

**Honors College Course
(Spring 2023)**

**Title: One Health: Of the People, By the People, For the People
(IDH 3035 Honors Seminar V-VI)**

By

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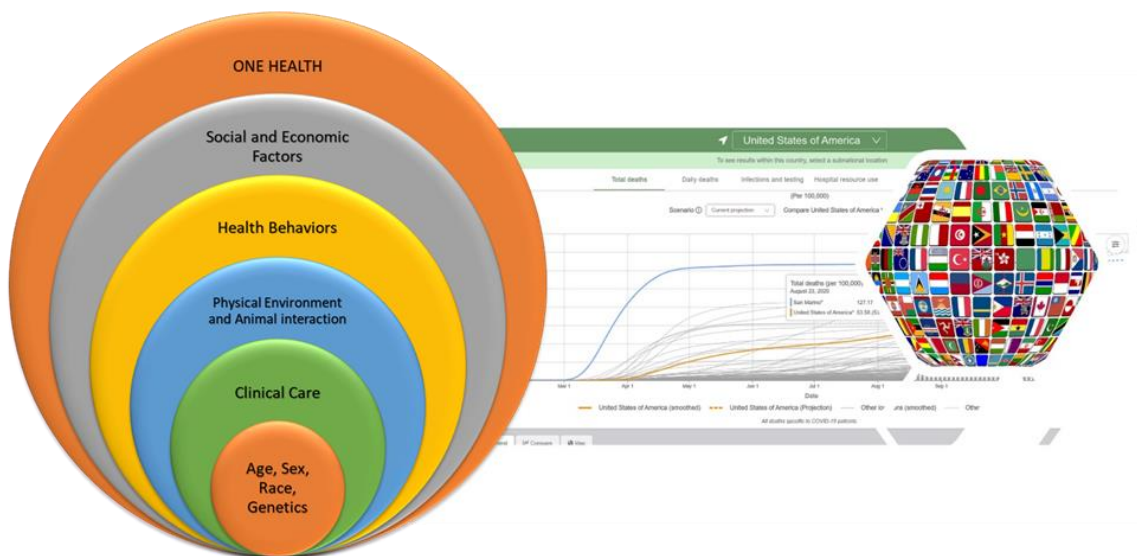
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There are only patterns... What we call chaos is just patterns we haven't recognized. What we call random are just patterns we can't decipher. what we can't understand we call nonsense. What we can't read we call gibberish.

Charles Michael "Chuck" Palahniuk

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Disclaimer: Contents and the schedule of this course syllabus are subject to change during the semester to improve students learning outcomes as the instructor deems necessary

Course Description:

“One Health: Of the People, By the People, For the People” (IDH 3035) is a discipline-specific Global Learning Honors college course that enables students to examine the historical influence of demographic, epidemiological, and socio-cultural transitions at the intersection of environment, health, and wellbeing. The course compares the contemporary pandemic situation, environmental degradation, zoonotic influences, health equity, and security issues at the local and global levels. Students then present integrative models on health outcomes and stakeholder equity utilizing the unprecedented scientific advances in digital, biomedicine, transportation, and environmental engineering technologies of the 20th century.

Objectives of the Course:

The Covid pandemic and looming climate crises bring into sharp focus our local to global interdependence, and an urgent need for all our students to develop system thinking skills. The relevancy of this course could not have been greater considering the Covid 19 pandemic. This course highlights the interdisciplinarity of human health, animal health, and wildlife health from a complete global environmental public health perspective and nurtures a One Health Concept. Students will learn by comparing the historical data of epidemiological and demographic transitions from the early 19th century, vaccines and antibiotic developments, the advent of digital technology and genomic sciences, and their influence on the current state of global public health and wellbeing. In this course, students will have opportunities to engage specific regions or populations that illustrate the global nature of health challenges and collaboration in seeking solutions.

In individual and team-based assignments students will integrate awareness and divergent perspectives on challenges of well-being to recommend engagement plans based on the knowledge and skills they learn in this course. By the end of the course students will:

1. Be **aware** of the environmental, socio-cultural, economic, and ethical complexities in spreading the idea of One health.
2. Be able to demonstrate a divergent **perspective** of the interconnectedness of global health issues of the pandemic, climate crises, and food security.
3. Be willing to **engage** with the knowledge of the transnational population, social, economic, environmental, and health indicators to seek solutions in One health framework for sustainable responses for health and environmental improvement.

