

SUNY GLOBAL COMMONS – COURSE SYLLABUS

International Perspectives on Good Health and Well-being (SDG 3)

State University of New York, SUNY Geneseo

3 Credits

Summer 2020

COURSE DESCRIPTION:

The UN Sustainable Development Goals (SDGs) have been called the roadmap to a sustainable future by addressing complex challenges facing countries and people around the world. This course will introduce students to the history and development of the SDGs while exploring important themes and issues of a particular goal. Students will apply the insights gained to a collaborative project focused on their selected SDG with an international community-based, non-profit organization (NGO).

By the end of the course, students will be able to:

- Create a personal definition of sustainability and cite examples that support it
- Analyze the usefulness of the SDGs as a framework for action towards a more sustainable and equitable world from both a local and global perspective
- Explore and critically examine the issues and themes of SDG #3, Good Health and Well-being
- Develop, implement and contextualize a storytelling based project in collaboration with an international community-based or nonprofit organization whose work addresses SDG #3

ASSIGNMENTS AND GRADING:

There are three main components to this course:

1. A SDG 3 related assignment specific to the chosen lens;
2. Participation in discussions with students in your section and with your international community-based partner;
3. Your final project with your NGO partner.

<u>Assignment</u>	<u>Percentage of Final Grade</u>
Participation	30%
Lens-specific final assignment	30%
Final Project	40%

Participation (30%)

The participation grade for the course will be based on the following:

- Participation in course Icebreaker 5 points
- Completion of Learning Activity(ies) and Reflection Exercise(s) in each unit of the SDG 3 curriculum 5 points
- Participation in the two graded discussion forums (see more on this below) 20 points (10 pts. per forum)

Please note that the two graded discussion forums are a key part of this course. For each forum, you will be asked to create a discussion post and comment on postings from your peers. Please see the course information page in Blackboard for the discussion topics and due dates, and be sure to follow the directions in the discussion prompts.

Remember that a graded discussion in an academic forum is different from a comment section on a website. You may wish to draft your reply, and review it for content, critical thinking, tone, spelling, and so on. Please be sure to review the “netiquette” guidelines below.

Graded discussions:

Discussion 1 – Pressing Issues

Based on the work you’ve done in your lens, discuss three of the most pressing issues for SDG 3. Explain why these are critical issues, how these issues could be addressed, and how geography and/or culture influences the approach to addressing these issues.

- Your initial post of at least 3 paragraphs is due July 21.
- Respond to at least 2 other student posts in this section by July 23. Make sure at least one of the posts you respond to is written by a student going through another lens. Ask questions and respond to questions asked of you. We want you to engage with each other to explore how the lenses define and shape the way important issues are framed. Feel free to include images and relevant links.

Discussion 2 – Researching our nongovernmental organization (NGO) partner

Our partner NGO will be posted in our section in Blackboard. Review the introductory information provided in our folder. Find resources (on the internet or through your personal connections) that inform you about the context of this organization, for example, dominant language(s), cultural characteristics of the area, economy, transportation and other logistics, etc.

- Post 3-5 paragraphs summarizing what you find, emphasizing what you think will be most important for other students to understand when developing the project. Initial post is due July 24.
- Ask questions of your peers and respond to questions asked of you throughout the project development phase.

Lens-Specific Assignments (30%)

Each of the course lens curriculum includes a final written assignment (3 – 5 pages). See the specific assignment instructions in the lens curriculum in Blackboard.

Your assignment submission of 3 – 5 pages should clearly and succinctly respond to the requirements laid out in the assignment instructions.

Your assignment submission or paper should be written using 12 point font, be double-spaced with 1” margins and well referenced. Referenced sources should be cited using APA (American Psychological Association) citation format guidelines or another generally accepted citation style such as the MLA or Chicago/Turabian citation styles. Any images, charts, tables, figures should be included as annexes to the brief/paper and these will not count towards the page length requirement. The list of referenced sources at the end of the paper will also not count towards the page length requirement.

Due July 27.

Final Project (40%)

You will plan, develop, and carry out a project with other students in collaboration with our international NGO partner. Your final project will be conducted in small groups and will include the story of that NGO along with the product they request. Students will work together, along with the NGO partner and facilitator to define the scope of the project, assign roles to students, and check progress on the project. More details on project development will be available in Blackboard.

Project proposal due July 29.

Final project due August 10.

