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 healthcare 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 healthcare 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.

Catalog 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 Objectives

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

Demonstrate a basic understanding of a healthcare system’s organizational structure, financing, mission, vision, philosophy, and values.

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.

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.

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 consideration, 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, and assigned readings.

IMPORTANT INFORMATION

Policies

Please review the policies page as it contains essential information regarding guidelines relevant to all courses at FIU and additional information on the standards for acceptable netiquette important for online courses. In addition to policies on web course etiquette, religious holy days, and academic misconduct listed on that page, please note the following:

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.

Sexual Harassment

View more information on sexual harassment.

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. Any student may request to be excused from (on-line) class to observe a religious holy day of his or her faith.

Academic Integrity

To view our Code of Academic Integrity.

Academic 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 to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct. In academic life, 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. Any instance of plagiarism will result in a zero (0) grade for the paper and the student may be dismissed from the program.
Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

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.

**Technical Requirements & 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.

This course utilizes the following tools:

- TURNITIN (TURNITIN Privacy Center)
- Microsoft Word (Microsoft Privacy Statement)

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.

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

Please visit Accessibility within Canvas webpage for more information.
For additional assistance please contact FIU’s Disability Resource Center.

**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. Learn more about CAPS at caps.fiu.edu. 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.

**Course Prerequisites**

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

**Required Textbooks**


**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 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.
COURSE DETAIL

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 “old 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: two (2) discussion questions, four (4) mini-papers, and one (1) final term paper. Read and follow the assignment instructions; you must be following the format and following instructions. Modules 1-7 are available immediately on the Course Content page. You can work ahead and see the assignments earlier if you prefer so you can take “time off.” Assignments sent in early will be graded after the published deadline.

Deadlines: Develop your own schedule for working on class assignments, but be aware of the 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 the 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 and/or be sure 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 should contact the course instructor via email (mlflower@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 to the entire group for 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 being a question leader providing information during a class meeting on campus.

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.
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 emails 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 mflower@fiu.edu or call my office phone (305-919-4419). If I do not answer, leave a message and I will return your call.

**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**.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or tablet. If you need further assistance please contact **FIU Online Support Services**.

**Topical Outline**

- Introduction to Global Health and Nursing
  - Overview
- Healthcare Systems (U.S. and Global)
  - Health statistics: life expectancies, mortality rates, etc.
  - Healthcare costs: % of gross domestic product (GDP) vs. expenditure
  - Healthcare system financing
  - Healthcare administration
  - Public and private healthcare sectors
  - Healthcare personnel (physicians, nurses, etc.)
  - 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: Pharmacy, Health Insurance, Accreditation
  - Nursing: Professional organizations, Accreditation
- Selected Global Health-Related Organizations & Agencies
  - UN agencies
  - Non-government, partnerships, development assistance, foundations
  - Nursing: Professional organizations by country, STTI, ICN

Relationships between Healthcare Systems, Organizations & Delivery of Nursing Care

- Leadership, governance, mission, vision, philosophy, values
- Nurse-led decision-making
- Implementing evidence-based practice
- U.S. Healthcare Policy and Nursing, Influencing Policy
Discussion/Participation

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).

There will be 2 discussions each worth 10%. 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. These posts may include answering the discussion question (including in-text citations and references); offering of new ideas, sharing your perspectives of the topic at hand; application of your experiences related to concepts or issues discussed; expanding to a point made by a classmate; insights into required, suggested, or current articles you find relevant for group questions for the class; tying your work/life teaching/learning experiences to the readings and topics class discussion; and/or asking questions that reveal your understanding of the topic but seek clarification for a particular point. Discussion question responses should be at least 250 words/2 paragraphs in length with appropriate text citations and at least two (2) references in APA (2009) format. Please use good grammar, punctuation, and spelling.

For each discussion, you will first post your answer to the discussion topic by the specified date (please see Course Calendar for due dates). 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).