Global Learning Outcomes:

By the end of the course, students will achieve the following global learning outcomes:

Global Awareness

Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems that pertains to health and the environment.

Global Perspective

Students will be able to analyze the socio-cultural, economic, and ethical complexities in spreading the idea of international health across the globe.

Global Engagement

Students will be able to demonstrate their willingness to integrate the knowledge of trans-national population, social, economic, environmental and health indicators and seek solutions for international health responses to complex emergencies and chronic health problems.

Assessments For Global Learning:

1. Assessment activity for Global Awareness: Assessment includes a group project where students will measure the burden of diseases in an assigned country by generating arrow diagram, and data tree, and interpreting the results about the trend and possible causes of diseases. Based on their various active learning sessions they will be assessed for their awareness about the region/country or population to describe the environment, culture, climate, technological and social factors about assigned country or population and how they may have interrelated influence on the health status. (Please see assessment matrix and the rubric).

2. Assessment activity for Global Perspectives: In a group assignment, students will conduct a multi-perspective analysis of local, global, international, and intercultural problems to write a Health Status Report (HSR). In the report, students will discuss the modifiable and non-modifiable factors to align with the health status of the assigned country that can potentially be used to improve the health status of the people and the environment. (Please see the assessment matrix and the rubric).

3. Assessment activity for Global Engagement: In a group assignment students will be presented with a fictitious case, and they will be asked to develop a workable solution relevant to the presented health or environmental/climatic problem. The case presented will have the local, global, technological, and intercultural dimensions which students in a group will address in the design of a solution for the presented scenario. Each group will submit the background information and pitch the solution in a 5-8 min of video presentation. . (Please see the assessment matrix and the rubric)

Honors College Policies and Requirements:

Academic Misconduct Procedures and Policies

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take

no further action and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php>. Please refer to the following documents for additional information:

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

FIU Policies

Please review the [FIU's Policies and Netiquette](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses. As a member of the FIU community

you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

Technical Requirements and Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at (305) 348-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact FIU's [Disability Resource Center](#).

Panthers Care & Counseling and Psychological Services (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#).

[Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

Required Reading:

	<p>Title: THE SELF DELUSION-The Surprising Science of Our Connection to Each Other and the Natural World Author: Tom Oliver ISBN: EBOOK -13: 9781474611770 PAPERBACK -13: 9781474611763 AUDIOBOOK: 9781409188636 YEAR OF PUBLICATION: Jan 2020 PUBLISHER: Weidenfeld & Nicolson, London. UK Website: Self Delusion - by Tom Oliver</p>
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Please read/listen to this book before the beginning of the third module. In addition, all the reading materials, PowerPoints, Video Presentations will be provided in the course module in a weekly manner.

Structure of the course:

The course is organized into 3 modules with 4-6 sessions in each module.

Expectations of This Course:

This is a fully ONLINE course, which means all of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Course Communication - how to contact your professor. Communication in this course will take place via the Inbox. Check out the [Canvas Conversations Tutorial \(Links to an external site.\)](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

When communicating with the instructor on CANVAS, please use the following naming conventions (username is your last name).

- Projects: username-project-project title.doc
 - Deoraj-Research Paper-Ebola in Guinea.doc
 - Smith-Health Status Report-Burden of Water Borne Diseases in Kenya.doc

- Email Subject Lines: Please start your subject lines in email correspondence with: Course & username: SUBJECT_OF_MESSAGE
 - IDH 3035 deoraj: request appointment
 - IDH 3035 deoraj: Outline submission late

Extenuating Circumstances: If you have extenuating circumstances that prevent you from completing projects, quizzes or participating in the class, please contact the instructor to make alternative arrangements. The possibility of alternative arrangements is at the discretion of the instructor. Active communication is the key to overcoming any hurdles you may encounter during the term.

