

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: MANAGEMENT PROGRAMS/ HEALTH  
ADMINISTRATION

COLLEGE: BUSINESS

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX HSA COURSE NUMBER 6106 LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT [RPOLANSK@FAU.EDU](mailto:RPOLANSK@FAU.EDU))

COMPLETE COURSE TITLE: GLOBAL ISSUES IN HEALTH CARE DELIVERY

**EFFECTIVE DATE**

(first term course will be offered)

\_\_\_\_\_ SPRING 2013 \_\_\_\_\_

CREDITS: 3

TEXTBOOK INFORMATION: JACOBSEN, KATHRYN H. (2008) *INTRODUCTION TO GLOBAL HEALTH* ISBN: 978-0-7637-5159-3 AVAILABLE @ [WWW.JBPUB.COM](http://WWW.JBPUB.COM) FOR \$84.95

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR  SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:**

THE COURSE OFFERS A COMPREHENSIVE OVERVIEW OF CURRENT GLOBAL AND PUBLIC HEALTH ISSUES. STUDENTS WILL EXPLORE HEALTHCARE SYSTEMS & CHALLENGES TO POPULATION HEALTH IN SELECTED COUNTRIES WORLDWIDE, AND INVESTIGATE AND DISCUSS THE IMPACT OF EMERGING, RE-EMERGING, COMMUNICABLE AND NON-COMMUNICABLE DISEASES.

PREREQUISITES \*: NONE

COREQUISITES\*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)\*:

\* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE (GRADUATE FACULTY MEMBER, PH.D., OR DOCTORAL DEGREE PLUS A MINIMUM OF 5 YEARS WORK EXPERIENCE IN HEALTHCARE).

Faculty contact, email and complete phone number:  
 Carol Hutton, [chutton2@fau.edu](mailto:chutton2@fau.edu)  
 Or  
 Dr. Dennis S. Palkon, [dpalkon@fau.edu](mailto:dpalkon@fau.edu), 561-297-3208

Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.

**Approved by:**

Department Chair: Beggy Golden  
 College Curriculum Chair: [Signature]  
 College Dean: Paul Hui  
 UGPC Chair: \_\_\_\_\_  
 Graduate College Dean: \_\_\_\_\_  
 UFS President: \_\_\_\_\_  
 Provost: \_\_\_\_\_

**Date:**

1/28/2013  
1/25/2013  
1.28.13  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**ATTACHMENT CHECKLIST**

- ♦Syllabus (see guidelines for requirements: [http://www.fau.edu/provost/files/course\\_syllabus.2011.pdf](http://www.fau.edu/provost/files/course_syllabus.2011.pdf))
- ♦Written consent from all departments affected by new course

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.



# FLORIDA ATLANTIC UNIVERSITY

777 GLADES ROAD • P.O. BOX 3091  
BOCA RATON, FLORIDA 33431-0991

DEPARTMENT OF MARKETING  
COLLEGE OF BUSINESS  
(561) 297-3036 • Fax: (561) 297-0402

**January 22, 2013**

## **Memorandum:**

**TO:** Nancy Diamond  
Graduate College  
Florida Atlantic University

**FROM:** Dr. Allen Smith *as*  
College of Business, University Graduate Council Representative

**SUBJECT:** Letters of Permission for HSA 6106 and HSA 6127

As requested by members of the University Programs Committee, attached are letters in support of HSA 6106: Global Issues in Health Care and HSA 6127: Managed Health Care from:

Public Administration  
College of Nursing  
Department of Anthropology  
College of Medicine

## Allen Smith

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**From:** Dennis Palkon <dpalkon@fau.edu>  
**Sent:** Wednesday, January 16, 2013 4:31 PM  
**To:** Allen Smith  
**Cc:** Peggy Golden; Dennis Palkon; Najia Hamid  
**Subject:** Approval for New Course Proposals-MHA Electives

Allen,

Please see the responses of approval below from the various departments. Let's move forward on this. Much thanks...Dennis

Dear Dr. Palkon:

I am supporting your new course proposals. Our School of Public Administration does not offer health care administration. Actually these courses will complement our Ph.D. program as once a while our Ph.D. students select health care policy as their specialization.

I wish you luck with your new course proposals.

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Khi V. Thai, Ph.D., Professor  
Director, School of Public Administration & Interim Director, School of Criminology & Criminal Justice  
Florida Atlantic University  
Editor, Journal of Public Budgeting, Accounting & Financial Management  
Editor, Journal of Public Procurement  
Editor, International Journal of Organization Theory and Behavior

Hi Dennis

I have reviewed the syllabi for these two health care administration courses (Global Health Delivery and Managed Care) that we currently encourage our Nursing Administration students to take as electives. Neither one is duplicative of any course we offer in the College of Nursing. The feedback on both from our nursing graduate students has been very positive.

