



Course Syllabus

Course Description	This course provides an overview of the structures and roles of international organizations like the World Health Organization (WHO), United Nations Children's Fund (UNICEF), and the World Bank (WB) in global health, as well as the concepts of global health architecture and global health security. This course also provides insights into the core components and functions of different national health systems, including public health, around the world, how they are structured and how they operate, to achieve their national health goals, emphasizing the areas of similarity and the areas of differences. Other topics include global health economics and financing, global determinants of disease and health, global healthcare and public health innovations, and healthcare and public health systems evaluation.
Prerequisites	None
Instructors	<p>Wael ElRayes, MBBCh, PhD, MS, FACHE Department of Health Services Research and Administration College of Public Health Office: MCPH 1022 Phone: 402-559-1981 E-mail: wael.elrayes@unmc.edu</p> <p>Ward Chambers, MD Department of Health Services Research and Administration College of Public Health Office: MCPH 1032 Phone: 402-559-4680 Email: ward.chambers@unmc.edu</p>
Guest Speakers	<p>Guest speakers may include faculty members from across the University of Nebraska system and/or experienced professionals and public health practitioners from public health agencies and other community organizations. Our Guest Speakers include:</p> <ul style="list-style-type: none">• Iftikher Mahmoud, MD, FAAP. Founder and CEO, HOPE Foundation for Women & Children of Bangladesh• Ali Khan, MD, MPH, MBA. Dean, College of Public Health, University of Nebraska Medical Center. Retired Assistant Surgeon General, USPHS• Mona Elshokry, MD, PhD. Professor of Medical Microbiology and Immunology, Faculty of Medicine, Ain Shams University, Cairo, Egypt. Laboratory Consultant/Public Health Laboratory Unit, Department of Communicable Diseases, WHO Eastern Mediterranean Regional Office• Pam Boyers, PhD. Associate Vice Chancellor for Clinical Simulation, iEXCEL, University of Nebraska Medical Center

- Cheryl Beseler, PhD. Associate Professor, Department of Environmental, Agricultural and Occupational Health, College of Public Health, University of Nebraska Medical Center

Class Days, Times, Location This fully online course is offered asynchronously using the UNMC Canvas Learning Management System (LMS). Students are expected to log into Canvas frequently to follow up on announcements and updates, participate in discussions, and complete tasks and assignments.

Office Hours There are no set office hours for this course. Students may request an appointment by e-mail for in-person (preferred) or virtual meetings (for distant students).

Course Texts **Required text:** *Global Health: Diseases, Programs, Systems, and Policies 4th Edition*, by Michael H. Merson (Author), Robert E. Black (Author), Anne J. Mills, ISBN-13: 978-1284122626.

Additionally suggested textbook: *Pocket World In Figures 2020*, by *The Economist*, ISBN-13: 978-1788162791.

Required Readings Additional readings will be assigned, and links or titles of specific articles and sources will be provided and posted on Canvas at least a week before the class. Reading for a particular class should be completed before class activities.

Course Format This is a fully online course that will include various educational materials, including online lectures, instructional videos, textbook readings, journal articles, websites, group projects, individual assignments, and participation in the discussion board.

Course Website <https://unmc.instructure.com/> (use your NetID and password)

ADA Policy The University of Nebraska Medical Center takes pride in its diverse population and is committed to providing all students the opportunity to take full advantage of its programs and facilities. In keeping with this philosophy, UNMC strives to eliminate architectural and programmatic barriers that may prevent qualified students with disabilities from obtaining an academic or professional degree. Reasonable accommodations (e.g. auxiliary aids and services or academic adjustments) are offered to provide students with disabilities an equal opportunity to participate in academic programs and to promote and facilitate the integration of students with disabilities into the mainstream of university academic life. Students should initiate requests for accommodation; however, the accountability and responsibility of accommodations is shared among faculty, students, administrators, and staff. Reasonable accommodations for students with disabilities are designed to provide equal access in a manner that does not compromise essential elements of academic programs.

Full Policy <https://catalog.unmc.edu/general-information/student-policies-procedures/student-accommodation-policy/>

ADA Registration and Contact Information Reasonable accommodations are provided for students who are registered with UNMC Accessibility Services Center (UNMC ASC) and make their requests sufficiently in advance. For more information, contact UNMC ASC (Location: Student Life Center, Suite 2031; Phone: 402.554.2872, email: unmcasc@unmc.edu)

Course Learning Objectives

At the end of this course, students should be able to do the following:

1. Explain the history of public health and health care systems in the United States and globally, including the role of global health systems.
2. Compare funding mechanisms, financing, and economics of different public health systems.
3. Identify social determinants of health and recommend interventions for global health.
4. Develop practical innovations that can advance global health.
5. Analyze the role and function of international health organizations.
6. Critically assess and evaluate national and international public health systems and international programs addressing global health.
7. Compare and contrast different public health systems in different countries.

The CEPH competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies

CEPH Foundational Learning Objective & Competencies		Learning Objectives	Assignments
CEPH Global Health	Apply monitoring and evaluation techniques to global health programs, policies, and outcomes	1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> • Global Situations Discussion Board • Video Presentation • Infographic Project 1 • Infographic Project 2 • Mid-Term Assignment • End of Term Assignment
CEPH Global Health	Propose sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area	4, 5, 6	<ul style="list-style-type: none"> • Video Presentation • Mid-Term Assignment • End of Term Assignment
CEPH Global Health	Design sustainable workforce development strategies for resource-limited settings	3, 4, 6	<ul style="list-style-type: none"> • Global Situations Discussion Board • End of Term Assignment

Course Assignments

Students must complete all assignments in this course. The details and due date for each assignment are included later in this syllabus and posted on Canvas LMS. Students should submit all assignments and exams via Canvas LMS no later than 11:59 pm on the designated day unless stated otherwise. The grading rubrics at the end of this document provide details for the grading for all course assignments.

All written assignments must be submitted in the final format; drafts will not be accepted or reviewed. Unless noted, all assignments should follow the most current APA (7th edition) guidelines (<https://apastyle.apa.org/>).

All assignments should include references, and the reference page(s) is/are not included in the page limit required for the assignment. A maximum of 1 table and/or 1 graph/picture is allowed within the body of the paper. Additional graphs, charts, and pictures should be included in an appendix.

1. Discussion Board (10%)

The discussion board is the heart of your learning community and is intended to cultivate communication, promote meaningful discourse, and create a peer-learning environment. The discussion board contributes to developing your critical thinking skills and allows you to review and respond to your classmates. The

discussion board will be the main interactive channel. **All** students are required, unless otherwise noted, to participate in **all** the Canvas online discussion boards.

