

Term Information

Effective Term Autumn 2023
[Previous Value](#) Autumn 2020

Course Change Information

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

approving this course for the Citizenship General Education theme

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

This update will provide maximum impact in providing this course to students and to best fit the course into the new GE structure.

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 Pharmacy
Fiscal Unit/Academic Org Pharmacy - D1800
College/Academic Group Pharmacy
Level/Career Undergraduate
Course Number/Catalog 3540
Course Title Health Citizenship: Advocacy and Change-Making
Transcript Abbreviation Health Citizenship
Course Description The goal of the Health Citizenship: Advocacy and Change-Making elective is to build a foundation of knowledge of historical and current state and federal issues that impact healthcare and cultivate skills to become effective changemakers to improve the healthcare system.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
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

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 51.2010
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

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

- Define advocacy and what role it plays in the healthcare system
- Define issues and interests, and identify stakeholders and power structures
- Describe the role of individuals and professional organizations play in legislation and regulation and the promotion of healthcare advocacy.
- Research recent healthcare issues that impact patients and healthcare professionals so that analysis of issues can be completed
- Discuss the importance of language and framing in advocating for your cause
- Argue issues, listen to opposing points of view, and build common cause
- Apply concepts and practices associated with advocacy, public relations and marketing to encourage stakeholders to move from passive support to educated action

Content Topic List

- Advocacy
- Legislative Process
- US Healthcare System and Healthcare Issue

Sought Concurrence

No

COURSE CHANGE REQUEST
3540 - Status: PENDING

Last Updated: Kelley, Katherine Ann
04/17/2023

Attachments

- PHR3540_Final_HC_GE Form (002).pdf
(GEC Course Assessment Plan. Owner: Bowman, Michael Robert)
- distance_approval_cover_sheet_1.docx: Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Bowman, Michael Robert)
- PHR 3540_online_syllabus_v3.pdf: updated syllabus
(Syllabus. Owner: Bowman, Michael Robert)
- Cover Letter.v1.pdf
(Cover Letter. Owner: Bowman, Michael Robert)

Comments

- Please see Panel feedback e-mail sent 10/20/22. *(by Cody, Emily Kathryn on 10/20/2022 10:00 AM)*
- Note: this course has always been DL so there is no in-person version of the syllabus.

 - approved by Michael Murphy and Nicole Kwiek 3/16/22 *(by Bowman, Michael Robert on 09/12/2022 08:48 AM)*
- - Please upload in-person syllabus for comparative purposes (if an in-person syllabus is available).
 - Please upload paperwork for original approval of the course (ODEE-type review). If that is not available, please fill out and upload the form for non-ASC units here <https://ascas.osu.edu/curriculum/distance-courses>
 - Please check off all campuses as the new GE needs to be technically (if not actually) available on each campus. If this default position is not possible, please upload rationale for OAA. *(by Vankeerbergen, Bernadette Chantal on 06/13/2022 01:23 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowman, Michael Robert	03/16/2022 03:55 PM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	03/17/2022 07:59 AM	Unit Approval
Approved	Kelley, Katherine Ann	03/17/2022 08:35 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/13/2022 01:24 PM	ASCCAO Approval
Submitted	Kelley, Katherine Ann	06/21/2022 04:41 PM	Submitted for Approval
Revision Requested	Mercerhill, Jessica Leigh	06/22/2022 07:57 AM	Unit Approval
Submitted	Bowman, Michael Robert	09/12/2022 08:48 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	09/13/2022 02:50 PM	Unit Approval
Approved	Kelley, Katherine Ann	09/13/2022 04:00 PM	College Approval
Revision Requested	Cody, Emily Kathryn	10/20/2022 10:00 AM	ASCCAO Approval
Submitted	Bowman, Michael Robert	04/17/2023 09:46 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	04/17/2023 10:07 AM	Unit Approval
Approved	Kelley, Katherine Ann	04/17/2023 10:34 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/17/2023 10:34 AM	ASCCAO Approval



April 17, 2023

Re: GE Theme request, PHR3540: Health Citizenship: Advocacy and Change-making

Dear Themes Panel,

Please consider this revised general education submission within the citizenship for a diverse and just world theme, PHR 3540 Health Citizenship: Advocacy and Change-making. I greatly appreciate your thoughtful feedback. Below is a list of the recommendations and questions, and how each was addressed. The course syllabus has additionally been updated and is included with this cover letter.

