

Course Last Updated 6/11/2025



Perspectives in International Healthcare: Clinical Observation Experience

Section I: Course Overview

Course Code: HLT309VIR

Subject Area: Health

Prerequisites: *Medical Terminology, Anatomy & Physiology*, and/or 2 courses in a health-related field are recommended.

Language of Instruction: English

Total Contact Hours: Equivalent of 30 classroom contact hours delivered in a virtual format

Placement Hours: 60 clinical shadowing hours

Credits: 3

Course Fees: None

Course Description

This online course is designed to supplement an in-person clinical shadowing experience. It is designed to provide students with an introduction to international healthcare systems and patient care. In this course students engage with content in traditional lectures, readings, discussions, case studies, and hospital shadowing experiences. Hospital shadowing abroad allows students to observe international healthcare firsthand, learn from local clinicians and interact with a diverse range of patients from different cultural backgrounds. Through reflective practice, such as journaling, students are asked to articulate the differences of the host country's medical system; its work culture and cultural considerations to care, and their own perspectives on pursuing a career in healthcare. Students who successfully complete this course gain a unique experience and perspective on international healthcare.

Learning Objectives

Upon successful completion of this course, students are able to:

- Describe patient interactions, basic medical procedures, and treatments observed from a medical and cultural perspective.
- Discuss ethical factors of patient care with specific cultural considerations.
- Compare and contrast several international healthcare systems to that of the host country and the United States.
- Outline the educational requirements for healthcare professions of the host country.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Reading Discussions & Reflections - 20%

Case Studies (Written) - 15%

Case Study (Presentation) - 10%

Debate - 10%

Reflective Journal - 25%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, during clinical observation hours, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded. Attendance to all group excursions, hospital rotations, and group discussions is mandatory. Being on-time and prepared for the event (proper attire and necessary items) is considered part of engagement. Should a student be running late for any official event of the program, communication with their instructor, program assistant or hospital specialist must be made as soon as reasonably possible.

Reading Discussions & Reflections (20%): Over the course of the term, students and faculty engage in formal and informal discussions related to the required course readings and clinical experiences. Active participation from students is expected. This includes contributing to conversations, asking questions to peers, and reading responses from others. The format of these discussions may vary. Following discussions, students submit an individual reflection on the readings and conversations.

Case Studies - Written (15%): Throughout classroom activities and rotations at the local hospital, students engage with a wide variety of patients and medical conditions. In class, case studies are the same for each student and a short assignment is completed following the case discussion. In each week of observation (n=3), students document one case they encountered in depth. A full rubric for this assignment is available on Canvas.

Case Study - Presentation (10%): At the end of the term, students present one case study from clinical observation to the rest of the class, using the virtual format of their choice. The presentation of the case should replicate the commonly used medical teaching method, *Grand Rounds*. A full rubric for this assignment is available on Canvas.

Debate (10%): Students work in small groups to prepare for a virtual debate on “Which Country Has the World's Best Health Care”. To ensure an even and fair debate, students are assigned to small groups and given a country to represent. To avoid bias, the debate will also include the meta-level discussion of which metrics best measure successful patient outcomes. Students are expected to work in a collaborative manner to prepare for the debate and complete the Debate Worksheet (on Canvas). After each group has made their case, all students vote on which team they felt best argued for their country. A full rubric for this assignment is available on Canvas.

Reflective Journal (25%): Following each day of the course students should take time to reflect and journal. The format of this journal is determined by each student. Examples could include written reflections, audio files, video submissions (various platforms), blogs, or other creative outlets. Additional prompts for the introduction and conclusion are available within the assignment rubric on Canvas. Complete journals are due at the end of the course.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Observe doctor-patient interactions through shadowing experiences
- Discuss basic medical procedures and conditions through shadowing experiences
- Debrief cases at the end of each hospital rotation with clinicians and peers
- Compare policies and regulations in the hospital of the host country to hospitals in the United States

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Emanuel, E. J. (2020). *Which country has the world's best health care?* PublicAffairs. ISBN: 9781541797734

Health Systems in Transition Series. Copenhagen: World Health Organization, European Observatory on Health Systems and Policies

Articles [available for download through Library Database]

Varkey B. (2021). Principles of Clinical Ethics and Their Application to Practice. *Med Princ Pract*, 30(1), 17–28. <https://doi.org/10.1159/000509119>

Vlachothanasi, E. (2024). Navigating Precision Medicine Within European Law: Ethical Considerations and Legal Challenges. *Bioethica*, 10(2), 22–37. <https://doi.org/10.12681/bioeth.39042>

Course Calendar

Session 1	
Topics	Orientation
Activity	City and Transport Orientation (commuting etiquette) Navigating local (work) cultures - intercultural intelligence and its value when working in diverse teams at home and abroad Shadowing Expectations [lecture] Required Hospital Regulations [lecture & paperwork]
Readings & Assignments	Reading: Course Syllabus & Expectation Documents

Session 2	
Topics	Introduction & Expectations
Activity	Course and Syllabus Review Reflective Experience: Value and Methodology (Field Journals) Language Lesson: The Basics [interactive stations]
Readings & Assignments	Reading: Course Syllabus & Expectation Documents Submit: Hospital Policy Quiz (must score 100% to begin observation, available via Canvas, unlimited attempts)

