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Health Services Administration Syllabi 2019

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HECO 631-ONL Global Health Systems

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HECO 631: Global Health Systems
Summer 2019

Department of Health Services Administration
College of Professional Sciences
Xavier University

Schedule: 100% Online; No set meeting times
Credit Hours: 3 Graduate Credit Hours
Prerequisites: None
Faculty: Dr. Eileen Alexander
Office: Schott Hall, Room 406
Office Hours: Available by appointment
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Administrative Assistance: Ms. Kristin Dale, Schott Hall 411, Phone: 513.745.3649

Course Description:

HECO631 compares the structure and function of health systems to improve population health and connect your understanding of the full breadth of health economics and clinical outcomes research (HECOR) in various types of health systems around the world. Students will study health needs (health indicators, burden of disease measures) and innovative solutions, through financing, regulation and reimbursement systems, under vastly different economic, political and cultural structures. Students will apply information from current "real world" observational and economic analyses to inform healthcare decision-making and adoption by clinicians and consumers. You will learn about the latest global regulatory changes for technology and software that will impact HECOR professionals over the next several years.[Domain A: Knowledge of Health Economics and Clinical Outcomes Research, SLO 5; Domain D: Communication and Interpersonal Effectiveness, SLOs 17, 18, 20; Domain E: Ethics and Research, SLO 22.]

Course Objectives:

Upon the successful completion of this course, students should be able to:

1. Identify key indicators of population health
2. Evaluate conflicts between professional ethics, morals, values and both population level and individual health outcomes
3. Identify key components of regulation in the US and global health systems
4. Identify key components of reimbursement in the US and global health systems
5. Compare and contrast emerging health systems with the US health system
6. Compare and contrast health systems in developed countries with the US health system
7. Clearly summarize issues and support recommendations in presentations
8. Write in effective, concise scientific and business styles

Readings:

Custom e-textbook by Jones & Bartlett, ISBN available through XU Bookstore. It includes:
Global Health 101 by Richard Skolnik, Jones & Bartlett Learning, Chapters 1,2,4,5,10,12,13,16,17; and
Comparative Health Systems by Johnson & Stoskopf. Jones & Bartlett Learning, Chapters 1,4,5,11,18

Some students prefer the hardcopy editions of both texts.

Additional Readings:

Additional readings may be posted in Canvas.

Course Outline:

Module	Topic	Major Readings (abridged, see Module pages for complete list)	Assessment
1	Introduction to Health Systems	<ul style="list-style-type: none"> • Custom e-textbook Ch 1: from Skolnik, Chapter 5 An Introduction to Health Systems • Custom e-textbook Ch 2: from Johnson, Stoskopf & Shi, Chapter 1 An Introduction to Health Systems • Kovner, Chapter 5 Population Health (Canvas Link) 	<ul style="list-style-type: none"> • Discussion Introduce Yourself • Review Questions • Quiz 1 • Mod 1 Project Discussion: Explore
2	Introduction to Global Health & Ethics: Global Health	<ul style="list-style-type: none"> • Custom e-textbook Ch 5 from Skolnik, Chapter 1 The Principles and Goals of Global Health • Custom e-textbook Ch 6 from Johnson, Stoskopf & Shi, Chapter 2, Global Health & Disease 	<ul style="list-style-type: none"> • Quiz 2 • Mod 2 Project Discussion: Needs & Indicators
	Introduction to Global Health & Ethics: Ethics, Values & Law	<ul style="list-style-type: none"> • Watch: 3 short videos (on Canvas) • Custom e-textbook Ch 8 from Skolnik, Chapter 4, Ethical and Human Rights Concerns in Global Health • Link: Jesuitresource.org 	<ul style="list-style-type: none"> • Journal 1: to the MOH • Discussion : Multicultural Competency
3	The Ghanaian Health System	<ul style="list-style-type: none"> • Custom e-textbook Ch 10 from Johnson, Stoskopf & Shi, Chapter 18, Ghana • Custom e-textbook Ch 11 from Skolnik, Chapter 12 Communicable Diseases • Links to Regulatory agencies, etc. (Canvas) 	<ul style="list-style-type: none"> • Mod 3 Project Discussion: Paragraphs 1-4C with Peer Review
	The USA Health System	<ul style="list-style-type: none"> • Custom e-textbook Ch 13 from Johnson, Stoskopf & Shi, Chapter 5 United States • Custom e-textbook Ch 14 from Skolnik, Chapter 13 Noncommunicable Diseases • Links to Regulatory agencies, etc. (Canvas) 	<ul style="list-style-type: none"> • Journal 2: you are the MOF
4	The UK Health System	<ul style="list-style-type: none"> • Custom e-textbook Ch 16 from Johnson, Stoskopf & Shi, Chapter 10 United Kingdom • Links to Regulatory agencies, etc. (Canvas) 	<ul style="list-style-type: none"> • Discussion: Compare US to UK

