Term Information

Effective Term	Autumn 2022
Previous Value	*Autumn 2019*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

To submit this course for the GE Theme: Health and Well Being.

Update the course objectives and content objectives

What is the rationale for the proposed change(s)?

This course aligns with the GE Theme and students will benefit from having this course as an option to fulfill a GE Theme course.

To reflect the material covered in the course

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Pub Hlth: Hlth Srvcs Mgt&Plcy
Fiscal Unit/Academic Org	College of Public Health - D2505
College/Academic Group	Public Health
Level/Career	Undergraduate
Course Number/Catalog	3610
Course Title	United States & International Health Care
Transcript Abbreviation	US & Intl H C
Course Description	Introduction to the history, organization and politics of the global health care system, critical review of selected issues using different analytic frameworks.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus, Marion*

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   51.2201
Subsidy Level   Baccalaureate Course
Intended Rank   Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
     Health and Well-being
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Explain the determinants of human health and disease

- Identify and describe the key characteristics, components, and problems of the current U.S. health care system – including how health services are financed, organized, accessed, and delivered

- Analyze strengths and weaknesses of the US healthcare system related to access, cost and quality of care, and unique challenges for underserved populations

  Understand the role of governments and health care professions in health care systems

- Explain frameworks for comparing international health care systems, and compare the operations, achievements, and weaknesses of national health care systems using these frameworks

- Describe key characteristics and components of health care systems from selected countries

  Describe the forces currently influencing health care and evaluate their impact on the likely future of U.S. and international health care systems

Previous Value	• *1. Describe structural and performance attributes of US health care system and explain how it compares to other health care systems around the world.*
	• *2. Explain reasons for lack of congruence between desired and actual outcomes of health care system.*
	• *3. Identify stakeholders in health care system, their interests and values, and strategies they pursue to assure that their interests prevail.*
	• *4. Describe and analyze pluralistic components of health care system, including private and public sectors, and explain components of recently enacted health care reform.*
	• *Encourage independent thinking about desired outcomes and about personal values as they pertain to the attributes of the health care system.*
Content Topic List	• Introduction & Framework for Understanding Health Care
	Financing & Organization of U.S. Health Care
	Policy & Challenges in Health Care
	International Health Care
Previous Value	• *Analysis of the health care system performance in the US and internationally*
	• *Investigation of desired outcomes versus actual outcomes in the health care system*
	• *Health care reform components*
Sought Concurrence	No

Attachments

• PUBHHMP 3610 submission Health and well being.pdf: GE Theme submission - Health and Well Being

  (Other Supporting Documentation. Owner: Droesch,Kynthia Ellen)

• Distance Approval cover sheet PUBHHMP3610.pdf: distance approval cover sheet

  (Other Supporting Documentation. Owner: Droesch,Kynthia Ellen)

• PUBHHM~1.PDF: Syllabus asynch

  (Syllabus. Owner: Droesch,Kynthia Ellen)

• PUBHHM~2.PDF: Syllabus in person

  (Syllabus. Owner: Droesch,Kynthia Ellen)

Comments

• Sent back at the unit's request. *(by Vankeerbergen,Bernadette Chantal on 08/04/2022 04:51 PM)*

• 1. We are submitting both the in-class and asynchronous syllabi both of which have been modified to address the required revisions; the DL approval cover sheet is also attached

  2. By submitting these documents, we believe that PUBHHMP 3610 is now ready to be included as a H&WB GE theme course *(by Droesch,Kynthia Ellen on 07/18/2022 02:03 PM)*

• Please see Panel feedback email sent 07/07/2022. *(by Hilty,Michael on 07/07/2022 09:15 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Droesch,Kynthia Ellen	12/20/2021 03:15 PM	Submitted for Approval
Approved	Anderson,Sarah Elizabeth	12/20/2021 03:48 PM	Unit Approval
Approved	Bisesi,Michael Salvatore	12/20/2021 04:33 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/13/2022 02:44 PM	ASCCAO Approval
Submitted	Droesch,Kynthia Ellen	03/04/2022 09:57 AM	Submitted for Approval
Approved	Anderson,Sarah Elizabeth	03/04/2022 11:24 AM	Unit Approval
Approved	Bisesi,Michael Salvatore	03/04/2022 12:11 PM	College Approval
Revision Requested	Hilty,Michael	07/07/2022 09:15 AM	ASCCAO Approval
Submitted	Droesch,Kynthia Ellen	07/18/2022 02:19 PM	Submitted for Approval
Approved	Anderson,Sarah Elizabeth	07/18/2022 02:42 PM	Unit Approval
Approved	Bisesi,Michael Salvatore	08/04/2022 02:08 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	08/04/2022 04:52 PM	ASCCAO Approval
Submitted	Droesch,Kynthia Ellen	08/04/2022 05:39 PM	Submitted for Approval
Approved	Anderson,Sarah Elizabeth	08/05/2022 12:11 PM	Unit Approval
Approved	Bisesi,Michael Salvatore	08/05/2022 01:53 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/05/2022 01:53 PM	ASCCAO Approval

The Ohio State University College of Public Health
PUBHHMP 3610 – U.S. & International Health Care
3 credit hours – Fall 2021
Division of Health Services Management & Policy

COURSE SYLLABUS

Professor: Marika H. Paul, PhD
E-mail: paul.162@osu.edu

IMPORTANT: Do not use paul.162@buckeyemail.osu.edu. Emails sent to this address will not receive a response.

Course Time & Location: This course is entirely asynchronous and therefore will not meet for in-person class

Professor's Office Hours: Wednesdays, 10:30AM – 12:00PM, Cunz Hall 359G
Or by appointment

TA Contact Information: Sandra Stranne Miller
stranne.1@osu.edu

P.J. Noghrehchi
noghrehchi.1@osu.edu

TA Office Hours: Sandra: Tuesdays 2:30 – 3:30PM
P.J.: TBD

Course Description
This course will introduce students to the central components of the American health care system, and to how the American system compares to other health care systems around the world. Themes to be covered include determinants of health, health care access and disparities, health care financing and organization, challenges to U.S. health care, health policy making and reform, methods for comparing international health care systems, and example health care systems from other developed and developing nations. The U.S. system will be compared to others to contextualize U.S. choices, and a range of specific health care problems will be analyzed using a comparative approach.

