

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: Citizenship for a Diverse and Just World and 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 both the GE Themes 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 Svcs 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

Citizenship for a Diverse and Just World; 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 citizenship for a diverse and just world.pdf: GE Theme submission - Citizenship
(Other Supporting Documentation. Owner: Droesch,Kynthia Ellen)
- PUBHHMP 3610 submission Health and well being.pdf: GE Theme submission - Health and Well Being
(Other Supporting Documentation. Owner: Droesch,Kynthia Ellen)
- PUBHHMP 3610 U.S. & International Health Care Syllabus.pdf
(Syllabus. Owner: Droesch,Kynthia Ellen)

Comments

- the syllabus has been updated to include both GE themes *(by Droesch,Kynthia Ellen on 03/04/2022 09:56 AM)*
- Same comment here. The panel needs to see one integrated syllabus relevant to both requested themes (not two syllabi). *(by Vankeerbergen,Bernadette Chantal on 02/13/2022 02:44 PM)*

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
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/04/2022 12:11 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 – Citizenship for a Diverse and Just World: Competencies

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

On the first day of the semester, students create and record a set of rules for class discussion without the professor present, which sets the tone for citizenship as members of the class and more broadly of the OSU learning community. These rules are posted on Carmen for the duration of the semester.

We define citizenship as not only the status of being a citizen, but also the rights, duties, and privileges associated with being a citizen of a particular community. Because members of a community are tasked to varying degrees with caring for others, health care is a component of citizenship.

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

Course Goal: 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

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

The course includes several perspectives regarding the principles of citizenship. Students read an excerpt of Williams and Torrens (2008) that presents a historical perspective of drivers of change in health care systems. This excerpt includes descriptions of how various groups of people participated in the field of U.S. medicine over time, their qualifications, and how these factors changed over time. The textbook for this course (Bodenheimer & Grumbach, 2017) explains commonly held American cultural beliefs and values (individualism, self-reliance, distrust of the government). Both these readings inform class discussion for a comparison between market-based and social justice-based health care systems. Students develop an understanding that health care systems are influenced by citizens' political views, which are shaped by values. We learn about four different health care system models and several countries which utilize them and discuss, in the context of health care systems, what it means to be a citizen in each of these countries. By recognizing the diversity of cultural values and beliefs to which people subscribe, we aim to minimize bias both towards those with whom we disagree as well as towards our evaluations of domestic and international health care systems. More importantly, students recognize that solving public health and health care systems problems should be achieved by finding common ground with those who hold opposing views. Two reflections that students complete incorporate what citizenship means specifically to them:

1. Describe a few ways you can participate in health policy without becoming a government employee or legislator. What role can you see yourself playing in health policy in the future?
2. Describe how federal governments influences tobacco advertising and sales in the United States, the Philippines, and Uruguay. How does this affect a citizen's ability to impact policy change? What role should government have in the regulation of harmful consumer products (like cigarettes)?

Citizenship is also examined in the Comparative Health Problems Project, for which students study a common public health problem (infant mortality, cardiovascular disease, cancer) in the United States, another developed country, and a developing country. They also employ a comparative lens to examine how each country's government, financing, culture, and the structure (or lack thereof) of the health care/public health systems have influenced the current state of the public health problem. The role of the citizens, including their capacity to make progress as well as their available financial and social means to do so, are explored.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

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

Using Penchansky and Thomas' model of access (1981), we discuss challenges to access healthcare aside from financial responsibility (affordability), including the supply of providers/infrastructure (availability), the geographic location of needed services (accessibility), the arrangement of services (accommodation), as well as the personal characteristics and both patients' and providers' preferences for each other (acceptability).

Dahlgren and Whitehead's determinants of health model (1991) aids student understanding not only of the different factors that influence overall health, but also the degree to which each can be modified. Over the course of the semester, we review data regarding the proportion of U.S. physicians who speak languages other than English, examine gender disparities in physicians within practice specialties, and watch a video profiling individuals who struggle with health literacy as they seek care from various health care professionals. Students apply this knowledge for their Comparative Health Problems Project which requires them to identify challenges citizens of various countries face in accessing healthcare.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

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

Several course readings and videos that focus on diverse racial, socioeconomic, and national populations, with attention to equity and inclusion through a variety of lived experiences. Students participate in class discussions and also write reflections on these materials. These include:

- Williams and Torrens excerpt (2008) which describes how Americans interacted with the health care system (or lack thereof) from a historical perspective ranging from the 1800s to present day.
- The documentary "Everything is fine" shadows a physician in Malawi and examines the challenges he face as a country doctor with few resources.
- A journalist's video examines the differences between health care systems in two low income countries with vastly different population health levels: the Philippines and Cuba
- A video examining health literacy which interviews people who lack health literacy about the struggles they face in obtaining health care and following treatment orders
- Excerpts from The Hospital (2021) by Brian Alexander, exploring the lifecourse of individuals who descend into poor health at a young age.
- A video profiling two families in England and their disparate experiences with the National Health Service

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

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

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

Over the course of the semester, students learn about justice (social justice vs. market approaches to healthcare), difference (equity in healthcare, disparities in healthcare and health outcomes), citizenship (the responsibilities people in different countries/cultures have in taking care of themselves and others, both presently and throughout history). Students apply these concepts and deepen their understanding of each through the Comparative Health Problems Project, which requires students to explore how these factors interact with government and informal power structures to explain the current state of a public health problem across multiple countries. This includes describing and analyzing social factors, including the structure of power, hinder or prevent policy change and disproportionately affect vulnerable populations. Examples from previous projects include:

- Exploring how high infant mortality rates in developing countries are caused by the lower social standing of women, which resulted in poor and/or infrequent prenatal care
- The rapid spread of multiple drug resistant tuberculosis among incarcerated populations
- Low access to HIV medication among those who identify as LGBTQ in religiously conservative nations
- Increasing rates of obesity around the world, resulting from global markets and policy choices that “westernized” typical diets and greatly increased the availability of processed/fast food.

Theme – Health and Well-Being: Competencies

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.

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 The Hospital (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 1.2 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
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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

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. Please contact the Office of Student Life: Disability Services at 614-292-3307 in room 098 Baker Hall to coordinate reasonable accommodations for students with documented disabilities (<http://www.ods.ohio-state.edu/>). You must communicate with the professor via Zoom or email and mutually agree upon accommodations at the beginning of the semester (unless a new accommodation is warranted after the start of the semester).

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	Topic 14: International Health Care	B&G Chapter 14 Campion & Morissey (Carmen)	Knowledge Checks Topic 14 CHPP Video	2,3,4,	
	12/3				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		

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)

Course subject & number

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)

Course subject & number

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)

Course subject & number

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)*

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Course subject & number

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Course subject & number

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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)

Course subject & number

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)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. 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 knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)