Introduction
The purpose of this guide is to provide direction and support for all Health 11 students to successfully complete the common assignment aimed at assessing the student learning outcome on global awareness.
For Fall 2014, the assessment assignment will be based on “Disease Warriors” the first film of the documentary series Rx for Survival.

Student Learning Outcomes- Global Awareness
After completing Health 11, students will be able to demonstrate global perspectives by generating theoretical and pragmatic approaches to health and environmental issues. Evidence will be the ability to analyze global health and environmental issues from multiple perspectives and to articulate an understanding of these interconnected issues by formulating appropriate and global responses.

Rx for Survival: A Global Health Challenge
About Rx for Survival
During the twentieth century, the world lived through a golden era in public health: vaccines were discovered, diseases were cured, and the average life expectancy rose by many years. In recent decades, however, this stunning progress has declined dramatically. Although life expectancy remains high in developed nations, in many countries of the developing world it has actually fallen.

The march to better world health has been slowed by the emergence of new and devastating diseases such as AIDS, SARS and West Nile virus, by microbial resistance to many modern drugs and by a global travel network that can turn a local disease into an international outbreak in a matter of hours.

Recognizing the impact of both the slow down in medical advances and the speeding up of new and stronger diseases, the award-winning documentary team of WGBH's NOVA Science Unit and Vulcan Productions, Inc., has co-produced a groundbreaking multimedia project to address what makes us sick, what keeps us healthy and what it would take to give good health the upper hand.

Anchored by a compelling six-hour PBS television series that premiered November 1-3, 2005 and a two-hour special presentation on April 12, 2006, Rx for Survival — A Global Health Challenge encompasses a wealth of companion elements from major media and educational partners, including TIME Magazine, NPR, Penguin Press, and Johns Hopkins University. Together these combine to make this project the most comprehensive global health media education project ever mounted.

Heightened awareness, however, is not the only goal of Rx for Survival. The ultimate objective of the project is to translate awareness into action. Because global health is such a large and complex issue, we are shining a spotlight on one area which is both critical and surprisingly easy to affect. Across the world, children from birth to age 5 need basic health interventions (e.g., rehydration, vaccines, and vitamin A and micronutrients) to have even a chance to survive. Rx for Child Survival encourages each of us to get involved to ensure that these basic needs are delivered to children locally and globally by speaking out, volunteering time and energy, and donating to programs that are already making a difference.

Funded by the Bill & Melinda Gates Foundation and The Merck Company Foundation, Rx for Survival and Rx for Child Survival have been developed in partnership with the Global Health Council and with the advice of other leading global health experts and organizations.
Disease Warriors

"Disease Warriors," the first film in the series focuses on the cornerstone of public health, vaccines. Millions of people can be immunized to prevent or reduce the incidence and spread of infectious disease. Global immunization even opens the possibility of eradicating certain diseases. Yet, underlying their great potential to prevent or reduce disease is the challenge of getting vaccines to all who need them. This film focuses on 3 diseases; Polio, Small Pox, and HIV. The film discusses the development of vaccines, the successful global eradication campaign against Small Pox, the current global effort to eliminate Polio, and the challenges that HIV presents to finding an effective vaccination.

Key concepts:
- Vaccines are important, powerful tools of public health.
- While a vaccine protects an individual, an infectious disease will only be eradicated if vaccines are used on a widespread, sustained, population-wide basis.
- The availability of vaccines varies around the world.
- In the United States, vaccines help limit the occurrence of many infectious diseases.
- Some people believe vaccines are harmful.

Library Orientation

To assist students in completing this assignment, the instructor has arranged a library orientation (to take place in class unless otherwise specified.) During this orientation students will be coached in research strategies, how to identify reliable sources of internet information, and how to write in APA style.

Attendance at the library orientation is mandatory. Please make every effort to attend class on the date of your orientation. If a conflict arises, the student will be required to attend an orientation with another class.

