriate Solutions.**

- Religions
- Language
- Traditions including who are seen as experts, authorities, influence leaders, or communities resources on health problems
- Beliefs and attitudes about health, family planning, health practices including attitudes toward Western medicine, indigenous practices and beliefs (e.g., hot and cold foods), and beliefs about causes of illness and diseases.
- Gender (roles of women vs men) and family roles.
- Recent and/or past historical events that have shaped the country.

Suggested Resources:

On a limited bases you can also access Understanding Global Cultures (4th ed., 2009) by Martin J. Gannon & Rajnandini Pillai, at: <http://www.everyculture.com/>

The CIA World Factbook contains economic, cultural, and social information:

<https://www.cia.gov/the-world-factbook/>

Nation Facts: <https://nationfacts>

d. **Health policies and health care access:** Discuss the country's healthcare system.

- Type of health care system
- Health workforce:
  - Percent of births with by a skill birth attendant
  - Doctors per population
  - Nurses per population

Suggested resources:

<http://apps.who.int/gho/data/node.main.A1444?lang=en&showonly=HWF>

World Bank: <http://www.worldbank.org/en/country>

<https://www.cia.gov/the-world-factbook/>

- e. **Environmental health concerns:** Discuss how the environment impacts the health of your selected country. Examples of environmental health threats include the following below:
- Environmental health threats
    - Air quality (e.g., CO2 emissions per capita)
    - Water quality
    - Radiation—if not an issue, say so
    - Contaminated soil (e.g., arsenic from metal processing)
  - Specific geographic issues (droughts, recent earthquakes, poor roads, or lack of transportation to remote areas, etc.)

Suggested Resources:

World Bank: <http://www.worldbank.org/en/country>

<https://www.who.int/data/gho/data/themes/public-health-and-environment>

<https://www.who.int/data/gho/data/themes/air-pollution/ambient-air-pollution>

## II. Sustainable Development Goals (SDGs)

- a. Identify **two of the most relevant SGD-3 targets that need solutions** (look at in this country based on the preceding findings you presented. Select one of these for your Solutions in section III.
- b. **If none** of the SGD-3 targets apply, indicate why not by providing data and then indicate **the top two health issues that do apply. [Pick one of these health issues for part III.]**

*Hint: Be sure to refer to data (e.g., prevalence) that support your conclusion.*

## III. Solutions and Recommendations

- a. **Culturally appropriate solutions:**

Recommend possible **culturally appropriate** solutions to address **the one health issue your group is focusing on** for the selected country. That is, your solution or approach to the problem should incorporate the cultural beliefs and practices, or other cultural facets of the country. The people of your selected country may just disregard such a culturally weak approach as disrespectful and irrelevant. Therefore, **you will need to link appropriate cultural dimensions you mentioned in section “c. Cultural dimensions” into your solutions/recommendations**, for example, health beliefs and practices, etc. It is recommended that you list **at least 4 ways** in which your approach is culturally appropriate.

*Hint: A strong cultural argument starts like, “This solution is culturally appropriate because it incorporates...[mention beliefs, other facets of the culture...]” that fit of the way the solution will be implemented.” But a very weak cultural argument just says the solution is culturally appropriate (no details) or suggests an action that is not tied into the culture, for example, that you will educate people on the internet with no indication of how this fits a country’s culture.*

- b. **Implementing solutions:** Describe how your recommended solutions would be implemented, including organizations that could be involved. **Be detailed.**
- c. **Benefits:** Identify the **benefits** of the solutions for your selected country.
- d. **Barriers or Challenges:** Identify **barriers or challenges** that you may encounter if your solutions/recommendations are implemented.
- e. **Overcoming barriers:** In the midst of these barriers or challenges explain why and how your solutions or recommendations should still be implemented. **Be specific.** For example, if one of your solutions is to build a school, then tell how you would go about building one (i.e., raise money, have parents help to build the school and receive payment for their services, etc.). Be sure your implementation is practical and culturally appropriate.

## IV. Conclusion

### V. Include the list of references, websites, and other resources cited

**Have at least one sources cited for each paragraph in which facts are asserted.**

The format and content of the paper should comply with the American Psychological Association (APA) publication manual. **Cite at least 2 scholarly references**, e.g., ones found at **Google Scholar or PubMed**: <http://www.ncbi.nlm.nih.gov/pubmed>

Students are encouraged to consult course faculty about questions related to the paper. **The suggested (not mandatory) number of pages is 8-10, not counting title, graphs, and reference pages, but page numbers are less important than covering required content.** Refer to the grading rubric on the next page to see how points will be awarded for each element of your paper.

