

Panuska College of Professional Studies
Department of Health Administration and Human Resources
Graduate MHA Program
HAD 517 – GLOBAL HEALTH MANAGEMENT
Daniel J. West, Jr., Ph.D., FACHE, FACMPE
3 Credits
Spring Semester 2018

Geisinger Wyoming Valley
Wednesday: 5:00-7:40 PM
January 29, 2018 to May 18, 2018

- I. COURSE TITLE: HAD 517 – Global Health Management (3 credits)
- II. PREREQUISITES: None – Elective Graduate Course
- III. TYPICAL COURSE SEQUENCE: 2nd Year of Graduate Study
- IV. COURSE DESCRIPTION:

This course provides an introduction to global health care services and systems and a foundation for understanding, comparing, and analyzing select health care services and systems. The course allows students to appreciate social, cultural, historical, geographic, environmental, economic and political factors that influence health. Using a public health perspective important global health topics are studied with a specific focus on determinants of health and illness, health status indicators, health policy, how health care services and systems are organized, structured, financed, and delivered. Emphasis is placed on the role of the health care professional and health management strategies in the health care delivery system, understanding past and present problems, as well as current ethical issues surrounding cost, quality and access to health care. In the course, discussion and tasks are directed toward development of a self-directed learning focus and the development of interpersonal skills, written and oral communication, and experiential based learning. Students will analyze and relate the competencies needed to be an effective healthcare manager in a multicultural and global environment, and appreciate the disparities in health that exist between countries.

IV. COURSE RATIONALE:

Health and illness are universal concerns given the interconnected and globalized world economy. Advancing international interests, trade and communications increase our sensitivity and awareness of global health problems, issues and concerns that transcend national boundaries. The promotion of worldwide health addresses humanitarian tradition, but also requires that the United States take a leadership role in strengthening global health through education, research, science and technology. Countries throughout the world are increasingly concerned with the growing costs of health care, health status of populations, access to care, quality of care, and policy considerations that address health care reform. Opportunities exist for advancing leadership, developing global partnerships, ameliorating global health problems, and engaging in cooperative actions and solutions. Capitalizing on such opportunities requires an understanding of other countries, knowledge, an awareness of other cultures, and skills to effectuate collaboration.

V. REQUIRED TEXTS:

Skolnik, R. (2016). Global Health 101 (3rd Edition). Jones & Bartlett, Sudbury, MA.

Johnson, J.A., Stoskopf, C.H. & Shi, L. (2018). Comparative Health Systems: A Global Perspective (2nd edition). Jones & Bartlett, Sudbury, MA.

VI. SUPPLEMENTAL TEXTS:

Jacobsen, K.H. (2008). Introduction to Global Health. Jones & Bartlett, Sudbury, MA.

Levine, R. (2007). Case Studies in Global Health. Jones & Bartlett, Sudbury, MA.

Merson, M.H., Black, R.E. & Mills, A.J. (2012). Global Health: Diseases, Programs, Systems & Policies (3 Edition). Jones & Bartlett, Sudbury, MA.

VII. COURSE OBJECTIVES:

At the successful completion of this course, the student will:

- A. Develop a conceptual framework for studying, analyzing, and comparing national health services and systems.
- B. Identify and evaluate cultural, historical, geographic, environmental, economic and political factors that influence health care in specified countries.
- C. Recognize and explain basic factors influencing the use of health services and systems.
- D. Discuss and utilize determinants of health and illness, and health status indicators of populations, in analyzing and evaluating national health care services and systems.
- E. Manifest and illustrate an understanding of health care reform efforts in other countries, and models being used to effectuate changes; understand health policy development and analysis.
- F. Analyze structural and functional designs of health care services and systems in other countries; recognize essential differences; compare and contrast services and systems; examine public-private partnerships and articulate findings in class with colleagues.
- G. Evaluate elements of the health care professions in select national health care systems; understand health workforce changes.
- H. Develop skills in expressing educated opinions (eloquentia perfecta), both orally and in writing, and defending these positions with appropriate citations, data and research.
- I. Identify and evaluate the prerequisite criteria for using models and experiences from one country to another.
- J. Identify and understand problems and issues confronting health care reform measures in select national health care systems; utilize the case method approach to analyze problems and guide to critical thinking.
- K. Develop an appreciation for and understanding of different cultures, values, norms, behaviors, communication, and ethical issues.
- L. Apply knowledge gained in health services administration to problems and issues of global health; identify potential solutions to national health care problems; synthesize principles, generalizations and theoretical concepts; incorporate course material to improve problem-solving and decision-making skills.
- M. Formulate operative strategies to address select national health care services and system problems and issues with new knowledge and skills.