			<ul style="list-style-type: none"> • Mod 4 Project Discussion: Paragraphs 5-6 with Peer Review
	The Chinese Health System	<ul style="list-style-type: none"> • Custom e-textbook Ch 33 from Johnson, Stoskopf & Shi, Chapter 23 China • Custom e-textbook Ch 19 from Skolnik, Chapter 17 Science, Technology, and Global Health • Links to Regulatory agencies, etc. (Canvas) 	<ul style="list-style-type: none"> • Quiz: Comparing Global Health Systems • Midterm Reflection
5	Hot Topics in Global Health: Ethics, Values & Law	<ul style="list-style-type: none"> • Custom e-textbook Ch 20 from Skolnik, Chapter 16 Working Together to Improve Global Health • Custom e-textbook Ch 21 from Johnson, Stoskopf & Shi, Chapter 29 Comparative Global Challenges and Opportunities • Link: Jesuitresource.org 	<ul style="list-style-type: none"> • Journal 3 You are Chair of Ethics Committee • Mod 5 Project Discussion: Paragraphs 7-8 with Peer Review • Discussion: Ethics, Solidarity & Kinship in Population Health
6	Final Presentations	None	<ul style="list-style-type: none"> • Mod 6 Project Discussion: slides, video/voiceover & reflections • Final Project • Final Reflection • Student Course Evaluation
	Final Exam Week	<p>None</p> <p>Overall course SLO: Manage interpersonal communication to encourage cooperation</p>	Course SLO: Communication

Note: Due dates will be posted in Canvas. The above schedule is subject to change. Any changes will be posted in Canvas.

