General Information

Professor Information

Instructor: Latisha Barfield,
Clinical Assistant Professor,
DNP, CNM, APRN

Office: AHC 3-322
Email: lbarfiel@fiu.edu
Phone: (561) 299-5967
Office Hours: By Appointment

Course Description and Purpose

The purpose of this course is to introduce students to global health care systems and models, and their influence on health disparities and delivery of healthcare. A major focus of this course is for students to critically think about and discuss health and health care within a global environment. Nursing students will be exposed to the health disparities that exist in the United States and countries around the world, and some of the efforts by individuals, groups, organizations, and countries to deal with disparities. In addition, students will be provided with information and tools that nurses and nursing can use to confront health and health care challenges. In addition to the course objectives found below, this course supports the University’s quality enhancement plan (QEP) which focuses on global learning for global citizenship.

This is a discipline-specific global learning course that counts toward your GL graduation requirement.
Course Description

Develop basic knowledge of global healthcare systems and models, including healthcare policy and economics, and their influence on health disparities and delivery of healthcare.

Course Prerequisites

There are no prerequisites for this course; however, you must be accepted to the Undergraduate BSN program in the Nicole Wertheim College of Nursing and Health Sciences.
Course Objectives

Upon completion of this course, the student will be able to:

- **Essential V: Health Care Policy, Finance, and Regulatory Environments**: Examine global health systems, service delivery, factors influencing care and policy decisions, health disparities, and evidence-based care at local, state, national, and global levels.

- **Essential V: Health Care Policy, Finance, and Regulatory Environments**: Analyze the impact of cultural, societal, legal, and political factors, and ethical considerations, influencing healthcare policies, service delivery, economics and health disparities at local, state, national, and global levels.

- **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**: Demonstrate a basic understanding of a healthcare system's organizational structure, financing, mission, vision, philosophy, and values.

- **Essential V: Health Care Policy, Finance, and Regulatory Environments**: Examine roles of local, state, national, and global regulatory and accreditation agencies in providing quality healthcare.

- **Essential V: Health Care Policy, Finance, and Regulatory Environments**: Explore organizational and political processes and grassroots legislative efforts to influence healthcare policy and advocate for diverse populations at local, state, national, and global levels.

- **Essential IV: Information Management and Application of Patient Care Technology**: Examine technological systems and appropriate software used to document evidence and monitor data related to achieving healthcare outcomes.

- **Essential IV: Information Management and Application of Patient Care Technology**: Use technological systems and appropriate software to access local, state, national, and global information about healthcare.

- **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**: Evaluate societal and healthcare trends influencing healthcare systems and models within political environments, including local, state, national, and global systems.

**Global Learning Course Outcomes**

- **Global Awareness**: Students will examine health care systems, service delivery, factors influencing care and policy decisions, health disparities, and evidence-based care at local, state, national and global levels.

- **Global Perspective**: Students will analyze the impact of cultural, societal, legal and political factors, and ethical considerations, influencing healthcare policies, service delivery, economics and health disparities at the local, state, national, and global levels.

- **Global Engagement**: Students will explore organizational and political processes and grassroots legislative efforts to influence healthcare policy and advocate for diverse populations at the local, state, national, and global levels.
Evaluation Methods

Written papers, discussion postings, quizzes and assigned readings.

Important Information

Policies

Please review the FIU's Policies and Netiquette webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the FIU Student Code of Conduct.

Technical Requirements and Skills

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

Privacy Policy Statements for partners and Vendors

- Canvas
- Microsoft
- Adobe
- Google
- ProctorU
- HonorLock (PDF)
- Turnitin
- NBC Learn
- OpenStax
- Adobe Connect
- Respondus LockDown Browser
- Zoom

Please visit our Technical Requirements webpage for additional information.
Accessibility and Accommodation

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

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

Web Accessibility Statements for Partners and Vendors

- Canvas
- Microsoft
- Adobe
- Google
- ProctorU
- HonorLock
- OpenStax
- Turnitin
- NBC Learn
- Adobe Connect
- Respondus LockDown Browser
- Zoom

Please visit our ADA Compliance website for additional information about accessibility involving the tools used in this course.
Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the 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 the 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.