I am putting our Dean on this email for her information as you move these courses forward for approval. Let us know if we can be of any further assistance to you.

*Rose O Sherman, RN, NEA-BC, FAAN*

The College of Medicine has no objections to these courses.

David J. Bjorkman, M.D., M.S.P.H.  
Dean and Professor  
Charles E. Schmidt College of Medicine  
Florida Atlantic University  
777 Glades Road BC 71 Room 239  
Boca Raton, FL 33431

Dear Dennis,

The Department of Anthropology has no objection to your new course proposals.

Best,  
Michael Harris  
Chair, Anthropology

Dr. Dennis S. Palkon  
Professor and Director  
Health Administration Programs  
College of Business  
Florida Atlantic University  
777 Glades Road  
Fleming Hall, Room 311  
Boca Raton, FL 33431  
Phone: 561-297-3208  
Fax: 561-297-2675  
Email: [dpalkon@fau.edu](mailto:dpalkon@fau.edu)

## Allen Smith

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**From:** David Bjorkman <dbjorkm1@fau.edu>  
**Sent:** Thursday, January 10, 2013 1:11 PM  
**To:** Dennis Palkon; Rose Sherman; Michael Harris; Khi Thai  
**Cc:** Allen Smith; Peggy Golden; Najia Hamid  
**Subject:** Re: New Course Proposals

The College of Medicine has no objections to these courses.

David J. Bjorkman, M.D., M.S.P.H.  
Dean and Professor  
Charles E. Schmidt College of Medicine  
Florida Atlantic University  
777 Glades Road BC 71 Room 239  
Boca Raton, FL 33431

tel: 561.297.4341  
fax: 561.297.0914  
email: [dbjorkm1@fau.edu](mailto:dbjorkm1@fau.edu)  
[www.med.fau.edu](http://www.med.fau.edu)

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**From:** Dennis Palkon <[dpalkon@fau.edu](mailto:dpalkon@fau.edu)>  
**Date:** Tuesday, January 8, 2013 5:07 PM  
**To:** Rose Sherman <[rsherman@fau.edu](mailto:rsherman@fau.edu)>, David Bjorkman <[dbjorkm1@fau.edu](mailto:dbjorkm1@fau.edu)>, Michael Harris <[mharris@fau.edu](mailto:mharris@fau.edu)>, Khi Thai <[THAI@fau.edu](mailto:THAI@fau.edu)>  
**Cc:** Dennis Palkon <[dpalkon@fau.edu](mailto:dpalkon@fau.edu)>, Allen Smith <[AESMITH@fau.edu](mailto:AESMITH@fau.edu)>, Peggy Golden <[GOLDEN@fau.edu](mailto:GOLDEN@fau.edu)>, Najia Hamid <[nhamid1@my.fau.edu](mailto:nhamid1@my.fau.edu)>  
**Subject:** New Course Proposals

Dear Drs. Sherman, Bjorkman, Harris, and Thai,

Attached are the new course proposal forms and syllabi for our MHA Program, namely Managed Care and Global Issues in Healthcare Delivery. These courses have been approved but need permission from your colleges and/or departments in order to be finalized and offered. Please feel free to contact me if you have any questions. A simple email stating your approval will suffice. Much thanks...Dr. Palkon

Dr. Dennis S. Palkon  
Professor and Director  
Health Administration Programs  
College of Business  
Florida Atlantic University  
777 Glades Road  
Fleming Hall, Room 311  
Boca Raton, FL 33431  
Phone: 561-297-3208  
Fax: 561-297-2675  
Email: [dpalkon@fau.edu](mailto:dpalkon@fau.edu)



Florida Atlantic University  
COLLEGE OF BUSINESS

**FLORIDA ATLANTIC UNIVERSITY**  
**HSA 6106: GLOBAL ISSUES IN HEALTH CARE DELIVERY**  
**CRN\_\_\_\_:**  
**3 Credits**  
**TERM:**  
**100% ONLINE COURSE**

**Course Syllabus**

**INSTRUCTOR: Carol Hutton Ed.D., ARNP**  
**CELL PHONE: 561-715-3188**  
**Email: [chutton2@fau.edu](mailto:chutton2@fau.edu)**

**Office Hours**

**Given the distance learning mode of this course, “office hours” will be Tuesdays, 1-3PM when I will be available by telephone or via CHAT at that time. A fff meeting on campus must be arranged by appointment.**

**REQUIRED TEXTS & WEBLINKS:**

**Jacobsen, Kathryn H. (2008) *Introduction to Global Health* ISBN: 978-0-7637-5159-3 Available @ [www.jbpub.com](http://www.jbpub.com) \$84.95**

**American Psychological Association. (2001) *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.) ISBN: 1-53798-790-4 [www.apa.org](http://www.apa.org)**