- N. Discuss ethnicity, race, class and gender perspectives of select countries; understand basic concepts of intercultural communication; discuss contemporary global health issues; interact with professionals from other countries.
- O. Demonstrate in class discussions, presentations, and projects how the delivery of health services and the organization of health care systems utilize knowledge from the disciplines of history, law, economics, political science, sociology, anthropology and psychology.
- P. Integrate information from various sources to support and/or refute statements being made verbally and/or in writing.
- Q. Synthesize major issues effecting select national health care systems; articulate possible solutions to problems using observation, evidence and research findings.
- R. Clarify and understand personal values and perceptions about other cultures and national health care services and systems.
- S. Understand, clarify and utilize new approaches to international and cross cultural management; micro-organizational approaches; meso-organizational approaches; macro-organizational approaches.
- T. Appreciate the competencies needed to be an effective healthcare manager in a multicultural and global environment.

VIII. **KEY CONCEPTS:**

In reference to this Global Healthcare Management course:

- | | |
|---|----------------------------------|
| • Definitions and terms | • Privatization |
| • History, legislation | • Globalization |
| • Financing, cost of care | • Partnerships |
| • Determinants of health | • Global health research |
| • Health status indicators | • Cultural awareness and norms |
| • Health care reform | • Harmonization |
| • Structural and functional designs | • Democratization |
| • Models of care | • Continuum of Care |
| • Intercultural communication | • Resource allocation |
| • Health policy | • Health promotion |
| • Access and quality of care | • Health professions |
| • Nongovernmental organizations (NGOs) | • Complementary medicine |
| • Health services research | • Bioterrorism |
| • Communication skills (oral & written) | • Public health |
| • Public-Private Partnerships (PPPs) | • Development of systems of care |
| • Regulation, role of government | • Community health |
| • Values clarification | • Self-directed learning |
| • Medical Tourism | • Cultural sensitivity |
| | • Global health management |

IX. **STRATEGIC COURSE OBJECTIVES**

This course will be evaluated by you at the end of the semester using the IDEA Course Evaluation Survey Form. Specific course objectives listed in Section VIII are designed to address "Strategic Course Objectives" for IDEA evaluation purposes. As a result of taking this course, the student shall have:

Essential Course Objectives:

- (3) Learned to apply course material to improve rational thinking, problem-solving and decision-making.
- (4) Developed specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

Important Course Objectives:

- (1) Gained factual knowledge (terminology, classifications, methods, trends).
- (2) Learned fundamental principles, generalizations, or theories.
- (9) Developed skills in expressing oneself orally or in writing.

X. MHA COMPETENCY MODEL & COURSE OBJECTIVES

The MHA program utilizes the Healthcare Leadership Alliance (HLA) domains and competencies. Students are encouraged to reference the ACHE Healthcare Executive Competencies Assessment Tool 2016. The critical domains related to this course are: Communication & Relationship Management, Leadership, Professionalism, Knowledge of the Healthcare Environment, and Business Skills & Knowledge. Competencies noted below are specific to Global Healthcare Management (GHM).

Domain 1 – Communication & Relationship Management

1. Apply principles of communication and demonstrate specific applications to GHM
2. Use effective interpersonal skills with people from other cultures
3. Build collaborative relationships

Domain 2 – Leadership

1. Encourage a high level of commitment to the mission and values of the organization
2. Support cultural diversity programs
3. Anticipate the need for resources to carry out organizational initiatives in GHM
4. Explore opportunities for growth and development
5. Assess corporate values and culture

Domain 3 – Professionalism

1. Conduct self assessment and career planning
2. Identify and discuss organizational leadership issues, diversity and globalization
3. Understand people with different cultural norms and values
4. Adhere to ethical business principles in performing global activities

Domain 4 – Knowledge of the Healthcare Environment

1. Use marketing and needs assessment techniques in support of healthcare program development and implementation
2. Use GHM project management techniques
3. Apply principles and methods of GHM to healthcare settings
4. Utilize reflection to understand differences

