Florida International University
College of Nursing and Health Sciences
Health Services Administration
Integrative Course
HSA 4113 Global Issues and Trends in Healthcare

COURSE NUMBER
HSA 4113

COURSE TITLE
Global Issues and Trends in Healthcare

SECTION
U0_

PLACEMENT
Semester__, Junior/Senior Year

PRE-/CO-REQUISITES
HSA 3111, HSA 3180, IHS 4111, HSA 3XXX, HSC 3661, ENC 3213 or COM 3110 or PAD 3438, HSA 4700, HSA 4190, HSA 4110, HSA 4170, and HSA 4421 with Department consent

COURSE CREDITS
3 credits

CLOCK HOURS
2 ½ hours each week for 15 weeks

COURSE OBJECTIVES
Upon completion of HSA 4113, students are expected to be able to:

CATALOG DESCRIPTION
Developing issues and trends involving global health care systems are analyzed to determine their impact on service delivery, financing, quality measures, evidence-based practice, and accessibility.

COURSE DESCRIPTION
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 in order 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.
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. Identify key issues and trends in the delivery of health care services nationally and globally to diverse populations.
3. Determine the impact of selected national and global key issues and trends on the delivery of health care services to diverse populations.
4. 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.
5. Formulate approaches to change to improve national health care services based on an analysis of global health care systems outcomes.
6. Determine the use of evidence-based practice in global health care systems.
7. Identify issues and trends in global health care systems involving technological development and advancement.
8. Determine the different roles of health care professionals within global and national health care systems.
9. Identify global health care reform initiatives that will likely affect the delivery of health care systems.

GLOBAL LEARNING COURSE OUTCOMES:

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

2. 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. (Global Perspective (GP))

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

TOPICAL OUTLINE

Developing global issues and trends of health care systems are analyzed to determine present and future impact to healthcare service delivery and effectiveness, financing, quality, accessibility, and costs.

Specific topics to be analyzed and discussed may include:

- Multi-national delivery systems and the financing thereof
- Governance, ownership, and licensure of healthcare organizations
- Leadership development and effectiveness
- The development of policy, regulations, and compliance
- Technological development and advancement to include electronic records
- Evidence-based practice and quality control and maintenance
- The integration and role of clinical professionals
• Labor issues impacting the delivery of health care services and/or its financing
• Global health care reform initiatives to address quality, accessibility, and/or costs
• Evolving issues and trends that may impact the delivery of health care services in the future

TEACHING STRATEGIES
Contemporary developments involving global healthcare will be searched on a routine basis and presented to class for analysis and discussion. Class participation is essential as students will be requested to search for pertinent global health care issues and trends and present to class. Prior to each class, students will be requested to review articles, case studies, research results, white papers, etc., and be prepared to discuss and offer comments.

Class sessions will consist of lectures, discussion, and student presentations. Student participation is expected and a primary contributor to final class grade (30%). Students are expected to read any assignments prior to each class and be prepared to actively participate in class discussions. A rubric will be used for assignments and participation/discussion.

• SAMPLE WEEKLY ASSIGNMENT/DISCUSSION

Why Not the Best? Results from the National Scorecard on U.S. Health System Performance, 2011 – The Commonwealth Fund, October 18, 2011

This article will be circulated to students who will be required to analyze and be prepared to discuss this assessment of the U.S. population health and health care quality, access, efficiency, and equity. This Scorecard shows areas of improvement even though the U.S. continues to rank below many countries. The U.S. in this 2011 National Scorecard scored a 64 out of 100 and failed to improve in several key areas: costs increased sharply, access deteriorated, and efficiency remained low. The Affordable Care Act has targeted these areas for improvement.


EVALUATION STRATEGIES
All students will be evaluated on three variables: Class participation, written assignments, and unannounced quizzes. A rubric is used for assignments and participation/discussion. These three variables will be weighted as follows to determine final class grade:

| Class Participation | 30% | 30 points |
| Written Assignments | 60% | 60 points (4 assignments @ 15 pts) |
| Quizzes | 10% | 10 points |

100% 100 points

During the course of the semester, there will be up to four (4) written assignments. Each of these assignments will have a specific deadline for response with NO exception as they will be discussed in class. Selected students will be requested to present and discuss their response to
the assignment. These assignments may require research with suggested web sites made available.

Each week there will be a reading assignment relating to a current global health care issue or evolving trend. Since class participation will make up 30% of a student’s final class grade, it is important that students both read the assignments and prepare to comment during class discussion. There may be periodic unannounced short quizzes of a few simple questions pertaining to the reading assignment that will only be difficult if a student fails to read the assignment. These will take place before the class discussion. These unannounced quizzes will represent 10% of final class grade.

REQUIRED TEXT


Articles, discussion topics, issues and trends, etc., will be researched and provided by these primary organizations:


GRADING SCALE

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<th>Grade</th>
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<tr>
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<td>93-100%</td>
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<td>A-</td>
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IMPORTANT DATES
COURSE POLICIES AND PROCEDURES

Policy on Academic Integrity and Misconduct

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 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 in any form they will be dealt with according to FIU’s Code of Academic Integrity (http://www.fiu.edu/~dwyere/academicintegrity.html).

Incidents of (a) cheating, (b) plagiarism, (c) misrepresentation by lying to a member of the faculty, staff or administration to increase one’s grade, (d) bribery of offering money or any item or service to a member of the faculty, staff or administration to gain academic advantage for one’s self or another, (e) conspiracy by planning or acting with one or more fellow students, any member of the faculty, staff or administration or any other person to commit any form of academic misconduct together, (f) falsification of records, tampering with or altering in any way any academic record used or maintained by the University, (g) academic dishonesty in general by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity are grounds not only for immediate failure in the course but (also) potential dismissal from the University.

Academic misconduct includes, but is not limited to cheating, plagiarism, misrepresentation, misuse of computer services, bribery, conspiracy and collusion, falsification of records, and academic dishonesty. Additionally, students are expected to comply with the APA (2010) Ethics of Scientific Publication standards (pp. 11-20, 231-236) in all writing and peer review activities.

Consequences of Academic Misconduct

Evidence of misconduct the first time results in a zero (0) for the assignment and a referral to the Office of Student Conduct and Conflict Resolution. Evidence of misconduct the second time results in a Failure (F) for the course and a referral to the Office of Student Conduct and Conflict Resolution. Evidence of misconduct the third time results in dismissal from the program and a referral to the Office of Student Conduct and Conflict Resolution.

Use of Internet Sources

With the ability to cut and paste from the Internet, it has become easier to derive information by this method without citing the source. While much of what is found on the Internet does not seem to have an author or publication date, it is still considered plagiarism if one does not give credit. It may also mean that the information has little intellectual value since it is an unsigned source. The Publication Manual of the American Psychological Association (2010) has established very clear guidelines for the format of Internet citations (pp. 187-192).
Please be advised that Turnitin.com, an Internet-based service for screening student papers for verbatim text and identifying the sources, will be used in this course.

**Policy Attendance and Class Participation**

Students are expected to attend all classes and are held responsible for content presented. Respect for diverse viewpoints is of utmost importance. Students are also expected to come to class prepared to participate. It is the student’s responsibility to obtain any information presented during a particular class. PowerPoint presentations may or may not be posted in the Moodle. Students are expected to read the material and make an outline before coming to class. Faculty may present new materials during class that may be included in tests, in which case class lecture notes will supersede textbooks. Bringing laptops to the class is permissible. However, if there is any indication that the laptop is being used for other than what is related to the course, the student may be requested by the faculty to step out of the classroom.