**The United Nations Millennium Goals Report: 2012:  
<http://www.un.org/millenniumgoals/pdf/MDG%20Report%202012.pdf>**

**<http://globalhealth.kff.org> (this will be the main site you will peruse daily in this course) *Each student must log on and sign up for DAILY GLOBAL HEALTH ALERTS for the duration of this course.***

**RECOMMENDED TEXTS:**

***Concise Rules of APA Style* (2005) American Psychological Association ISBN: 1-59147-252-0 [www.apa.org](http://www.apa.org)**

Friis, Robert (2012) *Essentials of Environmental Health* ISBN: 9780763778903  
[www.jbpub.com](http://www.jbpub.com)

Kebede-Francis, Enku (2011) *Global Health Disparities* ISBN: 9780763778934  
[www.jbpub.com](http://www.jbpub.com)

Lovett-Scott, Margie (2014) *Global Health Systems: Comparing Strategies for Delivering Health Services* ISBN-13: 978-144-961118995 [www.jbpub.com](http://www.jbpub.com)

Riegelman, Richard (2013) *Essentials of Health, Culture & Diversity* ISBN: 978-0-7637-8045-6 [www.jbpub.com](http://www.jbpub.com)

Sorel, Eliot (2013) *21st Century Global Mental Health* ISBN" 97814427874  
[www.jbpub.com](http://www.jbpub.com)

**RECOMMENDED COURSE MATERIALS & WEBLINKS:**

[www.medscape.com](http://www.medscape.com) (It is recommended you sign up (free) so you will be able to access required readings in this course)

**Dr. Padmini Murthy's Global Health Blog:** <http://boards.medscape.com/.29f777d0/>  
(It is recommended you scan all her blogs from 2010 to present & follow this BLOG for the duration of this course as it will help keep you updated on current global health issues)

**The World Health Report 2008: Primary Health Care**  
[http://www.who.int/whr/2008/whr08\\_en.pdf](http://www.who.int/whr/2008/whr08_en.pdf)

**The World Health Report 2007: A Safer Future: Global Public Health Security in the 21<sup>st</sup> Century**  
[http://www.who.int/whr/2007/media\\_centre/slides\\_en.pdf](http://www.who.int/whr/2007/media_centre/slides_en.pdf)

[www.who.int/en](http://www.who.int/en)

[www.healthmap.org/en/](http://www.healthmap.org/en/)

<http://www.globalpublichealthconference.org/home/>  
[www.cdc.gov](http://www.cdc.gov)

[www.commonwealthfund.org](http://www.commonwealthfund.org)



[www.dartmouthatlas.org](http://www.dartmouthatlas.org)

[www.gao.gov](http://www.gao.gov)

[www.fda.gov](http://www.fda.gov)

[www.apha.org](http://www.apha.org)

[www.rwjf.org](http://www.rwjf.org)

[www.ahrq.gov](http://www.ahrq.gov)

[www.dhhs.gov](http://www.dhhs.gov)

[www.iom.edu](http://www.iom.edu)

[www.gatesfoundation.org](http://www.gatesfoundation.org)

[www.pewtrusts.org](http://www.pewtrusts.org)

#### **COURSE DESCRIPTION:**

The course offers a comprehensive overview of current and emerging global health issues. Students will explore healthcare systems & challenges to population health in selected countries worldwide, and analyze the impact of emerging, re-emerging, communicable and non-communicable diseases.

#### **COURSE OBJECTIVES**

- Describe environmental, social, economic and political influences on the development of a country's public health system.
- Analyze & discuss communicable, non-communicable and infectious diseases and their impact on healthcare systems and the health of the local, regional and global populations.
- Analyze & discuss maternal, child & mental global health issues.
- Analyze & discuss environmental and nutritional issues impacting the health of the local, regional and global populations.
- Identify and discuss socioeconomic factors that contribute to health inequalities worldwide.



- Analyze the development and operation of healthcare systems in the context of micro- and macro-policy making.
- Discuss the roles of NGOs in the delivery of healthcare services in developing countries.
- Research and discuss selected global health issues in depth.
- Forecast and discuss future challenges in global healthcare

## COURSE COMPETENCIES

### Entrance Competencies

- Understand the fundamental concepts of health care administration and management.
- Understand the different organizational, social and political forces impacting health care delivery.

### Exit Competencies

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

- Research and articulate current and emerging global health delivery issues.
- Demonstrate ability to forecast global healthcare challenges and their impact on US health care policy and the delivery of health care services at local, regional and national levels within the United States.
- Demonstrate an understanding of the political, ethical, legal and social forces impacting global health.