Academic 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 responsible for plagiarism. Any instance of plagiarism will result in a zero (0) grade for the paper and the student may be dismissed from the program.

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

Learn more about the [academic integrity policies and procedures](https://cpliticdn.fiu.edu/1208-fiu01-nur-4667-secrvd-86676/syllabus.html) as well as [student resources](https://cpliticdn.fiu.edu/1208-fiu01-nur-4667-secrvd-86676/syllabus.html) that can help you prepare for a successful semester.
Panthers Care & Counseling and Psychological Services (CAPS)

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

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

**Title:** Global Health 101, Fourth Edition

**Authors:** Richard Skolnik

**Publisher:** Jones & Bartlett Learning, Oct-2019

**Publish Date:** Oct-2019

**ISBN 10:** 9781284145380

**ISBN 13:** 1284145387

**Notes:** REQUIRED

**Additional Notes:**

**Purchase/Rent at FIU Bookstore**

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**Title:** Publication Manual of the American Psychological Association

**Authors:** American Psychological Association

**Publisher:** American Psychological Association (APA), Oct-2019

**Publish Date:** Oct-2019

**ISBN 10:** 143383216X

**ISBN 13:** 9781433832161

**Notes:** REQUIRED

**Additional Notes:**

**Purchase/Rent at FIU Bookstore**

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Do not copy without the express written consent of the instructor.
Expectations of This Course

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 courses more demanding for some students.

Online courses are not independent study courses. You will be expected to interact online with professor(s) and peers and keep up with all assignments.

Students are expected to:

- **Review** the Getting Started page located in the Course Content.
- **View** the Academic Misconduct Policy and accept the policy conditions. The link for the policy can be found on the main Course Content page below the welcome message.
- **Review** the Student Resources page as is important to the quality of your education.
- **Interact** online with instructor(s) and peers and keep up with all assignments.
- **Review** and follow the course calendar.
- **Submit** assignments by the corresponding deadline.
- **Respond** to emails/messages within 2 days.

The instructor will:

- Log in to the course **daily Monday through Friday**.
- Respond to **emails** within **2 days**.
- Grade assignments within **14 days** of the assignment deadline (unless otherwise notified by the instructor for unforeseen circumstances).

FIU Library Support

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

- Students can request a chat session in Canvas for an explanation on how to access library resources.
- 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 research alone! Help is available. For further information, contact Sarah Hammill, Distance Learning Librarian, via email at hammills@fiu.edu or call 305-919-5604.

You can visit the [FIU Library](https://www.fiu.edu/library).
Course Policies

It is the student’s responsibility to participate by signing-on frequently (at least every 2 days) to the Canvas messages system and be aware of information presented. Failure to sign-on and review the course messages and content may result in missed important information and changes in course assignments/requirements. Because of unforeseen situations that may occur (i.e., a hurricane) course assignments/requirements may be changed by the professor at any time with appropriate notice given to students.

**FIU Online:** Use staff at FIU Online to answer questions and issues related to hardware and software. The FIU Online staff is available days, evenings, and weekends. See FIU Online for available hours. The staff can assist you in creating files in Word, uploading files, etc. Questions and issues related to Course Content should be directed to the professor.

**Microsoft Word:** All papers must be created in a Microsoft Word document. If you do not have Word or have an "older" version of Word, students can download a free version of Microsoft Office (which contains Word) from FIU. FIU Online staff can assist you with that process.

