Florida International University  
College of Nursing and Health Sciences  
Health Services Administration  
Integrative Course  
HSA 4150 Global Healthcare Systems and Policy

COURSE NUMBER  
HSA 4150

COURSE TITLE  
Global multi-perspective

SECTION  
UO_

PLACEMENT  
Semester __, Junior/Senior Year

PRE-/CO-REQUISITES  
HSA 3XXX, HSA 4421, IHS 4111 and HSA 4700

COURSE CREDITS  
3 credits

CLOCK HOURS  
2.5 hours per week for 15 weeks

FACULTY

CATALOG DESCRIPTION  
Develop basic knowledge of Global healthcare systems and policies including healthcare outcomes, evidence based practices, sociopolitical systems and roles of various healthcare providers.

COURSE DESCRIPTION  
This course will examine Global healthcare systems and policies (e.g., including healthcare disparities, cultural competencies, evidence-based practices, finance, technology, and communication systems). Focus is on Global healthcare outcomes (health promotion, public health, disease prevention, acute care, rehabilitative care) and recognition of social, economic and political determinants as well as evidence-based practices, policies, and technology to address special populations (e.g., minority populations, chronically ill, elderly, children, mentally ill). The roles of various healthcare providers in the divergent healthcare systems will be analyzed.

COURSE OBJECTIVES  
Upon completion of this course, the student is expected to be able:
- Examine national and Global healthcare systems and policies including factors influencing care, policy decisions, health disparities, evidence-based practice, cultural competencies, technology, and communication systems.
- Analyze the impact of cultural, societal, legal, economical and political factors and ethical considerations influencing healthcare policies, service delivery, and healthcare outcomes, including health disparities, on divergent populations (e.g., indigenous populations, majority population, chronically ill, elderly, children, mentally ill).
- Determine the use of cultural competence in the Global healthcare systems.
- Compare Global healthcare systems and policies associated with mission, vision, philosophy and values, organizational structure, service delivery, financing, and standards on health outcomes for various populations.
• Explore Global healthcare systems’ organizations and service delivery and processes to develop healthcare policies from grassroots efforts to legislation and healthcare advocacy for diverse populations
• Examine Global healthcare systems’ and policies’ use of technology and information management and evidence-based practices developed and used.
• Evaluate societal and healthcare trends influencing Global healthcare systems and policies: Global Awareness
• Use a framework to understand the Global processes for making policy (formulation, implementation, and modification of health policy);
• Describe the impact of politics (i.e., lobbyists, special interests groups, consumers), economic, legal and ethical issues on the development and passage of healthcare policies and on the healthcare outcomes of populations;

GLOBAL LEARNING COURSE OUTCOMES:
1. Students will describe specifically the differences between the different global healthcare systems and policies that are interrelated by their mission, vision, philosophy, values, organizational structure, service delivery, financing, and standards on health outcomes, for various populations. (Global Awareness (GA).
2. Students will compare Global healthcare systems’ and policies’ via multiple perspectives: technology, information management, and evidence-based practices developed and used within the different healthcare systems. (Global Perspective (GP).
3. Students will analyze and solve problems involving cultural competence within local, global, and international healthcare systems. (Global Engagement (GE).

TOPICAL OUTLINE
Introduction to Global healthcare systems and policies (e.g., ethical considerations of drug patents and human subject research)
Global healthcare systems: vital statistics (morbidity and mortality); costs (GDP and per capita expenditures); governmental, public and private sector factors; administration and personnel; and access and disparities issues
Global healthcare policies: Identification and discussion of factors influencing policy and the varied stakeholders (e.g., government, doctors/healthcare professionals, lobbyists, drug companies, organizations and agencies)
Technology and Information Management use in Global healthcare systems and policies
Evaluation and assessment of Global healthcare systems and policies (e.g., evidence based practices, cultural competency, and system leadership)

TEACHING STRATEGIES
The teaching strategies that will be utilized in this course are, but not limited to, the following: lecture/discussion, article critiques and small group policy modification paper and presentation, individual letters of support or opposition to proposed laws, case study analysis, and communication with students in different countries, quizzes and exams.

