HPEM 5315	**Seminar in International Health – INDIA**	**Credit Hours: 3**

Semester:	Fall	**Year:**	2024
Class Days/Times:	August 18 – 28, 2024	**Class Location:**	On Site - India

Instructor of Record:	Thomas Maryon / Assistant Professor
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Office Hours:	By Appointment

Course Description: This course will provide an overview of the current state of healthcare in India, with a focus on the challenges and opportunities facing the industry. Topics will include the structure and organization of India healthcare system, access to healthcare for various populations, an overview of population health management strategies, and the impact of technology and innovation on the delivery of healthcare services. Through lectures, facilitated discussions, and academic site visits participants will gain a deeper understanding of the complex issues facing the India healthcare system and explore potential solutions to these challenges. Topics related to global health research and interprofessional health education to improve health outcomes and quality will be introduced. The course will also examine the role of private partnerships in healthcare delivery to improve healthcare outcomes.

Prerequisite: None. **Co-requisite:** None

Student Learning Outcomes (SLO or "course objective"): Upon successfully completing this course, the student will be able to:

1. Understand the historical and cultural context of healthcare of an international county, including the role of the government and private sector in healthcare delivery. A.1, A.2
2. Analyze the current state of healthcare in that country, including access to care, quality of care, and major challenges facing the system. A.1, A.2, A.6, A.9
3. Identify the main health issues and challenges facing in the international setting, including communicable and non-communicable diseases, and the health status of various populations. A.9
4. Develop an understanding of the ethical, cultural, and social considerations in providing healthcare in the international setting. A.9
5. Develop a basic understanding of principles of healthcare research and implications for the global health ecosystem. A.9
6. Develop a basic understanding of the importance of interprofessional health education and its impacts on enabling effective collaboration to improve health outcomes. E.1
7. Demonstrate the capability to facilitate and engage in constructive dialogue and debate with classmates from diverse backgrounds and perspectives. C.5; E.2

Non-MHA Students Assignments | Assessment and Evaluation Methods	Percent
Participation	10
Five (5) Journal Submissions | Pass / Fail	15
Group Objectives Assessment	25
Final Project | In-Seminar Presentation	50
Total	100

MHA Students ONLY Assignments | Assessment and Evaluation Methods	Percent
Participation	10
Five (5) Journal Submissions | Pass / Fail	15
Experiential Objectives Assessment	25
MHA/Students: Final Project | In Seminar Presentation / Paper / Final Presentation	50
Total	100

Grading

- Final Grade Ranking is: PASS / FAIL
- PASS Grade is earned for Score ≥ 80
- Course Grade Scale / Score (points): Pass: 100-80, Fail: < 79 points

Required Readings

- Readings To Be Assigned

Course Calendar | See Canvas Online Course

Assignments

Journal Submissions: The disciplines of reflecting and writing are key practices that every professional should develop. We learn to think by thinking and putting those thoughts to paper help us to organize, process, formulate ideas, concepts, and principles. Several days during the course you will complete a journal utilizing the Journal Template. Journal submissions should utilize 12-point font, Arial font, double-spaced formatting, and be submitted by the due date and time. There is not a specific length requirement. A well-thought-out response will address all the components of the Journal template and should NOT be more than two (2) pages. Late Journal submissions are not allowed without prior instructor approval. Each submission should address the following points:

1. What were the key themes from the day's content?
2. What was new learning/information from the day's content?
3. How might you incorporate your learning into your current professional or personal experience?
4. Describe an experience that was different from anything you have experienced in the US.
5. What tools and techniques helped you improve communication with others with diverse opinions and experiences?
6. Connect recent learning to one or two of the course SLOs.

In-Seminar Presentation:
Prepare and deliver a 15 minute verbal presentation on your experience addressing the following components:

- 3 – 5 takeaways on the current state of healthcare in the international setting and how healthcare is delivered
- 3 – 5 takeaways on the major healthcare challenges in the international setting
- 3 – 5 takeaways on learnings from healthcare delivery that could be applied in the US system
- Identify and describe an example of interprofessional collaboration that you observed during the seminar
- Select and discuss a research topic of interest and the research methodology you might use to conduct research on the international stage in the international setting. Include the rationale for your topic selection.

Group Objectives Assessment:
Experiential objectives assessment involves evaluating and measuring the course outcomes of the experiential learning activities. Experiential learning emphasizes hands-on experiences, active participation, and reflection as effective ways for individuals to gain knowledge and skills.

- The Assessment method for this assessment tool will be faculty facilitated group discussions that will gauge students understanding and application of student learning objectives.

MHA/Students Only: **Final Project | Paper and Presentation:**

Final Paper
By the posted due date and prior to the end of the semester the student will submit a 12 - 15 page final paper. The paper will discuss the seminar experience, demonstrate seminar SLO achievement, and describe how the student will utilize the seminar learning in their future healthcare administration career.