**Assignments:** This course contains seven (7) content modules with accompanying learning activities: three (3) quizzes, one (1) mini-paper, one (1) reflective writing assignment with discussion, and one (1) final group term paper. Read and follow the assignment instructions; you can earn a failing grade by not following instructions. Modules 1-7 are available immediately on the Course Content page. You can work ahead and send assignments earlier if you prefer so you can take “time off.” Assignments sent in early will be graded after the published due date. **Deadlines:** Develop your own schedule for working on class assignments, but be aware of due dates. Do not wait until the last 30 minutes to upload your assignments. These are **Hard deadlines.** You can fail this course simply by not submitting your assignments on time. If you have hardware or software problems submitting a paper at the deadline and are unable to successfully submit, you will receive a failing grade. Since you can upload papers at any time, I do not grant exceptions to this deadline policy. I suggest you upload your paper at least 12-24 hours before the deadline in case you have uploading questions for FIU Online staff. **NOTE:** If you decide to make changes or revisions to the original paper after uploading, TURNITIN allows you to overwrite a previous uploaded paper until the deadline.

**Assignment Score Feedback:** Assignment scores are usually posted within 14 days after the deadline. If a student has a question and/or comment regarding the posted score and/or feedback, the student must contact the course instructor via email (lbarfiel@fiu.edu) within one (1) week of the posted score.

**Discussion Forum:** The Canvas course menu provides a link to the Discussion Forum, where you can post messages or questions that are of general interest to all classmates. Everyone can read Discussion Forum postings; therefore, do not post private information. I sometimes post messages or email replies that provide general feedback on assignments. If you have questions (or answers) that will benefit all your classmates, please post in the Discussion Forum, under the Topic that applies to that assignment. This would be the equivalent of you asking a question or providing information during a class meeting on campus.
Communicating with the Professor

**FIU E-mail:** Written communication with the faculty member must be through your FIU email account. Do NOT send emails through any other Internet Service Provider, such as Gmail, AOL, Juno, EarthLink, Hotmail, MSN, Sprint, etc. I only open e-mails from the FIU email system. This is to protect my computer system as well as ensure that your email is not deleted by the FIU server security system. If you do not know how to obtain your FIU email account or are having problems with your FIU account, please call UTS for assistance at 305-348-2284.

It is your responsibility to contact me with any questions that you may have. The easiest way to contact me is by email. I will try to answer your course question(s) within two business days. If you have an urgent question or request, you can email me at lbarfie1@fiu.edu or call my mobile phone (561-299-5967). If I do not answer, leave a message and I will return your call.
Topical Outline

- Introduction to Global Health and Nursing
  - Overview
- Healthcare Systems (U.S. and Global)
  - Health statistics: life expectancies, mortality rates, major health issues
  - Healthcare costs: % of gross domestic product, per capita expenditures
  - Healthcare system financing
  - Healthcare administration
  - Public and private healthcare sectors
  - Healthcare personnel (physicians, nurses)
  - Access and inequality issues (uninsured, health disparities)
  - Ethical considerations: “Right” to health, intellectual property (drug patent) rights, human subject research, nurse shortage/migration
- Selected U.S. Health-Related Organizations & Agencies
  - National: Regulatory, Health Insurance, Accreditation
  - Nursing: Professional, Regulatory, Accreditation
- Selected Global Health-Related Organizations & Agencies
  - United Nations agencies
  - Non-Government, partnerships, development assistance, foundations
  - Nursing: Professional organizations by country, STTI, ICN
- Relationship Between Healthcare Systems, Organizations & Delivery of Nursing Care
  - Structure, financing, mission, vision, philosophy, values
  - Nurse led decision-making
  - Implementing evidence-based practice
- U.S. Healthcare Policy and Nursing: Influencing Policy
  - Sources of power
  - Relationship between policies, healthcare policy and healthcare systems
  - Policy process: Formulation, change
  - Strategies for effective action
- Nursing Education Systems Around the Globe
  - Comparison of nursing education systems globally
- Technology in Health Care Systems
  - Applications: Information systems, biomedical monitoring, communication, patient safety, decision support, education/reference
  - Electronic health record
  - Global health record
Assessments

In order to mitigate any issues with your computer and online assessments, it is very 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.

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.