Grading:

Course Requirements	Weight (%)	Points
Assignment I: Health Status Report of a designated country Group assignment (assignment Ia and Ib ¹ ; assignment Ic	15	150

¹ Assessment for Global Awareness (Ia and Ib) and Global Perspective (Ic) students' learning

Assignment II ² : Comparative report of the AI application in the One Health sector (individual assignment)	15	150
Assignment III: Case study - Infectious disease prevention proposal (Group assignment) ³	10	100
Assignment IV ⁴ : Group Book report	20	200
Discussion board -3 (75), reflective summary -1 (20), and Quizzes-5 (50)	20	200
Online Exams 1 and 2	20	200
Total	100	1000

Assignments⁵:

Assignment I (group assignment-Google Doc): Health Status Report (HSR)

Assignment I is a group project which comprises 4-staggered assignments (Ia, Ib, and Ic) which builds towards the completion of the final Assignment I.

Assignment 1a: Measures the burden of diseases in the assigned country by generating an arrow diagram, data tree, and you will interpret the results about the trend and possible causes of diseases in your assignment country. Assignment 1b: Study the assigned region/country and analyze the environmental and cultural aspects that influenced the health status of the assigned country. Assignment 1c: List the modifiable and non-modifiable risk factors to align with the health status of the assigned country. You will combine the information in the preceding assignments to complete the health status report. More details and instructions are provided with the submission link on CANVAS.

Assignment II⁶: Comparative report of the AI application in the One Health sector

This assignment is based on module 2 learning and activities. The assignment is specifically focused on the integration of AI in our health care and daily lives. Based on the webinar and materials covered in this module 2, you will complete assignments IIa and IIb where you will write a comparative and a reflective report on the AI application in your assigned country. You will integrate the information from what you learned in module II while completing assignment II as well as the webinar presented in module 2. You will combine Assignment IIa and IIb to identify the role of AI in the current health burdens in your assigned countries from all angles of AI applications, their ethics and privacy, affordability, availability, and accessibility, etc. (more instruction will be provided at the submission link),

Assignment III (group project): It is a unique case study “*Bukharitis in Hilalumendy*”. Here your group will develop a proposal to find solutions to present the current spread and future infections of this mysterious infectious disease, named *Bukharitis*. Your group will assess the

objectives

² May be used for honors college portfolio

³ Assessment for global engagement students’ learning objective

⁴ May be used for honors college portfolio

⁵ Rubrics will be provided with the detail instruction with the submission link on CANVAS

⁶ May be used for honors college portfolio

available science and technological, social, and cultural resources and apply a multidisciplinary approach to develop a proposal. This assignment comprises three parts, in which you will

- IIIa. Generate a Strength, Weakness, Challenges, and Opportunity (SWCO) chart for Bukharitis in Hillalumendy
- IIIb. Outline a One health approach for the improvement of social development index (SDI) for Hilalimundy
- IIIc. Submit the Video pitch of the proposal to alleviate Bukharitis infections and deaths in Hillalumendy based on the Case study with a transcript

Assignment IV⁷: Group Video Book Report (Assignment IV): Your group will submit a short video presentation using a PowerPoint/Prezi (15-slides) using Zoom. This is a reflective report by your group. While being critical of the book, “Self-Deluge, the surprising science of our connection to each other and the natural world”, with supporting evidence, in pictures or appropriate references how your group would think differently and cohesively to find solutions to the challenging issues of One Health. Your group will identify at least 8 or interesting facts you learned from the book in a logical, sequential manner. Your group will require to reflect on how we got here in the situation of Climate Crises or Pandemic but also explore the way forward based on the knowledge gained in this course and the book. A rubric to prepare the Oral Book Report will be provided.

Quizzes and Exams: There are 5-graded quizzes in the week, 4, 5, 7, 8, and 10 based on the course materials covered in the sessions before the quiz date. Exams 1 and 2 (in weeks 6 and 16) will cover the materials covered in all sessions before the respective exams. There will be multiple-choice questions and short answer type questions in quizzes and exams. To answer some questions, you may have to do your research.

Discussion boards, and summaries: There are 3 graded discussions in weeks, 11, 14, and 16, and 1 graded reflective summary in week 6. More instruction will be provided along with the submission link.

In week 6 – you will write a **200-400 words reflective summary** on what did you learn in this module about the evolution of the concept of One health along with the current health status of the region/country you are assigned to along with your group members. In the summary, you will also reflect on what information you would like to more about or you can provide additional information on the topic or concept.