The discussion board Global Situations involves a weekly, unless explicitly stated otherwise, entry to Canvas. Each student will select a week (or more, depending on the number of students) to be a discussion leader. A wiki document is available on canvas for students to sign up for weekly discussion leader (first come, first serve). The discussion leader will share an original post discussing a global situation/program/issue in the Global Health Systems related to the week's topic. ***The discussion leader will explain the issue in 250-500 words and illicit responses by creating 2-3 questions for peers to discuss the problem based on knowledge and readings about the topic. In addition to the original post, the discussion leader must lead the discussion by responding to as many posts as needed to foster communication and discussion of the problem and solutions. All students are required to respond to the original post (not less than 200 words) and at least 2 other classmates' posts, clarifying and justifying their ideas and responses.***

2. Video Presentation (15%)

Each student will work **individually** to create an **8-10-minute PowerPoint (PPT) video with voice narration** comparing global determinants (social, economic, political) of health/disease in **3 self-selected countries (the 3 countries must be from different continents and/or WHO regions)**. The students will upload their video presentations to the discussion board. **Students will be assigned by the instructor to complete a peer review for two of their classmates' videos utilizing the presentation rubric (part of your grade is attributed to completing this peer review).**

3. Infographic project 1 (15%)

Students will work together **in small teams**, assigned by the Instructor, to create an infographic on the roles of major global organizations in global public health. Instructions on how to make the infographic are found on Canvas. Only one student will have to submit the assignment (through Canvas) on behalf of his/her team.

4. Infographic project 2 (15%)

Students will work together **in small teams**, assigned by the Instructor, to create an infographic about the evaluation and assessment of a global health and public health system/program/regulation, using one of the existing tools implemented on a global or regional level. Only one student will have to submit the assignment (through Canvas) on behalf of his/her team.

5. Mid-Term Paper (20%)

Students will work **individually** to write a **5-page paper** (APA format) on **practical innovation(s)** that could be applied in one self-selected country or one global health program to advance the objectives and goals of global health. Students will be required to fill a form for the selected country or program to ensure there is no duplication of assignments, first come, first serve.

6. End of Term Paper (30%)

Students will work **individually** to write a **10-page final paper** (APA format) with the following components:

- Compare and contrast healthcare and public health system profiles of **three countries** within different global regions, covering trends and patterns in healthcare systems, universal health coverage, and health inequities, disease burden, and other related indicators.
- Describe the public health measures, including mortality rate and burden of the most common diseases, in the selected countries using at least 3 examples for each measure.

- Explain how social, cultural, and economic factors influence the individual or population-level health status using at least 3 examples for each factor.
- Write an assessment of the healthcare workforce needs for the selected countries, preferably low-resource countries.

Grading: Please refer to the grading rubrics at the end of this document for grading details for each type of assignment. Additional information about the grading criteria for each component could be distributed with the assignment if needed. Students in the same assignment group (infographic projects) will receive the same grade. The relative weight of each course component is as follows:

<i>Certificate, MS, MPH, MHA, PhD Students</i>		
Assignment	Percentage	Points
Discussion Board	10%	100
Video Presentation	15%	150
Infographic 1	15%	150
Infographic 2	15%	150
Midterm Assignment	20%	200
End of Term Assignment	25%	250
Total	100%	1000

Grading Scale: The grading scale for the course is shown below and is consistent with UNMC policies.

Grade Point	4.0	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0
Final Percentage	100-98	97-93	92-90	89-88	87-83	82-80	79-78	77-73	72-70	69-68	67-63	62-60	<60
Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Class Policies

Instructor Expectations

Communication The Instructor welcomes and supports continuous and open communications with the students. With the course being completely online, the Instructor will typically communicate with students through e-mail or the Canvas announcement. Students should expect a response to their e-mail within 24 hours or less if sent Monday-Friday. The Instructor may respond to weekend e-mails. If you receive an out-of-office reply when e-mailing, it may take longer to return e-mails. The Instructor will give students advance notice, if possible when he is out of the office. However, all students are welcome to stop by the Instructor's office or request an in-person meeting.

Discussion Board The Instructor will be an active reader and will occasionally post throughout the semester. Students will moderate the group discussion boards unless an issue is brought to the Instructor's attention by a fellow group member.

Feedback All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback will be delivered via the Canvas Grade Center. If warranted, additional feedback may be sent via Canvas e-mail or viewed in the comments section of the graded assignment. Feedback is meant to be constructive

and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in areas in which you are not.

Grading

Assignments, projects, and discussion board postings will be graded within two weeks after the due date. Early submissions will not be graded before the final due date.

Telephone Messages

E-mail is the preferred way to contact the Instructor. In the event you initiate a communication by phone, please make sure to send an e-mail as well. The Instructor will respond to telephone messages within 24 hours Monday thru Thursday. Calls left on a Friday will be returned that day if possible. If not, they will be returned on Monday.

Student Expectations

Assignments

All assignments must be submitted through Canvas via the discussion board, assignment links located in the weekly modules, syllabus link, or assignments link (if made available by the Instructor). ***E-mailing assignments is not acceptable unless prior arrangements have been made.*** If you are having issues submitting assignments, try a different web browser first; if switching browsers does not work, e-mail or call the Instructor for guidance ***with enough time before the due date.***

Attendance/ Participation

Your active participation is an integral part of your learning experience in this course.

Communication

Class members are expected to follow common courtesy in all communication to include e-mail, discussion boards, and Canvas. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as professionals.

Contributions

Students are expected to offer individual contributions in class and on individual assignments and collaborate with fellow students on assignments for which students may work together.

Discussion Board

All students are expected and required to participate in the course Group Discussion Board on Canvas. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information on the topic.

- View the 15 Rules of Netiquette for the online discussion board at <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

E-mail

All e-mail correspondence between student/instructor and peer/peer will be conducted in a professional manner following e-mail etiquette.

- View the following link for more information on e-mail etiquette <http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/>

Missed, rescheduled, or late work

Assignment due dates will not be changed because of exams or assignments in other courses or conflicting vacation or travel plans. *Missed discussion board participation will receive zero points.* For all other assignments, *late submissions will receive a 5% total grade reduction for every day that they are late. After seven days, late submissions will not be graded and will earn zero points.* Corrected submissions will not be accepted unless stated a strong justification is approved by the Instructor. Students must inform (via e-mail) the Instructor at least a week in advance if they cannot submit an assignment due to extenuating circumstances, such as medical procedures or professional travel.

Academic Integrity and Professional Conduct

The University of Nebraska Medical Center has established a policy on academic integrity and professional conduct. This policy may be found in the UNMC Student Handbook. All graduate students are expected to adhere scrupulously to this policy. Cheating, academic misconduct, fabrication, and plagiarism are viewed as serious matters and will lead to disciplinary action as described in the UNMC Student Handbook under Procedural Rules Relating to Student Discipline. Additional materials related to Responsible Conduct in Research can be found in the UNMC Student Handbook.

