

Drexel University
College of Nursing & Health Professions
MSN Program

IPS 562: Comparative Health Systems

Online Course
Winter 2016

Pre-Requisites: None
Course Quarter Credits: 4 credits [with optional 1-credit travel option (5 total credits) or 2-credit travel and practicum option (6 total credits - *Available to MSN Nursing students only*)]

Faculty: TBD
Phone:
E-mail:
Office Hours:
Primary Contact Method:
Course Chair and contact information:

COURSE DESCRIPTION: The course will examine and compare the major models of health systems globally. Topics will include historical, political, social, ethical and economic context for selected countries. Standard measures of health outcomes will be analyzed.

COURSE PURPOSE (Within Program of Study): This course is designed as an inter-professional collaboration for MHA, Nursing, and other CNHP graduate students. The course may be taken as an elective course for 4 credits. Optionally, the course may include an international healthcare systems exposure through travel to a selected country with faculty and other students from the course. The travel experience will be either one week (1 credit) or two weeks (2 credits).

COURSE OVERVIEW: IPS 562 is designed as an elective that can be utilized for multiple purposes within different programs of study that may include a study abroad immersion experience. Completion of the two-week travel experience (total of 6 credits) may stand in lieu of requirements for NURS568 Practicum and Symposium in Leadership and Management. All course activities will be conducted with an inter-professional pedagogy.

LEARNING GOALS:

Upon completion of the 4-credit course, students will be able to:

1. Compare the major global models of health care.
2. Analyze various global health care systems in terms of health outcomes, social, ethical, and economic factors.
3. Conduct a value analysis of a non-US healthcare system based on economic and health outcomes data.
4. Analyze the U.S. health care system compared to other models in terms of economic and health outcomes factors.

Upon completion of the **5-credit course**, [in addition to the objectives identified for the 4-credit portion] students will be able to:

5. Integrate didactic and experiential learning.
6. Analyze how culture is expressed and reflected in the healthcare system of the host country.

Upon completion of the **6-credit course**, [in addition to the objectives listed above], LHSM students will be able to:

7. Analyze the role(s) of a nurse leader(s) in one of a variety of practice settings
8. Synthesize a conceptual framework for leadership and its application to the nursing profession
9. Appraise the differences in the application of leadership skills and management functions by direct observation in the practice setting
10. Evaluate the way in which nursing research contributes to evidence-based leadership and management practice
11. Compare the manner in which technology and information systems are used by leadership to support achievement of organizational goals.

DREXEL STUDENT LEARNING PRIORITIES:

Students graduating from Drexel University achieve competency in a field of study evidenced by achievement of a set of program-specific learning outcomes. In addition to demonstrating competency in their fields of study, students graduating from Drexel University also will demonstrate meaningful progress in six core intellectual and practical skill areas and five experiential and applied learning areas, achieving levels of competency in each core area appropriate to their program of study, their individual interests, and their abilities. Learning in these core areas supports, and is integrated with, learning in our discipline and provides the foundation for a broad education across disciplines.

Core Intellectual and Practical Skill Areas	Experiential and Applied Learning Areas
1. Communication	7. Global Competence
2. Creative and Critical Thinking	8. Leadership
3. Ethical Reasoning	9. Professional Practice
4. Information Literacy	10. Research, Scholarship and Creative Expression
5. Self-Directed Learning	11. Responsible Citizenship
6. Technology Use	

The learning outcomes integrated with the course objectives for this course are in bold above.

TEACHING METHODS:

- Reading & written assignments
- Wiki
- Group projects/Presentations
- Video/Audio Tutorials
- Asynchronous discussions

E-BOOKS/TEXTBOOKS/REFERENCES/TECHNOLOGICAL RESOURCES

Required:

James A. Johnson, Carleen H. Stoskopf. (2010). *Comparative Health Systems: Global Perspectives (Paperback)*

American Psychological Association (2009). *Publication manual of the American Psychological Association*, 6th ed., 2nd printing, Washington, DC: Author.