Course Format
This course is entirely asynchronous and therefore does not require attendance, in-person or over Zoom. All recorded lectures, reading assignments and work will be posted through the Carmen website.

Required Readings
(1) *Understanding Health Policy* (8th edition, 2020), by Thomas Bodenheimer & Kevin Grumbach, McGraw Hill Lange (ISBN: 978-1-26-045427-7). This book is available I highly recommend that you purchase your own copy of the textbook at the OSU Barnes & Noble Bookstore, but if you would prefer not to do so you may use the OSU Library free access.

(2) Other additional readings available through Carmen.

Course Objectives
Upon completion of this course, students will be able to:
1. Explain the determinants of human health and disease
2. Identify and describe the key characteristics, components, and problems of the current U.S. health care system – including how health services are financed, organized, accessed, and delivered
3. Analyze strengths and weaknesses of the US healthcare system related to access, cost and quality of care, and unique challenges for underserved populations
4. Understand the role of governments and health care professions in health care systems
5. Explain frameworks for comparing international health care systems, and compare the operations, achievements, and weaknesses of national health care systems using these frameworks
6. Describe key characteristics and components of health care systems from selected countries
7. Describe the forces currently influencing health care and evaluate their impact on the likely future of U.S. and international health care systems

Bachelor of Science in Public Health Competencies Addressed
For more details, see http://cph.osu.edu/students/undergraduate

BSPH Foundational (Core) Competencies
1. Summarize the historic milestones in public health which have influenced current roles and responsibilities of current public health agencies, organizations and systems.
2. Compare and contrast types of major domestic and international public health issues, including sources/causes of infectious/chronic diseases, transmission, risk factors, morbidity and mortality.
4. Identify genetic, social, political, cultural, behavioral, socioeconomic, demographic and ethical factors and relationships to domestic and international public health issues and determinants of health.
5. Apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration; health behavior/promotion) to domestic and international population health issues.
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
7. Locate, use, evaluate and synthesize public health information.

BPSH Public Health Sociology Specialization Competencies
3. Illustrate how sociological perspectives of stratification – particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches
4. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place.

Bachelor of Science in Public Health CEPH Foundational Domains and Cross Cutting Concepts Addressed

CEPH Foundational Domains
2. The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
3. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
5. The socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
7. The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries
8. Basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
9. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

CEPH Cross Cutting Concepts
3. Critical thinking and creativity
11. Systems thinking
12. Teamwork and leadership

Theme – Health and Well-Being: Competencies
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations
ELO 1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing.

Course Goal: Analyze strengths and weaknesses of the US healthcare system related to access, cost and quality of care, and unique challenges for underserved populations

Activities to achieve goal: In-class exercise to identify dimension of access illustrated in vignettes of people experiencing challenges in obtaining health care; In-class activity to identify and categorize types of vulnerability(constitutional, enabling, need profiled in Brian Alexander's non-fiction book, The Hospital.

Course Goal: Understand the role of governments and health care professions in health care systems

Activities to achieve goal: Use Quad Model of Healthcare (Shi & Singh) to discuss how government

and the healthcare workforce are involved in healthcare financing, delivery, insurance, and payment; Examination of how common US political values and beliefs influence roles of government and healthcare professions.

Class discussion about government regulations and scope of practice through applied scenario - should nurse practitioners (NPs) and physician assistants (PAs) be required to practice under the supervision of physicians in clinics in areas with physician shortages.

Course Goal: Explain frameworks for comparing international health care systems, and compare the operations, achievements, and weaknesses of national health care systems using these frameworks

Activities to achieve goal: Through completion of Comparative Health Problems Project, students compare and contrast features of health care systems in a developing and developed country both aimed at addressing a common public health problem. Findings are presented in a paper and short video.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

Course Goal: Explain the determinants of human health and disease

Activities to achieve goal: Using Franklin County Ohio, students use specified internet resources to examine determinants of health and perform a Community Health Needs Assessment and compare results with other Ohio counties.

Course Goal: Understand the role of governments in health care systems

Activities to achieve goal: Students use data and information from peer-reviewed journal articles or official government agency websites or non-partisan organizations that provide health information, to validate or refute a health care related political claims (three assignments).

Course Goal: Describe key characteristics and components of health care systems from selected countries

Activities to achieve goal: Students complete a Comparative Health Problems Project whereby they investigate a public health problem of their choice in the United States, another developed country, and a developing country.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Course Goal: Describe key characteristics and components of health care systems from selected countries
Course Goal: Explain frameworks for comparing international health care systems, and compare the operations, achievements, and weaknesses of national health care systems using these frameworks

Activities to achieve goal: Students complete a Comparative Health Problems Project whereby they investigate a public health problem of their choice in the United States, another developed country, and a developing country. Through this project, student also develop two transferrable skills that they will use in courses and work they will do in the future, in and out of the College of Public Health:
1) Approaching a problem from several different perspectives to understand it
2) Identifying the key findings and using oral communication to disseminate them to peers.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and *creative work, building on prior experiences to respond to new and challenging contexts.*

Course Goal: Describe the forces currently influencing health care and evaluate their impact on the likely future of U.S. and international health care systems

Activities to achieve goal: The three Health Care Politics Today assignments help students develop a sense of self through reflection and creative work. Completing this process three times throughout the semester helps students develop a deeper, better supported understanding of values, policies, and politics related to healthcare, and their own positions on these topics.

Course Goal: Explain frameworks for comparing international health care systems, and compare the operations, achievements, and weaknesses of national health care systems using these frameworks

Activities to achieve goal: The Comparative Health Problems Project encourages student to be as creative as possible when developing their paper and especially their video products. Self-reflection and assessment are required throughout this activity. Throughout the course, students complete knowledge checks to self -assess their understanding of fundamental course concepts.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

Course Goal: Explain the determinants of human health and disease

The World Health Organization's definition of health is presented on the first day of the semester. With this definition in mind, students read an excerpt from Williams and Torrens (2008) to learn about the conception of health during different time periods beginning in the early 19th century to present day. Within each, they describe the primary disease targets of medicine, medical technology, social organization of health care, as well as the criteria used to define health.