**make sure rubric matches outcome;**

**Additional electronic data source of the Institute of Health Metrics & Evaluation:**

<https://vizhub.healthdata.org/gbd-compare/>

## 11. Group Paper Evaluation

	Possible Points
1. General overview of the selected country to include geographical location	0.5
2. Health status indicators	3
3. Social determinants of health	3
4. Cultural dimensions	4
5. Health policies and health care access	1
3. Environmental health concerns	1
4. SDGs	1
5. Recommends <b>culturally</b> appropriate solution to address the health issue for the selected country	3
6. Describes how the solutions <b>would be implemented</b> (actual or proposed policies and <b>organizations</b> that would put the solution into practice). <b>Be specific.</b>	1
7. Identifies the <b>benefits</b> of the solutions for selected country.	1
8. Identifies <b>barriers</b> or challenges that may hinder implementation of the solutions; describes how these might be <b>overcome</b> .	1
9. Synthesizes and organizes main points of the paper in a concise summary	1
10. Paper is free of spelling, grammar and syntax errors. At least 1 citation for each paragraph in which facts are asserted.	2

11. Uses <b>APA format</b> for citing references throughout the paper. At least <b>two scholarly references</b> are from peer-reviewed scholarly publications.	1
Total Points	23.5

**12. Individual Evaluation of Group Members (1 point for submitting the evaluation form; each group member will receive from 0.5 to 2.0 points based on other members evaluation) [Click here for due date](#)**

A sample form is below. One is posted in Canvas that you can download.

Please rate each group member separately on their contribution to your group's health message and paper using the criteria located below the form. Write in a number from **0.5 to 2 points** for each group member on how you rate their contribution. Space is provided at the end of this form for any explanatory or qualifying comments you would care to make. Please remember that you must turn in an evaluation of each of your fellow group members. This is a requirement of the course. **A link to the form (example follows) can be found on Canvas. Upload your completed evaluations on Canvas. Be sure you include your name and group number. Individual group members will receive an averaged total score between 0.5 and 2.0 points based on ratings from other members of his or her group.**

**Individual Evaluation of Group Members Form:**

What is your group number? _____ Region: _____ What is your name? _____	<b>Write the number of points assigned for each member</b>
<b>Name of Group Member:</b>	
<b>Name of Group Member:</b>	
<b>Name of Group Member:</b>	
<b>Name of Group Member:</b>	
<b>Name of Group Member:</b>	

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Criteria:**

**2 points**

Contributed his/her fair share towards the health message and paper. Demonstrated excellent teamwork, such as able to establish a working relationship with group members, perceptive to the needs of the group, communicates effectively, and respectful of members. Provided group with exceptional quality of work in a timely fashion. Consistently turns in assigned items on time. He/she attended all of the group meetings and arrived on-time to meetings.

**1 point**

Some of the time contributed his/her fair share towards the health message and paper. Demonstrated average teamwork, such as able to establish a partial working relationship with group members, some of the time perceptive to the needs of the group, some of the time communicates effectively, and some of the time respectful of members. Provided group with average quality of work in a timely fashion or sometimes late to members of the group. Some of the time he/she turned in assigned items on time. He/she attended some of the group meetings and arrived in somewhat timely fashion to meetings.

**0.5 point**

He/she barely contributed towards the health message and paper. Demonstrated poor teamwork, such as unable to establish a working relationship with group members, not perceptive to the needs of the group, communicated poorly, and showed little respect towards members of group. Provided group with poor quality of work in a late fashion. Many times he/she was late turning in assigned items. He/she did not attend any of the group meetings or arrived late to meetings.

### **13. OPTIONAL EXTRA CREDIT**

See the separate document on Canvas about extra credit options

### **14. Selected Applicable Course, School, and University Policies:**

All courses at UT-Austin must adhere to all university policies. The following policies are included for your convenience.

### **15. Use of Canvas:**

This course uses Canvas, a Web-based course management system available at <http://canvas.utexas.edu/>. Canvas will be used to distribute course materials, communicate and collaborate online, post grades, submit assignments, and take online quizzes and surveys. Students will be responsible for checking the Canvas course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Canvas login page. Scheduled downtimes are not an excuse for late work. If there is an unscheduled downtime for a significant period of time close to a due date, adjustments may be made by the course faculty. Canvas support is provided by the **ITS Help Desk at 475-9400 Monday through Friday 8 am to 5 pm**, so plan accordingly. You can call the Canvas support line at **855-308-2494**. You can also find other Canvas support by clicking on "Help" in the left menu once you have logged into Canvas.