Other Required Readings:

Ruger, J.P. (2006) Ethics and Governance of Global Health Inequalities, *Journal of Epidemiology and Community Health*, 60:11, 998-1002.

Vashan, A. et. Al. (2014) Integrated Care as a Means to Improve Primary Care Delivery for Adults Adult Illness (IMAI), *BMC Medicine*, 12:6, p 1-11.

Gracia, D. (1996) The Historical Setting of Latin American Bioethics, *The Journal of Medicine and Philosophy*, 21:6, 593-609.

Luna, F. & Salles, A. (2006) Introduction and Chapter 1: Latin American Bioethics, Some Reflections, in Luna, F, Herissone-Kelly, P. & Pakter, L. (2006) *Bioethics & Vulnerability: A Latin American View*. (Rodopi),

Esteves, R.J.F. (2012) The Quest for Equity in Latin America: a comparative Analysis of the healthcare reforms in Brazil and Columbia, *International Journal for Equity in Health*, 11:6, 1-16.

Rodriguez del-Pozo, P., Mainetti, JA. (2009) Bioetica sin Mas: The Past, Present, and Future of Latin American Bioethics, *Cambridge Quarterly of Bioethics*, 18:3, 270-9.

Campo-Engelstein, L & Meagher, K. (2011) Costa Rica's White Legend: How Racial Narratives Undermine its Health System, *Developing World Bioethics*, 11:2, 99-107.

Warf, B. (2010) Do You Know the Way to San Jose? Medical Tourism in Costa Rica, *Journal of Latin American Geography*, 51-66.

Carranza, M. (2007) The Therapeutic Exception: Abortion, sterilization, and medical necessity in Costa Rica, *Developing World Bioethics*, 7:2, 55-63.

See Student Handbooks for Hardware and Software requirements.

Additional requirements for this course include: Internet speeds that meet or exceed Drexel recommendations.

METHODS OF EVALUATION (4-credits):

Assignment	Weight%	Course Objective Met	Due Date
Discussion Boards (3)	30%	1, 3	Weeks 2, 5, 8
Wiki Project: Analysis of various global health care systems	35%	2	Week 6
Group paper: Analysis of U.S. health care system compared to other models	35%	4	Week 10

METHODS OF EVALUATION (for students selecting the Optional Travel Portion 5-credits)

Assignment	Weight%	Course Objective Met	Due Date
Discussion Boards (2)	25	1, 3	Weeks 2 & 5
Wiki Project: Analysis of various global health care systems	30	2	Week 6
Group paper: Analysis of U.S. health care system compared to other models	30	4	Week 10
Health Care Analysis Presentation	15	5, 6	Week 8

METHODS OF EVALUATION (for students selecting the Preceptored Experience-6 credits):

Assignment	Weight%	Course Objective Met	Due Date
Discussion Boards (2)	25	1, 3	Weeks 2 & 5
Wiki Project: Analysis of various global health care systems	20	2	Week 6
Group paper: Analysis of U.S. health care system compared to other models	20	4	Week 10
Health System Analysis Presentation	15	5, 6	Week 8
Practicum Paper	20	5 -11	Week 11

GRADING SCALE:

The grading scale described below will be used in evaluating the theory components of all nursing courses. The method of grade assignment will be determined by the course faculty members.

Letter Grade	Numerical Grade
A+	98-100
A	93-97
A-	90-92
B+	88-89
B	84-87
B-	82-83
C+	79-81
C	77-78
C-	74-76
D+	71-73
D	69-70
F	<69

Note: Students should refer to their specific program's student handbook for detailed information regarding grades required for progression.

