Bachelor of Health Services Administration

Spring 2022 Term C

COURSE NUMBER        HSA 4113
COURSE TITLE          Global Issues and Trends in Healthcare
SECTION              RVD-C Regular
COURSE CREDITS        3 Credits
Meeting Time          N/A Fully Online
Location              Online via Canvas
FACULTY               Joseph C. Brown, DHA
                      Email: jobrown@fiu.edu
                      Phone #: (9 AM – 7 PM Eastern)
                      Office Location: N/A (online course)
                      Office Hours: via Canvas/Zoom (by appointment only)

COURSE DESCRIPTION:

*This is a Discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement.

This course introduces students to contemporary global issues and emerging trends in health care. Issues to be reviewed and discussed will involve policy questions effecting healthcare organizations, financing, quality controls, regulatory compliance, accessibility, and the delivery of services. Multi-national comparisons will also be discussed to identify “best practices” on a global basis. This is a dynamic course that will identify for discussion and analysis any noteworthy developments and activities that will impact global health care systems.
COURSE OBJECTIVES:

Upon completion of this course, the student is expected to:

1. Gain an appreciation of the complexity and differences of global health care systems and how issues and trends require careful scrutiny and analysis to determine the impact.
2. Determine the impact of selected national and global key issues and trends on the delivery of health care services to diverse populations.
3. Understand the strengths and weaknesses of the various global health care systems around the world as compared to the current and future U.S. health care system.
4. Determine the use of evidence-based practice in global health care systems.
5. Determine the different roles of health care professionals within global and national health care systems.

Global Learning Objectives

1. **Global Awareness (GA):** Students will identify healthcare issues and trends as they interrelate (e.g. healthcare cost, comparing the quality of healthcare, etc.) locally, globally, and nationally.

2. **Global Perspective (GP):** Students will prepare and analyze different approaches to improve the national health care services based on a multi-perspective analysis of global health care systems outcomes.

3. **Global Engagement (GE):** Students will construct approaches that address healthcare reform initiatives (e.g., increase efficiency, effectiveness, or equity) that affect the delivery of healthcare systems locally, globally, and nationally.
TOPICAL OUTLINE:

An understanding of biological and social aspects of major global health issues, especially in the areas of infectious disease, nutrition, maternal and child health, and environmental health.

- Global Health and Health Transitions
- Measuring the Global Burden of Disease
- Research and Global Health
- Socioeconomic Determinants of Health

A knowledge of population groups that are at increased risk of poor health and familiar with policies and programs designed to reduce health inequalities.

- Child Health
- Health of Young Adults
- Non-Communicable Diseases and Aging
- The Environmental Context of Health
- Control of Infectious Diseases
- Global Infectious Disease Initiatives
- Global Nutrition

A grasp of global health vocabulary, the basic methods used to assess global health, and the tools needed to locate and understand additional global health information.

- Global Health Payers and Players
- Globalization and Global Health
- Health, Human Rights, and Humanitarian Aid
- Global Health Progress and Priorities
- Global Health Careers

TEACHING STRATEGIES:

A combination of instructional teaching and learning modes will be used including lecture, interactive participation, class discussion and online discussion. The Dynamic Deliverable Project Material Package will be used to support the learning objectives.

Course Prerequisites:

HSA 3111, HSA 3180, HSA 4431, HSA 3412C, HSC 3661, ENC 3213 or COM 3110 or PAD 3438, HSA 4700, HSA 4190, HSA 4170, HSA 4110, and HSA 4421
REQUIRED:
Introduction to Global Health
Jacobson, Katheryn H.
Jones & Bartlett Learning, 3rd Edition, 2019
You may purchase your textbook online at the FIU Bookstore.

RECOMMENDED:
Publication Manual of the American Psychological Association
American Psychological Association, 7th Edition, 2019
Book info. You may purchase your textbook online at the FIU Bookstore

*For the discussion assignment and the international current events assignment, students will be required to engage in additional readings and website investigations that represent multiple and diverse perspectives. The content will be embedded in the assignment instructions. For example, this is one of the articles required for the international current events assignment:
https://www.washingtonpost.com/world/2021/06/07/malaria-vaccine-africa-burkina-faso/
### Grading