- The reviewing faculty are unable to discern how this course will be an advanced study of the topic of Citizenship for a Diverse and Just World. They ask that further clarification be made within the course syllabus regarding how the readings, assignments, and course content will allow this course to examine the concept of Citizenship for a Diverse and Just World at an advanced level — taking care to actively and directly use the language of the theme throughout the course proposal materials in order to make these implicit citizenship elements of the class manifest more explicitly. In this spirit, the reviewing faculty note that an effective way to help accomplish this would be to define the term “citizenship” clearly as a concept for the purposes of the course — how the term will apply for this specific class and throughout the fabric and essence of the course design. For instance, does this course perhaps contend that advocacy and healthcare provide a model for engaged citizenship? Does healthcare advocacy have broader implications for what it means to be an active and engaged citizen?

I would like to thank the committee for their feedback and acknowledge my use of a misappropriated term of “advocate” that was intended to convey “citizenship” and the citizens involvement in the public policy process. To clarify to this confusion, the following adjustments have been made within the course syllabus:

Within this course, the definition of an advocate is an active and peaceful citizen that contributes to the public policy process to ensure their government is working toward the public good. This is aligned and built off of the National Democratic Institute’s recommendations for citizen participation in the democracy, “*Ensuring that government actually works for the **public good** requires informed, organized, **active** and peaceful **citizen participation***”¹ and the First Amendment to the U.S. Constitution, “*Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and **to petition the Government for a redress of grievances***.”²

Contributing to the public policy process is a citizenship right granted under the U.S. Constitution and is a key component to maintaining a democracy is working to meet the needs of the public. The connection between advocacy and citizenship was not appropriately conveyed in the previous submission of this course to the committee. In order to clarify and confirm this connection, the syllabus of this course was updated to include a definition of citizenship advocacy, and updates were made to assignments and content descriptions to more appropriately convey the connection between citizenship and advocacy. The content of this course is focused on an advanced study of the U.S. healthcare system and practical and advanced methods for citizen advocacy to ensure the healthcare system is meeting the needs of the public. This was further clarified within the syllabus.

¹ National Democratic Institute. Citizen Participation. Available at <https://www.ndi.org/what-we-do/citizen-participation>.

² The White House. The Constitution. Available at <https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/#:~:text=The%20First%20Amendment%20provides%20that,for%20a%20redress%20of%20grievances>.

- The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements; the Panel kindly recommends double-checking the syllabus document to ensure that the most current language and information appears for these student resources.

Thank you for this recommendation. I have reviewed the newly updated standard syllabus statements and have updated the syllabus with updated language for academic misconduct, disability services, mental health, sexual misconduct/relationship violence, and diversity.

I would like to sincerely thank you and the members of the committee for their consideration of approving PHR 3540 as a general education course within the citizenship for a diverse and just world theme.

Sincerely,

A handwritten signature in black ink, appearing to read "E. M. Murphy". The signature is written in a cursive style with a horizontal line underneath the name.

E. Michael Murphy, PharmD, MBA



SYLLABUS

PHR 3540

Health Citizenship: Advocacy and Change-making
Fall 2023 – Distance Learning

COURSE OVERVIEW

Instructor

Instructor: E. Michael Murphy, PharmD Email address: murphy.981@osu.edu Office hours: By request	Instructor: TBD Email address: Office hours: By request
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Course description

Health Citizenship: Advocacy and Change-making focuses on building an advanced understanding of the importance of citizen engagement in creating change, and understanding of the function of the United States health care system, and methods to influence decisionmakers to effectively advocate for the change students wish to see in the health care system. Students will participate in distance learning and discussion activities to evaluate opportunities for improvement for healthcare. By the end of the elective, students will have developed enhanced knowledge, communication and relationship skills to leverage their role to advance patient care.

For the purpose of this class, an advocate is defined as an active and peaceful citizen that contributes to the public policy process to ensure their government is working toward the public good. This is aligned and built off of the National Democratic Institute's recommendations for citizen participation in the democracy, "*Ensuring that government actually works for the **public good** requires informed, organized, **active** and peaceful **citizen participation***" and the First Amendment to the U.S. Constitution, "*Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*"

Contributing to the public policy process is a citizenship right granted under the U.S. Constitution and is a key component to maintaining a democracy is working to meet the needs of the public. This course is an advanced study of the U.S. healthcare system and practical and advanced methods for citizen advocacy to ensure the healthcare system is meeting the needs of the public.