**** Rounding:** Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, an 83.50 is the minimum grade needed to pass this course, as this is rounded to an 84. Exam and quiz scores will not be rounded and will be entered in the grade book to the nearest hundredth of a percent. ******

ASSIGNMENT DETAILS:

1. **Wiki Project:** Students working in inter-professional groups will analyze the health system of an assigned country or region based on specific questions about health outcomes, health conditions, level of development, and social and economic factors.
2. **Discussions:** Students will post scholarly responses to specific discussion questions and respond to classmates' comments based on the readings, course material and independent research.
3. **Group project paper:** Students working in their assigned groups will conduct an in-depth analysis of the US health care system based on a particular research question.

Optional International Study Abroad Experience:

4. **Health Care Analysis Presentation:** Working in groups, students will prepare an in-depth description of an assigned aspect of health care observed during the trip, analyzing how culture is expressed and reflected in the healthcare system of the host country. The report will be prepared as a PPT presentation.
5. **Practicum Analysis Paper:** *(For MSN students only who selected the optional 2-week precepted study abroad experience.)* MSN students will analyze the role of healthcare leaders in organization and delivery of clinical services and improvement of quality of care. In addition to the week of inter-professional collaboration in the host country, students will role shadow a healthcare executive for the purpose of assessing the knowledge, skills, and attitudes of leading and managing in healthcare organizations. This is a precepted experience. Forty practicum hours of role shadow and observation of an appropriate healthcare manager or leader are required. The student will submit a practicum-focused paper addressing the objectives of the preceptorship experience with comparison to the US model.

RUBRICS AND GUIDELINES

Discussion Board:

Guidelines for Discussion Board Participation

1. All students are expected to participate in the discussion board assignments. Discussion participation is ongoing and concluded the last day of the module. Discussion Board session dates are posted in the course schedule.
2. On-line contributions should be completed during the module time frame indicated, the courses are not self-paced.

3. Each student will make a minimum number of posts as listed on the Discussion Board Rubric. One posting must be in response to the discussion topics for the module. Refer to the Discussion Board Rubric for more detail.
4. The contribution of original thoughts/ideas and the quality of your participation will be considered. **Note:** Simple “I agree/disagree”, “I found it interesting” or “Way to go” is not an adequate posting and is not adequate posting for grading purposes, however, it does contribute to social connections within our online classroom.
5. Online student conduct requires use of accepted “netiquette” good practices (<http://www.valrc.org/tutorials/onlinelearner/netiquette.htm>). Student and instructor behaviors not meeting these accepted practices will be addressed.
6. Module discussion board response & synchronous online discussions will be evaluated based upon the following criteria. The student is able to:
 - a. Contribute new thoughtful and substantive ideas.
 - b. Clarify, understand and question/analyze other student’s contribution to the discussion board.
 - c. Constructively debate alternate positions on discussion postings.
 - d. Give negative and positive feedback in a respectful, professional manner in response to other student’s contributions.
 - e. *Explore the issue, by citing relevant resources from the literature, course readings and reputable online links.*
 - f. Clearly and effectively convey their ideas in a succinct cogent and persuasive manner.

Discussion Board Grading Rubric

4 points

- **The postings clearly build upon and synthesize the ideas of other discussion participants’ contributions, including clearly identifiable proactive strategies and approaches that have the potential to enhance the nursing profession and leadership.**
- **Integrated readings and/or related literature from outside the course when answering the question(s) into responses to the question(s)**
- Responded to peer postings in a substantive manner
- Actively discusses throughout the discussion period. Does not wait until the due date and time to post a thread

3 points

- **The posting foci are clear, concise and cogent, and demonstrate a thoughtful extension, exploration and explication of related issues presented by discussion participants.**
- **Integrated the course readings and/or related literature when answering the questions(s) into responses to the question(s)**
- Responded to peer postings

2 points

- **Minimal interaction with other discussion participants is evident. Postings are superficial, lacking clarity, and are not specifically cogent to the topic, as well as not**

visibly demonstrating efforts to extend the topic toward more in-depth exploration/discussion.

