

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 RPOLOANSK@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 FOR \$84.95

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X 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*:

COREQUISITES*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

GRADUATE STUDENT, COLLEGE OF BUSINESS OR COLLEGE OF NURSING

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

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: MASTER'S DEGREE AND/OR TERMINAL DEGREE IN RELATED FIELD COMPLETED

Faculty contact, email and complete phone number:

Carol Hutton, chutton2@fau.edu

Or

Dr. Dennis S. Palkon, 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: Deputy Alden

College Curriculum Chair: Colleen K. Smith

College Dean: Paul Horvath

UGPC Chair: _____

Graduate College Dean: _____

UFS President: _____

Provost: _____

Date:

10/9/2012

10/16/12

10.18.12

ATTACHMENT CHECKLIST

♦Syllabus (see guidelines for requirements: 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 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
COLLEGE OF BUSINESS

FLORIDA ATLANTIC UNIVERSITY
HSA 6106: GLOBAL ISSUES IN HEALTH CARE DELIVERY

CRN ____:

3 Credits

TERM:

100% ONLINE COURSE

Course Syllabus

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 ftf 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.ibpub.com \$84.95

American Psychological Association. (2001) *Publication Manual of the American Psychological Association* (5th ed.) ISBN: 1-53798-790-4 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

Friis, Robert (2012) *Essentials of Environmental Health* ISBN: 9780763778903
www.ibpub.com



Florida Atlantic University
COLLEGE OF BUSINESS

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

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

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

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

RECOMMENDED COURSE MATERIALS & WEBLINKS:

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**

**The World Health Report 2007: A Safer Future: *Global Public Health Security in the 21st Century*
http://www.who.int/whr/2007/media_centre/slides_en.pdf**

www.who.int/en

www.healthmap.org/en/

**<http://www.globalpublichealthconference.org/home/>
www.cdc.gov**

www.commonwealthfund.org

www.dartmouthatlas.org

www.gao.gov



www.fda.gov

www.apha.org

www.rwjf.org

www.ahrq.gov

www.dhhs.gov

www.iom.edu

www.gatesfoundation.org

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 be 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

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

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

Week 1:	Online Introductions on BB Water Cooler
Reading:	Read Chapters 1- 3 & Chapter 14 in TEXT



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

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



	<p>http://www.who.int/whr/2007/media_centre/slides_en.pdf</p>
<p>Weeks 3-5</p>	<p>DQ#1: Focus on Global Health Priorities</p> <p>To prepare for this DQ: REVIEW the following: http://www.commonwealthfund.org/Content/Multimedia/Videos/2011/13th-International-Health-Ministers-Symposium.aspx</p> <p>http://www.commonwealthfund.org/Content/Multimedia/Videos/2011/13th-International-Health-Ministers-Symposium.aspx (approx 5 mins)</p>
<p>Reading:</p>	<p>Read Chapters 4 & 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 http://globalhealth.kff.org</p>
<p>Other Assignments:</p>	<p>http://www.washingtonpost.com/national/health-science/half-of-us-adults-will-be-obese-by-2030-report-ays/2011/08/25/gIQAYthweJ_story.html</p> <p>http://www.upi.com/Health_News/2011/11/01/World-getting-more-obese-US-No-1/UPI-47441320165417/?spt=hs&or=hn</p> <p>http://download.thelancet.com/flatcontentassets/pdfs/S0140673611613895.pdf</p> <p>http://www.globalpublichealthconference.org/downloads/bg/BackgroundPaper_Piot_BKA_15OCT_D.pdf</p> <p>http://www.globalpublichealthconference.org/downloads/bg/BackgroundPaper_Natividad_BKA_15OCT_C.pdf</p>

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

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



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



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



COVER PAGE TO BE USED FOR HSA__ ASSIGNMENTS

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:



Management Programs
 College of Business
 777 Glades Road
 Boca Raton, FL 33431
 tel: 561.297.3654
 fax: 561.297.2765
 www.fau.edu

Allen,

Currently, the MHA Program has no unique or stand-alone graduate electives, using the HSA 6930 Special Topics moniker for electives. In accordance with the growth of the MHA program and the demand for MHA electives, I am proposing two new graduate electives, namely, HSA 6127, Managed Care, and HSA 6106, Global Issues in Healthcare Delivery. Managed Care was taught in Spring 2012 and Fall 2012, each section having an enrollment of 18. Global Issues in Healthcare was taught in Fall 2011 with an enrollment of 22, as well as in Spring 2012, with an enrollment of 10.

The adoption of these two classes will help us strengthen the MHA curriculum. Thank you for your consideration.

Sincerely,

Dr. Dennis S. Palkon

Dr. Dennis S. Palkon
 Professor and Director
 Health Administration Programs

*Approved courses at October 16, 2012 meeting of
 the College of Business Graduate Council.*

*P. Allen Smith
 Chair, College of Business Graduate Council*

*Paul Hays
 ASSOCIATE DEAN*