This course contains three (3) "open book" quizzes each consisting of 20 questions. The quizzes (multiple choice-type questions) cover your assigned module readings and total 30% of your grade. (Each quiz = 10% of grade). "Open book" means that you are permitted (in fact, encouraged) to use your textbook to answer the questions. The quizzes are kept open for 48 hours (2 days) to allow you sufficient time to answer the 20 questions. Once a quiz is opened, you have sixty (60) or ninety (90) minutes to complete the questions (Quiz #1 - 90 minutes. Quiz #2 and Quiz #3 - 60 minutes).

**Suggestion**: Read the assigned chapters or other readings before you complete the quiz. Previous knowledge of the topics will assist you in knowing or finding the answers.

**Note:**

- **Click on Quizzes** on the left-sided menu to find the quiz.
- Quizzes have different due dates than paper due dates. **Check your due dates!**
- **I will Not re-open a quiz if you miss a due date. Check your due dates!**
- Reading the material to answer questions is an on-your-own learning activity. **Providing quiz answers to other students is unethical and is prohibited.** See FIU academic misconduct policies.

**Quiz schedule:**

- **Module 1 & 2 Quiz (Open Book): Available Thursday, September 17, 12:01 AM - Friday, September 18, 11:59 PM**
- **Module 3 & 4 Quiz (Open Book): Available Thursday, October 15, 12:01 AM - Friday, October 16, 11:59 PM**
- **Module 5 & 6 Quiz (Open Book): Available Thursday, November 12, 12:01 AM - Friday, November 13, 11:59 PM**

Your score will be available after you submit your quiz.

**Reflective Writing Assignment with Discussion**

Discussion and debate are the hallmarks of undergraduate and graduate education. It is expected that
students will be prepared to participate in dialogue. Additionally, the sharing of pertinent teaching experiences is highly encouraged. Respect for diverse viewpoints is of utmost importance.

Active participation in all discussions and all learning team activities is required to complete the objectives of this course. Active participation means contributing to the online class discussions and to your learning group in a substantive way (quantity is important but the quality of the participation is most important).

You will be placed into discussion groups. In order to earn full participation in online discussions, you must have a minimum of two (2) posts (an original idea/opinion/statement and a reaction to one or more classmates' postings) that adds something of substance to the discussion.

There are two (2) Reflective Writing Assignments with Discussion. For Discussion #1: Please read the COVID-19 PANDEMIC FACTS document found in Module 1. What are your personal & professional thoughts & feelings related to COVID-19 pandemic? For Discussion #2: Choose select an event from the Global Learning Tuesday Times Roundtable series (Click here to watch past TTR sessions on YouTube!). Write a 250 word/2 paragraph reflection analyzing the event or idea (thinking in depth and from different perspectives, and trying to explain, often with reference to a model or theory from the subject). Reflective writing is an analytical practice in which the writer describes on the meaning of the item or incident, thought, feeling, emotion, or situation in his or her life.

For the Reflective Writing Assignment with Discussion #2, you will first post your reflective writing assignment to the discussion topic by the specified date (please see Course Calendar for due date). Start your reflective writing with the following heading (located in the Guidelines & Rubrics folder):

I, ________________________________________,

(PRINT YOUR NAME)

I attended the following Global Learning Tuesday Times Roundtable event: ___________________________________________.

(NAME OF EVENT/TOPIC)

You do not need a title page. You do not need an abstract. You do not need a running head either. You should post your answer as a discussion thread that your fellow group members will then respond to (please see Course Calendar for due dates). If applicable, give credit to authors or experts by providing appropriate in-text citations and references in APA (2019) format. Please use good grammar, punctuation, and spelling.

Please note that both quantity and quality are important considerations when it comes to substantive participation. You are expected to demonstrate critical and reflective thought and extend the breadth and depth of the discussion. Whenever possible, please try to relate the Course Content to real-world applications from your clinical or classroom educational practice (or personal experience) or current news articles and give credit to the authors or experts by providing appropriate in-text citations and references in APA (2019) format. A message which says simply, "I agree," "Great job," or "Very good idea, I want to use it in my clinical", would not constitute substantive participation since it does not add anything of substance to the discussion. It is expected that you will be an active participant throughout the entire time allotted for this course. Active
participation is essential to meet the objectives for this course.