Paper Details and Requirements
- The student will write a 3-page paper on one of the two scenarios presented below.
- The paper must be typed, double-spaced, with 12-point font using a standard font such as Times New Roman or something similar.
- The paper must follow APA guidelines.
  - The following is an excellent APA resource: https://owl.english.purdue.edu/owl/
- The paper is worth 20 points.
- The paper should be written as a narrative making sure to include all aspects of the prompt. In other words, this paper is not intended to be in question and answer format.
- Students should spell check and proof read their papers prior to submission as spelling, grammar, and format will count toward the final grade on the paper.
- Attendance at the library orientation is mandatory.
- Students who have questions or need guidance or clarification on this assignment are encouraged to visit the instructor during office hours.
Health 11 Global Health Assessment Assignment

Two topics have been identified for the Health 11 assessment on the student learning outcome, Global Awareness, based on the film, Disease Warriors. Students need only select one topic.

Prompt 1: Polio eradication

- Summarize the facts about Polio; what are the global polio statistics, how is polio transmitted, where is polio prevalent today, etc.
- Investigate the progress of the polio eradication campaign. Debate exists over continuing the eradication campaign or moving to a containment or management strategy.
  - First, read or listen to news articles/stories about and summarize both sides of the argument. Be sure to explain the rationale and examples cited by each group. Then, take a stance on the issue. Be detailed and thorough in your position. Give specific reasons and examples to back up your opinion.

Use reputable sources to conduct your research.

A few sources have been provided to assist you:

NPR- http://www.npr.org/tags/133428600/polio
NPR Polio's End Depends On Three Tough Countries- http://www.npr.org/2012/10/25/163641004/polios-end-depends-on-three-tough-countries

Prompt 2: HIV

- Summarize the facts about HIV: What is HIV, why is HIV a global public health issue, what are the global HIV statistics, where in the world is HIV most prevalent? Hypothesize an explanation of why there is so much disparity between developing and developed countries.
- How is HIV infection, transmission, and treatment influenced by the Determinants of Health? Do you think there is a connection between poverty and HIV? Why?
- What HIV interventions have been found to most effective?

The following are resources to assist you, additional resources are allowed as long as they are reliable:

World Health Organization- www.who.int
Centers for Disease Control and Prevention- http://www.cdc.gov/globalaids/
Rx for Survival: A Global Health Challenge - Disease Warriors
As you watch the film you may want to use the following questions to assist you in taking notes and to help in your understanding of the content.

1. What is considered the largest public health campaign in progress today?

2. What statistics are given on polio cases today and in the past?

3. The public health campaigns featured in the film use language describing a war or conflict. How would you describe the following as they relate to the video:
   a. War
   b. Ammunition
   c. Warriors
   d. Victory
   e. Courage

4. What is the goal of the polio campaign?

5. What are the problems/challenges in the polio and small pox campaigns? What are the strategies used to overcome some of these challenges?

6. What are the effects that Polio causes in the body? How is polio spread?
7. How does a vaccine work?

8. In 1967 the World Health Organization (WHO) launched a global campaign against what disease? Why did people question the feasibility of the campaign?

9. What is “herd immunity” and “ring vaccination”?

10. Eradicating smallpox is considered the greatest public health accomplishment in history. This gave hope to Public Health professionals that other diseases could be eliminated. What happened in the early 1980s that caused some of this optimism to wane?

11. What is the challenge in creating an HIV vaccine?

12. Why do some people resist vaccines? What can happen when people stop immunizing?

13. What organizations, agencies and groups did you see in the film that were involved in the campaigns?
14. Other thoughts or observations?
Assignment Check List

Did you...

☐ Attend the in-class library orientation?

☐ Write an outline and draft to organize your thoughts and to make sure you are covering all aspects of the prompt?

☐ See your instructor with questions or for help?

☐ Proof read or have someone else proof read for you?
  
  o Be sure the first letter of each sentence is capitalized.
  
  o Be sure that proper terms are capitalized. (United States, India, World Health Organization, etc.)
  
  o Be sure that there are no unnecessary capitalizations. (polio not Polio, vaccination not Vaccination)
  
  o Check your margins and font and make sure they meet the paper requirements.

☐ Use “spell check” - don’t ignore words that are underlined in red.

☐ Cite all of your sources properly?