### **16. University Electronic Mail Notification Policy:**

The University (including course faculty) will exercise the right to send e-mail communications to all students, and the University will expect that e-mail communications will be received and read in a timely manner. Every student must provide the University with his or her official e-mail address using the on-line update form in UT Direct. The student's official e-mail address is the destination to which the University and course faculty will send official e-mail communications. It is the responsibility of every student to keep the University informed of changes in his or her official e-mail address; consequently, e-mail returned to the University with "User Unknown" is not an acceptable excuse for missed communication. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

### **17. Student Conduct Policy:**

Students and faculty in The School of Nursing each have responsibility for maintaining an appropriate learning environment. Faculty members have the professional responsibility to treat students with understanding, dignity and respect and to guide the teaching/learning process. Students are expected to refrain from verbal and nonverbal behaviors in the classroom and clinical that may be distracting to others, such as, but not limited to: arriving late or leaving early, side conversations, text messaging, note passing, surfing the internet or answering e-mail on laptops, and answering cell phone or pager. Students who persistently engage in behaviors that are disruptive to the teaching/learning process may be required to leave the setting. For further information refer to General Information, Institutional Rules on Student Services and Activities, Chapter 11: Student Discipline and Conduct.

### **18. Honor Code:**

The profession of nursing has a legacy of public respect and trust. We provide specialized care for the health needs of individuals and the community with integrity, honesty, compassion, and state of the art knowledge and skills. Learning and practicing responsible and ethical professional behavior is a vital part of professional education. The Institutional Rules on Student Services and Activities given in the General Information Catalog (Chapter 11) and The University of Texas at Austin's Honor Code apply to all nursing students:

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

#### **Additionally, the School of Nursing has its own Honor Code:**

As a student in The University of Texas at Austin's School of Nursing, I pledge myself to be honest in all of my student activities including, but not limited to, all of my scholastic work and interactions with patients, members of the community, faculty, and peers. Furthermore, I will not use any substance prior to or during my interaction with patients that could alter my judgment or ability to render safe care: this includes but is not limited to any use of alcohol, illegal drugs, and prescription or over-the counter drugs that may impair my mental and/or physical

abilities required to perform safe patient care. I will disclose to my instructor any violations of the above standards of conduct.

### **19. Scholastic Integrity:**

Students are expected to present original work for completion of course requirements. This means strict adherence to the American Psychological Association (APA) principles of documentation of sources and proper citation of quoted material. Presenting another's published or unpublished work as one's own work for completion of course requirements will result in a grade of zero ("F") for that assignment and reporting of the incidence to the Dean of Students' Office. The Dean of Students may take action above and beyond that of the course instructor regarding such matters. More information can be found in the section on plagiarism in the APA Manual and the statement on: Scholastic Dishonesty Policy and Professional Integrity.

### **20. Scholastic Dishonesty Policy and Professional Integrity:**

Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, and misrepresenting facts. The Dean of Students Office records acts of dishonesty and notifies the School of Nursing of each incident. In addition to all of the University statements and policies relative to academic dishonesty, the School of Nursing recognizes the strong link between honesty in academic work and professional integrity. Any act of academic dishonesty, including fabrication of reports or records of interactions with clients, is considered incompatible with ethical standards of nursing practice. The School of Nursing does not admit to the professional sequence students who have a record of violations. Students who engage in scholastic dishonesty may be subject to dismissal and may jeopardize their eligibility for licensure as a registered nurse. Refer to the General Information for information on the Scholastic Dishonesty Policy Sec. 11-802.

### **21. Academic and Program Accommodations for Students with Disabilities:**

If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access at: <https://diversity.utexas.edu/disability/>. If you are already registered with Disability and Access, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations. The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course.

### **22. Religious Holidays:**

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### **23. Submitting Late Assignments:**

Extensions for late work require prior approval of the instructor and will only be given for serious reasons, such as personal or family health. Without prior approval, assignments turned in past the due date may result in a 10% reduction for each weekday past due (based on total possible points for the assignment).

### **24. Title IX Reporting**

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations, or third party reports) must be report it. Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information to the Title IX Coordinator. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Education Code, Section 51.252. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support all impacted by a Title IX incident.



- If you want to speak with the Title IX Liaison at the School of Nursing for information on Title IX protections, reporting policies and procedures, and resources at UT Austin, contact Vinh Nguyen, Assistant Dean for Student Services, at [vnguyen@nursing.utexas.edu](mailto:vnguyen@nursing.utexas.edu) or (512) 232-6577.

## **25. Alerts from the University**

### **A. Covid-19:**

See Protect Texas Together: <https://protect.utexas.edu/>

### **B. Sharing of Course Materials is Prohibited:**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission.

Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. Faculty are well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

### **C. FERPA and Class Recordings:**

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

## **26. Care Services for students enrolled in the School of Nursing**

The School of Nursing, in partnership with the Counseling and Mental Health Center, has a **CARE counselor** embedded within the Nursing program. It is common to need support when dealing with feelings and problems that seem beyond your control. CARE counselors support students in a number of different ways. Sometimes we help through a one-time meeting to talk about a specific concern. Other times we might offer short-term counseling. For students who want ongoing support, we can help you navigate connecting to other on-campus and off-campus resources. For more information, please call 512.232.4701 (be sure to leave a voicemail with your EID).

## **27. Nursing Building Evacuation Plan**

See document link on course home page in Canvas.