EVALUATION METHODS
Discussion questions on five (5) chapters each worth 5 points (See Class Discussion Rubric) for a total of 25 points
Article critiques on five (5) peer reviewed journal articles each worth 5 points (See Assignment Rubric) for a total of 25 points
Individual Letter of Support or Opposition to proposed law worth 10 points total
Small group policy modification paper and presentation taking into account diverse students’ perceptions from different countries each worth 10 points (See Group Rubrics) for a total of 20 points
Quizzes/Exams two (2) mid-term and final each worth 10 points for a total of 20 points
Overall total points available = 100

REQUIRED TEXT

Selected Readings:
- Olukoga, A., Bachmann, M., Harris, G., Olukoga, T., Oluwadiya, K. (2010). Analysis of the perception of institutional function for health sector reform in Nigeria. International Health: 2; 150-155
- Ponsar, F., Tayler-Smith, K., Philips, M., Gerard, S., VanHerp, M., Reid, T., Zachariah, R. (2010). No cash, no care: how user fees endanger health – lessons learnt regarding financial barriers to healthcare services in Burundi, Sierra Leone, Democratic Republic of Congo, Chad, Haiti and Mali. International Health: 3; 91-100

Additionally each student shall comply with the following rules, regulations and code of conduct:
1) ATTENDANCE AND PARTICIPATION IS MANDATORY. Timely class attendance as well as active participation in class and online activities and discussion is expected. Assigned readings shall be completed prior to the scheduled class. All classes are important and there is no way for students to “make up” the participation of activities or discussions. Handouts and other materials are the responsibility of the student. Class notices and materials shall be sent to students via Class online site announcement, discussion board or email, so check the class site regularly.
   a) Authorized Use & Etiquette for Class Online Site: are required to conduct themselves in a professional manner while using the class online site. Discussion Board exists for students to assist each other in discussing course related issues. FIU class online site is NOT a social network such as “Facebook” or “Twitter.” Students shall use proper English at all times and restrict their content submissions accordingly. Improper use of the class online site may result in deductions of the Attendance/Participation portion of the overall grade.
   b) Student Course Content Queries: All students having course content questions shall FIRST review this syllabus in its entirety.
SECOND, check the class online site including, the calendar, course material, assignment and assessment folders for answers. 

THIRD, use the class online discussion forum, chat or email to consult with other students. 

FOURTH, ask the question at the beginning of class (not before or after class). Only after all of the above avenues have been pursued or in case of emergency may students use the class online email to the professor. Subject line will read “course query” and all students shall be included as copy recipients so that the professor can “reply all” and inform all students simultaneously. 

STUDENTS SHALL NOT send “me too” emails to the professor (e.g., chiming in on another student’s comment, concern or suggestions). Failure to adhere to the above stated process may result in deductions in the Attendance/Participation portion of the overall grade. 

c) Missed classes: Classes missed because of legitimate absence must be approved in advance by the professor if possible (i.e., unless the nature of the emergency prevents advance notice). It is the student’s responsibility to email the professor on the online email of any intended absence ahead of time. 

2) QUIZZES/EXAM 

a) Missed quizzes/exam: Quizzes/Exam missed because of legitimate absence (i.e., illness, family emergency, military obligation, court imposed legal obligation or Act of God) shall be made up within one week of the scheduled due date. Written documentation from appropriate authority is required. Advance written class/online email notice to the professor of any absence is required if possible. 

NOTE: If for any a student misses a QUIZZES/EXAM the student shall immediately notify the professor at the professor’s personal email address noted above explaining the reason(s) for failing to take the quiz in time. If the student fails to send the email to the professor as previously noted the student will not be allowed to take the quiz. 

b) Problems encountered while taking quizzes/exam. Quizzes/Exam missed or interrupted due to technical problems outside the control of the student shall be made up within one week of the scheduled due date. Written documentation from appropriate authority is required. 