HECO Topics, Modules, Assignments, Graded Assessments, Due Dates and Weights

Week	Date Module Starts	Module	Graded Assessments & Assignments (see Canvas ppts & Files for required readings)	Due Date- @11:59pm EST	Points (1000)
			On-time assignments		±
0		Course opens: Mod Start	Read Start Module info		
1	Monday May 20	Mod Start	Discussion: Introduce Yourself This Discussion is Monday-Wednesday	May 20 May 22	25
		Mod 1	Mod 1 Assignment: Review Question Skolnik section, Chapter 5	May 23	25
2	Sunday May 26		Mod 1 Discussion: Case Study	May 30 June 1	25
	Holiday May 27		Note: No assignments Sat-Monday		
			Mod 1 Quiz: Intro Health Systems	June 1	25
3	Sunday June 2		Project Mod 1 Discussion: Project 1-Explore	June 6 June 8	25
4	Sunday June 9	Mod 2	Project Mod 2 Discussion: Choose a Nation, & Discuss Global Health Needs & Indicators	June 13 June 15	50
			Mod 2 Quiz: Intro Global Health	June 15	50
5	Sunday June 16	Mod 2	Mod 2 Discussion: Multicultural Competency	June 20 June 22	25
			Mod 2 Assignment: Journal 1 to the MOH	June 22	25
6	Sunday June 23	Mod 3	Mod 3 Assignment: Journal 2 You are the MOF	June 27	25
7	Sunday June 30		Project Mod 3 Discussion: Paragraphs 1-4C + References, with Peer Review	June 29 July 6	75
	Holiday July 4		Note: No Thursday assignment		
8	Sunday July 7	Mod 4	Mod 4 Discussion: Compare the Regulatory Environment in the US & UK	July 11 July 13	25
			Project Mod 4 Discussion: Paragraphs 5-6 + References, with Peer Review	July 11 July 13	75
			Mod 4-2 Quiz: Comparing Global Health Systems	July 20	25
			Note: Modules 4 & 5 overlap this week		
9	Sunday July 14	Mod 5	Mod 5 Discussion: Ethics, Solidarity & Kinship in Population Health	July 18 July 20	25
			Mod 5 Assignment: Journal 3 You are Chair of Ethics Committee	July 27	50
10	Sunday July 21		Project Mod 5 Discussion: Paragraphs 7-9 + References, with Peer Review	July 25 July 27	75
11	Sunday July 28	Mod 6	Project Mod 6 Discussion: Project Slides with video or voiceover	August 1 August 3	200
12	Finals Sunday August 4- Friday August 9	Mod 6	Mod 6 Assignment: Project Part 8: Revised Final Project	August 3	50
			Mod 6 Assignment: Final Course Reflection	August 3	50
			Mod 6 Assignment: Student Course Evaluation	August 4-8	25
	Friday August 9	Course closes	Communication & Participation (no submission)		25
	August 12	Grades due			
					1000

Assessment & Evaluation:

Quizzes:

There will be three quizzes for this course. Each may be a combination of multiple choice, true/false, fill in the blank, and short answer questions. The material will cover information from readings, assignments, and discussions from each module.

Discussions:

Discussions are a way for you to engage with each other and the instructor about the course content. Generally, each module will have a question that links to the discussion board. You can also access each discussion board by clicking on the button in the course navigation links. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response in accordance to the guidelines specified in the Discussion Rubric.

Project Parts:

In this semester-long project, you will extend concepts of health needs, healthcare, system, policy, ethics and regulation by applying newly learned knowledge. You will choose a nation in one of the supplemental chapters in the e-book text, and explore high-credibility or peer-reviewed references and links to expand the concepts above. The primary focus of your project is to focus on exploring and summarizing the regulatory agencies in that nation, including approval of drugs, medical devices, and the intersection of health ethics and economic policy.

The project builds, and will be conducted by completing one part in each Module. Descriptions of each project part will be found in Canvas.

Journal Parts: Experience alone is not learning. Learning comes from reading, experience, reflection and repetition. In this reflection you will review and reflect on personal, professional & Ignatian values, ethical frameworks for discernment & conflict resolution, multicultural competency, and the application of course content.

Midterm Reflection: Experience alone is not learning. Learning comes from reading, experience, reflection and repetition. In this reflection you will review and reflect on Modules 1-4.

Final Reflection: Experience alone is not learning. Learning comes from reading, experience, reflection and repetition. In this reflection you will review and reflect on Modules 5-6, themes, outcomes, critical thinking skill acquisition and your new career.

Peer Reviews: You will complete a careful “close” read of your assigned project Proposal, provide helpful suggestions and a thoughtful critical review. You will rate your assigned Project Proposal Peer its completeness, technical format, style, correctness, and state at least 2 specifically good points and make at least 2 specific suggestions for improvement. You are responsible for noting major errors in citation style format and grammar, and all errors in spelling. This will greatly help your class-mate to improve their Project!

Final Presentation: You will create a script and video of your project that is edited, practiced and a pleasure to hear and see.