At least two reputable references are required per discussion. References may come from the assigned and recommended texts and/or literature searches or websites and be less than 5 years old (official websites, no blogs or Wikipedia sites). MINIMALLY ONE REFERENCE PER EACH DISCUSSION QUESTION MUST COME FROM A LITERATURE SEARCH AND THE ARTICLE MUST BE AN ATTACHMENT TO YOUR POST SO THAT IT MAY BE SHARED WITH THE REST OF THE CLASS. THIS MEANS THAT THERE ARE A TOTAL OF 2 DISCUSSION QUESTIONS AND SO YOU MUST POST 1 ARTICLE FOR EACH QUESTION (WHICH MEANS BY THE END OF THE SEMESTER YOU WILL HAVE POSTED A TOTAL OF 2 ARTICLES).

Please note that both quantity and quality are important considerations when it comes to substantive participation. You are encouraged to demonstrate critical and reflective thought and extend the breadth and depth of the discussion. Whenever possible, please 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 (2009) 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 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 text, citations, and references in the Writing Guidelines, modules, and APA Manual. In addition, the APA-Formatted Paper example found on the Course Content page provides a visual example of correct APA formatting. Please note that instructors NOT REQUIRED (example in sample paper). See below for point deductions:

• Up to fifteen (15) points may be deducted from your paper if text citations and references on references are not in APA style.
  All references MUST be cited in the text. All text citations MUST be found on the reference page. Citations or references are missing, the omission is considered to be plagiarism (student misconduct). At least 6 (6) references are required per paper.
• Up to fifteen (15) points may be deducted from your paper if topical headings, subheadings, and levels are not in APA style.
  See example of headings/levels format in 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: failing the paper, failing the course, requirement to write a new paper, lowering of course grade or course failure, report to University administrator, 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 ABILITY on the Course Content page for criteria. I will grade your paper and return it to you (with comments) via Canvas. Please note 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 POSTINGS EVALUATION CRITERIA on the Course Content page for criteria.

SUBMITTING A PAPER TO TURNITIN:

After you have written and saved your paper on your hard drive, you must submit the paper to TURNITIN. The TURNITIN submission application can be found on the course navigation menu. 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 must submit your paper (overwrite a previously submitted paper) to TURNITIN BEFORE THE DUE DATE to correct plagiarism. CANVAS does 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.

Grading

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 or when work is 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.