Written Papers

All Papers Must be Submitted through the Plagiarism Prevention Service - Turnitin, the Turnitin Assignments will be located in their respective module. See below for step-by-step instructions for uploading to Turnitin. Do NOT e-mail assignments (unless instructed).

APA Format/Style. Use the Nursing Student Writing Guidelines for writing your papers. The Guidelines are based on the American Psychological Association’s (APA’s) Publication Manual (latest edition). A checklist is included with the Guidelines. Not all formatting is addressed in the Guidelines, so you must also purchase the APA Manual in the bookstore or an online store.

Points will be deducted if you do not follow the Guidelines/APA format. There are many examples of APA formatted headings, citations, and references in the Writing Guidelines, modules, and APA Manual. Title Page and Running Head are required. Please note that abstracts are NOT REQUIRED. See below for point deductions:

- **Up to fifteen (15) points may be deducted from your paper if text citations and references on reference list are not APA style.** All references MUST be cited in the text. All text citations MUST be found on the reference list. If citations and/or references are missing, the omission is considered to be plagiarism (student misconduct). At least two (2) reputable references are required per paper.
- **Up to fifteen (15) points may be deducted from your paper if topical headings, sub-headings, and levels are not in APA style.** See example of headings/levels format in the Writing Guidelines and APA-Formatted Paper example.

Word Count. The minimum page count listed in the assignment must be met. You may go over the page count by 1/2 page without penalty. If your Turnitin originality score is high, I suggest you add more details to your paper as more details often decreases an originality score.

Plagiarism. Plagiarism is a serious transgression in the University. Students who plagiarize can be dismissed for academic misconduct. See the Nursing Student Writing Guidelines Checklist for details on how to avoid plagiarism. In this course, students who plagiarize can receive any or all of the following: failure of the paper and/or course, requirement to write a new paper, lowering of course grade or course failure, report to University administrators regarding plagiarism.

Paper & Postings Evaluation. Papers will be evaluated based on criteria established by the nursing faculty to evaluate writing skills. Click on Assessment of Written Communication Abilities located in the Guidelines & Rubrics page for the criteria. I will grade your paper and return it to you (with comments) via Canvas. Please make sure that you read my feedback by clicking on the “Comment icons” in the paper. Feedback is provided to help you improve your assignment submissions. I also provide general class feedback through the Canvas email messages system.

Postings will be evaluated based on criteria established by faculty to evaluate posting discussions. Click on Discussion Participation Rubric located in the Guidelines & Rubrics page for the criteria.
Submitting a Paper to Turnitin:

After you have Written and Saved your Paper on your Hard Drive, you must submit the paper to the Turnitin Assignment. You can obtain an originality report from Turnitin indicating similarities between the text in your paper and text in an existing document. Turnitin highlights those similarities, providing an annotated document showing your paper and the original source and the percentage of the paper that was plagiarized.

You may re-submit your paper (overwrite a previously submitted paper) to Turnitin Before the Due Date to correct plagiarism. CANVAS may not allow for automatic resubmissions, so I will manually allow resubmissions daily by 11:59pm. This means that you must work ahead of schedule in case you have to wait 24 hours to be allowed to resubmit. I suggest you submit early since Turnitin may take up to 24 hours to generate an originality report. Originality reports greater than 35% will be examined closely for plagiarism. A paper that indicates a significant amount of “direct quotes” (above 10% of the paper) and/or the lack of citations and referencing for other authors’ thoughts will earn a failing grade.

Turnitin allows you to check the paper that was submitted. It is your responsibility to view your submission. After you upload your paper into Turnitin, you MUST check the uploaded file to verify that it is the correct paper, and save the receipt for your records. Papers not submitted by the deadline, incorrect submissions, or papers submitted to the wrong assignment will be counted as “missed.”