Domain 5 – Business Skills & Knowledge

1. Compare and contrast health services and systems in different countries
2. Use project management techniques and adapt to new situations
3. Use statistical and analytical tools to measure and improve healthcare access and quality in other countries
4. Demonstrate critical thinking, analysis, decision-making, and problem solving skills in other cultures
5. Network with international colleagues
6. Utilize case studies to apply and integrate knowledge, skills and competencies
7. Participate in study tour abroad to apply, experience, and integrate knowledge, skills, abilities, values and competencies

XI. MAJOR COURSE ACTIVITIES:

A.	Class Lecture	K.	Intercultural Communication Exercise
B.	Class Discussion	L.	Professional Paper and Presentation
C.	Class Participation	M.	Televideo Conferencing/Videos
D.	Class Attendance	N.	Supplemental Readings
E.	Critical Analysis Reports	O.	Research
F.	Group Activity	P.	Case Method & Analysis
G.	Course Handouts	Q.	Journal
H.	Reading Assignments	R.	Reflection Paper
I.	Guest Speakers	S.	Study Tour Abroad
J.	Self Assessment	T.	Evening News

Class Lecture:

A seminar style will be used throughout the course. The professor will provide additional information, research findings and opinions of other specialists via class lecture and discussion. This material will supplement text reading assignments and personal research. Effective note taking is essential and important because lecture material will be incorporated into class discussions, exercises, class projects, and case study analysis.

Class Discussion and Participation:

This course is designed to maximize class interaction and utilize the resources and expertise of every participant. Participants are encouraged to ask questions, complete reading and course assignments, generate relevant discussions, and express their opinion on issues. Everyone in class will be asked to participate in class discussions on specific topics, as well as small group exercises (see Appendix A). Student presentations will be made with time for discussion during class.

Class Attendance:

Class attendance is extremely important because of the manner in which the course is designed. If participants cannot attend class because of circumstances beyond their control, this must be discussed with the professor. Lectures are designed to augment and supplement reading assignments. Although attendance is not mandatory, students are responsible for everything covered during class sessions. Therefore, it is strongly suggested that students attend all scheduled meetings of courses in which they are enrolled. Every student is responsible for all material presented, discussions and announcements made during any class.

Group Activity:

Some class activities and projects require working together in small groups of 3-4 people. Appendix B provides guidelines to insure meaningful group participation.

Critical Analysis Reports:

Each participant is required to complete two (2) critical analysis reports from professional articles written in appropriate international journals. Refer to Appendix C for further instructions. Articles should be taken from refereed journals and not from trade magazines. Subject to the approval by the professor, participants may elect to use chapters in a professional text. Readings should focus on international health care services and systems. Refer to Appendix G for a listing of international journals.

Guest Speakers:

Outside professionals from other countries will offer lectures on a periodic basis. Such lectures provide a unique opportunity to experience a different point of view on select health care issues, and an opportunity to engage in discussions on specific topics and issues. Other guest speakers will be used to share global learning experiences.

Reading Assignments/Handouts:

Participants are required to read the course texts, journal articles, cases and course handouts to be completed between class sessions. Each student must thoroughly read the assigned readings and be ready for active and informed discussion in class. Active discussion of readings will require students to have a strong command of issues in readings. Students should critique and appraise the readings so that effective synthesis and evaluation of issues can take place for each reading.

Evening News:

You are asked to report in class on a current global healthcare management issue or event and facilitate a discussion focusing on important facts impacting your organization. Refer to Appendix M.

Self-Evaluation & Assessment:

Throughout the course the professor will be using class exercises to help the student clarify and think about their own values, beliefs, and attitudes regarding global healthcare management issues.

Televideoconferencing (TVC)/Video Reviews:

Students will be asked to participate in one or two TVCs arranged with students and faculty from another country. This exercise will provide an opportunity to discuss health care services and systems with another country and to apply new knowledge to understanding the system of care.

Supplemental Readings:

The professor will reference additional books and journal articles to supplement and support lecture content and class discussions. Students are encouraged to read additional materials on specific topics as needed to further expand learning experiences and acquire additional knowledge on a subject (see Appendix H).