**Course Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Discussion/Participation (original post minimum of 250 words, 2 paragraphs)</td>
<td>20%</td>
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<tr>
<td>2 discussions = 10% each</td>
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<tr>
<td>Mini-Papers (2 pages each)</td>
<td>40%</td>
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<tr>
<td>4 mini-papers = 10% each</td>
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<tr>
<td>Final Term Paper (30 pages)</td>
<td>40%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**Letter Grades**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range (%)</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
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<tr>
<td>A-</td>
<td>91 - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>89 - 90%</td>
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<tr>
<td>B</td>
<td>85 - 88%</td>
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<tr>
<td>B-</td>
<td>83 - 84%</td>
</tr>
<tr>
<td>C+</td>
<td>81 - 82%</td>
</tr>
<tr>
<td>C</td>
<td>77 - 80%</td>
</tr>
<tr>
<td>D</td>
<td>67 - 76%</td>
</tr>
<tr>
<td>F</td>
<td>60 - 66%</td>
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<tr>
<td>F0</td>
<td>&lt; 60% of work</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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</thead>
<tbody>
<tr>
<td>Module (Week)</td>
<td>Learning Activities</td>
<td>Due Date</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>---------------------------</td>
</tr>
<tr>
<td><strong>INTRODUCTION TO COURSE</strong></td>
<td><strong>VIDEO (click on the links below to access the videos):</strong></td>
<td></td>
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<tr>
<td></td>
<td>- Global Health Disparities</td>
<td></td>
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<tr>
<td></td>
<td>- Social Determinants of Health</td>
<td></td>
</tr>
<tr>
<td><strong>READINGS:</strong></td>
<td>- Chapter 1: The Principles and Goals of Global Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Chapter 2: Health Determinants, Measurements, &amp; Trends</td>
<td></td>
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</tbody>
</table>
| **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 |   6/24/18  
|                       |  - 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 |  
|                       |  - Mini-Paper #1: Select one of the Millennium Development Goals. Which key determinant(s) of health has been most beneficial and/or detrimental to its success? Use examples from published literature to support your case. | 8/3/18  
|                       |  - Select a Country with High Mortality Rates for your Final Term Paper (please use the sign-up sheet inside the Module 1 folder. Five students per country. May NOT be the country of your birth). |                           |
| **VIDEO (click on the links below to access the videos):**        |  - TEDxSydney - Malala Yousafzai                                                   |                           |
|                       |  - TEDxSydney - Stedman Bezruckox                                                   |                           |
| **READINGS:**         |  - Chapter 3: Health, Education, Poverty & the Economy                               | Mini-Paper #2 due 9/14/18 |
|                       |  - Chapter 4: Ethical & Human Rights Concerns                                       |                           |
|                       |  - Chapter 5: Introduction to Health Systems                                        |                           |
| **DUE:**              |  - Mini-Paper #2: Compare the U.S. Healthcare System with that of another country.   |                           |
| **READINGS:**         |  - Chapter 6: Culture & Health                                                      | Discussion Question #1 due | 9/28/18  
<p>|                       |  - Chapter 7: Environment &amp; Health                                                  | Post Due: 9/28/18         |
|                       |  - Chapter 8: Nutrition &amp; Global Health                                             | Reply Due: 10/3/18        |
| <strong>DUE:</strong>              |  - Discussion Question #1: Compare the Nursing Education System of two countries (not including the U.S.). |                           |</p>
<table>
<thead>
<tr>
<th>Module (Week)</th>
<th>Learning Activities</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| **READINGS:** | Chapter 9: Women's Health  
Chapter 10: The Health of Young Children  
Chapter 12: Communicable Diseases  
Chapter 13: Non-Communicable Diseases | | |
| **DUE:** | Mini-Paper #3: Identify a cultural health belief or practice. Select a model from your textbook (e.g. Health Belief Model, Stages of Change Model, or The Diffusion of Innovations Model) or a model from published literature. Briefly discuss (a) the model; (b) how the model applies to the cultural health belief or practice; (c) how the model impacts the delivery of nursing care?  
**READINGS:** | Mini-Paper #3 due 2/12/18  
Chapter 14: Unintentional Injuries  
Chapter 15: Natural Disasters and Complex Humanitarian Emergencies  
**DUE:** | Mini-Paper #4 due 10/26/18  
Mini-Paper #4: Using an example of a real-life natural disaster or complex humanitarian emergency (e.g.,) explain the advantages/disadvantages of the relationships between politics, healthcare policy and healthcare systems. | |
| **READINGS:** | Chapter 16: Working Together to Improve Global Health | Discussion Question #2 due 11/9/18  
Discussion Question #2: Who do you believe to be the most important organization or global health-related organization/agency (e.g. USAID, WHO, UNICEF)? Why? Examples listed in Chapter 16. | |
| **DUE:** | | Post Due: 11/9/18  
Reply Due: 11/14/18 | |
<table>
<thead>
<tr>
<th>Module (Week)</th>
<th>Learning Activities</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td><strong>READINGS:</strong></td>
<td>Chapter 17: Science, Technology, and Global Health</td>
<td></td>
</tr>
<tr>
<td><strong>DUE:</strong></td>
<td></td>
<td></td>
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<tr>
<td>Final Group Term Paper – Discuss the following based on the country you selected:</td>
<td></td>
<td>11/30/19</td>
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<tr>
<td>• Discuss how the country’s healthcare system, education, economy, and political factors influence healthcare and policy decisions.</td>
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<tr>
<td>• Discuss any organizational, political processes, and/or grassroots legislative efforts to influence healthcare policy and advocate for diverse populations at local, state, national, and global levels.</td>
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<tr>
<td>• Analyze the impact of cultural, societal, legal, environmental, and/or nutritional factors contributing to health disparities.</td>
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<tr>
<td>• How can science and technology impact this country’s healthcare trends?</td>
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