Selected sections from the [Student Policies and Procedures](#) include:

Cheating: A general definition of cheating is the use or attempted use of unauthorized materials or information for an academic exercise. Examples of cheating include but are not limited to:

1. Using unauthorized materials such as books, notes, calculators, or other aids during an examination or other academic exercises.
2. Receiving unauthorized assistance from another person during an exam or exercise such as copying answers, receiving answer signals, conversation, or having another person take an examination for you.
3. Providing assistance to another person during an exam or exercise, such as allowing your answers to be copied, signaling answers, or taking an exam for someone else.
4. Obtaining answers and/or other information without authorization from someone who has previously taken an examination.
5. Including all or a portion of previous work for another assignment without authorization

Academic misconduct: Academic misconduct is defined as the falsification of official documents and/or obtaining records, examinations, or documents without authorization. Several examples of academic misconduct are:

1. The unauthorized acquisition of all or part of an unadministered test.
2. Selling or otherwise distributing all or part of an unadministered test.
3. Changing an answer or grade on an examination without authorization.
4. Falsification of information on an official university document such as a grade report, transcript, an instructor's grade book, or evaluation file or being an accessory to an act of such falsification.
5. Forging the signature of an authorizing official on documents such as letters of permission, petitions, drop/add, transcripts, and/or other official documents.
6. Unauthorized entry into a building, office, file, or computer database to view, alter, or acquire documents.

Plagiarism: Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit, i.e., an appropriate attribution or citation. Some examples are:

1. In the methods section of a thesis, a graduate student describes a procedure used in research for the thesis. The procedure was developed by a fellow graduate student in the laboratory of their major professor; however, neither the student who developed this procedure nor the major professor was given credit in the thesis. This implies that the author of these had himself developed the procedure.
2. In the background section of a thesis, a graduate student quotes verbatim the results of a previous investigator's work but fails to credit the individual through citation. The work is recent and thus cannot be considered common knowledge.

Instructor's Policy: *A violation of the standards of academic integrity is viewed as a very serious matter at UNMC. Any violation of the academic integrity and professional conduct policy will result in a zero grade for the assignment or exam in question. A second offense will result in an F for the course. Violations will be reported to the student's Department Chair and the CPH Associate Dean for Academic and Student Affairs and may be entered into the student's academic record. This record may affect future job opportunities.*

Course Outline and Assignments

This schedule may change as the semester progresses, according to student enrollment and needs. Assigned and additional reading material may be changed during the course; the Instructor will notify the students of such changes with enough lead time via Canvas.

This is a graduate-level class; the reading assignments listed below are the *minimum readings* expected by all students. Students are highly encouraged to search for and read additional material.

Week	Date	Topic	Reading Assignment	Class Assignments and Due Date	Learning Objectives
1	01/10/2021	History of healthcare and public health systems What is global health?	<p>Read and view content in Canvas Module Week 1, including:</p> <p>A History of the Public Health System https://www.ncbi.nlm.nih.gov/books/NBK218224/</p> <p>What is global health? https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2852240/</p> <p>Global Health – emergence, hegemonic trends and biomedical reductionism https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7201392/</p> <p>Public Health in a Global Context https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3854862/</p> <p>Towards a common definition of global health http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.560.6286&rep=rep1&type=pdf</p> <p>Global health is public health</p>	<p>Make an introduction video about yourself</p> <p>Due no later than 11:59 pm on Saturday, 01/15</p>	1

			http://www.gesundheit-und-globalisierung.de/fileadmin/2010_Lancet_Global_Health_is_public_health.pdf		
2	01/17/2021	<p>Global social determinants of health</p> <p>Commercial determinants of health</p> <p>Economic Determinants of Health</p> <p>Political Determinants of Health</p> <p>The Global Health Observatory</p>	<p>Read and view content in Canvas Module Week 3, including: Chapter 4: Understanding and Acting on Social Determinants of Health and Health Equity. Global Health: Diseases, Programs, Systems, and Policies. Global Health: Diseases, Programs, Systems, and Policies 4th Edition.</p> <p>Social determinants of health https://www.who.int/health-topics/social-determinants-of-health#tab=tab_1</p> <p>Commercial determinants of health https://www.who.int/news-room/fact-sheets/detail/commercial-determinants-of-health</p> <p>Economic Determinants of Health https://www.annualreviews.org/doi/pdf/10.1146/annurev.publhealth.23.100901.140540</p> <p>Political Determinants of Health https://academic.oup.com/eurpub/article/24/1/2/494976?login=true</p> <p>The Global Health Observatory https://www.who.int/data/gho https://www.who.int/data/gho/health-equity</p> <p>Social Determinants of Health: Know What Affects Health https://www.cdc.gov/socialdeterminants/index.htm https://health.gov/healthypeople/objectives-and-data/social-determinants-health</p>	<p>Student-Led Discussion Board 1 Global social determinants of health.</p> <p>Initial post due no later than 11:59 pm on Wednesday, 01/19 Replies to initial posts no later than 11:59 on Saturday 01/22</p>	3

3	01/24/2021	The economies and financing of global health	<p>Read and view content in Canvas Module Week 2, including: Cost-Effectiveness Thresholds: Guiding Health Care Spending for Population Improvement. https://liser.elsevierpure.com/en/publications/cost-effectiveness-thresholds-guiding-health-care-spending-for-po</p> <p>Perspective in Economic Evaluations of Healthcare Interventions in Low- and Middle-Income Countries: One Size Does Not Fit All https://www.cgdev.org/sites/default/files/perspective-economic-evaluations-healthcare-interventions-low-and-middle-income.pdf</p> <p>Global health 2035: a world converging within a generation https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(13)62105-4.pdf</p> <p>Towards a coherent global framework for health financing: recommendations and recent developments https://www.cambridge.org/core/services/aop-cambridge-core/content/view/32B84686FD13D7CB340643D798832095/S1744133116000505a.pdf/div-class-title-towards-a-coherent-global-framework-for-health-financing-recommendations-and-recent-developments-div.pdf</p> <p>Public health expenditure and health system responsiveness for low-income individuals: results from 63 countries https://academic.oup.com/heapol/article/32/3/314/2555440</p>	<p>Student-Led Discussion Board 2 Economics and financing of global health</p> <p>Initial post due no later than 11:59 pm on Wednesday, 01/26 Replies to initial posts no later than 11:59 on Saturday 01/29</p> <p>PowerPoint (PPT) video with voice narration International social determinants of health/disease</p> <p>Due no later than 11:59 pm on Sunday, 01/30</p>	2, 3, 5, 6, 7
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4	01/31/2021	<p>Innovations in global health</p> <p>Guest speaker: Dr. Pam Boyers</p>	<p>Read and view content in Canvas Module Week 4, including: Innovation https://www.who.int/topics/innovation/en/#:~:text=Health%20innovation%20responds%20to%20unmet,%2C%20safety%20and%20for%20affordability.</p> <p>Global Public Health Systems Innovations https://www.academyhealth.org/files/AH2015GlobalPublicHealthReport.pdf</p> <p>Public Health National Center for Innovations http://phnci.org/ http://phnci.org/innovations/about-innovations</p> <p>Need for Innovation in Public Health Research https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6383977/</p> <p>12 Innovations That Will Change Health Care and Medicine in the 2020s https://time.com/5710295/top-health-innovations/</p>	<p>Student-Led Discussion Board 3 Innovations in global healthcare and public health.</p> <p>Initial post due no later than 11:59 pm on Wednesday, 02/02 Replies to initial posts no later than 11:59 on Saturday 02/05</p>	4