Intercultural Communication:

Each student will interview a person from another culture to develop cultural awareness and to experience intercultural communication. The focus should be on how cultural factors influence health behavior and the health care delivery system. (See Appendix D)

Case Method Research and Application:

Each student will prepare a (1 to 2 pages) case study for discussion in class. This case will illustrate and discuss an important health care service and/or system issue from another country. In developing the case for class discussion, the student shall draw upon class lecture, research materials and readings. The case method of study should facilitate critical thinking and critical analysis on the part of colleagues. The case description must be related to the country under study as part of the professional paper. Small groups will be used to analyze and discuss the case. Relevant discussion questions must be presented at the end of the case for use in class discussions. (See Appendix J).

Professional Paper and Presentation:

A team of three (3) students will prepare a written analysis of a nation's health care system utilizing a comparative framework. This analysis will be presented in class using appropriate media and handouts. Appendix E provides guidelines for the development of the professional paper and Appendix F provides guidelines for the professional presentation. National health care service and system projects must focus on countries in South America, Central America, Asia, or Africa. If the course includes a study abroad component, students must prepare a research paper on issues related to countries as part of the study abroad experience.

Research:

Completion of assignments will require individualized research to support ideas and to document opinions advanced on specified national systems. Preparation of a research paper for the scientific symposium. Study abroad students will have the library research on their topic completed prior to traveling to another country. This also requires development of a power point presentation.

Optional Learning Experience:

The professional presentation and professional paper as a class exercise can be modified. This course provides students with an optional international study tour at the end of the semester or during semester break. Students can use this course to develop an international lecture(s) or research paper to be presented at a university in another country. The student can also develop a manuscript for publication in an appropriate international journal (See Appendix I and Appendix K) or prepare an abstract to present at a conference.

Study Tour Abroad:

The professor will provide all students with an opportunity to participate in an international study tour. This is an optional experience above and beyond the regular course assignments, and will be used as a graded class activity. Each student must keep a journal and prepare a 10 page reflection paper. Appendix L provides additional information and assignments related to study abroad experiences as an options to this course. See the explanation under grading criteria.(See Addendum Handout)

Video Tapes & Slides:

The professor will use ppt. slides and video tapes in class to augment readings and lectures when appropriate.

Journal:

Each student participating in the study abroad course option will maintain a journal. Students are expected to make daily entries into the journal on significant cognitive, behavioral or affective events. The journal will be used, along with other course activities to prepare the required reflection paper (10 page minimum).

Reflection Paper:

Students participating in the international study abroad part of the course will complete a 10 page reflection paper. All class activities are used to prepare the reflection paper. Students must include cognitive, behavioral and affective dimensions in the paper. Discuss how the study abroad has changed your thinking and develop new ideas about global health management. The paper will focus on cognitive, behavioral and affective dimensions of the experience. Also include recommendations to improve the course.

XII. COURSE EVALUATION AND ASSIGNMENTS:

The main purpose of the course evaluation, activities, readings, discussions, and assignments will be to assess to what extent participants have achieved a better understanding, working knowledge, and comprehensive of global health care services and systems in select countries; an awareness of important issues and concerns; and an ability to communicate information effectively to colleagues and the professor, both orally and in writing. Study abroad requires the use of a personal journal and reflection exercise.

A. Faculty Senate Academic Policy Committee's Proposed Definition of Eloquencia Perfecta relevant to developing skills and competencies in this course.

In accordance with the Jesuit pedagogical goal of eloquencia perfecta, the University of Scranton aims to enable students to speak, write, and argue effectively in varied media, and so develop a skill that will enable them to serve the common good more fully as professionals and as citizens. Although eloquencia perfecta derives its goals from rhetorical traditions stressing excellence and logical clarity in communicating, it succeeds in achieving those goals in conjunction with the associated arts of reading, listening, observing, inquiring, analyzing, and thinking critically. Eloquencia perfecta manifests as students produce a variety of discourse, generating broader and deeper understandings, and so contribute to the greater good as engaged and compassionat members of the human community.

- B. The National Council for Excellence in Critical Thinking (1987) is used in this course.
 “Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarify, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.”