### Online Discussion Requirements (70% of your grade in HSA )

***To be successful in HSA6930 students need to have knowledge of: (a) Blackboard, (b) Computer based research, (c) APA style format guidelines, (d) Standard American English usage as outlined in the APA Manual chapters 2-3, and (e) 10hrs/week (4 for class and 6 in class prep and research) to devote to course related activities***

The exchange of ideas between colleagues engaged in scholarly inquiry is a key aspect of graduate level learning, and is a requisite activity in this course. There will be 5 online discussions over this term, requiring a thoughtful analysis on the topic supported by

current data, and cogent responses to other student posts.

Requirements: Students are expected to participate 3-4 days a week by posting materials and contributions to the **Bb Discussion**. In addition, students are expected to comment on materials posted by at least 3 other fellow students. To count as participation, your postings need to be thoughtful; that is, they refer to the week's readings, relevant issues in the news, information obtained from other sources, or ideas expressed in the postings of other class members. **Where appropriate, use references to support your position.** Your postings must demonstrate that you reflected on the assigned readings and synthesized the material with your previous knowledge and experience. Adhere to the designated timeframe to allow others time to comment on your work. ***I will post a due date for each bi-weekly Bb DQ. Failure to respond to the bi-weekly deadline for postings will be penalized at 2 points per day.***

**Due dates for all DQ's & written assignments will be posted on Bb. Late assignments will be penalized at rate of 2 points per day, unless arrangements have been made and approved in advance with the instructor. If an assignment is three days late and no prior arrangement was made, that assignment will not be accepted.**

#### Netiquette Policy

It is important to keep in mind that although we are in a "virtual" environment, we still need to interact properly with each other and maintain an appropriate level of etiquette. The term netiquette is used to refer to online etiquette. By following these rules you will improve the readability of your messages and you will help others handle the large volume of information in an online classroom:

- **Stay on topic.** While discussion is encouraged, rambling and tangential conversations do not make postings substantive and are not conducive to a quality learning experience.
- **Use appropriate subject lines in your replies.** As a conversation evolves, it's helpful to change the subject line of a threaded message to reflect the changing topic.
- **Add multiple comments directly into messages in your replies.** While a straight-forward reply is usually appropriate, interspersing your comments throughout an original posting may be more effective if you wish to respond to multiple points. For example, interspersing **\*\*\*multiple\*\*\*** comments in the body of the original message **\*\*\*like this\*\*\*** increases the readability of a response that addresses various points.
- **Avoid "I agree" and "Me, too!" messages.** Spending time reading messages without substance can be frustrating for all parties.

- **Avoid the use of all caps.** (IT'S LIKE SHOUTING!) Use caps occasionally for strong emphasis, but only for individual words.
- **Avoid writing errors, even when "talking" with one another.** Messages in the **Main** forums can be at times conversational and informal. Nonetheless, you should check your spelling and grammar and write in an appropriate manner.
- **Carefully choose the format for your messages.** Long paragraphs are difficult to follow on-screen. As a general rule, limit each paragraph to five to seven lines. Avoid fonts that are difficult to read because of style, color, or size.

### Anti-plagiarism Software

Written components of any assignment or project may be submitted to anti-plagiarism software ("Safe-Assign"- a technology to identify plagiarism) to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University's honor code discussed below.

### Selected University and College Policies

#### **Academic Integrity, Misconduct Policy & FAU Honor Code**

Students at FAU are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. includes, but is not limited to, dishonesty on quizzes, tests, or assignments, claiming credit for work not done or done by others; hindering the academic work of other students, misrepresenting academic or professional qualification within or without the University, and nondisclosure or misrepresentation in filling out applications or other University records. Harsh penalties are associated with academic dishonesty; see the code of Academic Integrity for FAU:

[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

Plagiarism is a specific type of academic dishonesty that involves claiming credit for work done by others. Plagiarism includes the following

- Borrowing the organization or ideas of others without acknowledging the original source.
- Copying the words of others without putting them in quotation marks and providing a citation.
- Handing in a paper or assignment written by someone else as if it were yours. Copying answers from another person or from the book on a test or homework.

In short, if you put your name on work that you did not do, this is plagiarism. Also, turning in work that was done for another class without permission of the instructor is not appropriate.

American Disabilities Act: If you require special accommodations under ADA, please advise me. Every effort will be made to meet these needs. *In compliance with the ADA, students who require special accommodations due to disability must register with the Office for Students with Disabilities (OSD) and follow all OSD procedures.*

#### **Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Plagiarism is a specific type of academic dishonesty that involves claiming credit for work done by others. Plagiarism includes the following

- Borrowing the organization or ideas of others without acknowledging the original source.
- Copying the words of others without putting them in quotation marks and providing a citation.
- Handing in a paper or assignment written by someone else as if it were yours. Copying answers from another person or from the book on a test or homework.