**Evaluation Methods:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Number of Assignments</th>
<th>Points Per Submission</th>
<th>Total Points Per Assignment Type</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgement of Academic Misconduct Video and Syllabus</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>Acknowledgement of required course materials</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td>2%</td>
</tr>
<tr>
<td>Confirmation of a health focused organization follow on social media (Global Learning Objectives met: GA)</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td>2%</td>
</tr>
<tr>
<td>Discussion (Global Learning Objectives met: GP)</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Course Study Checkpoint Assignments (Global Learning Objectives met: GE)</td>
<td>4</td>
<td>40</td>
<td>160</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project Proposal (Global Learning Objectives met: GA, GP, GE)</td>
<td>1</td>
<td>150</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Peer-to-peer draft final project proposal review</td>
<td>1</td>
<td>40</td>
<td>40</td>
<td>4%</td>
</tr>
<tr>
<td>Dynamic Deliverable (Global Learning Objectives met: GA, GP, GE)</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Pecha Kucha (Global Learning Objectives met: GA, GP, GE)</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Country Focus (Global Learning Objectives met: GA and GP)</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>International News Current Events (Global Learning Objectives met: GA and GP)</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Multiple Choice Midterm Quiz (chapters 1-20)</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Essay question final exam (chapters 1-20)</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>1,000</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>
Grading:
The Nicole Wertheim College of Nursing and Health Sciences has its own grading scales for undergraduate and graduate courses that must be incorporated in each syllabus.

**NWCNHS Undergraduate Grading Scale**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range (%)</th>
<th>Letter</th>
<th>Range (%)</th>
<th>Letter</th>
<th>Range (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
<td>B</td>
<td>84 - 86</td>
<td>C</td>
<td>70 - 75 (Passing)</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
<td>C+</td>
<td>76 - 79</td>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td></td>
<td></td>
<td>E</td>
<td>59 - 59</td>
</tr>
</tbody>
</table>

***Students must earn a grade of ‘C’ or better to pass any course. Any grade below a ‘C’ will result in a course retake.***

**IMPORTANT INFORMATION:**

**Important Dates**

<table>
<thead>
<tr>
<th><strong>Spring C Term Important Dates</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sunday, January 9</strong></td>
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<tr>
<td><strong>Tuesday, January 18</strong></td>
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<tr>
<td><strong>Friday, February 4</strong></td>
</tr>
<tr>
<td><strong>Monday, March 21</strong></td>
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</tbody>
</table>
Course Policies

Feedback: Grades

A status on an assignment’s grading progress will be announced within a week (7 days) after its due date; note this does not necessarily mean all assignments will be graded within 7 days of their original submission date. Keep in mind the grading turnaround time could be extended pending the number of students enrolled and the number of late submissions. In advance, thanks for your patience. The professor will send course announcements as grades are posted. It is the responsibility of the students to regularly review their grades via the Canvas gradebook and discuss any misunderstandings with the professor. If a student has a question/concern about a graded assignment, they should contact the instructor via Canvas course messages within 7 days of the grade being posted. After 7 days of the grade being posted, concerns/clarifications are subject to not being addressed.

Feedback: Course Communication

Communication between the professor and students will occur via the Canvas messaging system or the general discussion thread. Unless specifically instructed, students should not email the professor as that does not guarantee a reply; this is to ensure the email is not lost in the normal administrative work professors must complete for the University. Keep in mind that discussion board posts can be seen by other members of the course. It is recommended that students check their messages, the discussion board, and course announcements routinely to ensure they are up to date on the latest course topics.

In addition to the messages and the general discussion thread, the professor will send course announcements to alert students of the latest course happenings.

In most cases, the professor will reply to messages and help desk discussion posts within 48 hours. However, responses over the course of the weekend or university breaks are not common.

*The students and the professor should have the utmost respect when communicating with one another.*
Policy on Make-Up Assignments and Exams

Assignments submitted after their initial deadline without a valid excuse will receive an automatic 15% grade deduction; this is on top of any other normal errors that might be in the submission. Assignments are not accepted later than 5 days after the initial submission deadline has passed (no exceptions). Discussion and attendance/participation posts are not reopened after their respective week has passed. Therefore, these assignments cannot be submitted late or made up, and there are no replacements for them. Finally, students are not allowed to “make up/submit late” quizzes or exams either.

Excused Makeup Work - If a late submission has been requested in advance of the due date and the instructor grants an extension, no “late submission” points will be deducted from the assignment grade. Given this is an online course and students are able to work ahead, granting an extension is limited to extreme circumstances. Students are expected to make this course a priority in their life (within reason). Excuses, such as "I forgot," "I've been under the weather," “I’ve had a lot going on” or "My computer broke," usually are not valid for an extension to be granted.

Examples of valid excuses include but aren’t limited to life-threatening illness (with a doctor’s excuse) or death of an immediate family member (parent or sibling), natural disaster (i.e. hurricane), or childbirth.

Policy on Extra Credit Opportunities

The professor has the right to assign extra credit at his or her discretion. This does not guarantee extra credit will be assigned, and students may not request to have extra credit assigned. If extra credit is made available, the professor will clearly define all of its submission guidelines.

Policy on Attendance and Participation:

This is an online course, which means most (if not 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 classes more demanding for some students.