Course SLO: Communication & Participation: Throughout the term, you will demonstrate your growing ability to:

- Manage interpersonal communications to encourage cooperation toward improved decision-making by class-mates and collaboration with instructor throughout the term.
- Contact instructor when conflicts arise (due dates, team activities, etc.) and works collaboratively toward resolution.
- Read, watch & refer to required material.
- Use open office, e.g., to clarify understanding of assignments.
- Use university services to improve professional development skills, such as writing, research searches, citation style format, personal learning & other needed support.
- Speak/write using nonjudgmental words and objective tone.
- Demonstrate integration of knowledge, & increased depth of understanding, critical thinking & problem solving by the end of term, appropriate to level of course.
- Give, receive and appreciate constructive criticism.

Student Name:

Chosen Nation:

Project Worksheet Mods 2-3

Use this document to plan and complete the first phase of your project. To get started, I suggest that you include at least one key statement and reference for each of the numbered items listed below. The purpose of the key statements and reference is to demonstrate that you have reviewed the text and the website I provided, and that you understand the meaning of each paragraph.

References may be written in either APA or Vancouver style format.

When you ask for help or clarification, I'll ask you to share this outline. It helps me to see how you write, and help you.

See each Project Assignment for page number expectations for each Part.

- 1) Introductory statement with project objective
Statement:
Objective: "The purpose of this project is..."
Reference:

- 2) Country description: geography, demographics, history, culture, political system, economy, etc. in [your chosen nation]
Statement:
Reference:

- 3) Health System: history, current, workforce, facilities, technology, etc. in [your chosen nation]
Statement:
Reference:

- 4) Evaluation of cost, quality, and access in [your chosen nation]
 - A) Cost, Quality and Access
Statement:
Reference:

 - B) Financing of healthcare in [your chosen nation]. Show that you understand how resources are collected and allocated for healthcare.
Statement:
Reference:

 - C) Reimbursement to pay providers for healthcare services and technologies in [your chosen nation]. The difference between financing and reimbursement must be evident.
Statement:
Reference:

Project Worksheet Mods 4-6

Use this document to plan and complete the second phase of your project. Include at least one key statement and reference for each of the numbered items listed below. The purpose of the key statements and reference is to demonstrate that you have reviewed the text and the website I provided, as well as some preliminary and independent research in each area. This means you will need to include information that shows that you have gone beyond reading the information I have provided. Some references may be used more than once.

- 5) Regulatory agencies in [your chosen nation]. You may wish to compare/contrast with the US FDA.

Statement:

Reference:

- 6) Pharmaceutical industry life cycle (approval to adoption) in [your chosen nation]

Statement:

Reference:

Example of a health need in [your chosen nation] that you will use to describe pharmaceutical approval, post-market research/surveillance/ re-approval, reimbursement and cultural implications for adoption

Statement:

Reference:

- 7) Medical devices industry life cycle (approval to adoption) in [your chosen nation]

Statement:

Reference:

Example of a health need in [your chosen nation] that you will use to describe medical device approval, post-market research/surveillance/ re-approval, reimbursement and cultural implications for adoption

Statement:

Reference:

- 8) Examples of other current regulatory “hot topics” in [your chosen nation]

Statement:

Reference:

- 9) Summary statements for [your chosen nation]

Statements to show that you met your objective:

Statement to suggest expectations and needs in the next five years for [your chosen nation]

Reference:

- 10) References

The purpose of Reference page is to show that you can find, search and discern high-level scientific literature, and correctly use APA or Vancouver style format. Some references may be used more than once.

Rubric for Peer Review and grading: **Full Rubric:** Title: _____ Author's Name/s _____ Reviewer name _____