In short, if you put your name on work that you did not do, this is plagiarism. Also, turning in work that was done for another class without permission of the instructor is not appropriate.

#### **Disability Policy Statement**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) – in Boca Raton, SU 133, (561) 297-3880; in Davie, MOD 1, (954) 236-1222; in Jupiter, SR 117, (561) 799-8585; or, at the Treasure Coast, CO 128, (772) 873-3305 – and follow all OSD procedures.

#### **Religious Accommodation Policy Statement**



In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices **and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.** For further information, please see [Academic Policies and Regulations](#).

#### **University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

#### **College of Business Minimum Grade Policy Statement**

The minimum grade for College of Business requirements is a "C". This includes all courses that are a part of the pre-business foundation, business core, and major program. In addition, courses that are used to satisfy the university's Writing Across the Curriculum and Gordon Rule math requirements also have a minimum grade requirement of a "C". Course syllabi give individualized information about grading as it pertains to the individual classes.

#### **Incomplete Grade Policy Statement**

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

#### **Withdrawals**

Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course.

#### **Grade Appeal Process**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.

The procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](#).

### **Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... *activities which interfere with the educational mission within classroom.*" Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. *Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.*

### **Faculty Rights and Responsibilities**

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

## GRADING SCHEME & COURSE REQUIREMENTS

Course Requirements	Percent of Final Grade
Bb Discussion (4 DQs over this term @ 15 - 20 pts each)	70%
Final Exam (may or may not be DQ#5)	30%

Grades for HSA\_\_\_ are as follows:

Grade	Point	Meaning
<b>A</b>	93 – 100	Superior
<b>A-</b>	90 – 92	With Merit
<b>B+</b>	87 – 89	Satisfactory
<b>B</b>	83 – 86	Passing
<b>B-</b>	80 – 82	
<b>C+</b>	77 – 79	
<b>C</b>	73 – 76	Unsatisfactory
<b>C-</b>	70 – 72	
<b>D+</b>	67 – 69	
<b>D</b>	60 – 66	
<b>F</b>	0 - 59	Failure

### Weekly Reading & Bb Discussion Assignments (Chapter PPTs are found under the CONTENT tab of Bb.)

<b>Week 1:</b>	<b>Online Introductions on BB Water Cooler</b>
<b>Reading:</b>	<b>Read Chapters 1- 3 &amp; Chapter 14 in TEXT</b>

**Other  
Assignments:**

**REVIEW Chapter 1-3 & 14 PPTs**

**VIEW KAISER GLOBAL HEALTH 101 TUTORIAL: (15 mins)**  
<http://www.kaiseredu.org/Tutorials-and-Presentations/Global-Health-101.aspx> on Bb under the CONTENT link

**VIEW KAISER TUTORIAL ON CONDUCTING WEB RESEARCH ON PUBLIC & GLOBAL HEALTH: (20 mins)**  
<http://www.kaiseredu.org/Tutorials-and-Presentations/Conducting-Research-with-Online-Data-Query-Tools.aspx> on Bb under the CONTENT link

<http://www.medscape.com/viewarticle/745545>

<http://csis.org/event/new-usaid-global-health-strategy>  
*View this 1 hour video (R side of the screen)*

<http://www.medscape.com/viewarticle/571992> *brief 3 min video-editorial with Dr Roger Bulger, past CEO of American Academic Health Centers, re America's role in Global health*

[http://www.huffingtonpost.com/karl-hofmann/10-global-health-achievem\\_b\\_1174352.html?ref=impact&ir=Impact](http://www.huffingtonpost.com/karl-hofmann/10-global-health-achievem_b_1174352.html?ref=impact&ir=Impact)

**Students will be responsible for accessing and reading daily global health news via:**

**1. <http://globalhealth.kff.org>**  
You must log on and sign up for the DAILY GLOBAL HEALTH report produced from this site. I will expect you all to peruse this report daily for the duration of this course.

**2. Dr. Padmini Murthy's Global Health Blog:**  
<http://boards.medscape.com/.29f777d0/> (Please make every attempt to scan all her blogs from DEC 2, 2010 to present & follow this BLOG for the duration of this course as it will help keep you updated on current global health issues)