Students are expected to:

- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your computer is compatible with Canvas
- Interact online with instructor/s and peers (discussions)
- Review and complete course requirements by following the course calendar, syllabus, and course announcements
Guidelines for Assignments

General

- With the exception of one group assignment, all other assignments are individual efforts. Students will be organized in groups by the professor after week 5. Students are **not allowed to organize their own groups**.
- With the exception of discussion board posts, all assignments should be uploaded using their respective submission link in Canvas.
- Assignments are graded based on their rubrics. It is the student’s responsibility to assure their work correlates to the assignment’s rubric prior to submission. In addition, all work should be proof-read (checking for common grammatical errors) prior to submission.
  - **Download**: Each assignment has a rubric that is available within Canvas.
- Unless otherwise specified, students will receive a status on grading the progress within one week of an assignment's due date.
- **Plagiarism, of any kind on any assignment, is unacceptably and results in zero credit given along with possible escalation to FIU higher ups.** All submitted work should be original.
- Immediately below is a brief summary of each assignment, but its specific details can be found in Canvas.
Guidelines for the Discussion Assignment

- Students must make an initial post responding to the discussion topic by day 3 of the corresponding week. Then, students must comment on at least two different classmates’ initial posts by day 7 of the corresponding week. Responses to classmates should either add support with scholarly sources/examples or respectfully introduce an opposing viewpoint with evidence from the course textbook or external examples.
  - *If necessary, special submission deadline adjustments will be provided for weeks that include holidays (see course schedule).
  - In addition to these basic guidelines described above, each discussion has its own unique instructions and required posting structure.
- There will be zero tolerance for students who do not show the utmost respect for the course materials or each other. Speaking down to, bullying, teasing, making fun, or anything related to those actions will result in zero credit being given to the guilty student.
- Students are encouraged to continue the discussion requirements beyond the minimum required posts to maximize their learning experience.
- Discussion boards are not reopened after their respective week has passed.

<table>
<thead>
<tr>
<th>Total Points Awarded</th>
<th>Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>The student did not make the initial post but did complete at least two responses to other students’ posts. Notice, if a student only makes single response posts, they still do not receive any kind of partial credit.</td>
</tr>
<tr>
<td>40</td>
<td>The student did make the initial post by its required day three deadline but did not complete at least two responses to other students’ posts.</td>
</tr>
<tr>
<td>42</td>
<td>The student made all the required posts, but the initial post was submitted after day three of the discussion week.</td>
</tr>
<tr>
<td>50</td>
<td>The student made all required posts by their respective deadlines.</td>
</tr>
</tbody>
</table>

*No discussion credit will be awarded for participation in any other scenario outside of those stated above.*
International Current Event Assignment

Students will align an international news current event news story with a topic covered in the course textbook.

<table>
<thead>
<tr>
<th>Category</th>
<th>Max points awarded per category (25)</th>
<th>Partial Points awarded per category (21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>There is a clear start/introduction, middle, and ending to the paper. All portions of the submission agree and consistently drive home the key points. There is no rambling.</td>
<td>The writing’s objectives are somewhat unclear. At times it is difficult to decipher the introduction, the middle, body, and closing of the writing. This usually occurs when the student has not made an outline prior to completing the assignment.</td>
</tr>
<tr>
<td>Content/Flow</td>
<td>Everything &quot;makes sense&quot; and flows well. The submission is not repetitive. The author makes strong points that are supported by concepts introduced in the course and other scholarly statistics. The strongest submissions will partner the course textbook's lessons with other external scholarly sources. There are no random statements/facts just thrown together. The overall goal is clear and the submission sticks with a consistent theme.</td>
<td>Occasionally, the writing tends to go off-topic or be repetitive. Overall, it feels like the student is having difficulty clearly stating major points and justifying/substantiating them with the course's key concepts. Many students will receive this partial credit when they just being general and avoid digging into details. When students do not receive credit for this category, it is usually because they are not caught up on the required readings.</td>
</tr>
<tr>
<td>Components</td>
<td>The submission clearly includes all major sections requested in each assignment's instructions. It is recommended students utilize sub-headers to highlight</td>
<td>At least 75% of all major components described in the assignment's instructions are included.</td>
</tr>
</tbody>
</table>
### Grammar/APA

This effort. This includes the minimum number of required references.

- The writing does not contain more than 4 obvious and ongoing grammatical and/or APA errors. Some examples of grammatical issues include run-on sentences, sentence fragments, missing words, lack of paragraph or comma usage, and etc. Some examples of APA errors include no running header, missing page numbers, references/citations not included, and etc. It is recommended students utilize a credible proofreader to avoid this error. Keep in mind this does not mean the student is allowed 4 grammar issues and 4 APA issues; this means the student is not allowed any combination of grammar and APA issues that equal a total number of 4.

- The writing does not contain more than 5 obvious and ongoing grammatical and/or APA errors. Some examples of grammatical issues include run-on sentences, sentence fragments, missing words, lack of paragraph or comma usage, and etc. Some examples of APA errors include no running header, missing page numbers, references/citations not included, and etc. It is recommended students utilize a credible proofreader to avoid this error. Keep in mind this does not mean the student is allowed 4 grammar issues and 4 APA issues; this means the student is not allowed any combination of grammar and APA issues that equal a total number of 4.
**Country Focus**

Students will research the current health status of a country. Note the following countries are not allowed to be selected for this assignment: The United States of America, Canada, Puerto Rico, or Mexico.