We examine social determinants of health using the Dahlgren and Whitehead model (1991), review the differences between disease and illness, acute and chronic conditions, and explore the categories of determinants of health set forth by the Healthy People national campaign. Students complete an in-class reflection on the determinants of health relevant to college populations, comparing the factors they identify with those discussed in lecture. Health and well-being are discussed in the context of

access, vulnerabilities, and disparities and applied to excerpts from <u>The Hospital</u> (Alexander, 2021) which includes profiles individuals living in poverty who experience poor health early in their lives.

The Comparative Health Problems Project, a major component of the course, requires students to assess the current state of a public health problem in multiple countries, write a paper and create a video highlighting their findings which is shared with the rest of the class and used as the basis for online discussion.

ELO 3.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Course Goal: Explain the determinants of human health and disease

The Community Health Data Exploration assignment requires students to use resources online to gather the types of information necessary to perform a Community Health Needs Assessment. Community Health Needs Assessments are used throughout the U.S. to identify the most prominent health-related needs in local communities, describe the resources available to meet those needs, and plan for changes that will improve well-being of community members. The assignment trains students to use available public data sources to identify potential of local determinants of health and disease. Franklin County is used as the primary community and students compare various health metrics to those of other Ohio counties as well as the entire state of Ohio.

Course goal: Analyze strengths and weaknesses of the US healthcare system related to access, cost and quality of care, and unique challenges for underserved populations

Through learning about access to health care, determinants of health, health and health care disparities, and vulnerabilities (defined as the intersection of risks), students learn to identify opportunities for the development of resiliency, particularly among individuals who face significant disadvantage. These ideas are explored in the Comparative Health Problems Project, in which students employ a comparative lens to study a problem in both developing and developed countries. This includes the identification of both modifiable and intractable factors at the individual, community, and federal levels.

Course Requirements & Grading
Final grades in this course will be calculated using the following weights:

Community Health Data Exploration: 5%
Knowledge Checks: 10%
Midterm Exam: 15%
Quizzes: 25%
Discussion Posts/Short Writing Assignments: 10%
Comparative Health Problems Project: 25%
Health Care Politics Today: 10%

Community Health Data Exploration
In this assignment, you will explore the types of data involved in conducting a community health needs assessment and learn various ways to collect and utilize local health data. More details will be provided in class.

Knowledge Checks/Mini-Quizzes

Pre-recorded lectures have been divided into segments 15 – 30 minutes in length. Each video segment is accompanied by a four or five question online quiz, or "Knowledge Check". The purpose of Knowledge Checks is to ensure you understand lecture material. You may take each Knowledge Check twice; if you take it a second time, the average of both attempts will count towards your final grade.

Midterm Examination
The midterm exam will be open for an entire weekend. Students must take the exam during this window. Anticipated conflicts must be discussed with the professor ahead of time, and appropriate documentation will be required for any exceptions. Should you encounter a severe illness or other emergency that results in unexpectedly missing an exam, you will be required to provide appropriate documentation and to take a make-up exam as soon as possible afterward.

Quizzes
Quizzes will generally consist of multiple choice, true/false, and short answer questions and are open book & open note. They will be available on Carmen for one week. You must complete the quiz during this time period; there are no exceptions.

Carmen Discussions/Short Writing:
Due to the importance of class participation in student learning, this course relies heavily on student's active participation via formal discussions and short writing assignments within Carmen. The instructor will pose discussion questions to engage in active group discussions of the topic material and assigned cases using Carmen groups. Student posts in these discussions will be graded based on a rubric evaluating performance in three areas: 1) content, 2) interaction, and 3) grammar and clarity.

Comparative Health Problems Project
For this project, you will compare how three national health systems (the U.S., one other developed nation, and one developing nation) are coping with a prominent global health problem. It has three components. You will conduct research from the academic literature and produce a paper. Second, you will produce an 8-10 minute video presentation sharing the key insights from your paper, and post it online for the rest of the class to view. Third, you will watch others' presentations, and contribute to an online discussion about the information you learn. More details about all components will be provided in class.

Health Care Politics Today (HCPT)
This assignment will provide you with an opportunity to make connections between what you are learning in class and the contemporary politics of health care at the national, state, and local levels. Each assignment requires you to describe a news item about current health care politics and to connect it to both course material and real health care data. There are three HCPT assignments; the lowest grade will be dropped.

Late Work Policies

Exams may not be taken late except under the rules & circumstances described above. Late quizzes will not be accepted. Individual assignments will be penalized 10% for each day they are late. This means that if your assignment due Monday earns a 92%, your actual assignment grade will be 82% if you turn the assignment in on Tuesday.

Final Course Grades
Final course grades will be assigned according to the University's standard grading scheme.

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D+	67-69
B-	80-82	D	60-66

Any grade below a 60 will earn an "E."

Grading Questions
If you have a question about a grade, please bring it directly to the professor. To do so, thoroughly read any feedback you have been given, prepare a respectful request or question *in writing*, and email it to the instructor. All such questions will be given serious consideration, but changes in points or grades are subject to the instructor's discretion.

Incomplete Policy
A final course grade of "Incomplete" will be given only in accordance with OSU rules (see http://advising.osu.edu/grades.shtml). Incompletes will only be considered in cases of extraordinary and documented circumstances outside the student's control. To request an incomplete, consult with the professor at least one week before the last day of class. Incompletes will be granted at the professor's discretion only and will include a written plan for completion of the course. All work for an incomplete must be completed and graded by the sixth week of the following term. At the end of those six weeks, a final grade will be assigned based on work completed to that date.

Course Website   http://carmen.osu.edu
Students are required to make regular use of Carmen during this course. The Carmen site will contain assignments, readings, quizzes, content links, and more. Students are responsible for all material contained in Carmen, unless specific material is listed as optional.

Syllabus
This syllabus is a contract between students and the professor. You are invited to ask any questions you have about it, but you are required to know its contents, and all specifications contained within the syllabus are binding. Any changes that must be made to the syllabus will be announced in weekly videos and posted on Carmen.

TA Responsibilities
Course TAs will help with class activities, help manage Carmen, and lead review sessions for any

students who request help with class material. One of the course TAs will also hold regular office hours. The TAs may assist with scoring homework and exams; however, final grades will be assigned by the professor. Any questions regarding grading should be directed to the professor and not the TAs.