	<p>3. Take some time to explore this website: <a href="http://www.healthmap.org/en/">www.healthmap.org/en/</a></p>
<p><b>Week 2</b></p>	<p><b>Forces Shaping Global Health Care 2012</b></p> <p><b>REVIEW the following webcasts, monograph &amp; articles:</b></p> <p><a href="http://globalhealth.kff.org/Multimedia/2012/January/05/gh010512video.aspx">http://globalhealth.kff.org/Multimedia/2012/January/05/gh010512video.aspx</a> (approx 2 hrs)</p> <p><a href="http://globalhealth.kff.org/Home/KGH/Multimedia/2011/April/21/In%20FocusCongress04212011.aspx">http://globalhealth.kff.org/Home/KGH/Multimedia/2011/April/21/In%20FocusCongress04212011.aspx</a> 1 hour webcast discussing Congress &amp; Global Health; April 2011</p> <p><a href="http://www.kff.org/globalhealth/upload/8140.pdf">http://www.kff.org/globalhealth/upload/8140.pdf</a> Print off &amp; review this 30 pg monograph</p> <p><a href="http://www.kff.org/globalhealth/upload/8247.pdf">http://www.kff.org/globalhealth/upload/8247.pdf</a> Print off &amp; review this monograph</p> <p><a href="http://www.washingtontimes.com/news/2011/nov/8/america-at-a-global-crossroads/">http://www.washingtontimes.com/news/2011/nov/8/america-at-a-global-crossroads/</a></p> <p><a href="http://www.medscape.com/viewarticle/741614">http://www.medscape.com/viewarticle/741614</a></p> <p><a href="http://emedicine.medscape.com/article/123702-overview">http://emedicine.medscape.com/article/123702-overview</a></p> <p><a href="http://www.medscape.org/viewarticle/709248">http://www.medscape.org/viewarticle/709248</a></p> <p><a href="http://www.medscape.com/viewarticle/570446">http://www.medscape.com/viewarticle/570446</a> print</p> <p><a href="http://www.medscape.com/viewarticle/573877">http://www.medscape.com/viewarticle/573877</a></p> <p>Review: <b>The World Health Report 2008: Primary Health Care</b> <a href="http://www.who.int/whr/2008/whr08_en.pdf">http://www.who.int/whr/2008/whr08_en.pdf</a></p> <p>Review: <b>The World Health Report 2007: A Safer Future: Global Public Health Security in the 21<sup>st</sup> Century</b></p>

	<p><a href="http://www.who.int/whr/2007/media_centre/slides_en.pdf">http://www.who.int/whr/2007/media_centre/slides_en.pdf</a></p>
<p><b>Weeks 3-5</b></p>	<p><b>DQ#1: Focus on Global Health Priorities</b></p> <p>To prepare for this DQ: REVIEW the following:</p> <p><a href="http://www.commonwealthfund.org/Content/Multimedia/Videos/2011/13th-International-Health-Ministers-Symposium.aspx">http://www.commonwealthfund.org/Content/Multimedia/Videos/2011/13th-International-Health-Ministers-Symposium.aspx</a></p> <p><a href="http://www.commonwealthfund.org/Content/Multimedia/Videos/2011/13th-International-Health-Ministers-Symposium.aspx">http://www.commonwealthfund.org/Content/Multimedia/Videos/2011/13th-International-Health-Ministers-Symposium.aspx</a> (approx 5 mins)</p>
<p><b>Reading:</b></p>	<p>Read Chapters 4 &amp; 5 in TEXT REVIEW Chapter Summary PPTs on BB</p> <p>Students will be responsible for accessing and reading all current global health news related to this week's online discussion via <a href="http://globalhealth.kff.org">http://globalhealth.kff.org</a></p>
<p><b>Other Assignments:</b></p>	<p><a href="http://www.washingtonpost.com/national/health-science/half-of-us-adults-will-be-obese-by-2030-report-ays/2011/08/25/gIQAYthweJ_story.html">http://www.washingtonpost.com/national/health-science/half-of-us-adults-will-be-obese-by-2030-report-ays/2011/08/25/gIQAYthweJ_story.html</a></p> <p><a href="http://www.upi.com/Health_News/2011/11/01/World-getting-more-obese-US-No-1/UPI-47441320165417/?spt=hs&amp;or=hn">http://www.upi.com/Health_News/2011/11/01/World-getting-more-obese-US-No-1/UPI-47441320165417/?spt=hs&amp;or=hn</a></p> <p><a href="http://download.thelancet.com/flatcontentassets/pdfs/S0140673611613895.pdf">http://download.thelancet.com/flatcontentassets/pdfs/S0140673611613895.pdf</a></p> <p><a href="http://www.globalpublichealthconference.org/downloads/bg/BackgroundPaper_Piot_BKA_15OCT_D.pdf">http://www.globalpublichealthconference.org/downloads/bg/BackgroundPaper_Piot_BKA_15OCT_D.pdf</a></p> <p><a href="http://www.globalpublichealthconference.org/downloads/bg/BackgroundPaper_Natividad_BKA_15OCT_C.pdf">http://www.globalpublichealthconference.org/downloads/bg/BackgroundPaper_Natividad_BKA_15OCT_C.pdf</a></p>