- **Did not integrate** the course readings and/or related literature when answering the question(s) into responses to the questions(s)

0-1 point

- **Did not** answers/responds to the question(s)
- **Did not integrate** the course readings and/or related literature when answering the questions(s) into responses to the question(s)

Wiki Project:

Students will be assigned to inter-professional groups by course faculty by the end of week 2 of the term. One student will be assigned responsibility to bring the group together for the first time; thereafter, students will determine their own organization and schedule.

Using the Campus Pack Wiki tool in the Bb course shell, students will collaborate to address the assigned questions/topics as per the assignment specifications in Bb. Students who are unfamiliar with wiki development can refer to the many videos on YouTube on this topic. One useful video is [Bb: How to Create a Wiki](#).

All students will submit the group wiki through the assignment submission applet. The assignment will be graded based on content, organization, wiki components, and contribution as per the rubric below. The same score will be awarded to all components of the rubric except contribution, which will vary by student.

IPS 562

Rubric for Wiki Collaboration

ELEMENT	Exemplary 3	Proficient 2	Partially Proficient 1	Unsatisfactory 0	POINTS
Content	Addresses the assigned areas of analysis with comprehensive insight, understanding, and reflective thought without personal bias	Addresses the assigned areas of analysis with a moderate amount of insight, understanding, and reflective thought without personal bias	Addresses the assigned areas of analysis with only minimal understanding or reflective thought about the topic.	Does not address the assigned areas of analysis with understanding or reflective thought	____/3
	Explains all ideas clearly and concisely in a logical progression with effective supporting evidence.	Explains most ideas clearly and concisely with supporting evidence.	Incompletely explains ideas and does not effectively use supporting evidence.	Fails to explain ideas clearly, and does not use any supporting evidence.	____/3
	Presents all information in a style that is	Presents information in a style that is	Presents information in a style that is often	Presents information in a disjointed,	____/3

	appealing and appropriate for the intended audience.	generally appropriate for the intended audience.	inappropriate for the intended audience.	unpolished style which is inappropriate for the intended audience.	
Organization	Uses a consistent organizational structure that includes grouping related information, defines specialized vocabulary and/or provides a table of contents.	Uses an organizational structure which groups some but not all, related information, defines specialized vocabulary and/or provides a table of contents.	Uses a loosely defined organizational structure which attempts to group similar items.	Fails to provide a consistent organizational structure, and information is difficult to locate.	____/3
Text Layout	Makes frequent and effective use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.	Makes occasional use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.	Makes minimal use of headings, fonts, bullet points and white space to enhance visual appeal and readability.	Makes no use of headings, fonts, bullet points or white space to enhance visual appeal and readability.	____/3
Hyperlinks	Includes links to websites or documents that enhance the information presented.	Includes links to websites or documents, but not all links enhance the information presented.	Includes links to websites or documents which add little value to the information presented.	Does not include any links, or the links selected are of poor quality and do not add any value to the information presented.	____/3
	Connects to relevant, up-to-date resources.	Connects to resources which are usually relevant and up-to-date.	Connects to many outdated resources which appear to have only a minimal connection to the topic.	Connects to outdated resources which have no connection to the topic.	____/3
Graphics and Multimedia	Selects high quality graphics and multimedia when appropriate to enhance and clarify the content.	Selects graphics and multimedia which are mostly high quality and enhance and clarify the content.	Selects many low-quality graphics and multimedia which do not enhance the content.	Selects no graphics, or uses only low-quality graphics and multimedia which do not enhance the content.	____/3
	Acknowledges all image and multimedia	Acknowledges most image and multimedia sources	Acknowledges only a few multimedia and	Fails to acknowledge any image or	____/3