XIII. ALIGNMENT OF COMPETENCIES, OBJECTIVES AND ASSIGNMENTS

<u>Course Activity</u>	<u>Domain & Competency</u>
Class Lecture	D2.1, D3.4, D5.1, D5.3
Class Discussion/Participation	D1.1, D1.2, D3.2, D3.4, D5.4
Critical Analysis Reports	D2.3, D4.1, D4.3
Group Activity	D1.1, D1.2, D5.4, D5.5, D5.7
Reading Assignments	D2.1, D3.4, D4.1, D5.4
Intercultural Communication	D1.2, D1.3, D5.2, D5.5
Professional Paper & Presentation	D3.2, D3.3, D4.2, D5.4
TVC	D2.5, D3.3, D5.5
Study Tour Abroad	D1.3, D3.1, D3.3, D4.3, D4.4, D5.4, D5.5, D5.7
Case Method Research	D2.2, D4.2, D5.1, D5.3, D5.6
Journal	D2.4, D3.1, D4.4, D5.7
Reflection Paper	D2.2, D2.4, D3.1, D4.4, D5.4, D5.7

IX. GRADING CRITERIA:

	<u>Points</u>	<u>Weight Assignments</u>
Class Participation/Attendance	30	7%
Critical Analysis Reports (2 Reports x 35 pts.)	70	15%
Case Method Research and Application	30	7%
Professional Paper (Country or topic)	100	22%
Professional Presentation	100	22%
Evening News	30	7%
Mid Term Exam	50	10%
Final Exam	50	10%
Total	460	100%

* Students participating in the study tour abroad are required to develop a research focused paper to present at a symposium, keep a daily journal, and develop a 10 page reflection paper.

XIV. DETERMINATION OF COURSE GRADE:

Each course assignment has been assigned a point value and has an identifiable level of measure. The participant will perform each requirement to the grade level he/she desires as follows:

<u>Grade</u>	<u>GPA</u>	<u>Points</u>	<u>Definition</u>	<u>% Cutoff</u>
A	= 4.00	460-437	Superior/outstanding	95-100
A-	= 3.67	436-432	Excellent	92-94
B+	= 3.33	431-419	Very Good	89-91
B	= 3.00	418-396	Good	86-88
B-	= 2.67	395-382	Fair	83-85
C+	= 2.33	381-368	Passing Grade	80-82
C	= 2.00	367-340	Minimal passing grade	74-80
F	= 0.00	339-0	Failure	73

XV. INSTRUCTIONAL ASSISTANCE:

The professor will be available to answer questions and help participants before, during and after class. Individual appointments are available upon request. Participants are encouraged to talk with the professor if there are unique problems or questions requiring further discussion or clarification. The professor can be reached by telephone at work (941-4126) or during regular office hours.

Participants who wish to explore other possible ways of achieving a desired grade in this course are invited to arrange for an appointment with the professor to further discuss this possibility.

If a participant would like to adopt course assignments to their work setting, such arrangements require an appointment with the professor to finalize topics and modifications to the course requirements.

XVI. STUDENT RESPONSIBILITIES:

Students are responsible for:

- * acting ethically and professionally, interacting appropriately in class.
- * participating in class discussions, asking questions as needed.
- * completing reading assignments prior to scheduled classes.
- * attending (on time) and actively contributing to all classes.
- * completing all course assignments and activities as scheduled.
- * presenting scholarly activities in class.
- * talking with the professor regarding questions or concerns about assignments, grades, class activities, or other aspects of the course.
- * reading and following the university plagiarism policy.
- * adhering to the "Academic Code of Honesty" standards.
- * adhering to ACHE Code of Ethics.
- * discussing problems in the course promptly with the professor.
- * using APA Publication Manual and Style in all written work (6th edition).
- * preparing all written work on computer using appropriate word processing.
- * assessing ACHE competencies

Academic Code of Honesty

All students are expected to adhere to the Academic Code of Honesty (see: http://matrix.scranton.edu/student_handbook/policy_academic_code_honesty.html).

Students with Disabilities

The University of Scranton complies with all applicable laws and regulations with respect to the provision of reasonable accommodation for students with disabilities as these terms are defined in the law. The University will provide reasonable accommodations so that students can fully participate in curricular and extracurricular activities. Students who have a physical or learning disability and need assistance to achieve successfully their academic or extracurricular goals should contact the Center for Teaching and Learning Excellence (CTLE) at 570-941-4039.

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current medical documentation. Students should contact Mary Ellen Pichiarello (Extension 4039) or Jim Muniz (Extension 4218), 5th floor, St. Thomas Hall, for an appointment. For more information, see <http://www.scranton.edu/disabilities>.