You may overwrite your previous submission until the due date/time set for the assignment. Any second or subsequent submission will overwrite the original file submission.
If you are in danger of failing the course, it is your responsibility to remain aware of the Drop/Withdrawal dates provided in the FIU academic calendar.

***The final grade is not rounded up. An earned grade of 76.9 is a failing grade.***

Incomplete Grades: An incomplete grade is a temporary symbol given at the discretion of the course faculty for work not completed (usually work at the end of the course) because of a SERIOUS interruption not caused by the student’s own negligence. The student is required to sign a contract regarding work completion. See the FIU Undergraduate Catalog for further information on incomplete grades.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quizzes (3 Quizzes = 10% each)</td>
<td>30%</td>
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<tr>
<td>Mini-Paper (1.5 - 2 pages)</td>
<td>20%</td>
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<tr>
<td>Reflective Writing Assignment with Discussion (post 250 words/2 paragraphs) (2 Discussion = 10%)</td>
<td>20%</td>
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<tr>
<td>Final Group Term Paper (10 pages)</td>
<td>30%</td>
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<td><strong>Total</strong></td>
<td>100%</td>
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Grading Scheme

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<th>Letter</th>
<th>Range (%)</th>
<th>Letter</th>
<th>Range (%)</th>
<th>Letter</th>
<th>Range (%)</th>
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<tr>
<td>A</td>
<td>93 - 100%</td>
<td>B-</td>
<td>83 - 84%</td>
<td>F</td>
<td>60 - 66%</td>
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<td>A-</td>
<td>91 - 92%</td>
<td>C+</td>
<td>81 - 82%</td>
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<td>&lt; 60% of work</td>
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<td>B+</td>
<td>89 - 90%</td>
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<td>B</td>
<td>85 - 88%</td>
<td>D</td>
<td>67 - 76%</td>
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Course Calendar

Weekly Schedule

<table>
<thead>
<tr>
<th>Module (Week)</th>
<th>Learning Activities</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>MODULE 1</td>
<td>Introduction to Course</td>
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<tr>
<td></td>
<td>Video (click on the links below to access the videos):</td>
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<tr>
<td></td>
<td>- Achieving a Grand Convergence in Global Health by 2035</td>
<td>Gavin Yamey</td>
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<td></td>
<td>- Your Health Depends on Where You Live</td>
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<td></td>
<td>- The Seemingly Impossible is Possible</td>
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<tr>
<td>Readings:</td>
<td>- Chapter 1: The Principles and Goals of Global Health</td>
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<td></td>
<td>- Chapter 2: Health Determinants,</td>
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<td></td>
<td>• View the Academic Misconduct Policy and the Syllabus</td>
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<td>Acknowledgement, then accept the policy conditions and form by 8/28/20</td>
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<td></td>
<td>• Select a Country from Highest Rates of COVID-19 list for your Final Group Paper by 9/4/20</td>
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<tr>
<td></td>
<td>• Reflective Writing Assignment with Discussion #1</td>
<td>Post Due: 9/6/20</td>
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</table>
Measurements, & Trends

Due:

- View the Academic Misconduct Policy and accept the policy conditions. The link for the policy can be found on the main Course Content page below the welcome message.
- View and accept the Syllabus Acknowledgement Form. The link for the policy can be found on the main Course Content page below the welcome message.
- Select a country from the Highest Rates of COVID-19 list for your Final Group Term Paper (please use the sign-up sheet inside the Module 1 folder. Five students per country).
- Due: Reflective Writing Assignment with Discussion #1: What are your personal & professional thoughts & feelings related to COVID-19 pandemic?

NOTE: Postings and written papers can be uploaded at any time until due date.