Session 3	
Topics	Host Country Medical System

Activity	Overview of Host Country Medical System [lecture] Discussion of readings [small group] Language Lesson: Medical Terminology I [interactive stations]
Readings & Assignments	Reading: Health Systems in Transition Series. Copenhagen: World Health Organization, European Observatory on Health Systems and Policies [readings dependent on host country] Submit: Discussion board reflection (via Canvas) based on group conversation

Session 4	
Topics	Comparison of Medical Systems
Activity	Overview of US Medical System [lecture] Discussion of readings [small group] Introduce Debate Assignment & Groups Language Lesson: Medical Terminology II [interactive stations]
Readings & Assignments	Reading: Emanuel, E. J. (2020). <i>Which country has the world's best health care?</i> PublicAffairs. ISBN: 9781541797734; <ul style="list-style-type: none"> • Introduction • Chapter 1: United States Submit: Discussion board reflection (via Canvas) based on group conversation

Session 5	
Topics	Comparison of Medical Systems II
Activity	Overview of Canada Medical System [lecture] Discussion of readings [small group] Language Lesson: The Basics II [interactive stations]
Readings & Assignments	Reading: Emanuel, E. J. (2020). <i>Which country has the world's best health care?</i> PublicAffairs. ISBN: 9781541797734; <ul style="list-style-type: none"> • Chapter 2: Canada Submit: Discussion board reflection (via Canvas) based on group conversation

Session 6	
Topics	Comparison of Medical Systems III
Activity	Overview of United Kingdom Medical System [lecture] Discussion of readings [small group] Language Lesson: Team Based Competition
Readings & Assignments	Reading: Emanuel, E. J. (2020). <i>Which country has the world's best health care?</i> PublicAffairs. ISBN: 9781541797734; <ul style="list-style-type: none"> • Chapter 3: United Kingdom Submit: Discussion board reflection (via Canvas) based on group conversation

Session 7	
Topics	Ethical Dilemmas in Healthcare

Activity	Common Ethical Models in Healthcare [lecture] Discussion of readings [small group] [optional additional language lesson]
Readings & Assignments	Readings: Varkey B. (2021). Principles of Clinical Ethics and Their Application to Practice. <i>Medical principles and practice: international journal of the Kuwait University, Health Science Centre</i> , 30(1), 17–28. https://doi.org/10.1159/000509119 Submit: Discussion board reflection (via Canvas) based on group conversation

Session 8	
Topics	Ethical Dilemmas in Healthcare - Case Study
Activity	Case Study [small group] Debrief Case Study [optional additional language lesson]
Readings & Assignments	Readings: Vlachothanasi, E. (2024). Navigating Precision Medicine Within European Law: Ethical Considerations and Legal Challenges. <i>Bioethica</i> , 10(2), 22–37. https://doi.org/10.12681/bioeth.39042 Submit: Discussion board reflection (via Canvas) based on group conversation

Session 9	
Topics	Careers in Healthcare
Activity	What is Problem Based Learning (PBL)? [lecture] Problem Based Learning (PBL) [activity] <ul style="list-style-type: none"> • Common Healthcare Professions of Host Country • Educational Requirements • Comparison to similar careers in USA [optional additional language lesson]
Readings & Assignments	Submit: PBL Worksheet

Session 10	
Topics	Which Country Has the World's Best Health Care?
Activity	Clinical Observation (M-Th, 20 hours total) Group Debate Voting and Debrief of Debate Small group discussion on weekly observations
Readings & Assignments	Readings: Emanuel, E. J. (2020). <i>Which country has the world's best health care?</i> PublicAffairs. ISBN: 9781541797734. <ul style="list-style-type: none"> • Group Assigned Country Chapters (Chapters 4 - 11) Submit: Case Study #1 Submit: <u>Group Debate Worksheet</u>

	Submit: Discussion board reflection (via Canvas) based on group conversation
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Session 11	
Topics	Can We Make it Better?
Activity	Clinical Observation (M-Th, 20 hours total) Can we make it better? [lecture] Discussion of readings [small group] Solution Mindset [small group activity]
Readings & Assignments	Readings: Emanuel, E. J. (2020). <i>Which country has the world's best health care?</i> PublicAffairs. ISBN: 9781541797734. <ul style="list-style-type: none"> • Chapter 12 Who's The Best • Chapter 13 Conclusion Submit: Discussion board reflection (via Canvas) based on group conversation

Session 12	
Topics	Midpoint Reflection of Hospital Experiences
Activity	Clinical Observation (M-Th, 20 hours total) Small group discussion on weekly observations Discussion of readings [small group] Debrief what changes from COVID-19 are still apparent
Readings & Assignments	Readings: Emanuel, E. J. (2020). <i>Which country has the world's best health care?</i> PublicAffairs. ISBN: 9781541797734. <ul style="list-style-type: none"> • Coda: Coronavirus and the Performance of Health Care Systems Submit: Discussion board reflection (via Canvas) based on group conversation Submit: Case Study #2 Submit: Discussion board reflection (via Canvas) based on group conversation

Session 13 & 14	
Topics	Grand Rounds
Activity	Clinical Observation (M-Th, 20 hours total) <i>Rapid Fire Grand Rounds</i> (Case Study Presentations) Small group discussion on weekly observations
Readings & Assignments	Submit: Case Study #3

Session 15 - Finals	
Submit: Reflection Journal	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.