	sources with captions or annotations.	with captions or annotations.	image sources and uses incomplete captions or annotations.	multimedia sources, either with a caption or an annotation.	
Citation	Consistently uses standard bibliographic format to cite sources.	Uses standard bibliographic format to cite sources most of the time.	Does not use standard bibliographic format to cite sources, and citations are incomplete.	Does not cite any sources.	___/3
	Accurately cites all sources of information to support the credibility and authority of the information presented.	Most sources are cited accurately, and support the credibility of the information presented.	Few sources are cited accurately, and they fail to adequately support the credibility of the information presented.	Does not provide any accurate information about sources used.	___/3
Group/Partner Collaboration	Contributes equally with other group members in researching, writing, and editing.	Assists group members with most of the researching, writing and editing.	Provides minimal assistance to group members in researching, writing and editing, and does not follow through with all tasks.	Provides no assistance to group members in any of the researching, writing and editing and does not follow through with any of the tasks.	___/3
	Meets all goals and deadlines.	Usually meets goals and deadlines.	Occasionally meets goals and deadlines.	Does not meet goals and deadlines.	___/3
	Exhibits appropriate wiki etiquette when editing and respects the work of others.	Exhibits appropriate wiki etiquette most of the time and generally respects the work of others.	Exhibits a minimal knowledge of wiki etiquette and often fails to respect the work of others.	Exhibits no knowledge of wiki etiquette and fails to respect the work of others.	___/3
Writing Mechanics	Edits the text with no errors in grammar, capitalization, punctuation, and spelling.	Edits the text with minor additional editing required for grammar, capitalization, punctuation, and spelling.	Edits the text, but errors in grammar, capitalization, punctuation and spelling distract or impair readability. (3 or more errors)	Edits the text but numerous errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major revision is required. (more than 5 errors)	___/3
TOTAL POINTS					___/45

Group Project Paper:

Students working in their assigned groups will analyze the US health care system in comparison with one other healthcare system covered in the course based on a specific research question.

1. The introduction utilizes course content and outside sources to address the significance of this aspect of health care for the US and the other country (In other words, why discuss this aspect of healthcare?) 25 points
 2. At least three elements of the healthcare system are addressed (e.g., hc delivery, access, quality of care, financing) 25 points
 3. Paper displays strong conclusion based on the findings 25 points
 4. Meets the requirements for graduate level paper organization, flow and
 5. readability (including grammar, APA referencing and solid, well-written introduction and conclusion. Meets the basic requirements of the paper (8-10 pages, 12pt. font), 25 points
- 100 points

RUBRICS AND GUIDELINES FOR OPTIONAL STUDY ABROAD

Health Care Analysis Presentation: Working in groups, students will prepare an in-depth description of an assigned aspect of health care observed during the trip, analyzing how culture is expressed and reflected in the healthcare system of the host country. The report will be prepared as a PPT presentation of 8-10 slides and 15 minutes.

Content

1. Provides at least three examples of how culture is expressed in health care system. 10 pts
2. Description is clear, organized, and in-depth 10 pts
3. PowerPoint demonstrates use of graphics (photos, graphs and/or videos) 10 pts
4. PowerPoint demonstrates clear use of outside material as research on the topic 10 pts
5. Grammar; APA referencing; attention to detail 5 pts

Presentation

1. Logical, organized, and maintains appropriate length 20 pts
 2. Students presenting demonstrate familiarity with the material 10 pts
 3. Presenters respond to questions 10 pts
 4. Students went above and beyond to demonstrate depth of understanding and/or relevance for particular populations 15 pts
- 100 pts

Health System Analysis Paper:

MSN students who are enrolled for the Leadership Practicum Alternative experience will complete an individual paper that integrates and synthesizes learning from the experiential portion of the course and addresses the objectives of the 6-credit option. The required elements for the paper are listed in the gradesheet.