<table>
<thead>
<tr>
<th>Category</th>
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<th>Partial Points awarded per category (21)</th>
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<tr>
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<td>The writing’s objectives are somewhat unclear. At times it is difficult to decide the introduction, the main body, and closing of the writing. This usually occurs when the student has not made an outline prior to completing the assignment.</td>
</tr>
<tr>
<td>Content/Flow</td>
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<td>Occasionally, the writing tends to be off-topic or be repetitive. Overall, it feels like the student is having difficulty clearly stating major points and justifying/substantiating them with the course's key concepts. Many students will receive this partial credit when they just being general and avoid digging into details. When students do not receive credit for this category, it is usually because they are not caught up on the required readings.</td>
</tr>
<tr>
<td>Components</td>
<td>The submission clearly includes all major sections requested in each assignment's instructions. It is recommended students</td>
<td>At least 75% of all major components described in the</td>
</tr>
<tr>
<td><strong>Grammar/APA</strong></td>
<td><strong>Utilize sub-headers to highlight this effort. This includes the minimum number of required references.</strong></td>
<td><strong>Assignment's instructions are included.</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>The writing does not contain more than 4 obvious and ongoing grammatical and/or APA errors. Some examples of grammatical issues include run-on sentences, sentence fragments, missing words, lack of paragraph or comma usage, and etc. Some examples of APA errors include no running header, missing page numbers, references/citations not included, and etc. It is recommended students utilize a credible proofreader to avoid this error. Keep in mind this does not mean the student is allowed 4 grammar issues and 4 APA issues; this means the student is not allowed any combination of grammar and APA issues that equal a total number of 4.</strong></td>
<td><strong>The writing does not contain more than 5 obvious and ongoing grammatical and/or APA errors. Some examples of grammatical issues include run-on sentences, sentence fragments, missing words, lack of paragraph or comma usage, and etc. Some examples of APA errors include no running header, missing page numbers, references/citations not included, and etc. It is recommended students utilize a credible proofreader to avoid this error. Keep in mind this does not mean the student is allowed 4 grammar issues and 4 APA issues; this means the student is not allowed any combination of grammar and APA issues that equal a total number of 4.</strong></td>
<td></td>
</tr>
</tbody>
</table>

Do not copy without the express written consent of the instructor.
Guidelines for Course Study Checkpoint Assignments.

These assignments are to assure the student stays up to date with their reading. The professor will randomly assign 10 multiple-choice and/or True-False questions for the students to answer. The questions are derived directly from the required textbook readings. In each of these assignments, there will be a total of 10 questions (4 points per question), and the student will have 22 minutes to complete the assignment. The assignment must be completed in a single sitting.

Exam Policy

In order to mitigate any issues with your computer and online assessments, it is especially important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](https://example.com).

All assessments will auto-submit when (1) the timer runs out OR (2) the closing date/time is reached, whichever happens first. For example, if a quiz has a closing time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance, please contact [FIU Online Support Services](https://example.com).

This course consists of one final exam (essay) and one midterm exam (multiple choice).

- For the midterm, students will be assigned 20 questions. Each question will be worth 2.5 points, and students will have 60 minutes to complete all questions.
- For the final, each student will be assigned three essay questions. Each question will be worth 50 points, and the student will have 60 minutes to complete all the questions.

The questions are randomly assigned, and each student will have a unique exam. The questions are derived directly from the required textbook readings. The exam must be completed in a single sitting. Please, see the table below regarding the timing and how points are tallied.
Final Project: Proposal, Dynamic Deliverable, Pecha Kucha

You will be required to produce a collection of related & interconnected materials on a particular global health issue/trend/topic that serves to offer a novel solution to the problem. The project package includes the Final Project Proposal, Dynamic Deliverable, and Pecha Kucha. For a detailed description of each of the 3 aforementioned components of the project package, please refer to the following section.

Potential theme/topics/global health problems include, but will not necessarily be limited to:

1. Zika
2. HIV/AIDS
3. Obesity & Heart Disease
4. Food/Water Insecurity, Hunger, & Poverty
5. Medical Tourism
6. Climate Change & Natural Disasters
7. Abortion & Family Planning
8. Universal Healthcare vs. Private Sector Insurance-based Payers
9. Health & Wellbeing for Nations at War/Unrest
12. LGBT Community Health
13. Cancer
14. Euthanasia / Death & Dying
15. White, Skinny/Thin, Heterosexual, United Statesian Privilege

***Students are also welcome and encouraged to propose topics of study they would like to pursue beyond this list.

Final Project Proposal

The Final Project Product Proposal is a written submission in which students identify and discuss the issue(s) surrounding their chosen themes/topics and propose a program, initiative, or activity that will address those issues. For example, a student from a previous semester chose the theme of Climate Change and Natural Disasters for his project package. For the Final Project Product Proposal, he discussed how climate change affects agriculture in South and Central America. Within the proposal, he identified the issue and causes, prior attempts and deficiencies in addressing the issue, and proposed the solution of enhancing global awareness through art (making information pertaining to climate change more appealing and interesting for a targeted audience).