NOTE: If a student encounters a problem while taking a quiz/exam he/she shall immediately send of an email to UTS with a copy to the professor’s personal email address noted above. If a student does not timely document a problem while taking a quiz (with an email to UTS copy to the professor) no makeup will be permitted. 

c) Quizzes/Exams are not cumulative. Quizzes and exam are intended to assess student understanding, retention and knowledge of materials covered in the lectures and readings. Quizzes will be taken online or in class as noted on the Course Schedule. 

d) The following rules/restrictions apply to online quizzes/exam: open notes & books; only 1 attempt is permitted; not cumulative; 30 questions total; comprised of objective multiple choice and true and false questions; available for a 24 hours as noted on the class online site; questions will appear one at a time; students may NOT revisit a question already answered; time is limited to 35 minutes pursuant to departmental policy. 

3) DISCUSSION QUESTIONS/ANSWERS (Q&A) 

a) Students shall post on the class online site in the appropriate Assignment Folder, as well as, be prepared to discuss in class his/her answers to Discussion Questions (found at the end of each Chapter in the class text book) for those chapters identified in the Course Schedule and class online site. Each student shall produce a one paragraph answer for each of the discussion questions (his or her perspective/opinion although use of statistical or citations is encouraged). 

• Any student who fails to timely submit an assignment and/or is unable to discuss their article if chosen for class discussion shall receive a zero for the assignment.
- Students are responsible for submitting/posting in, the appropriate Assignment Folder TEXT BOX and NOT as an attachment. **Any assignment submitted as an attachment rather than in the text box shall receive ZERO credit!**

4) **ARTICLE CRITIQUES**
   a) Students shall post on the class online site in the appropriate Assignment Folder, as well as, be prepared to discuss in class his/her one paragraph summary of each Article Critique identified in the Course Schedule. Each student shall produce a one paragraph summary for each of the assigned readings found on the Class Reading List and identified on the Course Schedule below (his/her perspective/opinion of the meaning/content of the readings).
   - **Any student who fails to timely submit an assignment and/or is unable to discuss their article if chosen for class discussion shall receive a zero for the assignment.**
   - Students are responsible for submitting/posting in, the appropriate Assignment Folder TEXT BOX and NOT as an attachment. **Any assignment submitted as an attachment rather than in the text box shall receive ZERO credit!**

5) **GROUP PROJECTS:** During the first week of class students will be broken up into groups. Each group will appoint a spokesperson for the group who will be responsible for submitting group assignments. Spokespersons shall submit all correspondence to the professor with all members of the group as copy recipients or if not possible send all group members confirmation of all group assignment submissions. Each group is responsible for selecting a healthcare policy issue (a top 3 issues list in the order of preference will be submitted to the professor as set forth below and in the Course Schedule) that they would you like to create or change and include details on how they intend to formulate, implement, and if necessary modify their proposed health policy issue/legislation. Each group shall produce a project presentation and paper.
   a) A top 3 list shall be turned in by the group spokesperson for each group as indicated on the Course Schedule. The top 3 list shall at a minimum include: Group #; Spokesperson name and student ID; other member names and student ID numbers; a list of their top 3 preferred healthcare policy issues.
   b) Thereafter, each group shall be responsible for conducting a literature review/investigation of their proposed policy (including but not limited to comparable legislation, cost of proposed policy, source of funding to implement and maintain said policy etc).
   c) A **maximum ten (10) page APA Style** paper and presentation shall be turned in by each group. A draft of the paper and the final version as noted on the Course Schedule. Class presentations of the power point are also noted on the Course Schedule. Use of charts and tables are strongly encouraged in both the paper and the power point presentation – remember a source is required on any slide and in the paper for each table/chart and anywhere a number appears!
   d) Each paper **shall include the following format. These 6 sections are required** to be in the paper submitted or points will be deducted: (1) **Title page** (including Group#, member names and student ID’s); (2) **Introduction** (discussing the international, national, state and local implications of the proposed policy then explaining how and why the group selected to focus on this particular policy); (3) **Methods** (what sources were used to secure the information used in the paper (i.e., Pub Med, Medline, etc., - do not use Google or internet sites anywhere in the body of the paper and limit to less than 50% in the references); (4) **Results** (this is where you state your findings – the details, the specific language of your intended policy as well as operationalization/definition of terms); (5) **Discussion** (this is where you explain using scientific literature what other similar policies and/or this policy exists elsewhere to support passage/adoption of your policy); (6) **Conclusions & Recommendations** (this is where you can explain how the policy accomplishes the group’s ideals/intent of the policy).
   - **APA Style in-text citations are required in sections 2, 4 and 5 at a minimum!**
   - All data (facts and figures/statistics) shall be referenced appropriately. References and in text citations shall be in **APA Style** format. All your writing shall be your own. No
cutting and pasting of text from any source is allowed. That constitutes plagiarism. For those students that need help with proper APA in text citation and references, please see the following link: http://owl.english.purdue.edu/owl/. Additional APA Style links and documents will be posted on the Class online site. Also, see www.refworks.com – this source is available free to FIU students and will assist you in formatting references properly in APA and other formats. An additional source for APA Style is http://bruteforcestudyguide.com/essaywriting/apastyle.html