Email Etiquette
Please use appropriate email etiquette to communicate with the professor and TA. All emails should be composed of a greeting line, a signature line, full sentences and organized paragraphs, specific questions, and respectful language. Do not sent the first draft of an email – reading it over first will increase your chances of getting the response you want. For more general guidance about online communications, see:
https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette.html

Academic Difficulties
If you find yourself struggling in the course or concerned about your performance, please contact the professor as soon as possible. There are many resources and supports we can provide to help you, but it is your responsibility to ask for help.

Mental Health Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation, related or unrelated to the current pandemic. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-- 292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-- 800--273--TALK or at suicidepreventionlifeline.org.

Office of Student Life: Disability Services
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University, the College of Public Health, and the Committee on Academic Misconduct (COAM) expect that all students have read and understood the University's *Code of Student Conduct* and the School's *Student Handbook*, and that all students will complete all academic and scholarly assignments with fairness and honesty. The *Code of Student Conduct* and other information on academic integrity and academic misconduct can be found at the COAM web pages (http://oaa.osu.edu/coam/home.html). Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct*, the *Student Handbook*, and in the syllabi for their courses may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Please note that the use of material from the Internet without appropriate acknowledgement and complete citation is plagiarism just as it would be if the source were printed material. Further examples are found in the *Student Handbook*. Ignorance of the *Code of Student Conduct* and the *Student Handbook* is never considered an "excuse" for academic misconduct.

If I suspect a student of academic misconduct in a course, I am obligated by University Rules to report these suspicions to the University's Committee on Academic Misconduct. If COAM determines that the student has violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Communication

The professor will communicate with students through Carmen postings & announcements and emails. You are responsible for attending class, getting announcements from a peer if you miss class, checking Carmen at least twice/week, and checking your email at least once every 48 hours.

Students are *encouraged* to communicate with the professor or TA via email or Zoom. We are happy to hear from students and encourage you to get in touch.

Please note the following important points, however:

- The response time for emails is 48 hours. Please plan ahead and do not ask questions at the last minute. You may hear back from an instructor in less than 48 hours, but you should not expect this.
- Please stay on top of content and announcements in Carmen, and consult your syllabus frequently. Questions that are answered in Carmen or on the syllabus will not be answered via email. This rule ensures that the professor and TA can spend their time helping students with the content of the course, as well as other individual problems and questions.

Syllabus Notes & Questions You Want to Ask:

Course Outline

Week	Date	Weekly Topics	Readings	Assignments/Quizzes Due Sundays at 11:59PM **unless otherwise noted**	BSPH Core Competencies	BSPH Public Health Sociology Competencies
Section 1: Introduction & Framework for Understanding Health Care						
1	8/25-8/29	Topic 1: Contexts of Health and Healthcare Introduction to Health Care Politics Today	Syllabus B&G Chapter 1	Discussion: Introduce yourself! Knowledge Check Topic 1	1, 2,3	3
2	8/30 – 9/5	Topic 2: History of the U.S. Health Care System Intro to Community Health Data Exploration	Williams and Torrens (Carmen)	Health Care Politics Today #1 (Due Monday at 11:59PM) Knowledge Checks Topic 2	1,2	3,4
3	9/6 – 9/12	Topic 3: Determinants of Health	https://health.gov/healthypeople https://www.cpha.ca/what-are-social-determinants-health	Community Health Data Exploration Knowledge Checks Topic 3	4,5,6,7	3,4
4	9/13 – 9/19	Topic 4: Health Care Access & Disparities	B&G Chapter 3 Peters et al (Carmen) Penchansky & Thomas (Carmen)	Knowledge Checks Topic 4	1,4,5	3,4
Section 2: Financing & Organization of U.S. Health Care						
5	9/20-9/26	Topic 5: Comparative Health Systems Topic 6: Health Care Organization (Part 1)	Blank, Bureau and Kuhlmann (Carmen) B&G Chapters 5 & 6	Knowledge Checks Topic 5 Quiz 1 (Topics 1 – 5)	1,2,5,7	4
6	9/27 – 10/3	Topic 6: Health Care Org (Parts 2 and 3)	B&G Chapters 5 & 6	Knowledge Checks Topic 5 Health Care Politics Today HCPT #2	1,4	
7	10/4 – 10/10	Topic 7: Health Care Workforce	B&G Chapter 7	**Midterm**	**1,3,4,7**	**4**
8	10/11 – 10/17	Topic 8: Long term care Intro to CHPP	B&G Chapter 12	Knowledge Checks Topics 7 and 8	1,4	3,4

Week	Date	Topics	Readings	Assignments/Quizzes Due Sundays at 11:59PM **unless noted otherwise**	BSPH Core Competencies	BSPH Core Competencies
9	10/18-10/24	Topic 9: Paying for Health Care	B&G Chapters 2 & 4	Knowledge Checks Topic 9	4	4
Section 3: Policy & Challenges in Health Care						
10	10/25-10/31	Topic 10: Health Policy Topic 11: Health Care Reform	Topic 10: Weissert & Weissert (Carmen) Topic 11: B&G Chapter 15	Knowledge Checks Topic 10 and 11 CHPP Country Profiles, Bibliographies	1,4,5,7	3,4
11	11/1 – 11/7	Topic 12: Cost Control	B&G Chapters 8 & 9	Knowledge Checks Topic 12 Quiz 2	5	
12	11/8 – 11/14	Topic 12a: Guest Policy Lectures (2)		Knowledge Checks Topic 12a HCPT #3	5	3,4
Section 4: International Health Care						
13	11/15 – 11/21	Topic 13: Public Health Emergencies	Topic 13: Time.com article (Carmen) Gostin (Carmen)	Knowledge Checks Topic 13 CHPP Paper	1,2,3,7 6	3,4
11/24 and 11/26 Thanksgiving Break – No classes						
14	12/1 12/3	Topic 14: International Health Care	B&G Chapter 14 Campion & Morissey (Carmen)	Knowledge Checks Topic 14 CHPP Video	2,3,4, 6	3,4
15	12/8	Topic 15: Developing Countries CHPP Videos	TBA	Knowledge Checks Topic 15 CHPP Discussion Board	2,3,4 6	3,4
Finals	12/10 – 12/16			Quiz 4 TBD		

The Ohio State University College of Public Health
PUBHHMP 3610 – U.S. & International Health Care
3 credit hours – Spring XXXX
Division of Health Services Management & Policy

COURSE SYLLABUS

Professor:
E-mail:

Course Time & Location:

Professor's Office Hours:

TA Contact Information:

TA Office Hours:

<u>**Course Description**</u>
This course will introduce students to the central components of the American health care system, and to how the American system compares to other health care systems around the world. Themes to be covered include determinants of health, health care access and disparities, health care financing and organization, challenges to U.S. health care, health policy making and reform, methods for comparing international health care systems, and example health care systems from other developed and developing nations. The U.S. system will be compared to others to contextualize U.S. choices, and a range of specific health care problems will be analyzed using a comparative approach.