***Students are required to submit a draft of the Final Project Product Proposal for feedback before submitting the final draft of the proposal. Please refer to the course schedule at the end of the syllabus for the due date.***
Peer to Peer Evaluation

The professor will place students in groups of 2 or 3 (3 only if needed) during week 3. Students should use the attached form to evaluate each other's "draft" proposal. By reviewing other's work:

- The evaluator noticed opportunities for improvement in their own output.
- Valuable input can be provided from another third party prior to the professor's review (decreasing the chance of points being deducted).
- Familiarize oneself with the grading criteria.

The evaluation form is due by the end of week 5, and the final proposal is due in week 6. The peer-to-peer evaluation is worth 40 points and cannot be submitted late. The person being evaluated will not lose any points if the group member does complete this assignment.

Dynamic Deliverable

The Dynamic Deliverable is the implementation (or proof of implementation) of students’ proposed solution. Previously submitted Dynamic Deliverables include, but are not limited to, websites students developed about their chosen themes, paintings, and a screenshot of the submission to the CDC of a student’s proposal. As an example, for his dynamic deliverable, he submitted an image of his own painting of a melting earth due to climate change.

The “deliverable(s)” you create will mirror (to some extent) the types of materials your professor will utilize in the course to deliver content in diverse ways—to foster interest & problem/trend/issue analysis, provide additional context, and appeal to varying learning styles, abilities, and preferences of students en route to global awareness, perspective taking, & global engagement.

The Dynamic Deliverable may consist of student-created, original items such as, but not limited to:

1. Podcasts/Recorded Interview
2. TED (style) Talk/Speech (video recorded)
3. Poetry Series Composition
4. Music Composition & Performance
5. White-paper for Recommended Policy Change to Those in Power
6. Public Service Announcement Poster Series/Video Commercial
7. Product Prototype
8. Original Photography
9. Narrative Short Story
10. Targeted Program Development/Service Delivery Model
11. Scripted Mini-Movie
12. Site-Visit Observation, Critique, Formal Improvement Recommendation
***Students are also welcome and encouraged to propose solution-commentary-advocacy-activism “deliverable” materials they would like to pursue beyond this list.

**Pecha Kucha**

Pecha Kucha is a presentation style in which 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total). For this course, students are required to develop a Pecha Kucha presentation based on the chosen theme and issue(s) discussed in their Final Project Proposal, providing images on each slide to support the narrative of the presentation.
# COURSE CALENDAR

## Spring C 2022 Course Calendar

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Chapter Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 1/10 – 1/16</td>
<td>N/A</td>
<td>• Acknowledgement of Academic Misconduct Video and Syllabus</td>
</tr>
<tr>
<td></td>
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<td>• Acknowledgement of required course materials.</td>
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<tr>
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<td>• Confirmation of a health-focused organization follow on social media.</td>
</tr>
<tr>
<td>Week 2: 1/17 – 1/23</td>
<td>Chapter 1: Global Health Transitions</td>
<td>• Optional Zoom 1 session Thursday 01/20/2022 -7:00 PM (eastern) reviewing final proposal, dynamic deliverable, and Pecha Kucha (to be recorded)</td>
</tr>
<tr>
<td>1/17 - MLK Holiday. No class; university closed</td>
<td>Chapter 2: Global Health Priorities</td>
<td></td>
</tr>
<tr>
<td>Week 3: 1/24 – 1/30</td>
<td>Chapter 3: Socioeconomic Determinants of Health</td>
<td>• Draft Final Proposal</td>
</tr>
<tr>
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<td>Chapter 4: Environmental Determinants of Health</td>
<td>• The professor places students in groups for peer-to-peer review of draft proposals.</td>
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<tr>
<td>Week 4: 1/31 – 2/06</td>
<td>Chapter 5: Health and Human Rights</td>
<td>• Course Study Checkpoint Assignments (Chapters 1-5)</td>
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<td>• Optional Zoom 2 session Wednesday 02/02/2022 -7:00 PM (eastern) reviewing draft final proposal review</td>
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<tr>
<td>Week 5: 2/07 – 2/13</td>
<td>Chapter 6: Global Health Financing</td>
<td>• Course Study Checkpoint Assignments (Chapters 6 and 7)</td>
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<td>Chapter 7: Global Health Implementation</td>
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</tbody>
</table>
| Week 6: 2/14 – 2/20 | Chapter 8: HIV/AIDS and Tuberculosis  
Chapter 9: Diarrheal, Respiratory, and Other Common Infections Online | Students submit peer-to-peer drafter proposal reviews.  
Final Proposal |
|---------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Week 7: 2/21 – 2/27 | Chapter 10: Malaria and Neglected Tropical Diseases | • Midterm multiple choice exam (covering chapters 1-10)  
• International Current Event Assignment |
| Week 8: 2/28 – 3/06 | Chapter 11: Reproductive Health  
Chapter 12: Nutrition | Spring Break (2/28 – 3/05)  
N/A |
| Week 9: 3/07 – 3/13 | Chapter 13: Cancer  
Chapter 14: Cardiovascular Diseases | Dynamic Deliverable  
Country Focus  
Pecha Kucha |
| Week 10: 3/14 – 3/20 | Chapter 15: Other Noncommunicable Diseases  
Chapter 16: Mental Health  
Chapter 17: Injuries | Course Study Checkpoint Assignments (Chapters 8-17) |
Chapter 19: Promoting Health in Childhood and Aging | Course Study Checkpoint Assignments (Chapters 18 and 19) |
| Week 12: 3/28 – 4/03 | Chapter 20: Global Health Careers | Catch up on course readings and study for final exam. |
| Week 13: 4/04 – 4/10 | N/A | Essay question final exam (chapters 1-20) |
| Week 14: 4/11 – 4/17 | N/A | N/A: Cumulative scores calculated |
| Week 15: 4/18 – 4/24 | N/A | |
| Week 16: 4/25 – 4/30 (Finals Week) | N/A | |
Policy on Changes to Course Syllabus:

The course syllabus is a mutual agreement between the instructor and the student. In most cases, the instructor will propose changes to be approved by a majority vote. However, the instructor retains the right to make changes to the syllabus and to notify students without holding a voting session.

Sexual Harassment

For information on sexual harassment, please visit: http://regulations.fiu.edu/regulation

Standards of Professional Behavior

POLICY: The Nicole Wertheim College of Nursing and Health Sciences (NWCNHS) will specify specific requirements, student responsibilities and recommended guidelines regarding standards of professional behavior across all nursing and health sciences programs within the college.

RATIONALE: Standards of Professional Behavior and Conduct Students in nursing and other health professions curricula are held to standards of conduct that both differ from and exceed those usually expected of university students. Consequently, NWCNHS students are required to demonstrate clinical competency, including reasonable skill, safe practice, and professional behavior at all times, in the care of clients and clinical rotation/field experience interactions.

PROCEDURE:

Students may be removed from program experiences at any time for unsafe or unprofessional behavior. Furthermore, students are required to adhere to the standards of acceptable conduct outlined in their respective professional association code of ethics and state of Florida professional regulations. Students can be removed from the nursing or health sciences program of study and/or any college affiliate clinical site or organizations based on violation of professional conduct.
NWCNHS students are held to the basic expectations for personal and professional behavior that all members of the FIU community should follow. Especially when faced with a difficult situation or decision, consider and apply the university’s core values of civility, respect, and integrity.

Breaches of conduct are reviewed and processed by the program chair referred to the Office for Student Conduct and Academic Integrity in accordance with the procedures outlined in the FIU Student Handbook. Resolutions of presented violations may include dismissal from the program.

Academic honesty and integrity are fundamental values that the Nicole Wertheim College of Nursing and Health Sciences upholds. Any incident of academic misconduct will be handled according to the guidelines of the FIU Office of Student Conduct and Academic Integrity. Additionally, any individual who is aware of violations of the Honor code is bound by honor to report the incidence or violation to the respective administration.

**Student Social Use Policy**

**POLICY:** The Nicole Wertheim College of Nursing and Health Sciences will specify specific requirements, student responsibilities and recommended guidelines regarding the use of social media and web-based network platforms.

**RATIONALE:** The Nicole Wertheim College of Nursing and Health Sciences recognizes that social media and web-based network platforms and applications including, but not limited to, Facebook, Instagram and Twitter, are an important and timely means of communication. However, students who use these social media sites and applications must be aware of the critical importance of limiting the use of these sites and privatizing the settings of these sites and applications so that only trustworthy “friends” have access to the sites. Students must also be aware that posting certain information is illegal. Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and the punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse
academic actions that range from a written of reprimand to dismissal from the program and expulsion from the university.

PROCEDURE:
When using these social networking sites, FIU students in the Nicole Wertheim College of Nursing and Health Sciences are expected to conduct themselves in a mature, responsible, and professional manner. Discourse should always be civil, respectful, and in accordance with University Regulations. Student behavior should be in accordance with FIU’s values and are bound by FIU-2501 Student Conduct and Honor Code.

Enrolled students represent the Nicole Wertheim College of Nursing and Health Sciences and Florida International University as a healthcare professional. With regard to Social Media, personal posts on any and all social media platforms, which currently exist or will exist in the future, should be appropriate to your profession in healthcare, and not reflect adversely on the College of Nursing and Health Sciences or the University. Students who violate social media guidelines will be in violation of the FIU-2501 Student Conduct and Honor Code, Section 5-K-1 and may be subject to disciplinary action.