NURS 568
PRACTICUM ALTERNATIVE PAPER GRADESHEET
COMPARATIVE HEALTH SYSTEM LEADERSHIP

The following required elements of the assignment must be addressed:

Required Element	Possible Points	Points Awarded	Discussion
Describe the practicum setting with reference to the mission and vision of the organization and service area demographics. Attach Table of Organization that depicts the position of the preceptor in relation to superiors, subordinates, and organizational peers	10		
Analyze the role of the preceptor in relation to the three functions of leading people, management of operations, and management of resources with relation to a similar role in the US system	20		
Attach a log of daily experiences in role shadowing of preceptor that incorporates learning points and take-aways from each day.	15		
Evaluate how evidence-based leadership and management is practiced by the preceptor	15		
Evaluate how technology supports the functions of leading and managing in the organization	15		

Analyze how culture is expressed and reflected in the healthcare system of the host country	15		
Paper is appropriately formatted with use of sub-headings as needed to lead the reader through the logical flow of the paper; attention given to syntax, grammar and punctuation; and in APA format, using edition 6 of the APA manual.	10		

DISABILITY STATEMENT:

Student with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Resources (ODR). For additional information, contact ODR at www.drexel.edu/odr, 3201 Arch St., Street, Suite 210, Philadelphia, PA 19104, **215.895.1401** (V), or **215.895.2299** (TTY).

STUDENT RESPONSIBILITIES:

Drop/Add/Withdrawal Policy:

Once the student is registered in this course, it is his or her responsibility to attend the course, drop the course, or withdraw from the course. Dropping and withdrawing are distinct actions that affect a student's course enrollment status. In either case, a form from the University Registrar's Office, with signatures, is required to change course enrollment status. There are billing, financial aid, and academic records that are affected by changes to a student's enrollment status in this course; therefore, the student must attend to the proper procedure when dropping or withdrawing from a course.

http://www.drexel.edu/provost/policies/pdf/course_withdrawal.pdf Please refer to the University's drop/add/withdrawal policies and timelines on the Registrar's website or contact the appropriate academic advisor. Refer to the Academic calendars for key dates: <http://www.drexel.edu/provost/calendars/>

Academic Integrity:

Drexel University is committed to a learning environment that embraces honesty. Faculty, students, and administrators share responsibility for maintaining this environment of academic honesty and integrity, accepting responsibility for all actions, personal and academic. Each member of the Drexel community is expected to read, understand, and uphold the values identified and described for academic integrity. An explanation of what constitutes academic dishonesty can be found on the Provost's website at:

http://www.drexel.edu/provost/policies/academic_dishonesty.asp.

An explanation of the sanctions given for academic dishonesty can be found in your Student Handbook and on the website of the Office of Conduct and Community Standards at

<http://www.drexel.edu/studentlife/judicial/honesty.html>.

Intellectual Honesty Certification:

All students in CNHP, both undergraduate and graduate, are now required to submit the following statement with every paper they submit in every CNHP course they take. Students submitting papers via Blackboard can 'sign' the certification statement using typed text. Papers that do not have this 'signed' statement attached will not be graded.

In submitting this assignment, I certify that this assignment is presented as entirely my own intellectual work. Any words and/or ideas from other sources (e.g. printed publications, Internet sites, electronic media, other individuals, groups, or organizations) have been properly indicated using the appropriate scholarly citation style required by the department or College.

I have not submitted this assignment in its entirety to satisfy the requirements of any other course. Any parts of this assignment from other courses have been discussed thoroughly with the faculty member before this submission so that there is an understanding that I have used some of this work in a prior assignment.

Student's Signature: _____

Course Submitted: _____

Term: _____

Date: _____

The statement for group projects where one assignment is submitted by the entire group is as follows:

In submitting this assignment, we certify that this assignment is presented as entirely our own intellectual work. Any words and/or ideas from other sources (e.g. printed publications, Internet sites, electronic media, other individuals, groups, or organizations) have been properly indicated using the appropriate scholarly citation style required by the department or College.

We have not submitted this assignment in its entirety to satisfy the requirements of any other course. Any parts of this assignment from other courses have been discussed thoroughly with the faculty member before this submission so that there is an understanding that we have used some of this work in a prior assignment.