<u>**Course Format**</u>
This course meets in-person twice per week, and attendance is mandatory. The course also requires reading and work through the Carmen website, and significant reading, studying, and collaborative group work outside of class time.

Required Readings
(1) *Understanding Health Policy* (8th edition, 2020), by Thomas Bodenheimer & Kevin Grumbach, McGraw Hill Lange (ISBN: 978-1-26-045427-7). This book is available I highly recommend that you purchase your own copy of the textbook at the OSU Barnes & Noble Bookstore, but if you would prefer not to do so you may use the OSU Library free access.

(2) Other additional readings available through Carmen.

See Course Outline for details of reading assignments; assigned readings are due *before class* on the listed date.

Course Objectives
Upon completion of this course, students will be able to:
1. Explain the determinants of human health and disease
2. Identify and describe the key characteristics, components, and problems of the current U.S. health care system – including how health services are financed, organized, accessed, and delivered
3. Analyze strengths and weaknesses of the US healthcare system related to access, cost and quality of care, and unique challenges for underserved populations
4. Understand the role of governments and health care professions in health care systems
5. Explain frameworks for comparing international health care systems, and compare the operations, achievements, and weaknesses of national health care systems using these frameworks
6. Describe key characteristics and components of health care systems from selected countries
7. Describe the forces currently influencing health care and evaluate their impact on the likely future of U.S. and international health care systems

Bachelor of Science in Public Health Competencies Addressed
For more details, see http://cph.osu.edu/students/undergraduate

BSPH Foundational (Core) Competencies
1. Summarize the historic milestones in public health which have influenced current roles and responsibilities of current public health agencies, organizations and systems.
2. Compare and contrast types of major domestic and international public health issues, including sources/causes of infectious/chronic diseases, transmission, risk factors, morbidity and mortality.
4. Identify genetic, social, political, cultural, behavioral, socioeconomic, demographic and ethical factors and relationships to domestic and international public health issues and determinants of health.
5. Apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration; health behavior/promotion) to domestic and international population health issues.

6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
7. Locate, use, evaluate and synthesize public health information.

BPSH Public Health Sociology Specialization Competencies
3. Illustrate how sociological perspectives of stratification – particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches
4. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place.

Bachelor of Science in Public Health CEPH Foundational Domains and Cross Cutting Concepts Addressed

CEPH Foundational Domains
2. The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
3. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
5. The socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
7. The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries
8. Basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
9. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

CEPH Cross Cutting Concepts
3. Critical thinking and creativity
11. Systems thinking
12. Teamwork and leadership

Theme – Health and Well-Being: Competencies
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations
ELO 1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing.

Course Goal: Analyze strengths and weaknesses of the US healthcare system related to access, cost and quality of care, and unique challenges for underserved populations

Activities to achieve goal: In-class exercise to identify dimension of access illustrated in vignettes of people experiencing challenges in obtaining health care; In-class activity to identify and categorize types of vulnerability(constitutional, enabling, need profiled in Brian Alexander's non-fiction book, The Hospital.

Course Goal: Understand the role of governments and health care professions in health care systems

Activities to achieve goal: Use Quad Model of Healthcare (Shi & Singh) to discuss how government and the healthcare workforce are involved in healthcare financing, delivery, insurance, and payment; Examination of how common US political values and beliefs influence roles of government and healthcare professions.

Class discussion about government regulations and scope of practice through applied scenario - should nurse practitioners (NPs) and physician assistants (PAs) be required to practice under the supervision of physicians in clinics in areas with physician shortages.

Course Goal: Explain frameworks for comparing international health care systems, and compare the operations, achievements, and weaknesses of national health care systems using these frameworks

Activities to achieve goal: Through completion of Comparative Health Problems Project, students compare and contrast features of health care systems in a developing and developed country both aimed at addressing a common public health problem. Findings are presented in a paper and short video.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

Course Goal: Explain the determinants of human health and disease

Activities to achieve goal: Using Franklin County Ohio, students use specified internet resources to examine determinants of health and perform a Community Health Needs Assessment and compare results with other Ohio counties.

Course Goal: Understand the role of governments in health care systems

Activities to achieve goal: Students use data and information from peer-reviewed journal articles or official government agency websites or non-partisan organizations that provide health information, to validate or refute a health care related political claims (three assignments).

Course Goal: Describe key characteristics and components of health care systems from selected countries

Activities to achieve goal: Students complete a Comparative Health Problems Project whereby they investigate a public health problem of their choice in the United States, another developed country, and a developing country.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Course Goal: Describe key characteristics and components of health care systems from selected countries
Course Goal: Explain frameworks for comparing international health care systems, and compare the operations, achievements, and weaknesses of national health care systems using these frameworks

Activities to achieve goal: Students complete a Comparative Health Problems Project whereby they investigate a public health problem of their choice in the United States, another developed country, and a developing country. Through this project, student also develop two transferrable skills that they will use in courses and work they will do in the future, in and out of the College of Public Health:
1) Approaching a problem from several different perspectives to understand it
2) Identifying the key findings and using oral communication to disseminate them to peers.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Course Goal: Describe the forces currently influencing health care and evaluate their impact on the likely future of U.S. and international health care systems

Activities to achieve goal: The three Health Care Politics Today assignments help students develop a sense of self through reflection and creative work. Completing this process three times throughout the semester helps students develop a deeper, better supported understanding of values, policies, and politics related to healthcare, and their own positions on these topics.