1. Students must NOT transmit or place online individually identifiable patient information; this includes photographs of any kind.
2. Students must observe ethically prescribed professional patient-healthcare provider boundaries.
3. Students should understand that patients, colleagues, institutions, and employers may view postings on personal accounts.
4. Students should take advantage of privacy settings and should seek to separate personal and professional information online.
5. Students should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
6. Standards of professionalism are the same online as in any other circumstance. This includes postings regarding the University, the Nicole Wertheim College of Nursing and Health Sciences, faculty, staff, and peers.
7. Do not share or post information or photos gained through the healthcare provider-patient relationship.

8. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.

9. Do not make disparaging remarks about patients, clinical sites, clinical rotations or field experiences, employers, co-workers, and/or peers even if they are not identified.

10. Do not take photos or videos of patients or any clinical setting on personal devices, including cell phones.

11. Promptly report a breach of confidentiality or privacy.

12. If students choose to list an email address on a social networking site, they should use a personal email address (not their fiu.edu address) as their primary means of identification.

13. Students may not represent themselves as another person.

14. Students may not utilize Web sites and/or applications in a manner that interferes with their academic/clinical responsibilities.

15. The following actions are strongly discouraged:
   a. Display of vulgar language.
   b. Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.
   c. Presentation of photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

Religious Holy Days

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class.

- Each student shall, upon notifying his/her faculty member (via Canvas Inbox) at the beginning of the semester about observant a religious holy day of his/her faith.
- The student will be held responsible for the material covered in his/her absence.
- No major test, major class event or major University activities are scheduled on a major religious holy day.
Netiquette
All class communications and interactions with other students and the course instructor should follow common social standards for respect and courtesy. Learn about FIU’s Policies (http://online.fiu.edu/html/blackboardlearn/policies/) on Netiquette Guidelines for Online Students so that you can get the most out of your class.

Academic Integrity
To view our Code of Academic Integrity, please visit: http://academic.fiu.edu/AcademicBudget/misconductweb/Code_of_Academic_ Integrity.pdf

FIU Student Conduct and Honor Code
To view the FIU Student Conduct and Honor Code, please visit: https://studentaffairs.fiu.edu/get-support/student-conduct-and-conflict-resolution/student-conduct-and-honor-code/index.php

Academic Misconduct
Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, a rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to Examinations, course assignments, field service reports, class recitations; or the unauthorized possession of Examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.

As a student taking this class:
• I will not represent someone else’s work as my own.
• I will not cheat, nor will I aid in another’s cheating.
• I will be honest in my academic endeavors.
• I understand that if I am found responsible for academic misconduct, I will be subject to
  the academic misconduct procedures and sanctions as outlined in the Student Handbook.
• I promise to adhere to FIU’s Student Code of Academic Integrity.

Failure to adhere to the guidelines stated above may result in one of the following:

• **Expulsion**: Permanent separation of the student from the University, preventing
  readmission to the institution. This sanction shall be recorded on the student’s transcript.
• **Suspension**: Temporary separation of the student from the University for a specific
  period of time.
CNHS Policy on Academic Misconduct

Students at the Nicole Wertheim College of Nursing & Health Sciences are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation.

Academic integrity is the adherence to those special values regarding life and work in an academic community. Any act or omission by a student which violates this concept of academic integrity shall be defined as academic misconduct and shall be subject to the procedures and penalties set forth herein.

For additional information on the NWCNHS Policy on Academic Misconduct, please click here.

Nicole Wertheim College of Nursing and Health Sciences Ethos Statement

To view the NWCNHS Ethos Statement, please visit: https://fiudfs-my.sharepoint.com/b:/g/personal/hsaprogram_fiu_edu/EQ7Hsk29QwRq_2g?e=1jrnAg

Academic Self-Plagiarism Policy

As stated in the American Psychology Associate Publication Manual, Sixth Edition, : "Whereas plagiarism refers to the practice of claiming credit for the words, ideas, and concepts of others, self-plagiarism refers to the practice of presenting one's own previously published work as though it were new. ... “ The core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology (p. 16)."

Self-plagiarism is not permitted in the Health Services Administration Department. Any charge of self-plagiarism can result in the same penalties as academic misconduct. Examples of self-plagiarism include but are not limited to:

-Using work from previously taken or completed classes.
-Using work from a class the student failed and is retaking.