5	02/07/2021	<p>Roles and functions of international organizations (WHO, PAHO, CDC, ECDC, UNICEF, World Bank)</p> <p>Guest speaker: Dr. Mona Elshokry</p>	<p>Read and view content in Canvas Module Week 5, including: International Health Organizations as Purposive and Strategic Actors: Theoretical Gains and Methodological Implications https://www.ep.liu.se/ej/hygiea/v13/i1/a03/hygiea16v13i1a03.pdf</p> <p>The Global Role of the World Health Organization https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3981564/#:~:text=The%20World%20Health%20Organization%20(WHO,multiple%20actors%20toward%20common%20goals.</p> <p>WHO https://www.who.int/</p> <p>PAHO https://www.paho.org/en</p> <p>UNICEF https://www.unicef.org/</p> <p>CDC https://www.cdc.gov/ https://www.cdc.gov/globalhealth/healthprotection/index.html</p> <p>Africa CDC https://africacdc.org/</p> <p>ECDC https://www.ecdc.europa.eu/en</p> <p>World Bank https://www.worldbank.org/</p>	<p>Student Led Discussion Board 4 Roles and functions of international organizations in public health</p> <p>Initial post due no later than 11:59 pm on Wednesday, 02/09 Replies to initial posts no later than 11:59 on Saturday 02/12</p>	5
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			https://datatopics.worldbank.org/health/		
6	02/14/2021	<p>Global Health Law Global Health Architecture Global Health Security</p> <p>Guest speaker: Dr. Ali Khan</p>	<p>Read and view content in Canvas Module Week 7, including: International Health Regulations https://www.who.int/health-topics/international-health-regulations#tab=tab_1 https://www.paho.org/en/international-health-regulations-ihp</p> <p>https://apps.who.int/iris/bitstream/handle/10665/246107/9789241580496-eng.pdf?sequence=1&isAllowed=y</p> <p>International health law: an emerging field of public international law https://link.springer.com/article/10.1007/s40901-016-0020-9</p> <p>Global Health Security: Security for whom? Security from what? https://journals.sagepub.com/doi/pdf/10.1111/j.1467-9248.2011.00919.x</p> <p>Global Health Architecture https://www.chathamhouse.org/sites/default/files/field_document/20150120GlobalHealthArchitectureHoffmanColePearcey.pdf</p> <p>The evolution, etiology, and eventualities of the global health security regime https://academic.oup.com/heapol/article/25/6/510/582090?login=true</p> <p>Global Health Security https://www.cdc.gov/globalhealth/healthprotection/ghs/index.html</p>	<p>Student-Led Discussion Board 5 Global Health Law, Global Health Architecture and Global Health Security</p> <p>Initial post due no later than 11:59 pm on Wednesday, 02/16 Replies to initial posts no later than 11:59 on Saturday 02/19</p> <p>Infographic 1 Roles of major global organizations in public health</p> <p>Due no later than 11:59 pm on Sunday, 02/20</p>	5, 6, 7

			<p>The International Health Regulations: The Governing Framework for Global Health Security https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4911720/ https://www.cdc.gov/globalhealth/healthprotection/ghs/ihr/index.html</p> <p>Global Health Security Agenda (GHSa) https://ghsagenda.org/</p> <p>Strategic Partnership for Health Security and Emergency Preparedness (SPH) Portal https://extranet.who.int/sph/home</p> <p>Global Preparedness Monitoring Board https://www.gpmb.org/#tab=tab_1</p> <p>Health Systems for Health Security https://apps.who.int/iris/bitstream/handle/10665/342006/9789240029682-eng.pdf?sequence=1&isAllowed=y</p>		
7	02/21/2022	Pharma and global public health	<p>Read and view content in Canvas Module Week 6, including: Global pharmaceutical regulation: the challenge of integration for developing states https://globalizationandhealth.biomedcentral.com/articles/10.1186/s12992-016-0208-2</p> <p>Recommendations to Support the Next Phase of International Cooperation, Convergence, and Harmonization in the Pharmaceutical Domain https://www.sciencedirect.com/science/article/pii/B9780128000533000045</p>	<p>Student-Led Discussion Board 6 Pharma and global public health</p> <p>Initial post due no later than 11:59 pm on Wednesday, 02/23 Replies to initial posts no later than 11:59 on Saturday 02/26</p>	2, 5

			<p>Global pharmaceutical regulation: the challenge of integration for developing states https://globalizationandhealth.biomedcentral.com/articles/10.1186/s12992-016-0208-2</p> <p>Facts and Figures 2021: The Pharmaceutical Industry and Global Health https://www.ifpma.org/wp-content/uploads/2021/04/IFPMA-Facts-And-Figures-2021.pdf</p> <p>The Contribution of the Pharmaceutical Industry to the Health Status of the Developing World https://www.emerald.com/insight/content/doi/10.1108/S1876-066X20170000033003/full/html</p>		
8	02/28/2021	<p>Evaluation and assessment of global health systems</p> <p>Guest speaker: Dr. Cheryl Besler</p>	<p>Read and view content in Canvas Module Week 6, including: Introduction to Program Evaluation for Public Health Programs https://www.cdc.gov/eval/guide/cdcevalmanual.pdf</p> <p>Pathways to health system performance assessment http://www.euro.who.int/_data/assets/pdf_file/0005/169412/e96512-Eng.pdf?ua=1</p> <p>Critical evaluation of international health programs: Reframing global health and evaluation https://pubmed.ncbi.nlm.nih.gov/29314258/</p> <p>Global Health Security Index https://www.ghsindex.org/</p>	<p>Student-Led Discussion Board 7</p> <p>Evaluation and assessment of global health and public health systems</p> <p>Initial post due no later than 11:59 pm on Wednesday, 03/02</p> <p>Replies to initial posts no later than 11:59 on Saturday 03/05</p>	6
9	03/07/2021	<p>Health systems in Western Europe, Canada, and Australia</p>	<p>Read and view content in Canvas Module Week 8, including: France Health System</p>	<p>Student-Led Discussion Board 8</p>	1, 2, 3, 5, 6, 7