Course Goal: Explain frameworks for comparing international health care systems, and compare the operations, achievements, and weaknesses of national health care systems using these frameworks

Activities to achieve goal: The Comparative Health Problems Project encourages student to be as creative as possible when developing their paper and especially their video products. Self-reflection and assessment are required throughout this activity. Throughout the course, students complete knowledge checks to self -assess their understanding of fundamental course concepts.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

Course Goal: Explain the determinants of human health and disease

Activities to achieve goal: The World Health Organization's definition of health is presented on the first day of the semester. With this definition in mind, students read an excerpt from Williams and Torrens (2008) to learn about the conception of health during different time periods beginning in the early 19th century to present day. Within each, they describe the primary disease targets of medicine, medical technology, social organization of health care, as well as the criteria used to define health.

We examine social determinants of health using the Dahlgren and Whitehead model (1991), review the differences between disease and illness, acute and chronic conditions, and explore the categories of determinants of health set forth by the Healthy People national campaign. Students complete an in-class reflection on the determinants of health relevant to college populations, comparing the factors

they identify with those discussed in lecture. Health and well-being are discussed in the context of access, vulnerabilities, and disparities and applied to excerpts from <u>The Hospital</u> (Alexander, 2021) which includes profiles individuals living in poverty who experience poor health early in their lives.

The Comparative Health Problems Project, a major component of the course, requires students to assess the current state of a public health problem in multiple countries, write a paper and create a video highlighting their findings which is shared with the rest of the class and used as the basis for online discussion.

ELO 3.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Course Goal: Explain the determinants of human health and disease

Activities to achieve goal: The Community Health Data Exploration assignment requires students to use resources online to gather the types of information necessary to perform a Community Health Needs Assessment. Community Health Needs Assessments are used throughout the U.S. to identify the most prominent health-related needs in local communities, describe the resources available to meet those needs, and plan for changes that will improve well-being of community members. The assignment trains students to use available public data sources to identify potential of local determinants of health and disease. Franklin County is used as the primary community and students compare various health metrics to those of other Ohio counties as well as the entire state of Ohio.

Course goal: Analyze strengths and weaknesses of the US healthcare system related to access, cost and quality of care, and unique challenges for underserved populations

Activities to achieve goal: Through learning about access to health care, determinants of health, health and health care disparities, and vulnerabilities (defined as the intersection of risks), students learn to identify opportunities for the development of resiliency, particularly among individuals who face significant disadvantage. These ideas are explored in the Comparative Health Problems Project, in which students employ a comparative lens to study a problem in both developing and developed countries. This includes the identification of both modifiable and intractable factors at the individual, community, and federal levels.

<u>**Course Requirements & Grading**</u>
Final grades in this course will be calculated using the following weights:

Community Health Data Exploration: 5%
Midterm Exam: 25%
Quizzes: 20%
Comparative Health Problems Project: 25%
In-class activities/Attendance checks: 15%
Health Care Politics Today: 10%

<u>**Final Course Grades**</u>
Final course grades will be assigned according to the University's standard grading scheme.

A	93-100	C+	77-79
A-	90-92	C	73-76

B+	87-89	C-	70-72
B	83-86	D+	67-69
B-	80-82	D	60-66

Any grade below a 60 will earn an "E."

Community Health Data Exploration

In this assignment, you will explore the types of data involved in conducting a community health needs assessment and learn various ways to collect and utilize local health data. More details will be provided in class.

Midterm Examination

Students are expected to take the exam during our regularly scheduled meeting time. Anticipated conflicts must be discussed with the professor ahead of time, and appropriate documentation will be required for any exceptions. Should you encounter a severe illness or other emergency that results in unexpectedly missing an exam, you will be required to provide appropriate documentation and to take a make-up exam as soon as possible afterward.

In-class Activities/Attendance Checks

In-class activities will give students the opportunity to complete exercises and apply lecture material. They will not be announced and serve as attendance checks. You may miss up to two activities without explanation. If you miss additional days beyond these two, you must provide documentation to be excused.

Quizzes

Three quizzes will be given during class. They will generally consist of multiple choice, true/false, and short answer questions.

Health Care Politics Today (HCPT)

This assignment will provide you with an opportunity to make connections between what you are learning in class and the contemporary politics of health care at the national, state, and local levels. Each assignment requires you to describe a news item about current health care politics and to connect it to both course material and real health care data. There are three HCPT assignments; the lowest grade will be dropped.

Group Project – Comparative Health Problems Project

In this group project, you will compare how three national health systems (the U.S., one other developed nation, and one developing nation) are coping with a prominent global health problem. It has three components. First, your group of 3-4 students will conduct research from the academic literature and produce a paper. Second, your group will produce an 8-10 minute video presentation sharing the key insights from your paper, and post it online for the rest of the class to view. Third, you will (individually) watch other groups' presentations, and contribute to an online discussion about the information you learn. More details about all components will be provided in class.

Late Work Policies
Exams may not be taken late except under the rules & circumstances described above. Late quizzes will not be accepted. Individual assignments will be penalized 10% for each day they are late. This means that if your assignment due Monday earns a 92%, your actual assignment grade will be 82% if you turn the assignment in on Tuesday.

Grading Questions
If you have a question about a grade, please bring it directly to the professor. To do so, thoroughly read any feedback you have been given, prepare a respectful request or question *in writing*, and email it to the instructor. All such questions will be given serious consideration, but changes in points or grades are subject to the instructor's discretion.

Incomplete Policy
A final course grade of "Incomplete" will be given only in accordance with OSU rules (see http://advising.osu.edu/grades.shtml). Incompletes will only be considered in cases of extraordinary and documented circumstances outside the student's control. To request an incomplete, consult with the professor at least one week before the last day of class. Incompletes will be granted at the professor's discretion only and will include a written plan for completion of the course. All work for an incomplete must be completed and graded by the sixth week of the following term. At the end of those six weeks, a final grade will be assigned based on work completed to that date.

Course Website   http://carmen.osu.edu
Students are required to make regular use of Carmen during this course. The Carmen site will contain assignments, readings, quizzes, content links, and more. Students are responsible for all material contained in Carmen, unless specific material is listed as optional.

Syllabus
This syllabus is a contract between students and the professor. You are invited to ask any questions you have about it, but you are required to know its contents, and all specifications contained within the syllabus are binding. Any changes that must be made to the syllabus will be announced in weekly videos and posted on Carmen.