COURSE ORGANIZATION

Course content is organized in folders. One folder gives an overview of the SDGs, and others correspond to a particular lens on the SDG. In each of these folders, you will find units that frame issues related to SDG 3 as seen through that lens. The purpose of studying issues through a particular lens is to give you an idea of the variety and complexity of the SDG, while highlighting strategies and approaches to addressing these issues.

In your section, you will be engaged in two graded discussions that will allow you to interact with your peers who may be looking at the SDG through other lenses. This multiplicity of views provides you an overview of the breadth of issues in our SDG and how they can be addressed.

You will need to select one lens and work through the content in that folder. You will have access to all of the folders, and you are welcome to study multiple lenses, however, you are responsible for selecting one lens and completing the content in that folder. ***You will need to sign up for that***

medium by completing the final project sign-up sheet by the end of Thursday, July 16. If you do not sign up by 11:59 pm on Thursday, you will be assigned a lens to study.

Sign up here: <https://bit.ly/SDG3lens>

Each unit folder focused on a particular lens in Blackboard provides

The folders can be accessed at the bottom of the course or in the left course navigation menu. Again, please keep in mind that these folder include a link to daily learning activities and/or reflection exercises.

The learning activities and/or reflection exercises associated with each unit folder are there to support your understanding and help you apply the knowledge you gain. While your responses for these activities and exercises won't be individually assessed or graded, completion of them will count towards your participation grade. The only individually graded or assessed assignments are listed on this syllabus and on the main course page in Blackboard.

LENSES AND TOPICS

Lens: Health Equity

1. Introduction to the UN Sustainable Development Goals
 - a. Historical context around the introduction of the Sustainable Development Goals (SDGs)
 - b. Overview of the UN's 17 SDGs and their interrelationships
2. Global health priorities and their importance to sustainable global development
 - a. Why all this fuss about global health?
 - b. Key indicators of population health and differences between countries
 - c. Introduction to global burden of disease measures and challenges
3. Health and Well-being and its associated indicators and targets
 - a. In depth review of SDG 3 and its indicators/targets
 - b. Update on progress towards achievement of SDG 3 to-date
4. Concepts of Health Equity, Health Disparities and the Social Determinants of Health
 - a. What is Health Equity?
 - b. Distinguishing equity from equality
 - c. Introduction to the social determinants and health disparities
5. Health equity challenges in the US and around the world
 - a. Health equity issues in the United States and around the world
 - b. Ethical and human rights issues posed by global health disparities
 - c. Starting research on assigned country & organization (understanding country, organizational contexts)
6. Looking at SDG 3 through a health equity lens
 - a. What does it mean to apply a "health equity lens"?
 - b. Health equity and SDG 3
 - c. Universal Health Coverage as a core strategy for achieving equity and SDG 3
 - d. Continue research on assigned country and organization (identify priority population health issues and related challenges)
7. Looking at Costa Rica and its approach to ensuring good health and well-being

- a. Protecting health as a human right
- b. Putting an emphasis on primary health care
- c. Committing to sustainable development and the SDGs

Lens: Child and Family Mental Health

1. Introduction to the UN Sustainable Development Goals
 - a. Historical context around the introduction of the Sustainable Development Goals (SDGs)
 - b. Overview of the UN's 17 SDGs and their interrelationships
2. SDG 3 and the Contributions of Mental Health
 - a. Mental health in sustainable development
 - b. Global Actors in mental health
3. Global Burden of Disease associated with Mental Health
 - a. Prevalence and importance of global mental illness
 - b. Measuring global burden of disease
 - c. Disability Adjusted Life Year
4. Challenges to Children and Families: Maternal depression
 - a. The definition of maternal depression
 - b. Types of maternal "perinatal mood and anxiety disorders"
 - c. Factors that put women at risk of developing maternal depression
 - d. The prevalence of maternal depression across developed and developing countries
 - e. Useful treatment principles and treatment programs
 - f. Effective prevention strategies
5. Mental Health Challenges: Child trauma
 - a. The definitions of "traumatic event", "trauma response", PTSD and "child traumatic stress", and Adverse Experiences (ACEs)
 - b. The factors that put children at risk of trauma
 - c. The short and long-term effects of childhood trauma
 - d. The prevalence of childhood trauma across developed and developing countries, as far as we know now
 - e. The most useful treatment principles and treatment programs for individuals and for communities.
6. Mental Health Challenges: Child suicide
 - a. Definitions of child self-harming and child suicide
 - b. Factors that put children at risk of suicide, including the differences in sources of risk for girls & boys
 - c. The warning signs of suicide risk, and what to do about them
 - d. Cultural and LGBTQ considerations in understanding child suicide
 - e. How to talk about suicide risk and suicidal thinking with family members and loved ones
 - f. The prevalence of child suicide across developed and developing countries, as far as we know now
 - g. The most useful treatment principles and treatment programs for individuals and

