

WESTERN KENTUCKY UNIVERSITY
College of Health and Human Services
Department of Public Health
HCA 347-700: International Healthcare, FALL 2021



Instructor: Nadia Houchens, MHA
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Office: AC 0140
Office Hours: By appointment only (Appointment may be scheduled for the following days of the week, during the time indicated: Monday 9:00 am – 2:00 pm; Thursday 9:00 am – 2:00 pm)
Appointments will be via Zoom.

Required Text:

Richard Skolnik. (2019). *Global Health 101: 4th Edition*. Burlington, Mass.; Jones and Bartlett Publishers, APHA Press. ISBN-10: 1284145387; ISBN-13: 9781284145380

Other textbook for reference: Kathryn H. Jacobsen. (2019). *Introduction to Global Health: 3rd Edition*. Burlington, Mass.; Jones and Bartlett Publishers, APHA Press. ISBN-10: 1284123898; ISBN-13: 9781284123890

Other Relevant Readings: As assigned or made available by the instructor throughout the semester.

Disability Policy:

Students with disability who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services (OFSDS), Student Success Center - DUC A201. The OFSDS telephone number is (270) 745-5004; TTY is 745-3030. Per university policy, please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Course Description

Historically, health concerns have been known to cross borders. As the world is increasingly becoming a global village, with ease in communication, traveling, and sharing of goods and services, health and health care have become among the most important aspects of globalization. Students in healthcare administration and other health sciences need to be familiar with international perspectives of healthcare in order to understand the dynamics of the changes within and outside their countries. Some students have taken this course during study abroad programs in Tanzania, Sweden, Dublin, and London where they got firsthand experience on the health systems of the respective countries and observed some of the key differences between these countries and the U.S.

Purpose: The purpose of the course is:

- To explore different healthcare systems and examine how they differ in important aspects of healthcare including access, financing, and delivery of services
- To learn about important international health and healthcare concerns
- To analyze real-life public health issues from different countries in the world
- To illustrate global differences in the perceptions of illness and disease
- To compare and contrast successes/challenges in different healthcare systems
- To examine how healthcare systems change over time and across countries
- To demonstrate the role of major global health and healthcare organizations and foundations in shaping the health of the people over time and across generations
- To demonstrate important differences between the US healthcare system/programs and selected countries in developed and developing world
- To create awareness among students in regard to careers pertaining to global health

To meet these objectives, major global healthcare issues, types of healthcare systems, forces of change and important studies on international healthcare will be introduced and discussed in class. Class components such as case studies, discussion forums and country projects will be utilized for learning as well as for sharing their understanding on global healthcare systems. Historical, economic, and cultural forces of global healthcare changes will be discussed and reported by individual students.

Learning Outcomes

Upon successful completion of this course, students are expected to:

1. Describe major global health concerns;
2. Express differences in healthcare system between U.S. and other countries;
3. Demonstrate meaningful use of health-related data in making international comparisons of health and healthcare systems;
4. Explain how global health interventions are designed, funded and evaluated
5. Understand the important functions and changes in healthcare systems;
6. Be able to critically review, evaluate and report on global health research; and
7. Develop interest for ongoing involvement in global health services/issues.

Course Content

The course will be covered through weekly assigned readings from the primary text. Covering the course content involve the following major components: text readings; discussions; case analysis; quizzes; exams; and a comparison of Global Health Systems Project. The project report will be submitted close to the end of the semester. More detailed information will be provided. All course materials are located on BlackBoard.

Text Readings

Richard Skolnik. (2019). *Global Health 101: 4th Edition* is the main text for primary readings. Chapters will be assigned for each week of the class as outlined in the syllabus. Additional readings may be provided in PowerPoint slides containing information from other relevant resources. Students are expected to review all assigned reading materials for each week to be able to actively participate in all components of the class.

Participation

Students are expected to visit the course site on Blackboard daily to follow up course information and actively participate in class activities. Students need to manage their time responsibly to ensure full class participation. In addition, build a habit of reading materials from the assigned text and other sources materials to grasp the module content and facilitate your participation in the discussions. Your preparation and contribution is important for enriching class experience.