			https://international.commonwealthfund.org/countries/france/ Italy Health System https://international.commonwealthfund.org/countries/italy/ Latvia Health System https://apps.who.int/iris/bitstream/handle/10665/331419/HiT-21-4-2019-eng.pdf?sequence=1&isAllowed=y Estonia Health System https://apps.who.int/iris/handle/10665/330201?search-result=true&query=Estonia%3A+Health+system+review&scope=%2F&rpp=10&sort_by=score&order=desc Canada Health System https://international.commonwealthfund.org/countries/canada/ Australia Health System https://international.commonwealthfund.org/countries/australia/	Western European/Canadian/Australian public health systems Initial post due no later than 11:59 pm on Wednesday, 03/09 Replies to initial posts no later than 11:59 on Saturday 03/12 Infographic 2: Evaluation and Assessment of Global Health System/Program/Regulation Due no later than 11:59 pm on Sunday, 03/13	
10	Spring Break 03/13 – 03/20				
11	03/21/2021	Health systems in Eastern Europe and Russia	Read and view content in Canvas Module Week 9, including: Poland Health System https://apps.who.int/iris/handle/10665/325143?search-result=true&query=Poland%3A+Health+system+review&scope=%2F&rpp=10&sort_by=score&order=desc	Student-Led Discussion Board 9 Eastern European and Russian public health system	1, 2, 3, 5, 6, 7

			<p>Romania Health System https://apps.who.int/iris/bitstream/handle/10665/330243/1817-6127-eng.pdf?sequence=1&isAllowed=y</p> <p>Bulgaria Health System https://apps.who.int/iris/handle/10665/330182?search-result=true&query=Bulgaria%3A+Health+system+review&scope=%2F&rpp=10&sort_by=score&order=desc</p> <p>Russian Federation Health system review http://www.euro.who.int/_data/assets/pdf_file/0006/157092/HiT-Russia_EN_web-with-links.pdf</p>	<p>Initial post due no later than 11:59 pm on Wednesday, 03/23</p> <p>Replies to initial posts no later than 11:59 on Saturday 03/26</p>	
12	03/28/2021	Health systems in Central and South America	<p>Read and view content in Canvas Module Week 10, including: Health in the Americas https://www.paho.org/salud-en-las-americas-2017/wp-content/uploads/2017/09/Print-Version-English.pdf</p> <p>Colombia Health System https://www.paho.org/salud-en-las-americas-2017/?page_id=107</p> <p>Brazil Health System https://www.paho.org/salud-en-las-americas-2017/?p=4246</p> <p>Honduras Health System https://www.paho.org/hq/dmdocuments/2012/2012-hia-honduras.pdf</p> <p>Chile Health System</p>	<p>Student-Led Discussion Board 10 Central American and South American public health systems</p> <p>Initial post due no later than 11:59 pm on Wednesday, 03/30</p> <p>Replies to initial posts no later than 11:59 on Saturday 04/02</p> <p>Mid-Term Paper Practical Innovation(s) in Global Health</p> <p>Due no later than 11:59 pm on Saturday, 04/03</p>	1, 2, 3, 4, 5, 6, 7

			https://www.paho.org/salud-en-las-americanas-2017/?p=2518		
13	04/04/2021	Health systems in the Middle East and North Africa	<p>Read and view content in Canvas Module Week 11, including: Israel: health system review https://apps.who.int/iris/bitstream/handle/10665/330248/1817-6127-eng.pdf?sequence=1&isAllowed=y</p> <p>Iran Health System http://www.med.or.jp/english/pdf/2009_01/069_073.pdf</p> <p>https://sites.kowsarpub.com/healthscope/articles/20171.html</p> <p>Kingdom of Saudi Arabia Health System https://applications.emro.who.int/emhj/V17/10/17_10_2011_0784_0793.pdf</p> <p>Egypt Health System https://link.springer.com/referenceworkentry/10.1007%2F978-1-4614-6419-8_7-1</p>	<p>Student-Led Discussion Board 11 Middle Eastern and North African public health systems</p> <p>Initial post due no later than 11:59 pm on Wednesday, 04/06 Replies to initial posts no later than 11:59 on Saturday 04/09</p>	1, 2, 3, 5, 6, 7
14	04/11/2021	Health systems in Sub-Saharan Africa	<p>Read and view content in Canvas Module Week 12, including: Rwanda Health System https://dhsprogram.com/pubs/pdf/SPA3/02Chapter2.pdf</p> <p>South Africa Health System https://www.who.int/workforcealliance/031616south_africa_case_studiesweb.pdf?ua=1#:~:text=context%20of%20South%20African%20health%20system,-South%20Africa%20has&text=The%20health%20system%20comprises%20the,the%20provincial%20departments%20of%20health</p>	<p>Student-Led Discussion Board 12 Sub-Saharan African public health systems</p> <p>Initial post due no later than 11:59 pm on Wednesday, 04/13 Replies to initial posts no later than 11:59 on Saturday 04/16</p>	1, 2, 3, 5, 6, 7

			<p>Nigeria Health System https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3249694/</p>		
15	04/18/2021	Health systems in Asia (Except China and India)	<p>Read and view content in Canvas Module Week 13, including: Bangladesh Health System https://apps.who.int/iris/handle/10665/208214?search=result=true&query=Health+system+review&scope=&rpp=10&sort_by=score&order=desc&page=2</p> <p>Japan Health System https://international.commonwealthfund.org/countries/japan/</p> <p>Singapore Health System https://international.commonwealthfund.org/countries/singapore/</p> <p>Taiwan Health System https://international.commonwealthfund.org/countries/taiwan/</p>	<p>Student-Led Discussion Board 13 Asian countries public health systems</p> <p>Initial post due no later than 11:59 pm on Wednesday, 04/20 Replies to initial posts no later than 11:59 on Saturday 04/23</p>	1, 2, 3, 5, 6, 7
16	04/25/2021	Health systems in China and India	<p>Read and view content in Canvas Module Week 15, including: China Health System https://international.commonwealthfund.org/countries/china/</p> <p>India Health System https://international.commonwealthfund.org/countries/india/</p>	<p>End of Term Paper Comparison of Healthcare and Public Health System Profiles</p> <p>Due no later than 11:59 pm on Sunday, 05/01</p>	1, 2, 3, 4, 5, 6, 7

Below is a map of all class activities and individual and group course assignments; make sure to plan accordingly.