- for communities
 - h. Prevention strategies communities and NGOs have launched that protect children from suicide risk.
7. Becoming a Mental Health Ally, Advocate or Activist
- a. Promoting open dialog about mental health
 - b. Support systems for families and communities
 - c. Becoming an effective mental health ally

SCHEDULE OF COURSE ACTIVITIES

July 16-17

Participate in the Icebreaker introduction and select your lens by the end of the day, Thursday July 16.

Readings: As listed for your selected lens

July 20-24

Readings: As listed for your selected Lens

Discussion 1: Initial post due July 21. At least two responses to your peers due July 23.

Discussion 2: Initial post due July 24. Questions and Discussion with your peers to prepare your project proposal ongoing through July 31.

Lens-specific assignment 1 due July 27.

July 27-31

Project planning and information gathering with your NGO partner.

Note: Your group will be planning and developing this project together. Your particular role will be decided as the project is planned. You are expected to participate in meetings with your partner NGO, with other students in your group, and with your facilitator, and to be an active participant in discussions in the project folder. Summary notes from conversations with your partner should be posted in the project folder and will be counted towards your participation grade.

Assignment: Project proposal. Details will be available on Blackboard You will submit a copy to your Intercultural Storytelling facilitator for feedback.

August 3-7

Project work. You will be working on your project with other students and with your NGO partner. Your final project will need to be submitted and uploaded by August 10.

August 10-14

Discussion Activity: Reflection on SDG 3.

Final project submitted and uploaded by August 10.

SUNY GENESEO “NETIQUETTE” GUIDANCE

You are expected to interact with your instructor and peers in a respectful and professional manner during on-campus class sessions. You should also adhere to the following expectations when communicating in an online environment:

Do...

- Ask questions and engage in conversations as often as possible.
- Be patient and respectful of others and their ideas they post online.
- Be prepared to wait for a response - you may not receive an immediate response.
- Contact the instructor to report inappropriate or offensive communications.

Do NOT...

- Use inappropriate language—this includes, but is not limited to, the use of curse words and offensive terms.
- Post inappropriate materials—this includes, but is not limited to, sharing nude, offensive, and graphic images.
- Post in ALL CAPS, as this is perceived as shouting, and avoid abbreviations and informal language (ex. "C U L8R").
- Send or respond to heated messages.
- Send an email to the entire class, unless it requires a response from all classmates.

RELEVANT SUNY GENESEO POLICIES

Accessibility

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will be made for medical conditions related to pregnancy or parenting. Requests for accommodations including letters or review of existing accommodations should be directed to the Office of Accessibility in Erwin Hall 22 or disabilityservices@geneseo.edu or 585-245-5112. Students with letters of accommodations should submit a letter to each faculty member at the beginning of the semester and discuss specific arrangements. Additional information on the Office of Accessibility is available at www.geneseo.edu/dean_office/disability_services.

Academic Integrity and Plagiarism

Academic dishonesty includes cheating, knowingly providing false information, plagiarizing, and any other form of academic misrepresentation. College policies and procedures regarding academic dishonesty are available at www.geneseo.edu/handbook/academic-dishonesty-policy.

Bias-Related Incidents

"We are here to listen, to learn, to teach, to debate, to change, to grow. We should all be safe to pursue these goals at SUNY Geneseo while being who we are. Together, we commit ourselves to pluralism, cultivating a community that respects difference and promotes a sense of inclusion and belonging." As this excerpt from our Community Commitment to Diversity, Equity, and Inclusion states, here at SUNY Geneseo, we want to provide a space where everyone feels welcome to learn and grow in their identities as well as in their role as students, faculty, and staff. If in the unfortunate instance you experience an incident of bias, we encourage you to reach out to the Chief Diversity Officer (routenberg@geneseo.edu) and/or our University Police Department. In trying to create an environment that facilitates growth through diverse thoughts and ideas, reporting incidents of bias - including threats, vandalism, and microaggressive behaviors - can help bring a better understanding of our campus climate as well as provide opportunities for learning and restoring harm.