In week 11 on Discussion board -1, you will discuss the use of AI in the Health care options in the assigned countries to your group to understand how satisfied people are with the health care choices and the technologies available in your assigned countries.

In week 11 on Discussion board 2 you will discuss the video proposal pitches to find solutions to the current spread and future infections of this mysterious infectious disease, named Bukharitis. In the discussion and you will suggest the engagement solution which

⁷ May be used for honors college portfolio

has taken environmental, technological, cultural, and logistical approaches to address the issue.

In week 16 on discussion board 3- you would watch a minimum of 5 group video presentations on the book report to reflect on if you missed some aspects of the book when working with your group while writing/presenting the book report. If your interpretation does not match with any of your peer observations, you can discuss it with any supporting evidence.

Substitution/Extra points options:

These opportunities are designed for you in case you have missed classes or you want to increase your grade while enhancing your learning outcome. Remember to select any or more of the following assignments to compensate for the missed assignments points. Instructions be provided at the submission link.

- I. **One health movie report:** Watch a documentary related to one health and write a short essay (500 words) to reflect how that documentary, movie relates to the course. **(50 Points).**
- II. **Artifact⁸:** Paint a picture /digital art or create a poster or prepare an infographic or write a short essay (800-1000 words) or poetry to demonstrate your perspective on the One health interconnections to sustain health of the people, animals, and the planet. This artifact will be shared with your peers for comments. **(100 points).**
- III. **Co-curricular activity report:** Write a **Co-curricular activity report** after attending 3- webinars or seminars (in person) or volunteer activities or workshops during the Spring 2022 semester to reflect that how the activities you attended relate to this course and with which module of learning. (500 words per event- Total 1500 words. Separate descriptions for each event) – **(50 points each)**

Grading Scales:

Name		Range		Name		Range	
A	100 %	to 95.0%	C+	< 80.0 %	to 77.0%		
A-	< 95.0 %	to 90.0%	C	< 77.0 %	to 70.0%		
B+	< 90.0 %	to 87.0%	D	< 70.0 %	to 60.0%		
B	< 87.0 %	to 83.0%	F	< 60.0 %	to 0.0%		
B-	< 83.0 %	to 80.0%					

⁸ May be used for honors college portfolio

Course Calendar:

Weekly sessions	Topics and course materials	Assessments and Assignments
Module 1: Working with data		
Learning Objectives:		
<p>The first module, One Health: Of the people, collects historical data of health status of the human population in different regions to:</p>		
<ol style="list-style-type: none"> I. Identify patterns and trends of diseases and disabilities. II. Describe the findings using globally harmonized epidemiological terms, units, and indices. III. Analyze the endogenous (age, sex, race) and exogenous (environmental and social) determinants of health for a selected region or population. IV. Compare the modifiable and non-modifiable factors to improve the health and wellbeing of the population-specific to region, race, or sex. V. Articulate the concept of One Health, Global Health, and Public Health 		
1	<ul style="list-style-type: none"> • Scope and structure of the course • Demonstrate access to the course materials on the Canvas site. • Discuss syllabus, learning objectives, and learning outcomes. <p>Describing health, global health, one health.</p> <p>-Alok Deoraj</p> <p>Synchronous Meeting on Zoom -1</p>	<p>Discussion board (not graded)</p> <p>Part I: Post an online video introduction (Not graded) Part II- Describe the Picture Part III- Discuss the picture</p> <p><u>Required Reading:</u></p> <p><i>Mackenzie JS, Jeggo M. The One Health Approach—Why Is It So Important? Tropical Medicine and Infectious Disease. 2019; 4(2):88.</i> https://doi.org/10.3390/tropicalmed4020088</p> <p>Read Syllabus</p> <p>Formation of groups, assignment of countries, and topics</p> <p>Week 1 Quiz (Questions based on Syllabus as well and this session)-Not graded</p>