Course assignments and Due Dates			
Week 1	Week 2	Week 3	Week 4
Introduction video	Student-Led Discussion Board 1	Student-Led Discussion Board 2	Student-Led Discussion Board 3
Due no later than 11:59 pm on Saturday, 01/15	Global social determinants of health. Initial post due no later than 11:59 pm on Wednesday, 01/19 Replies to initial posts no later than 11:59 on Saturday 01/22	Economics and financing of global health Initial post due no later than 11:59 pm on Wednesday, 01/26 Replies to initial posts due no later than 11:59 on Saturday 01/29 <u>PowerPoint (PPT) video with voice narration</u> <u>International social determinants of health/disease</u> <u>Due no later than 11:59 pm on Sunday, 01/30</u>	Innovations in global healthcare and public health. Initial post due no later than 11:59 pm on Wednesday, 02/02 Replies to initial posts no later than 11:59 on Saturday 02/05

<p style="text-align: center;">Week 5</p> <p style="text-align: center;">Student Led Discussion Board 4</p> <p>Roles and functions of international organizations in public health</p> <p>Initial post due no later than 11:59 pm on Wednesday, 02/09</p> <p>Replies to initial posts no later than 11:59 on Saturday 02/12</p>	<p style="text-align: center;">Week 6</p> <p style="text-align: center;">Student-Led Discussion Board 5</p> <p>Global Health Law, Global Health Architecture and Global Health Security</p> <p>Initial post due no later than 11:59 pm on Wednesday, 02/16</p> <p>Replies to initial posts no later than 11:59 on Saturday 02/19</p> <p style="text-align: center;"><u>Infographic 1</u> <u>Roles of major global organizations in public health</u></p> <p style="text-align: center;"><u>Due no later than 11:59 pm on Sunday, 02/20</u></p>	<p style="text-align: center;">Week 7</p> <p style="text-align: center;">Student-Led Discussion Board 6</p> <p>Pharma and global public health</p> <p>Initial post due no later than 11:59 pm on Wednesday, 02/23</p> <p>Replies to initial posts no later than 11:59 on Saturday 02/26</p>	<p style="text-align: center;">Week 8</p> <p style="text-align: center;">Student-Led Discussion Board 7</p> <p>Evaluation and assessment of global health and public health systems</p> <p>Initial post due no later than 11:59 pm on Wednesday, 03/02</p> <p>Replies to initial posts no later than 11:59 on Saturday 03/05</p>
<p style="text-align: center;">Week 9</p> <p style="text-align: center;">Student-Led Discussion Board 8</p> <p>Western European/Canadian/Australian public health systems</p> <p>Initial post due no later than 11:59 pm on Wednesday, 03/09</p> <p>Replies to initial posts no later than 11:59 on Saturday 03/12</p> <p style="text-align: center;"><u>Infographic 2</u></p>	<p style="text-align: center;">Week 10</p> <p style="text-align: center;">No Assignments</p>	<p style="text-align: center;">Week 11</p> <p style="text-align: center;">Student-Led Discussion Board 9</p> <p>Eastern European and Russian public health system</p> <p>Initial post due no later than 11:59 pm on Wednesday, 03/23</p> <p>Replies to initial posts no later than 11:59 on Saturday 03/26</p>	<p style="text-align: center;">Week 12</p> <p style="text-align: center;">Student-Led Discussion Board 10</p> <p>Central American and South American public health systems</p> <p>Initial post due no later than 11:59 pm on Wednesday, 03/30</p> <p>Replies to initial posts no later than 11:59 on Saturday 04/02</p> <p style="text-align: center;"><u>Mid-Term Paper</u></p>

<p><u>Evaluation and Assessment of Global Health System/Program/Regulation</u></p> <p><u>Due no later than 11:59 pm on Sunday, 03/13</u></p>			<p><u>Practical Innovation(s) in Global Health</u></p> <p><u>Due no later than 11:59 pm on Saturday, 04/03</u></p>
<p>Week 13</p> <p>Student-Led Discussion Board 11</p> <p>Middle Eastern and North African public health systems</p> <p>Initial post due no later than 11:59 pm on Wednesday, 04/06</p> <p>Replies to initial posts no later than 11:59 on Saturday 04/09</p>	<p>Week 14</p> <p>Student-Led Discussion Board 12</p> <p>Sub-Saharan African public health systems</p> <p>Initial post due no later than 11:59 pm on Wednesday, 04/13</p> <p>Replies to initial posts no later than 11:59 on Saturday 04/16</p>	<p>Week 15</p> <p>Student-Led Discussion Board 13</p> <p>Asian countries public health systems</p> <p>Initial post due no later than 11:59 pm on Wednesday, 04/20</p> <p>Replies to initial posts no later than 11:59 on Saturday 04/23</p>	<p>Week 16</p> <p><u>End of Term Paper</u></p> <p><u>Comparison of Healthcare and Public Health System Profiles</u></p> <p><u>Due no later than 11:59 pm on Sunday, 05/01</u></p>

Grading Rubric

1. Discussion Board: Global Situations - Discussion Lead (100 points)			
Criteria	Proficient	Competent	Novice
Number of Discussion Posts (30 points)	<ul style="list-style-type: none"> The DB lead original post is posted on time, and DB lead replies to most peer posts were made in a timely fashion to promote discussion. <u>20% of total lead points will be deducted for each day of delay in posting.</u> <p>(27-30 Points)</p>	<ul style="list-style-type: none"> Posted the required number of original posts but not peer replies or posted peer replies but not an original post. The original or the peer posts were completed by the due date/time. <p>(25-26 points)</p>	<ul style="list-style-type: none"> Did not post the required original post or the number of peer replies. <p>(0-24 points)</p>
Quality of Discussion Posts (40 points)	<ul style="list-style-type: none"> All posts reflect scholarly deliberation and synthesis of material from the readings. Posts content are related to the discussion topic and prompt further discussion amongst peers. <p>(36-40 Points)</p>	<ul style="list-style-type: none"> Posts reflect moderate scholarly deliberation and synthesis of material from the readings. Posts content are somewhat related to the discussion topic and/or partially prompts further discussion amongst peers. <p>(33-35 points)</p>	<ul style="list-style-type: none"> Posts reflect poor scholarly deliberation and synthesis of material from the readings. Posts content are not related to the discussion topic and/or partially prompts further discussion amongst peers. <p>(0-32 points)</p>
Contribution to the Learning Community (30 points)	<p>Posts motivate the group discussion and present creative approaches to the topic.</p> <ol style="list-style-type: none"> Validating - Validates the contributions of others and explains why their contributions resonate Resourceful - Shares or creates resources that contribute to the discussions Inquiring - Offers feedback, asks questions, provides reflection or commentary Community Expander - Leads the discussion to 	<p>Posts attempt to motivate the group discussion and present modest approaches to the topic.</p> <ol style="list-style-type: none"> Validating – Partially validates the contributions of others and explains why their contributions resonate Resourceful – Partially shares or creates resources that contribute to the discussions Inquiring – Partially offers feedback, asks questions, provides reflection or commentary Community Expander - Partially leads a section of 	<p>Posts do not attempt to motivate the group discussion; they does not present creative approaches to the topic.</p> <ol style="list-style-type: none"> Validating – Does not validate the contributions of others nor explain why their contributions resonate Resourceful – Does not share or create resources that contribute to the discussions Inquiring – Does not offer feedback, ask questions, provide reflection or commentary Community Expander -