		Not ready for review (return for revision before grading)	Needs improvement (may be returned for revision before grading)	Good work: Mean (\bar{X}) \pm 1 SD or ~Interquartile Range (middle 50% of all students over time)	Better (very good work)	Exceptional (truly an A+ work, compared to all students over time)
Rating		NRR	NI	\bar{X}	B	E
	Technical & Citation Format, Intellectual Property Attribution	Many errors; Not in required format	Many errors (>1 per page) in syntax, spelling, grammar, format; Affects readability	Few errors (1 per page) in syntax, spelling, grammar, citation format & scientific format; Affects readability	Very few errors (<1 per page) in syntax, spelling, grammar, citation format & scientific format, in-text citations match Reference page	No errors in syntax, spelling, grammar, citation format & scientific format
	Complete assignment: See the Assignment for key elements	Incomplete; Few required elements addressed; evidence not presented	Some key elements addressed with evidence from assigned & required readings or project data/tools	Most (n \leq 2) key elements addressed with evidence from assigned/required readings or project data/tools	Most (n=1) key elements addressed with evidence from scientific & medical literature	All key elements fully addressed with evidence from scientific & medical literature
	Clarity, style & readability of written, graphic, visual or quantitative presentation	Unreadable; requires extensive proofreading; did not consult professor, coach, mentor or writing center outside of class	Difficult & time-consuming to read & find key points; requires moderate proofreading prior to feedback; did not consult professor, coach, mentor or writing center outside of class	Acceptable, basic writing level; minimal proofreading required prior to feedback; thoughtful; did not consult professor, coach or mentor outside of class	Well-structured, persuasive writing level; clearly proofread & edited; consulted professor, coach or mentor outside of class, as needed	A pleasure to read or view; clearly proofread & edited; insightful; clearly revised; consulted professor, coach, mentor or writing center outside of class, as needed
	Validity, correctness & depth of insight	Incorrect or inaccurate points; no reference to required course content	Basic points; restates some assigned course content	Frequently incorporates course content	Frequently incorporates course content; Relates assigned course content to outside literature and prior coursework; Demonstrates critical thinking skills	Insightful; innovative; exceptional depth; extends group understanding
	Clarity of presentation, if applicable- this means complete only for audio or video presentation	Unpracticed & difficult to listen; requires extensive proofreading and editing; did not consult professor, coach, mentor or writing center outside of class	Difficult to listen & understand key points; requires moderate proofreading & editing; did not consult professor, coach or mentor outside of class	Acceptable; key points are included; basic writing level; requires minimal proofreading required prior to feedback; thoughtful; consulted professor, coach or mentor outside of class, as needed	Key points clearly stated; clearly proofread, edited & practiced; consulted professor, coach or mentor outside of class, as needed	A pleasure to hear; clearly proofread, edited & practiced; insightful; clearly revised & practiced; consulted professor, coach or mentor outside of class, as needed

Based on the Worksheet and Assignment, make notations of 2 especially well-made points:

Based on the Worksheet and Assignment, make 2 specific suggestions for improvement:

Suggestions:

Communication Assessment:

Collaboration: contributes an excellent summary of known information (or new results) to support audience understanding of topic

Consulted Professor, or informed Prof. of outside support (& acknowledged outside support on Thank you slide)

Voice/Practiced: a pleasure to hear

Proofreading/Editing: well done

Audio: quality reasonable for our level of available technology

Key Points: complete and clear

Insight: demonstrates early research skills in information literacy (search, source assessment, interpretation)

Wordsmithing: does each word add meaning?

Wordsmithing to reduce word count: look for the words of, that, which. Often, sentences can be “flipped” to clarify and reduce word count when these words are present. This takes practice, so start now :) Conversational tone for script, and explaining a lesson in online format, requires more words.

Toni's provides true tailoring that fits my shape. → Toni's true tailoring fit my shape.

Sometimes, it is necessary to resort to using phrases like, “Means for X, Y, Z are x, y, z, respectively,” to save a significant number of words. Readability is not ideal, but it may be necessary for short abstracts. Remember that the point of a scientific abstract is often to show results and convince the editor to accept, so they are used to these conventions. However, don't use them when avoidable, and especially in lay abstracts.

Grading Scale

A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	700-769
F	<700
M	Incomplete
VF	Failure to Withdraw

Late Policy:

Late submissions will accrue a penalty of 10% per day the submission is late. A submission is considered one day late if it is submitted past the identified due date/time. It is considered two days late if it is submitted any more than 24 hours past the identified due date/time, and so forth. This includes weekends! Once a submission is more than 5 days late, it will become a zero and will not be accepted for credit.