Weekly sessions	Topics and course materials	Assessments and Assignments
2	<p>Health Of the people: Past and Present burdens of diseases and infirmity, Epidemiological transitions - Historical perspective.</p> <p>Presentation: Importance of data and database in health and environment sector.</p> <p>-Alok Deoraj</p>	<p>Assignment Ia: Group assignment- Google doc file assignment</p> <ul style="list-style-type: none"> Measuring Global burden of diseases Generate arrow diagram, data tree, and interpret the results
3	<p>Health and Wellbeing: What is sustainable? Concepts of Health, Public Health, Global Health, and One Health. UN's Sustainable Development goals</p>	<p>Assignment Ib: Group assignment- Google doc file assignment</p> <p>Study the assigned region/country and analyze the environmental and cultural aspects that influenced the health status of the assigned country</p>
4	<p>Determinants of health and wellbeing-1 Biological, Environmental, and cultural perspectives</p> <p>Online Video Reading/watching materials provided</p>	<p>Assignment Ic: Group assignment- Google doc file assignment</p> <ul style="list-style-type: none"> List the modifiable and non-modifiable risk factors to align with the health status of the assigned country <p>Week 4-Quiz</p>
5	<p>Determinants of health and wellbeing - 2. Climate Crises Biodiversity and its loss – endangered ecosystem services Agriculture and Animal health -Food Insecurity Reading/watching materials provided</p> <p>Guest lecture: (TBD) Importance of ecological services, agriculture, agroforestry, environmental degradation, and climate crises.</p>	<p>Assignment I: Submit a Health status report (Group assignment- Google doc file assignment) on the burden of disease in the assigned country while combining Ia-d assignments.</p> <p>Week 5-Quiz</p>

Weekly sessions	Topics and course materials	Assessments and Assignments
6	<p>Online Test 1 (multiple choice and short answer type)</p> <p>Based on the materials covered in Module 1, and required readings</p>	<p>Submit a reflective summary (individual assignment) on the discussion board 1</p> <ul style="list-style-type: none"> • What did you learn in this module? • Ask 5-questions to your peers answer any questions asked on your summary by your peers
<p>Module-2</p> <p>The second module, One health: By the people, evaluates the technological and regulatory advances during the 19th and 20th centuries and their impacts on the environment and people's health and environment.</p> <ol style="list-style-type: none"> I. Discuss the benefits and limitations of the western biomedical approach to health in other cultural contexts. II. Categorize Artificial Intelligence and advances in biomedical technologies that helped in increasing the longevity of the population. III. Analyze the anthropogenic activities that have influenced environmental degradation and depletion of natural resources to drive climate crises. IV. Compare the availability, accessibility, and affordability of developed technologies to specific populations. V. Review the impact of industrial farming, agroforestry, and livestock production on the livelihood and health of specific populations and their environments. 		
7 Feb 23- Mar 1	<p>Synchronous Meeting on Zoom -2</p> <p>-Alok Deoraj</p> <p>Health By the people: Advent of Vaccine, Antibiotics, Genome & Biotechnology</p> <p>Guest Lecture 1- History of medicine through the lens of arts- Amilcar A. Castellano-Sanchez, M.D</p>	<p>Week 7 Quiz (multiple choice and short answer type questions)</p>
8	<p>Biotechnologies Big Pharma, Pharmacogenomics and Precision Medicine. Dr. Jeremy Chambers</p>	<p>Week 8 Quiz (multiple choice and short answer type questions)</p>
9	<p>Guest lecture: What is AI Glossary of the AI</p>	<p>Assignment IIa: Go to week 9 of module 2 and click on the homework link which will</p>

Weekly sessions	Topics and course materials	Assessments and Assignments
	<p>AI in the health sector. Use of Health Tech/AI in health care</p> <p>Artificial Intelligence in Healthcare - The Need for Ethics</p> <p>Reading/watching materials provided</p>	<p>open the assignment. You will answer the following.</p> <p>a) List AI technologies along with biomedical advances that may help in precision medicine by controlling disease, improving the environment, and addressing mental health issues of the population.</p> <p>b) Investigate current limitations on the applications of AI in improving people’s health and wellbeing.</p>
10	<p>The interface of AI for the use of Biotechnology for environment and animal health</p> <p>Reading/watching materials provided <i>Impact of AI on Biotechnology: Analyzing the Role of Artificial Neural Networks- Maseeh Syed Yazdani</i></p>	<p>c) Compare the availability, accessibility, and affordability of developed AI and other technologies to different populations and demography.</p> <p>Week 10 Quiz (multiple choice and short answer type questions)</p>
11	<p>Health By the people: Governance of Health Care Delivery, Environmental Policies, Insurance, and Patent Laws – Who benefits the most?</p> <p>Reading/watching materials provided</p>	<p>Discussion board -1-Use of AI in the Health care options in the assigned countries to your group to understand how satisfied people are with the health care choices in your assigned countries.</p>
12	<p>The shrinking distance between human and machine: Computing where we end, and the technologies begin.</p> <p>Challenges and limitations of AI: Maikel Alendy</p>	<p>Assignment IIb: Submit a Reflective Summary</p> <p>This session of module 2 is specifically focused on the integration of AI in our health and daily lives. Here you will watch a webinar of a panel discussion organized by the American Association for the Advancement of Science (AAAS) in May 2021. The theme of the panel discussion The shrinking distance between human and machine: Computing where we end and the</p>