	new and deeper discourse (27-30 Points)	the community to a new and deeper discourse (25-26 points)	Does not lead a section of the community to a new and deeper discourse (0-24 points)
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2. Video presentation: International Social Determinants of Health and Interventions (150 points)			
Criteria	Proficient	Competent	Novice
Organization and use of visual effects (20 points)	<ul style="list-style-type: none"> • Slides have the required components, and the information is consistently organized. • Oral presentation aligns with the visuals, and the transition is smooth from one section to another. • Visual aids are well prepared, informative, and are effectively used to enhance the understanding of the materials. (19-20 points) 	<ul style="list-style-type: none"> • Slides have the required components, and the information is consistently organized. However, the oral presentation does not match or follow the slides well. • Visual aids are well prepared and informative but do not always support the text. (17-18 points) 	<ul style="list-style-type: none"> • There is no sequence of information, and/or some of the required main components are missing. • Slides May or may not have the required components, but the information is inconsistently organized; therefore, it is very difficult to follow the presentation. • Slides do not include any visual aids (table, graph, pictures) to enhance the understanding of the materials. • The font size is too small and cannot be read. (0-16 point)
Slide Content (40 points)	<ul style="list-style-type: none"> • The title of the presentation and presentation contents are relevant and without errors. • All key components of the presentation are clear and well defined. • The presentation content is fully referenced. (37-40 points) 	<ul style="list-style-type: none"> • The title of the presentation and presentation contents are not completely relevant or contain minor errors. • All key components of the presentation are present but not fully discussed. • The presentation content is not fully referenced. (33-36 points) 	<ul style="list-style-type: none"> • The title of the presentation and presentation contents either have errors or are not relevant to the topic. • Key components of the presentation are missing and lack clarity. • The presentation content is not referenced. (0-32 points)
Delivery (40 points)	<ul style="list-style-type: none"> • The presentation reflects thorough preparation and understanding of the topic. (37-40 points) 	<ul style="list-style-type: none"> • The presentation reflects a lack of good preparation and understanding of the topic. 	<ul style="list-style-type: none"> • The presentation reflects a significant lack of preparation and understanding of the topic.

		(33-36 points)	(0-32 points)
Time limit (20 points)	<ul style="list-style-type: none"> The presentation was within the assigned time limit (10-15 minutes). (9-10 points) 	<ul style="list-style-type: none"> The presentation was more/less than the assigned time limit (10-15 minutes). (8 points) 	<ul style="list-style-type: none"> The presentation was notably not within the assigned time limit. (0-7 points)
Peer Review (30 points)	<ul style="list-style-type: none"> Completed the peer review on time and used the rubric to provide relevant and constructive feedback (27-30 points) 	<ul style="list-style-type: none"> Completed the peer review on time and but did not use the rubric to provide relevant and constructive feedback. (25-26 points) 	<ul style="list-style-type: none"> Did not complete the peer review on time and did not use the rubric to provide relevant and constructive feedback. (0-24 points)

3. Infographic (150 points each)			
<ul style="list-style-type: none"> Roles of Major Global Health Organizations Evaluation and Assessment of Global Health and Public Health Systems 			
Criteria	Proficient	Competent	Novice
Topic (30 points)	<ul style="list-style-type: none"> The infographic clearly describes the topic being presented (27-30 points) 	<ul style="list-style-type: none"> The infographic partially describes the topic being presented (25-26 points) 	<ul style="list-style-type: none"> The infographic does not clearly describe the topic being presented (0-24 points)
Type (30 points)	<ul style="list-style-type: none"> The type of infographic chosen (i.e., timeline, informational, etc.) highly supports the content being presented. The infographic utilizes one of the LATCH (location, alphabetical, timeline, category, or hierarchy) information organization formats to allow the viewer to understand the information in the infographic. (27-30 points) 	<ul style="list-style-type: none"> The type of infographic chosen represents the content being chosen, but another type may lead to more clarity for the viewer. The infographic utilizes some components of the LATCH (location, alphabetical, timeline, category, or hierarchy) information organization formats, but the cohesiveness of the information presented is lacking. (25-26 points) 	<ul style="list-style-type: none"> The type of infographic chosen does not convey the information well or support the content being presented. No information organization choice (location, alphabetical, timeline, category, or hierarchy) is present in the infographic. (0-24 points)
Objects (30 points)	<ul style="list-style-type: none"> The objects included in the infographic are repeated to support various data points and to make it easier for the viewer to understand 	<ul style="list-style-type: none"> Some objects included in the infographic are repeated, but the infographic did not seem to include enough repeated 	<ul style="list-style-type: none"> Too many different types of objects are used in the infographic, and that makes it hard for the viewer to understand the

	<p>the infographic.</p> <ul style="list-style-type: none"> • The layout of the infographic adheres to the inverted pyramid style - the main point on top, the secondary point next, and supporting details at the bottom. <p>(27-30 points)</p>	<p>elements to make it understandable.</p> <ul style="list-style-type: none"> • The layout of the infographic includes all three components - main point, secondary point, and supporting details - but is not organized in the inverted pyramid style. <p>(25-26 points)</p>	<p>content.</p> <ul style="list-style-type: none"> • The infographic lacks one or two of the components of a good infographic design - main point, secondary point, or supporting details. <p>(0-24 points)</p>
Data visualizations (30 points)	<ul style="list-style-type: none"> • The data visualization formats chosen to make the data presented easy for the viewer to understand the information. <p>(27-30 points)</p>	<ul style="list-style-type: none"> • The data visualization formats chosen to showcase the data may make it difficult for the viewer to understand the points <p>(25-26 points)</p>	<ul style="list-style-type: none"> • Other data visualization formats should have been chosen to best showcase the data presentation for the viewer. <p>(0-24 points)</p>
Visual Style (30 points)	<ul style="list-style-type: none"> • The infographic includes an appropriate font to both complement the content and makes the text readable. • Color choices enhance the visibility of the infographic. Different saturation of the same color is used wisely. <p>(27-30 points)</p>	<ul style="list-style-type: none"> • The infographic includes multiple fonts, and/or the fonts do not seem related to the infographic's topic. • The color choices are fine, but too many or not enough colors may have been used. <p>(25-26 points)</p>	<ul style="list-style-type: none"> • The font(s) used in the infographic makes the text almost unreadable. • The color choices for the infographic are not visually pleasing and detract from the infographic. <p>(0-24 points)</p>