Students' Signatures: _____

Course Submitted: _____

Term: _____

Date: _____

Course drop policy: http://www.drexel.edu/provost/policies/course_drop.asp

Financial Obligations:

Students who do not satisfy financial obligations to the University and have been placed on financial hold are not entitled to a final and official course grade by the Instructor. Official course grades are submitted by faculty through Drexel's Banner academic information management system.

Attendance and Lateness Policies:

If synchronous class meetings are scheduled for on-line courses, all students are expected to attend these meetings as assigned. Students are required to notify the Professor of an absence to a synchronized class prior to the start of class they will be absent from. This notification must briefly explain the reason you will be absent and must be done via email.

Each student is expected to arrive at least 5-10 minutes before the session has begun and have completed the Blackboard Collaborate wizard run prior to the start of class.

Observance of Religious Holidays

Drexel University supports an environment that respects the religious observances of others. Students who feel that they will need accommodations for assignments and/or exams due to a religious observance are required to consult the course schedule contained in the syllabus and contact their instructor to make mutually agreed-upon arrangements. All arrangements must be made before the end of the second week of the term. Requests made after that time may not be accommodated.

Assignment Submission:

Students must submit any assignment attachments using MSWord. Files in differing formats that cannot be opened will be returned for reprocessing, and may be considered late if received after the due date. If there are any questions regarding formatting of your file attachment, please email your professor prior to the due date. Submission links are provided directly beneath each individual assignment description; please use this area to submit your work. Do not submit your assignments via email. You will be expected to use your Drexel email address for all class and school communications.

Note: Students are expected to submit all assignments when due via the assignment submission links provided in Blackboard. Assignments submitted after the due date will result in a *loss of 2 points per day* late unless prior arrangements have been made with the professor.

Instructor Feedback: For questions that relate to the course, students are encouraged to use the Question Box Forum found in the Discussion Board module. By using this common site, all students can benefit from the question and instructor's response.

Faculty will respond to student emails within 24 hours weekdays and 48 hours weekends/holidays. If there is an urgent situation that requires immediate attention of the faculty, students should contact the instructor by phone.

In general, written assignments will be returned to students with grade and feedback within 10 days. Students can locate their grade using the My Grades function in My Tools.

Changes to Syllabus:

The student acknowledges receipt of this syllabus and the information herein by continuing to attend this course. The instructor reserves the right to make changes to this syllabus if circumstances warrant such change. All changes will be posted in the 'Course Announcements' section of the course.

Communication:

Students are expected to follow the guidelines for professional communication as outlined in the Student Handbooks. Online conduct reflects the same requirements as classroom conduct. Courtesy, politeness, and good manners must be used when students and faculty are involved in online education and/or communication; the same as if the interaction were to take place in person. Certain issues are particular to online education conduct. These include assuring that written or audio discussion and email are afforded the same civility as an on-site classroom situation.

Email:

Students must use their Drexel email for all course related communication. Students are expected to check their Drexel email at least three times per week for announcements relating to class, course and registration information. A student who does not do this is in danger of not receiving important information, as this is a major mode of communication for the College of Nursing and Health Professions.

Technological Issues:

Online Learning Technical Guidelines: The CNHP Online Learning Technical Guidelines are *updated quarterly and provide important information* regarding minimum technological specifications and browser compatibility for successful online learning. Students are encouraged to refer to the CNHP Online Learning Technical Guidelines to ensure that their computers meet the minimal **Online Learning Technical Guidelines** requirements. Technical guidelines and *more detailed troubleshooting/help information* can be found at: <http://www.pages.drexel.edu/~cnhp/pdf/OLTechGuidelines.pdf>

Blackboard: For help with Blackboard Learn - contact the Drexel Online Learning Team via telephone during business hours at 215-895-1224.

- From 8:00am-6:00pm, it will be answered by Drexel OLT staff.
- Outside of that time frame, as well as weekends and holidays, callers will be presented with a choice to press 1 to leave a message for OLT or press 2 to connect with off hours support.