TA Responsibilities
Course TAs will help with class activities, help manage Carmen, and lead review sessions for any students who request help with class material. One of the course TAs will also hold regular office hours. The TAs may assist with scoring homework and exams; however, final grades will be assigned by the professor. Any questions regarding grading should be directed to the professor and not the TAs.

Email Etiquette
Please use appropriate email etiquette to communicate with the professor and TA. All emails should be composed of a greeting line, a signature line, full sentences and organized

paragraphs, specific questions, and respectful language. Do not sent the first draft of an email – reading it over first will increase your chances of getting the response you want. For more general guidance about online communications, see:
https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette.html

Anti-Racism Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:
https://odi.osu.edu/ (Links to an external site.)
https://odi.osu.edu/racial-justice-resources (Links to an external site.)
https://odi.osu.edu/focus-on-racial-justice (Links to an external site.)
http://mcc.osu.edu/

Academic Difficulties

If you find yourself struggling in the course or concerned about your performance, please contact the professor as soon as possible. There are many resources and supports we can provide to help you, but it is your responsibility to ask for help.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation, related or unrelated to the current pandemic. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-- 292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-- 800--273--TALK or at suicidepreventionlifeline.org.

Office of Student Life: Disability Services
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Integrity
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University, the College of Public Health, and the Committee on Academic Misconduct (COAM) expect that all students have read and understood the University's *Code of Student Conduct* and the School's *Student Handbook*, and that all students will complete all academic and scholarly assignments with fairness and honesty. The *Code of Student Conduct* and other information on academic integrity and academic misconduct can be found at the COAM web pages (http://oaa.osu.edu/coam/home.html). Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct*, the *Student Handbook*, and in the syllabi for their courses may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Please note that the use of material from the Internet without appropriate acknowledgement and complete citation is plagiarism just as it would be if the source were printed material. Further examples are found in the *Student Handbook*. Ignorance of the *Code of Student Conduct* and the *Student Handbook* is never considered an "excuse" for academic misconduct.

If I suspect a student of academic misconduct in a course, I am obligated by University Rules to report these suspicions to the University's Committee on Academic Misconduct. If COAM determines that the student has violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Communication
The professor will communicate with students through in-class announcements, Carmen postings & announcements, and emails. You are responsible for attending class, getting

announcements from a peer if you miss class, checking Carmen at least twice/week, and checking your email at least once every 48 hours.

Students are *encouraged* to communicate with the professor or TA before/during/after class or via email. We are happy to hear from students and encourage you to get in touch.

Please note the following important points, however:
- The response time for emails is 48 hours. Please plan ahead and do not ask questions at the last minute. You may hear back from an instructor in less than 48 hours, but you should not expect this.
- Please stay on top of content and announcements in Carmen, and consult your syllabus frequently. Questions that are answered in Carmen or on the syllabus will not be answered via email. This rule ensures that the professor and TA can spend their time helping students with the content of the course, as well as other individual problems and questions.

Syllabus Notes & Questions You Want to Ask:

Course Outline

Week	Date	Weekly Topics	Readings	Assignments/Quizzes Due Sundays at 11:59PM **unless otherwise noted**
Section 1: Introduction & Framework for Understanding Health Care				
1	8/25	Course Introductions Introduction to Health Care Politics Today	Syllabus	
	8/27	Topic 1: Contexts of Health and Healthcare	B&G Chapter 1	
2	9/1	Topic 2: History of U.S. Health Care System Introduction to Community Health Data Exploration	B&G Chapter 13 Williams and Torrens (Carmen)	**Health Care Politics Today #1 (Due Monday at 11:59PM)**
	9/3			
3	9/8	Topic 3: Determinants of Health	https://health.gov/healthypeople https://www.cpha.ca/what-are-social-determinants-health	
	9/10	Topic 4: Health Care Access & Disparities	B&G Chapter 3 Peters et al (Carmen) Optional: Penchansky & Thomas (Carmen)	**Community Health Data Exploration**
4	9/15	Topic 4 Continued		
	9/17	Catch up and Review		**Quiz 1: Given in Friday's class**
Section 2: Financing & Organization of U.S. Health Care				
5	9/22	Topic 5: Comparative Health Systems Topic 6: Health Care Organization	Blank, Bureau and Kuhlmann (Carmen) B&G Chapters 5 & 6	
	9/24			
6	9/29	Topic 6 continued		
	10/1	Topic 7: Health Care Workforce	B&G Chapter 7	**Health Care Politics Today HCPT #2**
7	10/6	Catch up and Review for Midterm		
	10/8	Midterm		**Midterm: Given in Friday's class**
8	10/13	Topic 8: Long term care Introduction to Comparative Health Problems Project	B&G Chapter 12	
	10/15	Fall Break – no classes		

Week	Date	Topics	Readings	Assignments/Quizzes Due Sundays at 11:59PM **unless noted otherwise**
9	10/20	Topic 9: Paying for Health Care	B&G Chapters 2 & 4	
	10/22			
Section 3: Policy & Challenges in Health Care				
10	10/27	Guest Lecture: Dr. Lisa Frazier	TBA	
	10/29	Topic 10: Health Policy Topic 11: Health Care Reform	Topic 10: Weissert & Weissert (Carmen) Topic 11: B&G Chapter 15	**CHPP Country Profiles, Bibliographies**
11	11/3	Guest Lecture: Micah Berman, J.D.	TBA	
	11/5	Topic 11 continued	B&G Chapter 15	**Quiz 2: Given in Friday's class**
12	11/10	Topic 12: Cost Control	B&G Chapters 8 & 9	
	11/12			**HCPT #3**
Section 4: International Health Care				
13	11/17	Topic 13: Public Health Emergencies Topic 14: International Health Care	Topic 13: Time.com article (Carmen) Gostin (Carmen) B&G Chapter 14	**CHPP Paper**
	11/19			
11/24 and 11/26 Thanksgiving Break – No classes				
14	12/1	Topic 15: Developing Countries	Campion & Morissey (Carmen)	
	12/3			**CHPP Video**
15	12/8	Course Wrap-up	TBA	**CHPP Peer Evals (Due Wed. 11:59pm)** **Quiz 3: Given in Wednesday's class**
Finals	12/10 – 12/16			**No final**