MODULE 2

Video (click on the links below to access the videos):

- TEDxStanHupfeld
- TEDxRainier - Stephen Bezruchka

Readings:

Chapter 3: Health, Education, Poverty & the Economy
Chapter 4: Ethical & Human Rights Concerns
Chapter 5: Introduction to Health Systems

Due:

- Quiz #1: Chapters 1, 2, 3, 4, 5
due 9/17/20 - 9/18/20

Quiz #1: Chapters 1, 2, 3, 4, 5 due 9/17/20 - 9/18/20

MODULE 3

Mini-Paper due 10/4/20
Video (click on the links below to access the videos):

- Gender and Global Health: Where Have All the Men Gone?: Sarah Hawkes at TEDxUCL
- World in the Balance - The People's Paradox NOVA Part 1 2004
- Living Proof | Their Daily Bread

Readings:

- Chapter 6: Culture & Health
- Chapter 7: Environment & Health
- Chapter 8: Nutrition & Global Health

Due:

Mini-Paper: Compare the U.S. Healthcare System with that of another country (2 pages). Discuss the impact of COVID-19 (taking into account the healthcare system of each country).

This assignment is intended to meet the following course objectives:

- Demonstrate a basic understanding of a healthcare system’s organizational structure, financing, mission, vision, philosophy, and values.
- Evaluate societal and healthcare trends influencing healthcare systems and models within political environments, including local, state, national, and global systems.
- Examine global health systems, service delivery, factors influencing care and policy decisions, health disparities, and evidence-based care at local, state, national, and global levels.
- Analyze the impact of cultural, societal, legal, and political factors, and ethical considerations, influencing healthcare policies, service delivery, economics and health disparities at local, state, national, and global levels.
MODULE 4

Video (click on the links below to access the videos):

- Gapcast #7 - Maternal Mortality
- Invisible Lives: Save the Children's Dr. Joy Lawn on Saving Newborn Lives
- Sonia Shah: Three Reasons We Still Haven't Gotten Rid of Malaria
- Prioritizing Non-Communicable Diseases

Readings:

- Chapter 9: Women's Health
- Chapter 10: The Health of Young Children
- Chapter 12: Communicable Diseases
- Chapter 13: Non-Communicable Diseases

Due:

- Quiz #2: Chapter 6, 7, 8, 9, 10, 12, 13 due 10/15/20 - 10/16/20

MODULE 5

Video (click on the links below to access the videos):

- Safe Storage, Safe Dosing, Safe Kids
- Flood Victims Face Malnutrition, Disease as Winter Nears
- Understanding Why Delivering Aid Can Be a Dangerous Endeavor

Readings:

- Chapter 14: Unintentional Injuries
- Chapter 15: Natural Disasters and Complex Humanitarian Emergencies
- Chapter 16: Working Together to Improve Global Health

Due:

- Reflective Writing Assignment #2. Please select an event from the
MODULE 6

Video (click on the links below to access the videos):

- Vaccines – Calling the Shots
- Finding a Job in Global Health

Readings:

- Chapter 17: Science, Technology, and Global Health
- Chapter 18: Working in Global Health

Due:

- Quiz #3: Chapter 14, 15, 16, 17 due 11/12/20 - 11/13/20

MODULE 7 (Week 13 & 14)

Due:

Final Group Term Paper (10 pages) – Discuss the following based on the country you selected. Using COVID-19 as an example of a complex humanitarian emergency (CHE):

- Examine the role of local, state, national, and global regulatory and accreditation agencies in providing quality healthcare. Who are the key actors?
- Explore organizational and political processes and grassroots legislative efforts to influence healthcare policy and advocate for the country’s diverse populations.
- Discuss how the country’s healthcare system, education, and economy influence the main health effects.
- Analyze how the country’s cultural, societal, legal, and environmental factors contributing to health disparities.
- Discuss the impact of science and
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technology on country’s healthcare outcomes.

This assignment is intended to meet the following course objectives:

- Examine technological systems and appropriate software used to document evidence and monitor data related to achieving healthcare outcomes.
- Use technological systems and appropriate software to access local, state, national, and global information about healthcare.
- Examine roles of local, state, national, and global regulatory and accreditation agencies in providing quality healthcare.
- Explore organizational and political processes and grassroots legislative efforts to influence healthcare policy and advocate for diverse populations at local, state, national, and global levels.