To avoid charges of self-plagiarism communicate with the professor before attempting to use any content from previous assignments and determine the originality report requirements stated in the syllabus.
Misuse of Copyrighted and Course Materials

As stated in Section 5(d) of the Student Conduct Code entitled “Prohibited Conduct” – “Computer Misuse” it is a violation of the Student Conduct Code and subject to possible civil and criminal penalties for students to “distribute without authority” copyrighted and proprietary course material. The foregoing prohibition includes, but is not limited to, students taking “screen shots,” duplicating or otherwise sharing any quiz/exam course material or using communication apps such as “WhatsApp” to share quiz/examination questions. Click here for a complete list of violations. Students shall treat all course material as copyrighted and proprietary. Students shall obtain written approval from faculty to use any such material other than as specifically permitted by the faculty for use in the course.

Posting and sharing completed work on third party websites

As a student at Florida International University Health Services Administration (HSA) program, you work hard to accomplish your educational goal/degree. Therefore, it is critical that you protect the integrity of your work. The HSA department strongly discourages posting and sharing of your work including but not limited to, assignments, discussions, papers, quizzes and test answers. This includes indirectly sharing your work by posting it to a third-party website, learning platform database such as Course Hero, StudyMode, or any other external database outside of the Canvas course. If you share your original work to any of these third-party sites it is an automatic disqualification from any publication opportunities to medical or educational journals. The HSA department prohibits use of material from any of the foregoing sites in student submissions. Turnitin will identify such use as plagiarism and will result in a zero grade.

In addition, unless explicitly stated otherwise, all course materials are the property of FIU, faculty and their respective copyright holders. The sharing or redistribution of any course materials to third parties is strictly prohibited.

The above actions violate Florida International University’s Academic Integrity, the Student Conduct policies and the Nicole Wertheim College of Nursing and Health Sciences policies of Academic Misconduct. Students who are found in violation of these policies will be dismissed from the degree program and/or University.

Fzero Grade

Beginning Spring, 2004, the Faculty Senate approved the addition of a course grade of F0 (Fzero). An F0 will be given to students who both earn a failing grade based on course standards and who fail to complete at least 60% of the course requirements or fail to attend at least 60% of class sessions. An F0 equals zero grade points per credit hour and is a permanent grade.
Incomplete Grades

An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student’s own negligence.

To be considered for an incomplete grade in this course students must have completed 75% of the course work and they must be passing the course with a "C" or better.

If you are granted an incomplete grade, work must be made up as quickly as possible, but no later than two semesters as it automatically defaults to an “F” grade in the course. See the FIU Undergraduate Catalog for additional policies/procedures related to an incomplete grade. An Incomplete approved by the faculty member must include a contract developed and signed by both faculty member and student.

It is the student's responsibility to ensure that the faculty member has received the missing materials in a timely fashion according to the signed contract for a grade change to be implemented.

Accessibility and Accommodation

Students with Disabilities

If you have a disability and need assistance, please contact the Disability Resource Center (University Park: GC190, 305-348-3532 (North Campus: WUC139, 305-919-5345). Upon contact, the Disability Resource Center will review your request and contact your professors or other personnel to make arrangements for appropriate modification and/or assistance.

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit Canvas's Commitment Accessibility webpage for more information.

For additional assistance please contact FIU's Disability Resource Center.

Student Resources

Panther Success Network (PSN)

The Panther Success Network is a platform that will allow you to remain connected with members of your FIU Success Team, such as your Academic Advisor, Success Coaches, Career Coaches
and Tutors. The Panther Success Network makes it easier for you to stay on track and alerts you and your advisor if you veer off track through progress reports from your professors and predetermined success markers. The Panther Success Network includes a record of advising reports and notes that both you and your advisor may view at any time. For more information, see the PSN Student Manual.

You can log into your MyFIU account to access the Panther Success Network.

**Student Perception of Teaching Survey (SPOTs)**

Toward the end of each semester, students are provided the opportunity to complete a Student Perception of Teaching survey (SPOTs) for their courses. The SPOTs is a course evaluation through which students assess various aspects of the course instruction. It is distributed through students’ MyFIU portal.

For instructions on completing the SPOTs, please click the following link: [https://opir.fiu.edu/course_evaluation_tutorial.htm](https://opir.fiu.edu/course_evaluation_tutorial.htm)

**FIU Library Support**

The FIU library provides a number of services to distance learning students.

- Students can request detailed instructions on how to access library resources.
- One-on-One assistance from the Distance Learning Librarian

Don't struggle through your library search alone! Help is available. For further information, call 305-348-2415. Alternately, you can contact Sarah Hammill, Distance Learning Librarian, via email at hammills@fiu.edu or call 305-919-5604. You can visit the FIU Library at: [http://library.fiu.edu](http://library.fiu.edu)

**RefWorks**

Florida International University has partnered with RefWorks, a reference management system, to assist students with avoiding plagiarism. RefWorks allows students to upload content for assignments, find sources through the FIU Libraries integration, and seamlessly generate citations and references for those sources in various writing styles, such as APA, MLA, Chicago, etc. This service is available to all FIU students and is free of charge. To create an account with RefWorks, [click here](https://library.fiu.edu). Tutorials and additional information on using RefWorks can be found by [clicking here](https://library.fiu.edu).