	<p><a href="http://www.kff.org/globalhealth/upload/8206.pdf">http://www.kff.org/globalhealth/upload/8206.pdf</a></p> <p><a href="http://www.medscape.com/viewarticle/746808">http://www.medscape.com/viewarticle/746808</a></p> <p><a href="http://www.medscape.com/viewarticle/752627">http://www.medscape.com/viewarticle/752627</a></p> <p>Any additional readings will be posted on Bb</p>
<p><b>Weeks 6-8</b></p> <p><b>Reading:</b></p>	<p><b>BB DQ #2: Focus on Globalization &amp; Infectious Diseases</b></p> <p><b>Read Chapters 6 - 8 in TEXT</b>  <b>REVIEW Chapter Summary PPTs on BB</b>  <b>VIEW KAISER GLOBAL AIDS TUTORIAL ON GLOBAL AIDS:</b>  <a href="http://www.kaiseredu.org/Tutorials-and-Presentations/Global-HIV-AIDS-Epidemic.aspx">http://www.kaiseredu.org/Tutorials-and-Presentations/Global-HIV-AIDS-Epidemic.aspx</a> on Bb under the <b>CONTENT</b> link</p> <p><b>READ:</b> <a href="http://www.avac.org/ht/d/sp/i/39921/pid/39921">http://www.avac.org/ht/d/sp/i/39921/pid/39921</a>  <b>READ:</b>  <a href="http://www.foreignpolicy.com/articles/2012/01/05/flu_season?page=0,0">http://www.foreignpolicy.com/articles/2012/01/05/flu_season?page=0,0</a></p> <p><b>VIEW THE 2011 FILM <i>CONTAGION</i> (now on DVD)</b>  <b>Read the following article on the film:</b>  <a href="http://www.time.com/time/arts/article/0,8599,2092269,00.html?artId=2092269?contentType=article?chn=arts">http://www.time.com/time/arts/article/0,8599,2092269,00.html?artId=2092269?contentType=article?chn=arts</a></p> <p><b>View this 2 min animation: <i>HOW A VIRUS CHANGES THE WORLD</i> (at bottom of this page):</b>  <a href="http://www.takepart.com/contagion">http://www.takepart.com/contagion</a></p> <p><b>REVIEW THESE RESOURCES on 1918 FLU:</b> <a href="http://virus.stanford.edu/uda/">http://virus.stanford.edu/uda/</a> &amp; <a href="http://1918.pandemicflu.gov/">http://1918.pandemicflu.gov/</a></p> <p><b>Spend some time exploring this GLOBAL HEALTH MAP:</b></p>



**Other  
Assignments**

<http://healthmap.org/en/>

<http://www.state.gov/r/pa/prs/ps/2011/11/176770.htm>

<http://www.kff.org/globalhealth/upload/8211.pdf>

<http://www.medscape.com/viewarticle/747023>

<http://www.medscape.com/viewarticle/745462>

<http://www.medscape.com/viewarticle/747239>

<http://www.medscape.com/viewarticle/744092>

<http://emedicine.medscape.com/article/216993-overview>

<http://emedicine.medscape.com/article/230802-overview>

<http://www.medscape.com/viewarticle/747464>

**Any additional readings will be posted on Bb**

<b>Weeks 9-11</b>	<b>DQ #3: Focus on MCH, Nutrition &amp; Environmental Issues in Global Health</b>
<b>Reading:</b>	<p><b>Read Chapters 9 -11 in TEXT</b>  <b>REVIEW Chapter Summary PPTs on BB</b></p> <p><b>REVIEW TUTORIAL ON GLOBAL CHILDREN'S HEALTH:</b>  <a href="http://www.kaiseredu.org/Tutorials-and-Presentations/Global-Childrens-Health.aspx">http://www.kaiseredu.org/Tutorials-and-Presentations/Global-Childrens-Health.aspx</a></p> <p><b>REVIEW TUTORIAL ON GLOBAL WOMEN'S HEALTH:</b>  <a href="http://www.kaiseredu.org/Tutorials-and-Presentations/Global-Womens-Health.aspx">http://www.kaiseredu.org/Tutorials-and-Presentations/Global-Womens-Health.aspx</a></p>
<b>Other Assignments</b>	<p><a href="http://www.medscape.com/viewarticle/738459">http://www.medscape.com/viewarticle/738459</a></p> <p><a href="http://www.medscape.com/viewarticle/705844">http://www.medscape.com/viewarticle/705844</a></p> <p><a href="http://www.medscape.org/viewarticle/589058">http://www.medscape.org/viewarticle/589058</a></p> <p><b>REVIEW UN MDG'S outlined in APPENDIX V (pgs. 336 – 339) in your TEXT</b>  <b>READ May 2011 MDG'S PROGRESS REPORT:</b>  <a href="http://www.who.int/mediacentre/factsheets/fs290/en/index.html">http://www.who.int/mediacentre/factsheets/fs290/en/index.html</a>  <b>Spend some time exploring:</b>  <a href="http://www.who.int/gho/map_gallery/en/">http://www.who.int/gho/map_gallery/en/</a>  <b>ENVIRONMENTAL HEALTH: View this 3 min video:</b>  <a href="http://dea.org.au/resources/file/code_green_video">http://dea.org.au/resources/file/code_green_video</a> &amp; Spend some time exploring these sites:  <a href="http://www.usaid.gov/fwd/crisis.html">http://www.usaid.gov/fwd/crisis.html</a>  <a href="http://www.one.org/c/international/issue/3803/">http://www.one.org/c/international/issue/3803/</a>  <b>NUTRITION:</b>  <a href="http://www.nytimes.com/2010/09/05/mag">http://www.nytimes.com/2010/09/05/mag</a></p>