4. Mid Term Assignment: Innovations in Healthcare and Public Health (200 points)			
Criteria	Proficient	Competent	Novice
Introduction, Background, and Justification (40 points)	<ul style="list-style-type: none"> • In-depth introduction of the topic and scientific justification for the choice of the topic. <p>(37-40 points)</p>	<ul style="list-style-type: none"> • Superficial introduction of the topic and/or lack of a coherent justification for the choice of the topic. <p>(33-36 points)</p>	<ul style="list-style-type: none"> • Weak introduction of the topic and weak or irrelevant justification for the choice of topic. <p>(0-32 points)</p>
Synthesis of ideas (100 points)	<ul style="list-style-type: none"> • The student clearly states at least three examples of practical innovations that could be applied in one selected region/country. • Contents demonstrate that 	<ul style="list-style-type: none"> • The student clearly states two examples of practical innovations that could be applied in one selected region/country. • Contents demonstrate that 	<ul style="list-style-type: none"> • The student clearly states one example of practical innovations that could be applied in one selected region/country. • The paper does not

	<p>the student fully understands and has applied concepts learned in the course.</p> <ul style="list-style-type: none"> • Concepts are integrated into students' own insights. • The student provides concluding remarks that show analysis and synthesis of ideas. <p>(90-100 points)</p>	<p>the student, for the most part, understands and has applied concepts learned in the course.</p> <ul style="list-style-type: none"> • The student does not offer many of his/her own insights. • Some of the conclusions, however, are not supported in the body of the paper. <p>(80-89 points)</p>	<p>demonstrate that the student has fully understood and applied concepts learned in the course.</p> <ul style="list-style-type: none"> • Conclusions are not supported in the body of the paper <p>(0-79 points)</p>
Cohesiveness (40 points)	<ul style="list-style-type: none"> • The writing demonstrates an understanding of the relationship among material obtained from different sources. <p>(37-40 points)</p>	<ul style="list-style-type: none"> • The writing demonstrates a partial understanding of the relationship among material obtained from different sources. <p>(33-36 points)</p>	<ul style="list-style-type: none"> • The writing demonstrates a lack of understanding of the relationship among material obtained from all sources. <p>(0-32 points)</p>
Grammar, References and paper mechanics (20 points)	<ul style="list-style-type: none"> • The written text contains few or no errors in spelling, grammar, punctuation, or sentence structure. • APA formatting to include references and style was used throughout the paper. • The paper is 3 pages in length. <p>(19-20 points)</p>	<ul style="list-style-type: none"> • The written text contains some errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with the readability. • APA formatting to include references and style was partially used throughout the paper. • The paper is slightly more/less than 3 pages in length. <p>(17-18 points)</p>	<ul style="list-style-type: none"> • The written text contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with readability. • APA formatting to include references and style were not used throughout the paper. • The paper does not meet the required number of pages. <p>(0-16 points)</p>

5. End of Term Assignment: Compare Global Healthcare and Public Health Systems (250 points)			
Criteria	Proficient	Competent	Novice
Introduction, Background, and Justification (50 points)	<ul style="list-style-type: none"> • In-depth introduction of the topic and scientific justification for the choice of the topic. <p>(46-50 points)</p>	<ul style="list-style-type: none"> • Superficial introduction of the topic and/or lack of a coherent justification for the choice of the topic. <p>(41-45 points)</p>	<ul style="list-style-type: none"> • Weak introduction of the topic and weak or irrelevant justification for the choice of topic. <p>(0-40 points)</p>
Synthesis of ideas	<ul style="list-style-type: none"> • The students clearly compare and contrast 	<ul style="list-style-type: none"> • For the most part, the students clearly compare 	<ul style="list-style-type: none"> • The student is unable to compare and contrast

<p>(100 points)</p>	<p>global healthcare and public health systems profiles of multiple countries within an assigned region, covering trends and patterns in healthcare systems, universal health coverage, and health inequities, disease burden, and other related indicators</p> <ul style="list-style-type: none"> • The student ties together information from the scientific resources/articles and clearly addresses the required information. The paper demonstrates an understanding of the relationship between materials obtained from all sources. • Contents demonstrate that the student fully understands and has applied concepts learned in the course. • The student synthesizes the topics learned during the semester. • Concepts are integrated into students' own insights. • The student provides concluding remarks that show analysis and synthesis of ideas. (90-100 points) 	<p>and contrast global healthcare and public health systems profiles of multiple countries within an assigned region, covering trends and patterns in healthcare systems, universal health coverage, and health inequities, disease burden, and other related indicators</p> <ul style="list-style-type: none"> • The student ties together information from the scientific resources/articles and clearly addresses the required information. The paper demonstrates an understanding of the relationship between materials obtained from all sources. • Contents demonstrate that the student, for the most part, understands and has applied concepts learned in the course. • The student synthesizes some of the topics learned during the semester. • The student does not offer many of his/her own insights. • Some of the conclusions are not supported in the body of the paper. (80-89 points) 	<p>global healthcare and public health systems profiles of multiple countries within an assigned region, covering trends and patterns in healthcare systems, universal health coverage, and health inequities, disease burden, and other related indicators</p> <ul style="list-style-type: none"> • The student is unable to tie together information from the scientific resources/articles and clearly addresses the required information. The paper demonstrates a lack of understanding of the relationship among materials obtained from all sources. • The paper does not demonstrate that the student fully understood and applied concepts learned in the course. • The student incorporated unrelated topics learned during the semester. • The student does not offer his/her own insights (0-79 points)
<p>Cohesiveness (70 points)</p>	<ul style="list-style-type: none"> • The writing demonstrates an understanding of the relationship among material obtained from different sources. 	<ul style="list-style-type: none"> • The writing demonstrates a partial understanding of the relationship among material obtained from different sources. 	<ul style="list-style-type: none"> • The writing demonstrates a lack of understanding of the relationship among material obtained from all sources.

	(63-70 points)	(56-62 points)	(0-55 points)
Grammar, References and paper mechanics (30 points)	<ul style="list-style-type: none"> • The written text contains few or no errors in spelling, grammar, punctuation, or sentence structure. • APA formatting to include references and style was used throughout the paper. • The paper is 5 pages in length. (27-30 points) 	<ul style="list-style-type: none"> • The written text contains some errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with the readability. • APA formatting to include references and style was partially used throughout the paper. • The paper is slightly more/less than 5 pages in length. (25-26 points) 	<ul style="list-style-type: none"> • The written text contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with readability. • APA formatting to include references and style were not used throughout the paper. • The paper does not meet the required number of pages. (0-24 points)