**Policy on Examinations**

Students are expected to arrive on time for all classes, including those class periods with examinations. (Weekly quizzes that will be administered by paper and pencil may be given at the beginning, middle or towards the end of the class period. Online quizzes or tests will be taken by the students in the CNHS computer labs on dates and times specified.) Students coming late during quizzes or examinations will only have the remaining designated time to complete the quiz, test or examination.

In the event of an emergency, students unable to take an exam or quiz at the scheduled time must obtain faculty approval to be absent during the exam and then make arrangements with the faculty member at least 2 hours PRIOR to the exam time and date. Faculty will decide on the time and type of examination to be given to the student who was unable to take the original exam. Without notification plus faculty approval, no exam or quiz may be taken after the scheduled time. It is the responsibility of the student to make the arrangement with the faculty for a missed test or exam. If the student makes no arrangement within one week after the scheduled quiz, test or exam, the student will receive zero (0) for the said quiz, test or exam. Students must refrain from suspicious behaviors such as talking, looking around the room, tapping on their desk, etc. It is the responsibility of the student not only to abstain from cheating, but, in addition, to guard against making it possible for others to see their answers. Any student who helps another student obtain answers to the exams or quiz is as guilty of cheating as the student he/she assists. Faculty reserves the right to take the exam/quiz of any offender and give that person a 0 (zero) for the exam. If such behavior is observed, the student or students responsible will be reported for Academic Misconduct.

**Fzero Grade**

Beginning Fall, 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. An incomplete 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.

Feedback

Grades will be posted (within one week after the examination.) It is the responsibility of the students to obtain from the faculty his/her paper. Quizzes, tests and exams will not be reviewed in class due to time constraints. Students are encouraged to conduct self-review after the exam since most of the rationales to the answers will be available right after the examination via the Moodle. Students may request an individual appointment with the professor during office hours if they want to go over their test or exam EXCEPT for the final exam. Only the final course grade will be rounded up or down. The final course grade will not be posted in the grade book. Students should be able to calculate their grades based on the grading components stipulated in this course syllabus. All grades will be posted as scheduled by the University.

Disability Statement

Students with special learning needs or disabilities must register with the Office of Disability Services. In addition, they are encouraged to contact the instructor so that arrangements can be made to accommodate their documented needs. Unless the instructor is notified at the beginning of the semester, the student cannot claim such disability for consideration at the end of the term.

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.

Policy on Mobile Phones and Beepers

Repeated ringing of mobile phones and beepers is disruptive during lecture or discussion and is disturbing to peers and the professor. Please set mobile phone and beepers to either flash, vibrate or silent.
Religious Holy Days

- Each student shall, upon notifying his/her faculty member at the beginning of the semester, be excused from class to observe a religious holy day of his/her faith.
- While the student will be held responsible for the material covered in his/her absence, each student shall be permitted a reasonable amount of time to make up any work missed.
- No major test, major class event or major University activity will be scheduled on a major religious holy day.
- Professors and University administrators shall not arbitrarily penalize students who are absent from academic or social activities because of religious observance.

Policy on Late Submission of Assignments

Due dates are established for reasons of equity. It is not fair to peers who complete assignments on time if other classmates have extra time to work on their assignments. It is also not fair to the professor who must grade assignments in a timely fashion. Therefore, 5% per day will be deducted for late submissions. There are occasionally extenuating circumstances that merit exception; however, extensions must be prenegotiated with Professor Barbera before the due date.

Policy on Email Correspondences

Students should use Moodle or FIU email accounts for all course correspondences. Failure to do so may result in missed or unrecognizable correspondence and/or class participation deduction.

FIU Library Support

The FIU library provides a number of services to distance learning students. For example:
- Students can request a chat session in Blackboard 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 search alone! Help is available. For further information, contact Alia Spencer at alia.spencer@fiu.edu or call 305-348-2415. Alternatively, 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/
Acknowledgement of Syllabus Receipt

I, ____________________________________, have received and understand the syllabus (PRINT NAME) containing the policies and requirements for _____________ course and agree with all changes.

_____________________________                                                 ____________________
Signature                                                                                            Date