	<p><a href="#">azine/05Plumpy-t.html</a>  <b>MATERNAL-CHILD HEALTH:</b>  <a href="http://www.cbsnews.com/stories/2011/10/04/eveningnews/main20115665.shtml">http://www.cbsnews.com/stories/2011/10/04/eveningnews/main20115665.shtml</a>  <a href="http://www.internalmedicineneeds.com/vi">http://www.internalmedicineneeds.com/vi</a>  <a href="http://www.internalmedicineneeds.com/vi">ews/world-wide-med/blogview40822/a-physician-couple-heads-to-ecuador/5f83e1c2f2.html</a></p> <p><b>Any additional readings will be posted on Bb</b></p>
<p><b>Weeks 12-13</b></p> <p><b>Reading:</b></p> <p><b>Other Assignments</b></p>	<p><b>DQ #4: Focus on GLOBAL MENTAL HEALTH</b></p> <p><b>REVIEW CHAPTER 5 IN TEXT (PGS. 98-101)</b></p> <p><a href="http://www.youtube.com/watch?v=ptnP-TWhKqY">http://www.youtube.com/watch?v=ptnP-TWhKqY</a> <b>View DR Patel's lecture</b></p> <p><b>READ PGS 10-13; 70-75:</b>  <a href="http://www.who.int/mental_health/publications/mental_health_atlas_2011/en/index.html">http://www.who.int/mental_health/publications/mental_health_atlas_2011/en/index.html</a></p> <p><b>REVIEW:</b>  <a href="http://www.alz.co.uk/research/world-report-2011">http://www.alz.co.uk/research/world-report-2011</a> &amp; <b>SCAN EXEC SUMMARY:</b>  <a href="http://www.alz.co.uk/research/WorldAlzheimerReport2011ExecutiveSummary.pdf">http://www.alz.co.uk/research/WorldAlzheimerReport2011ExecutiveSummary.pdf</a></p> <p><b>READ:</b>  <a href="http://www.who.int/mediacentre/factsheets/fs220/en/index.html">http://www.who.int/mediacentre/factsheets/fs220/en/index.html</a></p> <p><a href="http://www.who.int/mental_health/publications/mentalhealthday_brochure_2011.pdf">http://www.who.int/mental_health/publications/mentalhealthday_brochure_2011.pdf</a></p>

	<p><a href="http://www.who.int/mediacentre/news/notes/2011/mental_health_20111007/en/index.html">http://www.who.int/mediacentre/news/notes/2011/mental_health_20111007/en/index.html</a></p> <p><a href="http://www.medscape.com/viewarticle/713581">http://www.medscape.com/viewarticle/713581</a></p> <p><a href="http://www.medscape.com/viewarticle/749137">http://www.medscape.com/viewarticle/749137</a></p> <p><a href="http://www.medscape.com/viewarticle/749901">http://www.medscape.com/viewarticle/749901</a></p> <p><b>RESOURCE LINK FOR THIS DQ:</b> <a href="http://www.medscape.com/psychiatry">http://www.medscape.com/psychiatry</a></p> <p><b>Any additional readings will be posted on Bb</b></p>
<p><b><u>Weeks 14 - 15</u></b></p>	<p><b>FINAL EXAM or DQ#5 (30%)</b></p> <p><b>A critical analysis &amp;/or synthesis global health topics discussed this semester which will require in-depth research.</b></p>



**COVER PAGE TO BE USED FOR HSA\_\_ ASSIGNMENTS**

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**Assignment for GLOBAL HEALTH ISSUES**

Submitted to: Dr. Carol Hutton, ARNP

Submitted by: (Student's name)  
(Student CELL phone)  
(Student's Z number)

Date of Submission

Title of Assignment

**CERTIFICATION OF AUTHORSHIP:** I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledge and disclosed in the paper. I have also cited any sources from which I used data, ideas or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course.

Student's Signature: \_\_\_\_\_

\*\*\*\*\*

Instructor's Grade on Assignment:

Instructor's Comments: