



KIIS Zanzibar Winter 2026-27
HCA 347/572: Comparative Health Systems
Credit Hours: 3

Instructor: Dr. William Mkanta

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Instructor's office hours: on site and by appointment

Syllabus subject to change



A frontal view of Ampola Hospital, one of the leading private hospitals on the Island of Zanzibar. The facility serve as one of the main sites for both experiential and collaborative learning sessions in the program. The photo shows participants of the 2024-25 program outside the building before their rotations in different departments of the hospital.

Course Syllabus and Field Guidelines

HCA 347/572: COMPARATIVE HEALTH SYSTEMS ZANZIBAR: DEC 27, 2026 TO JAN 10, 2027

Description:

Zanzibar, the location of this program, is an Island, part of the country known as the United Republic of Tanzania, or simply referred to as Tanzania. The program has designed this course to provide students in public health related disciplines with an opportunity to learn about the Tanzanian healthcare system, especially on how different aspects of the system are organized and managed. It will integrate student knowledge and skills in practices including management/administration with practical applications in the Tanzanian/African context while working alongside their local counterparts. We

expect that upon successful completion of the program, students will be able to compare different aspects of care delivery and management between Tanzania and United States.

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

Readings: The instructor will assign one course reading. Students will review this reading during the seminars in Zanzibar as a supplementary resource for understanding important facts about the Tanzanian Health System.

Field Work/Collaborative Learning:

The program will attach participating students with healthcare facilities, institutions or project sites for their field-based experiences in the program. Collaborative and integrative learning is encouraged so students can learn while at the same time teach their counterparts about the U.S. health system. Student will hold debriefings and

round table seminars to exchange views on what they have learned and challenges encountered in the process.

Course Philosophy & Values:

Students shall conduct themselves in a professional manner when in field placements. Collaborative learning is a unique experience that involves observing/interacting with Tanzanian officials while learning about the people and culture of Tanzania. Program will assess professionalism in areas such as time management, work ethics, team involvement, appreciation of diversity, and conduct among other professionals. Awareness of a new culture and appreciation of the values and beliefs of the people in the field/outreach sites would be important for a successful participation and for enriching the learning experience to all participants.

KIIS Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campusrepresentatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Maria Canning, or KIIS Office Manager, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program. If you require any accommodations abroad, you must provide KIIS Assistant Director, Maria Canning, or KIIS Office Manager, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible

to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment, and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender-based discrimination, harassment, and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see

<https://www.kiis.org/students/healthsafety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/titleix/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

Learning Objectives:

- Develop a global perspective on healthcare systems by analyzing and applying knowledge to compare the structures, policies, and outcomes of the U.S. and Tanzanian health systems.
- Foster intercultural appreciation and understanding by exploring the values, beliefs, and health service needs that shape both U.S. and Tanzanian cultures, highlighting both similarities and differences.
- Demonstrate comprehension of health system governance by examining the organizational and policy frameworks that guide the Tanzanian health system.
- Evaluate the multidimensional impact of the program, including:
 - (i) its influence on student learning within their academic disciplines;
 - (ii) the contributions and effects of student engagement on local communities;
 - (iii) the program's role in shaping students' personal and professional growth.

The following table shows a list of practicum sites and served populations.

Agency	Population Served
Ampola Hospital	General population: private hospital; all conditions including accidents and injuries; emergency medicine
International Organizations	Women, Children, HIV/AIDS
Drug Rehab Zanzibar	Mental and behavioral health
Montessori Orphanage	Orphans 0-18 years old
Nungwi Health Center	General population in rural area

Course Outline and Assessment Plan:

<i>Course Assessment</i>	<i>Undergr</i>	<i>Grad</i>	<i>Learning Source</i>
<u>Seminars/Classes:</u> Students are required to attend all debriefing sessions and seminars. Students should complete their assignments by set deadlines. Point deductions and KIIS policies will be enforced for failure to attend classes.	15%	10%	Readings, Classes and Observations/Site Visits
<u>Site Visits and Cultural Immersion:</u> Students are required to attend all site visits planned for their field experience. The instructor will monitor the students to see how they engage in hands-on activities and how they take advantage of the new culture/health system in learning. Students will report on the effectiveness of the site on learning experience it offers and what improvements it might needed to make for better experience.	20%	30%	Site Visits/Rotations
<u>Log-Sheet and Journal Entries:</u> Students will keep log-sheets to record contact hours at each practicum site. They will record daily information collected on group's focus area. They will adopt the 24/7 Learning Mode where students would use all encounters, formal and informal to gain information and knowledge that enhances their understanding of the health system in Tanzania at its different levels. Electronic log-sheets and Journals are accepted.	25%	15%	Active Learning 24/7, Site Visits, Observations, Local Interactions
<p><u>Health Systems Impact Papers:</u></p> <p><i>Paper 1:</i> The impact of the program on your learning—on and off site in your discipline and as a person gaining new knowledge and skills. [15%].</p> <p><i>Paper 2:</i> Your impact on an individual, group or agency. Describe how your presence, participation or suggestions made an impact or a connection at a point in time during the program. Personal encounters, perspective-changing experiences should be included. [10%].</p> <p>Each paper not more than 3 typed pages; may include one appropriate field photo.</p>	25%	25%	Site Visits, Seminars, Observations, and Local Interactions

<p>Group Presentations/Place as Text: Overall Impact</p> <p>[Group 1] <i>Nursing Care:</i></p> <p>[Group 2] <i>Health Administration:</i></p> <p>[Group 3] <i>Hospital Services:</i></p> <p>For the Area of Focus assessment, each group will include (i) SWOT analysis with three factors on each category of SWOT; and (ii) two relevant photos taken during the program representing their experience while conducting research on their area of focus. For the “Place as Text” assessment, the group demonstrates a meaningful, integrated understanding of place through observation, interpretation, and reflection. Their work reveals thoughtful engagement with cultural, social, and health-related dimensions, and shows personal growth and academic relevance. Presentations are 30 minutes, Q&A included.</p>	15%	20%	Entire Experience
Total:	100%		

Grading Policy

Points from all the components of the course will be added to determine the final grade. The following grading policy will be used – A: 90-100; B:80-89; C:70-79; D:60-69; F: Less than 60. The instructor reserves the right to alter the content of the syllabus.

Assessment Criteria: It is expected that 90% of the students will score 80% or better.

Student Areas of Focus

As a way of creating effective discussions in our seminars in Zanzibar, the program has created student areas of focus in the health system to allow for effective use of time while learning about the Tanzanian health system. Students are expected to use their time while (1) engaging with local partners; (2) reading; observing; (4) in informal dialogues, etc., to gather information relevant to their area of focus to enrich seminar discussions. All students have to learn about the system but those assigned with specific areas of focus will be responsible in sharing information and providing input for discussions from their areas. In all cases, students have to make comparisons between

US and Tanzania in those areas. The instructor will assign create groups and assign the areas of focus prior to program departure.

Area of Focus	Remarks/Leading Questions
Model of delivery	What's the health system like in Tanzania? What model of delivery do they have and what are the major issues with this model?
Quality and technology	What are the quality and technological issues? What kinds of improvisation do they use? How do they perceive/measure quality?
Workforce crisis	What kinds of workforce crises are faced in the country? What are some of the proposed solutions? What's the impact of workforce shortages? What professions are impacted the most?
Access to care	Do people have equal access to care? What are the access issues? In what ways the government is attempting to improve access?
Cost of care	What are the major cost issues? Is cost an issue for all citizens? What are the prices of services, drugs and medical supplies?
Impact of chronic disease	Is chronic disease a threat? What are the major chronic conditions, who are the most affected? What is the source of the conditions? What's the impact of the conditions in different aspects of care?

Expectations and Requirements

1. Meet in agreed class times for seminar and daily progress meetings and assignment of course sites. Your attendance is required in these meetings to obtain full credit from this course.
2. Maintain a daily log of date and hours worked. Submit logs for review.
3. Maintain a journal that includes hours and days worked and summary of duties performed. The entries should include a statement on the course objective(s) achieved in the reporting period.



A view of Zanzibar College of Health Sciences. Students will have the opportunity to interact with the students, faculty and staff at the college to learn about their curriculum, funding, cost, field placements and relate their findings to their own college experiences in the United States.

Course Forms:

Please print copies of both **log sheet** and **journal entry forms** below PRIOR to US departure. It is easier that way rather than spending your money and time on printing/copying. About 10 copies of each form should be enough for practicum purposes.

COURSE JOURNAL ENTRY

Student Name: _____

You must have a journal entry for each day you are in the field. Please include a reflection on your tasks, reactions to what you learned, and how you are evaluating your own performance.

Date	Entries

Students will fill and maintain journals for EACH DAY of the program