Discussion Items – maximum points 60

There will be three discussion items posted on Blackboard. Each discussion item will remain open for one week only. Students are expected to make their contributions by way of reading and responding or providing feedback on the posted opinions of classmates. You may send questions to me through the discussion board if you would like to get my opinion on any of the ongoing discussions. Frequency of participation over the week as well as content will be used for assessment. Full credit is possible if a student creates an original post and also comments on two different original posts of his/her classmates.

Quizzes – maximum points 60

Three quizzes will be given over the course of the semester. Quiz content will be based on the assigned readings. The quizzes will contribute 60 points to the total grade.

Exams – maximum points 100

There will be a midterm exam and a final exam. The exams will not be cumulative. The Mid-term Exam will be based on materials covered in the first half of the semester, while the content of the final exam will be from materials covered after the midterm. Each exam will carry 50 points. The exam format will be a combination of objective questions (multiple choice, matching, True/False), short answers, and one essay question. Each exam session will last for 120 minutes and only ONE attempt will be allowed per exam.

Comparison of Global Health Systems Project – maximum points 50

Students will work on a healthcare project based on a global health topic. Students are highly encouraged to look for project materials from published resources (Check what is available in the Library) and other reliable Internet resources to enrich the content of their projects. Project requirements and format will be available via Blackboard. Final Assignment must be submitted by November 28th, 2021. You can start to work on your project as soon as a country is assigned to you. The project accounts for 15% of your final grade.

Availability of Timed Assessments & Late Submission Policy

Case studies and quizzes will be available as indicated on the course schedule. Deadlines are strictly adhered to in this course. Exceptions for make-up quizzes or exams beyond the indicated dates will be made for genuine/documented family or medical reasons. Late work will be penalized by point deductions depending on how late it is submitted after the deadline. The last day for an in-class session is December 10th, 2021. For administrative purposes, no late work (including country project) will be accepted after this date.

Working Ahead

Students may work ahead and submit their assignments early when possible. However, this does not preclude students from attending weekly classes.

Academic Integrity

- No instance of cheating or any other form of academic misconduct is tolerated.
- Student participation in any course activity in an unethical manner (for example: cheating, plagiarism, copying of another student's opinions, providing work for another to copy, claiming to have done work they did not do, submitting another student's work, or inappropriate or disrespectful communication via email or the discussion board, or any other form of academic misconduct) will lead to serious grade penalties, a record filed with the WKU Department of public health, or a report to the Office of Student Conduct.
- Detailed information on WKU's policy on Academic Misconduct is available at <https://www.wku.edu/handbook/academic-dishonesty.php>
- Please read this policy so that you are fully aware of the possible outcomes of any form of academic misconduct, consequences, and options that may be available for you.

The instructor reserves the right to alter the syllabus, course requirements, and grading scale, to facilitate student learning and student success.

Grading Summary: Your grade is earned through your performance on exams, participation, and projects.

| Assignments | Dates Due | Points/Grading Summary | Grading Weight |
|----------------------------|----------------------------|------------------------|----------------|
| Discussion 1: Introduction | August 29 th | 5 points | 5% |
| Quiz 1 | September 5 th | 30 points | 10% |
| Discussion 2 | September 19 th | 20 points | 10% |
| Quiz 2 | October 3 rd | 30 points | 10% |
| Mid-Term Exam | October 17 th | 50 points | 15% |
| Discussion 3 | October 31 st | 20 points | 10% |
| Quiz 3 | November 14 th | 30 points | 10% |
| Country Report | November 28 th | 50 points | 15% |
| Final Exam | December 8 th | 50 points | 15% |
| | TOTAL | 300 Points | 100% |