Week No.	Session Dates	Topics	Aligned Course Learning Objective(s)	Aligned Foundational (Core) Competencies	Aligned Specialization Competencies	Aligned CEPH Domains	Aligned CEPH Cross-Cutting Concepts	Readings	Student Evaluation Activity for Assessment
1		Contexts of Health & Health Care				2, 3	11	B&G Chapter 1	Quiz 1, In-class activity, Midterm, Comparative Health Problems Project (CHPP), Health Care Politics Today (HCPT) 1, Community Health Data Exploration (CDHE),
2		History of the U.S. Health Care System	4	1	PHS: 4	3, 7, 8	11	B&G Ch 13 Williams & Torrens 2008	Quiz 1, In-class activity, Midterm, CHPP, HCPT 1, CDHE
3		Determinants of Health	1	4	PHS: 3, 4	3, 5		Determinants of Health websites from governments of UK, Canada, Australia	Quiz 1, In-class activity, Midterm, CHPP, HCPT 1, CDHE
4		Health Care Access & Disparities	1, 2	4	PHS: 3, 4	2, 3, 5		Peters et al Penchansky & Thomas	Quiz 1, In-class activity, Midterm, CHPP, HCPT 1,
5		Comparative Health Care Systems	2, 3, 4, 5, 6	4	PHS: 4	7, 8	11	Blank, Bureau and Kuhlmann B&G Ch 6	In-class activity, Midterm, CHPP, HCPT 1,
6		Organization of Health Care I	2, 4		PHS: 4	7, 8	11	B&G Chapter 5	In-class activity, Midterm, CHPP, HCPT 2,
7		Health Care Workforce	2, 4			7, 8		B&G Chapter 7	In-class activity, Midterm, CHPP, HCPT 2,
8		Long Term Care	2			7		B&G Chapter 12	Quiz 2, In-class activity, CHPP, HCPT 2,
9		Paying for Health Care	2,3, 4	4	PHS: 4	2, 7, 8	11	B&G Chapter 2,4	Quiz 2, In-class activity, CHPP, HCPT 2,
10		Health Care Policy International Tobacco Policy	2, 3, 4, 7	4	PHS: 3, 4	5, 7, 8	11	Weissert & Weissert	Quiz 2, In-class activity, CHPP, HCPT 2,
11		Health care reform	2, 3, 4, 7	1	PHS: 3, 4		11	B&G Chapter 15,	Quiz 2, In-class activity, CHPP, HCPT 2,

12		Cost Control	2, 3, 4, 7		PHS: 3, 4	2, 7, 8	11	B&G Chapters 8&9	Quiz 3, In-class activity, CHPP, HCPT3
13		Public Health Emergencies	4	2	PHS: 3, 4	7, 8	11	Gostin	Quiz 3, In-class activity, CHPP, HCPT3
14		International Health Care Systems	4, 5, 6	2		2, 7, 8	11	B&G Chapter 14	Quiz 3, In-class activity, CHPP
15		Developing Countries	4, 5, 6	2		7, 8	11	Campion & Morrissey	Quiz 3, In-class activity, CHPP

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document Because this document will be used in the course review and approval process, you should be _as specific as possible_, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number [   ]

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. _(50-500 words)_

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Distance Approval Cover Sheet
For Permanent DL/DH Approval

Course Number and Title: **PUBHHMP3610 US & International Healthcare**

Faculty Preparer Name and Email: **paul.162@osu.edu**

Carmen Use

For more on use of Carmen: https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Yes

Syllabus is consistent and is easy to understand from the student perspective. Yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. Yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. Yes

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☒ Regular instructor communications with the class via announcements or weekly check-ins

☒ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

☒ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

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⊠ Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
Every week I record a "Weekly Update Video" with announcements and general feedback on assignments. This is posted Monday mornings. Recorded lectures are powerpoint presentations with my voice as narrator. Students are placed into Discussion Groups which require they post at least twice for each prompt. These assignments are graded and feedback is provided individually.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: https://teaching.resources.osu.edu/toolsets

The tools used in the course support the learning outcomes and competencies. Yes

Course tools promote learner engagement and active learning Yes

Technologies required in the course are current and readily obtainable. Yes

Links are provided to privacy policies for all external tools required in the course. Yes

Additional technology comments:
No special technology, aside from what is provided on a standard laptop and internet connection, is required.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)
This course does not include required synchronous aspects.I hold weekly office hours via Zoom which are optional.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:
Enter comments...

Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation

Course credit hours align with estimated average weekly time to complete the course successfully. Yes

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. Yes

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:
Required reading: 2 hours; watching lectures and completing accompanying mini-quizzes: 3 hours; Studying, completing weekly assignments: 4 hours

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Yes

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Accessibility

For tools and training on accessibility: Digital Accessibility Services

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. Yes

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. Yes

Description of any anticipated accommodation requests and how they have been/will be addressed. Previously requested accommodations through SLDS have included additional time to complete exams and flex plans with amended assignment deadlines. I have and will continue to honor these requests. Lecture transcripts are available for students by request.

Additional comments:
Enter any additional comments about accessibility...

Academic Integrity

For more information: https://go.osu.edu/teaching-resources-academic-integrity

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: Yes

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: Yes

Additional comments:
There are no closed book assignments to minimize risk of cheating. Proctorio is used for the timed midterm and a plagiarism check is used for final papers.

Frequent, Varied Assignments/Assessments

For more information: https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☒ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

☒ Variety of assignment formats to provide students with multiple means of demonstrating learning

☒ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):
Students receive course information through the textbook, additional selected academic journal articles, recorded video lectures, and news articles. Assignments include written discussion posts, a paper, timed multiple choice quizzes, untimed mini-quizzes (following each lecture segment), and an oral presentation. The Healthcare Politics Today assignment requires students to identify a news article, evaluate a claim, and relate it to course material. For the final project, students study and analyze a public health problem in three different countries.

Community Building

For more information: https://teaching.resources.osu.edu/teaching-topics/student-interaction-online

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☒ Opportunities for students to interact academically with classmates through regular class discussion or group assignments

☒ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

☒ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):
Enter comments, 1-3 sentences...

Transparency and Metacognitive Explanations

For more information: https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☒ Instructor explanations about the learning goals and overall design or organization of the course

☒ Context or rationale to explain the purpose and relevance of major tasks and assignments

☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

☒ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

☒ Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):
Enter comments, 1-3 sentences...

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Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

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