Writing Center Services

The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged.

To meet with a writing consultant, stop by during the Writing Center's [regular hours of operation](#), call (570) 941-6147 to schedule an appointment, or complete the [Writing Assistance Request Form](#) online. You can also schedule an online appointment using [Google Docs and Google Talk](#)

Notice of Nondiscriminatory Policy

The University of Scranton admits students without regard to their race, color, religion, national origin, ancestry, sex, sexual orientation, or age to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, sexual orientation, or age in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. Otherwise qualified persons are not subject to discrimination on the basis of handicap or disability. If you believe you have been discriminated against because of race, color, religion, national origin, ancestry, sex, sexual orientation, age, or handicap or disability, please contact the Director of Equity and Diversity at 570-941-6645.

My Reporting Obligations as a Responsible Employee

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. Additionally, if you come to me with other non-course-related concerns, I will do my best to help.

It is important for you to know that all faculty members are required to report incidents of sexual harassment or sexual misconduct involving students. That means that I cannot keep information about sexual harassment, sexual assault, sexual exploitation, dating or domestic violence or stalking confidential if you share that information with me. I will keep the information as private as I can but am required to bring it to the attention of the University's Title IX Coordinator, Jennifer LaPorta, or Deputy Title IX Coordinator/Dean of Students, Lauren Rivera, who in conversation with you will explain available support, resources and options. I will not report anything to anybody without first letting you know and discussing choices as to how to proceed. The University's Counseling Center (570-941-7620) is available to you as a confidential resource; counselors (in the counseling center) do not have an obligation to report to the Title IX Coordinator.

Non-discrimination Statement

The University of Scranton is committed to providing a safe and nondiscriminatory employment and educational environment. The University does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, sexual orientation, or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

Students who believe they have been subject to sexual harassment, sexual misconduct or sex or gender discrimination should contact Ms. Jennifer LaPorta, Title IX Coordinator, (570) 941-6645 Jennifer.laporta@scranton.edu or Ms. Lauren Rivera, AVP for Student Formation & Campus Life and Dean of Students, at (570)941-7680 lauren.rivera@scranton.edu.

The University of Scranton Sexual Harassment and Sexual Misconduct Policy can be found online at www.scranton.edu/diversity. All reporting options and resources are available at www.scranton.edu/CARE.

Library Resources

The online resources of the University of Scranton's Weinberg Memorial Library may be accessed via the main homepage directly at: <http://www.scranton.edu/library> or, via the myScranton portal at: <http://my.scranton.edu> (once logged in, click on "Library" tab).

XVII. OFFICE HOURS:
Tuesday: 3:30-6:30 PM
Thursday: 2:00-4:00 PM
By Appointment Only

XVIII. COMMUNICATION MEDIA

FAX: 570-941-5882

Department: 570-941-4350

Secretaries: Joanne Reichle (7:00-3:00) 570-941-4350
Michele Heenan (3:00-8:00) 570-941-4350

Graduate
Teaching

Assistants: Matt Corso Sarah Richards
Michaela Dolde Kendall Whitehead
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XIX. APPENDICIES:

Appendix A Guidelines for Class Participation
Appendix B Guidelines for Participation in Group Activity
Appendix C Guidelines for Preparation of a Critical Analysis Report
Appendix D Guidelines for Intercultural Communication Exercise and Paper
Appendix E Guidelines for Professional Paper
Appendix F Guidelines for Professional Presentation
Appendix G Listing of International Journals
Appendix H Supplemental Readings
Appendix I Optional Learning Experience
Appendix J Guidelines for Case Method Research and Application
Appendix K Faculty Student Research Program
Appendix L Study Abroad
Appendix M Evening News

XX. COURSE LOCATION AND TIMES:

Wednesday: 5:00-7:40 PM
Critical Care Building (CCB)
Lower Level Classroom
Geisinger Wyoming Valley Hospital
1000 East Mounbtain Blvd.
Wilkes-Barre, PA