- Students will submit a 12 – 15 page paper with page count not including Title or Reference Pages.
- The paper will include all components of the current course *Final Paper and Presentation Guidelines* and follow the assignment *Rubric* listed in the course module.
- A minimum of 10 references should be utilized in the final paper.
- Paper formatting should follow APA current version guidelines.

Final Presentation

- Each MHA student is required to give a presentation to faculty and students.
- Each student presentation will be 20 minutes in length with 10 minutes for questions and answers | Adhering to presentation time requirements will be a component of the grade – See *Presentation Rubric* for all grading criteria.
- Program faculty and students are invited to attend the presentation.
- Key components of the Final Paper will be discussed in the presentation.
- Slide presentation length should be 8 – 12 slides.

Class Policies:

Attendance / Participation:
Students are required to participate in all scheduled sessions unless prior arrangements are made with the instructor. Participation in lectures, facilitated discussions, and site visits is required and important. Participation is an assessment component and counts toward the final grade.

Late Assignments:
All assignments will be submitted during the seminar by the due date and time. No late assignments will be accepted.

Academic Honesty

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Cheating

Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and unpermitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating. Cheating includes but is not limited to:

- Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class.
- Falsifying or inventing any information, including citations, on an assigned exercise.
- Helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism

Plagiarism is presenting the words or ideas of another person as if they were your own. Materials, even ideas, borrowed from others necessitate full and complete acknowledgment of the original authors. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials, or even the writing of a fellow student. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Misconduct in Research and Other Scholarly Activity 05.00. Examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another.
- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit.

Use of Artificial Intelligence

- UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity.

The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Artificial Intelligence is not permitted in this course at all

- I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Resources to assist you in the course

- UT Tyler Student Accessibility and Resource (SAR) Office (provides needed accommodations to students with document needs related to access and learning)
- UT Tyler Writing Center
- The Mathematics Learning Center
- UT Tyler PASS Tutoring Center
- UT Tyler Supplemental Instruction
- Upswing (24/7 online tutoring) - covers nearly all undergraduate course areas
- Robert Muntz Library and Library Liaison
- Canvas 101 (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- The Career Success Center
- UT Tyler Testing Center
- Office of Research & Scholarship Design and Data Analysis Lab

Resources available to UT Tyler Students

- UT Tyler Counseling Center (available to all students)
- TAO Online Support Center (online self-help modules related to mental & emotional health)
- Military and Veterans Success Center (supports for our military-affiliated students)
- UT Tyler Patriot Food Pantry
- UT Tyler Financial Aid and Scholarships
- UT Tyler Registrar's Office
- Office of International Programs
- Title IX Reporting
- Patriots Engage (available to all students. Get engaged at UT Tyler.)

University Policies and Information

Withdrawing from Class - Students are allowed to [withdraw](#) (drop) from a course through the University's [Withdrawal Portal.](#) Texas law prohibits students who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. The number includes courses dropped at other 2-year or 4-year Texas public colleges and universities. Make sure to consider the impact withdrawing from any course has on your academic progress as well as the financial implications. We encourage you to consult your advisor(s) and financial aid for additional guidance. CAUTION #1: Withdrawing before census day does not mean students receive a full refund. Please see the [Tuition and Fee Refund Schedule.](#) CAUTION #2: All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms.

Final Exam Policy: Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members are required to maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy: If a student, because of extenuating circumstances, is unable to complete course requirements by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete the work for the course within the time limit, the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F or to NC, if the course was initially taken under the CR/NC grading basis.

Grade Appeal Policy: - UT Tyler's Grade Appeal policy requires the completion of a Grade Appeal form for this action to take place. The grade appeal begins with the instructor of the course. If a student does not agree with the decision of the instructor, the student may then move the appeal to the department chair/school director for that course. If the student is still dissatisfied with the decision of the chair/director, the appeal moves to the Dean of the College offering that course, who has the final decision. Grade appeals must be initiated within sixty (60) days from the date of receiving the final course grade. The Grade Appeal form is found on the [Registrar's Form Library.](#)

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), The University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If a student has a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, the student is encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact the student when the application has been submitted and schedule an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Military Affiliated Students: UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resources for military-affiliated students are in the Military and Veterans Success Center (MVSC). The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Academic Honesty and Academic Misconduct: The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA - UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements in protecting your confidential information.

Recording of Class Sessions: Class sessions may be recorded by the instructor for use by students enrolled in the course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in the course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Absence for Official University Events or Activities: All courses follow the practices related to approved absences as noted by the Student Manual of Operating Procedures (Sec. 1 -501).

Absence for Religious Holidays: Students who anticipate being absent from class due to a religious holiday are requested to inform the instructor by the second class meeting of the semester.

Campus Carry: We respect the right and privacy of students who are duly licensed to carry concealed weapons in all courses. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php.

Note: The Instructor retains the right to change this syllabus at any time.

####END OF SYLLABUS####