

WESTERN KENTUCKY UNIVERSITY
College of Health and Human Services
Department of Public Health
HCA 347-700: International Healthcare, FALL 2024 ONLINE
(Students are REQUIRED to login to course site weekly)

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Office Hours: By teleconference appointment ONLY

Main Text:

Kathryn H. Jacobsen. (2023). *Introduction to Global Health: 4th Edition*. Burlington, Mass.; Jones and Bartlett Publishers, APHA Press. **(Please wait to buy the textbook)**

Automatic Textbook Fee: Big Red Backpack: A per-credit-hour-enrolled fee will be charged to your account for textbooks -- regardless of whether your courses require them -- as part of WKU's Big Red Backpack initiative. **To avoid being charged this fee, you must opt-out every semester.** Learn more and opt out here. <https://www.wku.edu/bigredbackpack/>

Other Relevant Readings may be assigned by the instructor throughout the semester. Other textbook for reference: Richard Skolnik. (2019). *Global Health 101: 4th Edition*. Burlington, Mass.; Jones and Bartlett Publishers, APHA Press. ISBN-10: 1284145387; ISBN-13: 9781284145380

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 examine important international health and healthcare concerns
- To analyze real-life public and medical health issues from different countries in the world
- To illustrate global differences in the perceptions of illness and disease
- To compare 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 major differences between the US healthcare system/programs and selected countries in the developed and developing world
- To create awareness among students regarding 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 and current economic, cultural and other forces of global healthcare changes will be discussed and reported by individual students.

LOCAL TO GLOBAL COLONNADE LEARNING OUTCOMES

- Describe different types of international healthcare systems.
- Report on important international health and healthcare concerns and the impact of natural and complex humanitarian crises on human life and health care structures.
- Complete a global health systems research paper that examines how at least one country's healthcare system compares to USA in terms of access to health care services, financing, delivery of services, and quality of health outcomes.

General 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 essential 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 the assigned readings from the primary text and other materials provided on Blackboard. Covering the course content involves 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.

Text Readings

Kathryn H. Jacobsen's *Introduction to Global Health: 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.

WKU Inclusion statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

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.

Disability Policy:

Students with disability who require special 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 special accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

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 75

There will be three major discussion items posted on Blackboard based on current and ongoing national and international health issues. 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.

The criteria for obtaining full credit is posted on Blackboard with the instructions for the discussion assignment. Each discussion item will carry 25 points.

Exams – maximum points 150

There will be three exams that will be due on the date indicated on the course schedule. Exams will not be cumulative and will each carry 50 points. The exam format will be a combination of multiple-choice questions, true/false, matching, fill-in-the-blanks, and short answers. The exam session will last for 135 minutes and only ONE attempt will be allowed per exam. Please be sure to use a stable internet connection.

Comparison of Global Health Systems Project – maximum points 100

Students will work on a healthcare project based on the specific country assigned to them. 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 17, 2024. 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

Assignments will be available as indicated on the course schedule. Please pay attention to due dates. Exceptions for assignments or exams beyond the indicated dates will be made for genuine/documentated family or medical reasons. Late work will be penalized by point deductions depending on how late it is submitted after the deadline. The semester ends on December 6, 2024. 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.

Writing Center Assistance: The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 10-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to (writingcenter@wku.edu).

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.

Limited or Specific Use of Artificial Intelligence (AI)

- Using CHATGPT or any such Artificial Intelligence software, apps, programs, etc. to generate content that you simply copy and submit as your own work will result in a failing grade for this course.
- However, there may be specific assignments or activities such as brainstorming, gathering ideas, etc. in which you may utilize these tools to enhance your learning experience. In these instances, I will

provide you with additional information about the assignment and how AI will be employed and cited.

- Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

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.