- Turnitin.com The group project may be required to be submitted by students to turnitin.com to check for plagiarism prior to submission. Regardless of whether turnitin.com is required, any plagiarism detected will result in the students receiving an automatic 0 points or an F for the assignment or group project which will apply to all group members.

- NOTE: Each group spokesperson will maintain an electronic account of each member’s participation by a stream of email and/or text trails. If any student does not carry their burden in the group project they will be scored individually based on their work product and documentation of participation. Spokespersons/groups shall bring issue up to the professor as soon as a problem is discovered.

6) Extra Credits
   a) NO extra credit is given in this course. No review guides will be provided for tests, quizzes or major examination.

COURSE POLICIES

Grading Scale

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<th>Grade</th>
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<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>91-92%</td>
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<td>C</td>
<td>77-80% Passing</td>
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<td>C-</td>
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<td>D+</td>
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<td>D-</td>
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Statement of Belief Regarding Teaching and Learning

The faculty believes in respect for us and each other as scholars. We believe in respect for our students as learners and as individuals whose life-experiences enrich the learning environment. We expect students to behave in a manner that exhibits respect for each other and the faculty. We believe that learning is a life-long process. We believe the ultimate goal, for learning is long term retention of the learning, not for short-term memory for exams. The real final exam is how we apply the information learned in the classroom to our personal and professional lives. We as a faculty believe that our students need to leave our course with an overall understanding of the core concepts of nursing and the connection of these concepts to the whole of nursing and patient care. We view the teaching-learning process as a collaborative adventure, where honesty and respect are the cornerstones. We believe the teaching-
learning process is a joint process, with faculty and students each accepting responsibilities for the outcomes.

As faculty, we accept the responsibility:
- To have a current knowledge in our area of teaching
- To acknowledge when we do not know an answer
- To select relevant content which is in concern with the overall curricular plan
- To act as a mentor to facilitate student learning
- To be available for students’ questions and needs, and
- To communicate expectations and evaluation in a timely manner.

We expect students to take the responsibility:
- To be active participants in the learning process
- To come to each class prepared for learning by completing readings and assignments
- To participate in classroom assignments, discussions and activities
- To be open-minded about new material
- To be willing to seek answers to questions in the text and other instructional supports
- To listen to and learn from classmates
- To communicate with faculty in a timely and respectful manner when concerns or questions arise related to the course, and
- To perform self-evaluation and pursue corrective strategies as needed.

Policy on Academic Integrity and Misconduct
Students should review the FIU policy on Academic Misconduct which can be obtained at http://www.fiu.edu/provost/polman/sec2web.html#2.44%20ACADEMIC%20MISCONDUCT. 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.

Feedback
Grades will be posted in the grade book within one week after the examination. Individual performance on quizzes, tests and exams will not be reviewed in class due to time constraints but quizzes and assignments will be reviewed in class. Students may request an individual appointment with the professor during office hours if they want to go over their test or 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 available as scheduled by the University.

Disability Statement
Students with special learning needs and 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 grade 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.

Course Schedule
Spring 2012

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Important Dates: To be announced