Course Schedule (subject to change)

| Semester Schedule | Lecture Topic | Topic |
|--------------------------|--|-----------|
| Week 1 08/23 – 08/28 | Global Health Principles & Global Health Transitions Discussion 1 – Due 08/29/21 | 1 |
| Week 2 08/29– 09/04 | Global Priorities – Sustainable Development Goals | 2 |
| Week 3 09/05 – 09/11 | Health Determinants, Measurements, and Trends Quiz 1 Based on Topics 1 & 2 Due 09/05/21 | 3 |
| Week 4 09/12 – 09/18 | Culture, Health, Education, Poverty, and the Economy | 4 |
| Week 5 09/19 – 09/25 | Health and the Environment Discussion 2 Due 09/19/21 | 5 |
| Week 6 09/26 – 10/02 | Ethical and Human Rights Concerns in Global Health Natural & Man-made Disasters, Complex Humanitarian Emergencies | 6 |
| Week 7 10/03 – 10/09 | Global Health Financing & Global Health Implementation Quiz 2 Based on Topics 3 & 4 Due 10/03/21 | 7 |
| Week 8 10/10 – 10/16 | Nutrition and Global Health | 8 |
| Week 9 10/17– 10/23 | Mid Term Exam Topics 5, 6, & 7 | |
| Week 10 10/24 – 10/30 | Maternal and Reproductive Health | 9 |
| Week 11 10/31– 11/06 | Child and Adolescent Health Discussion 3 Due 10/31/21 | 10 |
| Week 12 11/07 – 11/13 | Communicable Diseases | 11 |
| Week 13 11/14 – 11/20 | Non-Communicable diseases Quiz 3 Due 11/14/21 | 12 |
| Week 14 11/21 – 11/27 | Thanksgiving Week | |
| Week 15 11/28 – 12/04 | Country Report Due 11/28/21 Science, Technology, Global Health Research and Careers | |
| Week 16 12/05 – 12/10 | Final Exam Mainly Topics 8, 9, 10, 11, & 12 but a few important issues from previous chapters may be included | |

Final Grade Scale

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

Make sure you use your WKU email address for correspondence with the course instructor. Please include course number (HCA 347) in the subject line. Make sure you double-check the email address before sending.

Title IX Discrimination, Harassment, and Sexual Misconduct

- Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at:
<https://www.wku.edu/policies/docs/index.php?policy=182>
- Discrimination and Harassment Policy (#0.2040) at:
<https://www.wku.edu/policies/docs/index.php?policy=251>
- <https://www.wku.edu/eeo/titleixbrochure2020.pdf>

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins or Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429; or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling Center at 270-745-3159.

Diversity, Equity, Inclusion

As a program, we promote social justice by creating a respectful, collaborative, diverse, inclusive, and equitable environment through teaching, service, and research. We embrace diverse backgrounds, expression of self, and experiences and are committed to fostering an inclusive environment.

I expect students to demonstrate respect for the many physical, social, and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity and presentation, citizenship and immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status. Please talk with me right away if you experience disrespect in this class, and I will work to address it in an educational manner.

Online Discussions

The following bulleted list is a direct excerpt from *12 Ground Rules for Online Discussions By Peter Connor, Colorado State University*. The full document that can be found at:

<https://tilt.colostate.edu/teachingResources/tips/tip.cfm?tipid=128>

- ✦ **Participate:** This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.
- ✦ **Report Glitches:** Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.
- ✦ **Help Others:** You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!
- ✦ **Be Patient:** Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
- ✦ **Be Brief:** You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.
- ✦ **Use Proper Writing Style:** This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.
- ✦ **Cite Your Sources:** Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.
- ✦ **Emoticons and Texting:** Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and **cu l8r**'s.
- ✦ **Respect Diversity:** It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.
- ✦ **No YELLING!** Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (**NOT TO MENTION BEING HARD ON THE EYE**).
- ✦ **No Flaming!** Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.
- ✦ **Lastly, Remember: You Can't Un-Ring the Bell.** Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.
- ✦ Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.
- ✦ **Hint:** Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.

You may look up additional resources for etiquette for learning platforms.

Welcome Aboard. Your Success is the Goal!