You can also contact the Drexel Online Learning Team at via email at olt@drexel.edu

You can also view tutorials at <http://www.drexel.edu/irt/help/learn>

Blackboard Collaborate:

Before you start using Blackboard Collaborate, you must install the Collaborate launcher:

- Windows OS launcher: <http://goo.gl/BxK1Qi>
- MAC OS launcher: <http://goo.gl/uwsjyc>

For help with Blackboard Collaborate

- Contact the first level Blackboard Collaborate Direct Support line at 866-350-4978 (US & Canada Toll-Free).
- If your issue is not resolved by the first level support please contact the Drexel Online Learning Team at 215-895-1224 for secondary support.

Other issues: For help with email, passwords, or Drexel One, contact the Drexel IRT Help Desk at 215-895-2020

TOPICAL OUTLINE: IPS 562 Winter 2016		
Module	Topic	Assignment
Module 1: Introduction to Models of HC systems (weeks 1-2)	<ul style="list-style-type: none">• delivery models and historical and social context for the development of each model• assessing global health outcomes by model• variations on pure model;• Global/epidemiologic health issues and transitions<ul style="list-style-type: none">○ Migration trends○ Ageing populations	<p>Discussion Board 1 (week 2)</p> <p>Readings: Chapters 1,2,3 of text</p> <p>Ruger, J.P. (2006) Ethics and Governance of Global Health Inequalities, Journal of Epidemiology and Community Health, 60:11, 998-1002.</p> <p>Vashan, A. et. Al. (2014) Integrated Care as a Means to Improve Primary</p>

	<ul style="list-style-type: none"> ○ Fertility and population trends ○ Infectious illness 	Care Delivery for Adults and Adolescents in the Developing World: A Critical Analysis of Integrated Management of Adolescent and Adult Illness (IMAI), BMC Medicine, 12:6, p 1-11.
Module 2: The Americas (weeks 3-4)	<ul style="list-style-type: none"> • examination of healthcare delivery systems in Canada, US, Latin and South America • examination of health/social/economic issues impacting health in Latin America 	<p>Readings: Chapter 4 of text</p> <p>Gracia, D. (1996) The Historical Setting of Latin American Bioethics, The Journal of Medicine and Philosophy, 21:6, 593-609.</p> <p>Luna, F. & Salles, A. (2006) Introduction and Chapter 1: Latin American Bioethics, Some Reflections, in Luna, F, Herissone-Kelly, P. & Pakter, L. (2006) Bioethics & Vulnerability: A Latin American View.</p> <p>Esteves, R.J.F. (2012) The Quest for Equity in Latin America: a comparative Analysis of the healthcare reforms in Brazil and Columbia, International Journal for Equity in Health, 11:6, 1-16.</p> <p>Rodriguez del-Pozo, P., Mainetti, JA. (2009) Bioetica sin Mas: The Past, Present, and Future of Latin American Bioethics, Cambridge Quarterly of Bioethics, 18:3, 270-9.</p>
Module 3: Europe (weeks 5-6)	<ul style="list-style-type: none"> • examination of selected healthcare delivery systems in Europe, with attention to England, Germany, and France 	<p>Readings: Chapter 8 of text</p> <p>Wiki Project: Analysis of various global health care systems is due</p>
Module 4: Asia and Africa (weeks 7-8) *travel period for cross-cultural immersion	<ul style="list-style-type: none"> • examination of selected healthcare delivery systems in Europe, with attention to Japan, India, and Nigeria 	<p>Discussion Board #2 (week 8)</p> <p>Readings: Chapters 11, 17 of text</p>
Module 5: Evaluating global healthcare models (weeks 9-10)	<ul style="list-style-type: none"> • Assessment of effectiveness of global healthcare models • Efforts to address challenges in US Health System; • Distinction of US compared to other models 	<p>Readings: Chapter 10 of text</p> <p>Group Project: Analysis of U.S. health care system compared to other models is due</p>