	Dates Due	Points/Grading Summary
Class Introductions	Week 2 – 08/25/24	-5 Points if not completed
Discussion Board 1	Week 3 – 09/01/24	25 points
Exam 1	Week 5 – 09/15/24	50 points
Health Systems Review	Week 9 – 09/28/24	25 Points
Discussion Board 2	Week 8 – 10/13/24	25 points
Exam 2	Week 11 – 10/27/24	50 points
Discussion 3	Week 13 – 11/10/24	25 points
Country Report	Week 15 – 11/17/24	50 points
Final Exam	Week 16 – 12/04/24	50 points
		300 Points

Final Grade Scale

A	90-100%	B	80-89%	C	70-79%	D	60-69%	F	0-59%
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Course Schedule (subject to change)

Semester Schedule	Lecture Topic
Week 1 08/19 – 08/24	Introduction to the Course Principles and Goals of Global Health
Week 2 08/25 – 08/31	Global Health Transitions & Global Priorities – Sustainable Development Goals <i>Self-Introduction Due 08/25/2024</i>
Week 3 09/01– 09/07	Social Determinants of Health <i>Discussion 1 – Due 09/01/2024 MPox Outbreak</i>
Week 4 09/08 – 09/14	Environmental Determinants of Health
Week 5 09/15 – 09/21	Ethical and Human Rights Concerns in Global Health <i>Exam 1 Based on Topics 1, 2, 3 & 4 Due 09/15/24</i>
Week 6 09/22 – 09/28	Introduction to Health Systems & Health Financing & Health Implementation
Week 7 09/28 – 10/05	Culture and Health: Comparisons across cultures and countries <i>Writing Assignment on Comparison of International Health Care Systems Due 09/28/24</i>
Week 8 10/06 – 10/12	FALL BREAK 10/07/24 to 10/08/24
Week 9 10/13 – 10/19	Natural & Man-made Disasters, Complex Humanitarian Emergencies <i>Discussion 2 Global Crises & Humanitarian Emergencies Due 10/13/24</i>
Week 10 10/20– 10/26	Nutrition and Global Health
Week 11 10/27 – 11/02	Women’s Health,/Maternal and Reproductive Health <i>Exam 2 Topics 5, 6, 7 & 8 Due 10/27/24</i>
Week 12 11/03– 11/09	The Health of Young Children
Week 13 11/10 – 11/16	Communicable Diseases <i>Discussion 3 Due 11/10/24</i>
Week 14 11/17 – 11/23	Non-Communicable diseases, Mental Disorders, Injuries <i>Country Report Due 11/17/24</i>
Week 15 11/24 – 11/30	Science, Technology, Global Health Research and Careers
Week 16 12/01 – 12/06	<i>Final Exam Due by 12/04/2024</i>

The instructor reserves the right to alter the syllabus, course requirements, and grading scale, to facilitate student learning and student success. Any Updates will be communicated through announcements on the BlackBoard course website or by email.

WKU Statement on COVID-19

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

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, Ena Demir (270-745-6867) or General Counsel, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429; or institutional Equity, Equal Employment Opportunity/ Affirmative Action/ University ADA Services Office 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.

Communicating with Instructor

Please use your WKU email address for correspondence with the course instructor. Please include the course number and section (HCA 347-700) in the subject line. Write your first and last name and student ID number in the email signature. Double-check the email address before sending.

Please be courteous, respectful, and professional in your correspondence. Provide any useful information on the issue at hand and list any questions you may have. I expect professional language, and respect in every email. Double-check the email address before sending.

Please allow between 24 and 48 hours for a response. If you do not get a response within that time frame, please forward your previous email, letting me know that you are forwarding a previous email. I typically try to respond to students as quickly as possible but that is not always feasible. It is my intention to do my part to help each student achieve success in this class. If you are struggling in anyway, please communicate with me that way we can figure something out. Do not suffer in silence. I am here to help.

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.

Note: We are in the so-called post COVID-19 pandemic.

**Still, let's all govern ourselves accordingly and be mindful of the lessons learned from COVID-19.
Welcome Aboard. Your Success is the Goal!**