HAD 517 – GLOBAL HEALTH MANAGEMENT
 COURSE OUTLINE AND CLASS SCHEDULE

Wednesday: 5:00-7:40 PM

Geisinger Wyoming Valley

WEEK	DATE	CONTENT AREAS	READINGS
1	Jan. 31	Welcome & Introductions Overview of Course Syllabus & Outline Assignments Course Requirements & Grading Why Globalization is Important Global Health Concerns Principles & Goals of Global Health <u>TEAMS SELECTED</u>	Syllabus & Outline Appendices Handouts Introduction - S Introduction - JSS
2	Feb. 7	<u>TEAMS COUNTRY OR TOPIC</u> <u>ASSIGNMENT SHEETS</u> <u>TOPIC/COUNTRY SELECTIONS</u> Review (Q/A) Team Country/Topic Discussion Groups Global Health & Concepts Millennium Development Goals Evening News	Ch. 1 – S Ch. 1 - JSS
3	Feb. 14	Measuring Health Status Determinants of Health Key Indicators Risk Factors Health Education & Poverty Health Disparities Public-Private Financing Cost Effective Interventions Videos Discussion Groups Study Questions Evening News <u>PROFESSIONAL PAPER OUTLINE DUE</u>	Ch. 2 & 3 - S Ch. 2 - JSS
4	Feb. 21	Ethical & Human Rights Global Health Themes Research & Guidelines Investment Choices Health Systems Functions of Systems Key Health concerns Videos Discussion Groups Study Questions Evening News <u>PROFESSIONAL PAPER OUTLINE DUE</u>	Ch. 4 & 5 - S Ch. 3 - JSS

WEEK	DATE	CONTENT AREAS	READINGS
5	Feb. 28	Culture & Health Understanding Behavior Change Social Assessment Burden of Disease Environmental Health Water, Sanitation, Air Discussion Groups Study Questions Videos Evening News <u>CRITICAL ANALYSIS REPORT #1 DUE</u>	Ch. 6 & 7 - S Ch. 4 - JSS
6	Mar. 7	MID TERM EXAM (In Class) Nutrition and Health World Issues Economic Development Malnutrition Challenges Women's Health Determinants of Women Health Cost & Consequences Violence Videos Discussion Groups Study Questions Evening News <u>CAR #1 PRESENTATIONS (4)</u>	Ch. 8 & 9 - S Ch. TBA
7	Mar. 14	SEMESTER BREAK	NO CLASS
8	Mar. 21	Child Health Mortality Risk Factors Child Morbidity Adolescent Health Health Burdens Economic & Social Consequences Discussion Groups Study Questions Videos Evening News <u>CAR #1 PRESENTATIONS (4)</u>	Ch. 10 & 11 - S Ch. TBA

WEEK	DATE	CONTENT AREAS	READINGS
9	Mar. 28	Communicable Diseases Burden of Disease Leading Diseases Public-Private Partnerships Future Challenges Noncommunicable Diseases (NCGs) Burden & Costs Economic Issues Discussion Groups Study Questions Videos Evening News <u>CRITICAL ANALYSIS REPORT #2 DUE</u>	Ch. 12 & 13 - S Ch. TBA
10	Apr. 4	EASTER BREAK Everyone must attend the University of Scranton 23 rd Annual Healthcare Symposium 5:00-8:00 PM - DeNaples Center, Room 407 “Population Health Management: Justice, Access, & Financial Implications” – April 5, 2018	NO CLASS
11	Apr 11	Unintentional Injuries Definitions Childhood Injury Risk Factors Emergency Services Natural Disasters Complex Emergencies Health Effects Videos Discussion Groups Study Questions Evening News <u>CAR #2 PRESENTATIONS (4)</u>	Ch. 14 & 15 – S Ch. TBA
12	Apr. 18	Improving Global Health United Nations Trends in Global Health Future Agendas Need for New Products Applying Science & Technology Mobile Technology Videos Discussion Groups Study Questions Evening News <u>CAR #2 PRESENTATIONS (4)</u>	Ch. 16 & 17 – S Ch. TBA

WEEK	DATE	CONTENT AREAS	READINGS
13	Apr. 25	<u>PROFESSIONAL PAPER DUE</u> Global Health Work NGOs PPPs Academia Profiles of Key Actions Cultural Assessment Guest Lecturer Videos Case Studies Study Questions Evening News Professional Presentations (3 Individuals)	Ch. 18 & 19 – S Case 18, 19 & 20 - L
14	Apr. 25	Professional Presentations (3 Individuals)	
15	May 2	Professional Presentations (3 Individuals)	
16	May 10	<u>FINAL EXAM</u> Course Evaluation Final Papers & Assignments	