Weekly sessions	Topics and course materials	Assessments and Assignments
		<p>technologies begin. In this panel, experts discuss AI and its application in health including impending mental health issues from all angles of the need for data, ethics and privacy, affordability, and accessibility, etc. There will be questions in multiple-choice and/or short answer type format in test 2 of the course.</p>
<p>Module 3: Working for One Health - Connection with Self and Surrounding</p> <p>Learning Objectives: The third module examines the connection (Emotional Intelligence) between “self and the surrounding” to engage in activities and measures supporting the wellbeing of human beings and the environment.</p> <ol style="list-style-type: none"> I. Generate a Strength, Weakness, Challenges, and Opportunity (SWCO) chart for an assigned region, community, and population for the improvement of the health of the environment. II. Discuss the effect of the use of local resources in food supply and the use of renewable energy on the SDI, health, and longevity of specific populations. III. Outline a One health approach for the improvement of social development index (SDI) for a selected community or population. IV. Draw a model of One health node and connection for a given population or region. V. Reflect in writing and communicate orally, the importance of the connection between “self and the surrounding”. 		
13	<p>Synchronous Meeting on Zoom-3 -Alok Deoraj</p> <p>One Health -The science of social/individual mindfulness - awareness of interconnections Ecosystem, Energy Flow & Human population</p> <p>Lessons from Covid 19 Pandemic- Integrating Health Equity and Environmental justice for Sustainable Social Development</p> <p>Why Your Doctor Should Care About Social Justice</p>	<p>Assignment III: Case study to use a multidisciplinary approach to address the new infection, “Bukharitis in Hilalumendy”:</p> <ul style="list-style-type: none"> • Generate a Strength, Weakness, Challenges, and Opportunity (SWCO) chart for Bukharitis in Hillalumendy <p>Outline a One health approach for the improvement of social development index (SDI) for Hilalimundy</p> <p>Assignment IIIb: Submit the Video pitch on the Case study with a transcript</p>

Weekly sessions	Topics and course materials	Assessments and Assignments
	<p>Going local from global-Sources of Energy and Nutrition</p> <p>-Alok Deoraj</p>	<p>Discussion 2: The video pitches and votes to rank video pitches suggest the best engagement solution.</p>
14	<p>Watch the following talks/website– Are these approaches good for One Health</p> <p>How We Can Make the World a Better Place by 2030- SDG-UN Sustainable development goals.</p> <p>Hans Rosling: Global population growth, box by box- 2010</p> <p>UN Climate Change Conference, Glasgow, UK- COP 26</p> <p>Why Costa Rica and Bhutan are moving away from measuring progress by using Gross Domestic Product (GDP).</p>	<p>Assignment IV: Group Video Book Report: Your group will submit a short video presentation using PowerPoint/Prezi (15-slides) using Zoom. This is a reflective report by your group. While being critical of the book, “Self-Deluge, the surprising science of our connection to each other and the natural world”, with supporting evidence, in pictures or appropriate references how your group would think differently and cohesively to find solutions to the challenging issues of One Health. Your group will identify at least 8 or interesting facts you learned from the book in a logical, sequential manner. Your group will require to reflect on how we got here in the situation of Climate Crises or Pandemic but also explore the way forward based on the knowledge gained in this course and the book. A rubric to prepare the Oral Book Report will be provided.</p>
15	<p>Online test 2 (Based on Module 2 and Module 3)</p>	<p>Discussion on the Assignment IV book report presentation.</p>