Announcements:

Announcements will be posted in CANVAS on a regular basis. They will appear on your CANVAS dashboard when you log in and/or will be sent to you directly through your preferred method of notification from CANVAS. Please make certain to check them regularly, as they will contain any important information about upcoming projects, changes to the syllabus or class concerns.

Graduation Requirements:

Graduation requirements include completion of the program with a GPA of 3.0, or "B," or higher, no outstanding academic probation requirements, and satisfactory completion of a capstone project. A grade of "B-" or better is required in all courses. Courses in which a "C" is received must be repeated at the student's expense and may extend the length of the program.

University Level Graduate Policies:

<http://catalog.xavier.edu/content.php?catoid=24&navoid=1339>

**HOT TOPIC! Academic Honesty: Read this section in the XU Catalogue, linked above.
Please ask if you have questions regarding intellectual property rights.**

Technical Requirements:

- Internet connection (DSL, LAN, or cable connection desirable)

- Access to Canvas through a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the Check Browser Tool from the Technology Services Web site.
- Check your computer against Xavier's suggested minimum computer requirements: <http://www.xavier.edu/ts/students/Computer-Recommendations.cfm>

If you need technical assistance at any time during the course or to report a problem with Canvas, contact the HELP Desk at (513) 745-HELP/4357 or visit the HELP Desk Web site, or contact Canvas at 855-778-9967.

Accommodations:

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Disability Services, it is essential that you email the letter and meet with me as soon as possible to discuss your disability-related accommodation needs for this course.

If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

- It is important to note that any disability-related information including accommodations is confidential.

Discussion Board Rubric

	0	1	2	3	4	5
Content	Posts are superficial, partially accurate, are not connected to the topic, and do not address most aspects of the assignment	Posts are superficial, partially accurate, but either are not on topic, or do not at least somewhat address all aspects of the assignment	Posts are superficial, but accurate, on topic, and somewhat address all aspects of the assignment	Posts are thoughtful, and accurate, but are not completely on topic, and do not address all aspects of the assignment	Posts are thoughtful, accurate, but either are not completely on topic, or do not address all aspects of the assignment	Posts are thoughtful, accurate, on topic, and fully address all aspects of the assignment
Timeliness	Both posts are late by more than 24 hours, or no posts are submitted	Only one post is submitted, or one of the posts is late by more than 24 hours	Both the initial and response posts are late by more than 12 hours	Both the initial and response posts are late by less than 12 hours	Either the initial or the response post is late by less than 12 hours	Initial and response posts are within the allotted time frame
Writing	One or more posts has poor grammar and spelling impacting ability to understand what was written	One or more posts has obvious grammar/ spelling errors showing lack of proof reading	One or more posts has multiple grammar/ spelling errors	Both (all) posts have minimal grammar/ spelling errors	One of the posts has minimal grammar/ spelling errors	Both (all) posts have no grammar/ spelling errors
Support Discussion	Response posts are disrespectful, superficial, do not build on the initial post, and are not on topic	Response posts are respectful, but are superficial, and do not build on the initial post or are not on topic	Response posts are respectful but are superficial, and only somewhat build on the initial post, or are somewhat off topic	Response posts are thoughtful and respectful but only somewhat build on the initial post and are only somewhat on topic	Response posts are thoughtful, but only somewhat build on the initial post, or are only somewhat on topic	Response posts are thoughtful, build on the initial post, are on topic, and respectful
Readings & videos	Posts do not refer to required readings, and do not use terminology in required readings	Posts refer to required readings, or use terminology in required readings	Posts refer to required readings, and use terminology in required readings	Posts refer to required readings, and use terminology in required readings, and meet 1 of 3: refer to outside sources, refer to related courses and include examples	Posts refer to required readings, and use terminology in required readings, and meet 2 of 3: refer to outside sources, refer to related courses and include examples	Posts refer to required readings, use terminology in required readings, refer to outside sources, refer to related courses and include examples