COURSE GOALS & EXPECTED LEARNING OUTCOMES

GE Citizenship Theme

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

1.1 Engage in critical and logical thinking about the topic or idea of citizenship.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship.

The course will achieve this goal and learning outcomes through engagement in weekly discussions, letters to a legislator, and a final project where students will reflect on how their past experiences form their viewpoints on political issues and are challenged to question their perspectives and form evidence-based objective arguments around health policy issues. Additionally, students will take an advanced look at current issues in the health care system. The course includes expert interviews from local, state, and national leaders to share their advanced knowledge about the health care system and opportunities for improvement.

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.

2.1 Identify, describe, and synthesize approaches or experiences as they apply to citizenship.

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.

The course will achieve this goal and learning outcomes through engagement in weekly discussion posts, a final project, and a personal citizenship reflection. Students learn about the current issues members of the healthcare team face through expert interviews with physicians, advanced practice registered nurses, pharmacists, social workers, physician assistants, optometrists, dentists, and public health officials. Students frequently bring forth their perspectives about health policy issues being discussed in the class and if they have personal experiences with them. In the final project, students have opportunity to synthesize approaches to become involved in advocacy efforts outside of the classroom and model how to appropriately build a campaign to create change in the future. Students end the semester with a personal citizenship reflection assignment. This assignment allows students to reflect on their experiences, identify, describe, and synthesize a plan to take content from the course on being actively engaged in the representative democracy beyond the course and into their future experiences.

GOAL 3: 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.

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

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

The course will achieve this goal and learning outcomes through participation weekly discussion posts, and the final project. Students discuss how change is formed in a society through evaluating concepts like the punctuated equilibrium model and applying the model to historical changes in health policy that have resulted in positive changes in the health care system. Students gain a greater understanding of the impact these health policy issues have on various citizen groups and how their voices and power may be limited to advocate for change. Students learn methods to identify the reason people may have different viewpoints on issues and how to approach discussion about health policy issues in a way that creates productive dialogue about the issue to identify opportunities for improvement to the issue.

GOAL 4: 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.

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

4.2 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.

The course will achieve this goal and learning outcomes through participation weekly discussion posts, the letter to the legislator assignment, the final project, and personal citizenship reflection. Students engage in discussion around the political system and how power structures have resulted in limited representation in government of certain groups. Social activism is discussed in extent and the importance of empowerment in order to see policy change that represents all individuals within the society. Students learn about how political beliefs are formed and how concepts such as implicit bias impacts the care health care professionals provide as well as the policies that influence how the health care system is run. Through assignments like the letter to the legislator and the final citizenship advocacy project, students gain a greater understanding of the accessibility of their elected leaders and the importance of voicing their perspective about issues in the health care system. Finally, students have the opportunity to reflect through the personal citizenship reflection and discuss what their biggest takeaways were from the class and how they plan to advocate for social change within the health care system in the future.

Course expected learning outcomes (ELOs)

By the end of this course, students should successfully be able to:

1. Define citizenship and what role advocacy plays in the healthcare system
2. Define issues and interests, and identify stakeholders and power structures
3. Describe the role of citizens and professional organizations play in legislation and regulation and the promotion of healthcare advocacy.
4. Research recent healthcare issues that impact patients and healthcare professionals so that analysis of issues can be completed
5. Discuss the importance of language and framing in advocating for your cause
6. Argue issues, listen to opposing points of view, and build common cause
7. Apply concepts and practices associated with advocacy, public relations and marketing to encourage stakeholders to move from passive support to educated action.

This course will achieve these outcomes through weekly discussions, a branching activity, letter to a legislator, personal citizenship reflection, and completion of a final project. By the end of the semester, students will be better able to analyze citizenship through understanding of the importance of citizen engagement in creating change and understanding of the function of the United States health care system, and methods to influence decisionmakers to effectively advocate for the change students wish to see in the health care system.

<i>General expectations of all themes expected learning outcomes:</i>	Course ELOs						
	1	2	3	4	5	6	7
<u>GE LO1.1:</u> Engage in critical and logical thinking about the topic or idea of the theme.	x	x					
<u>GE LO1.2:</u> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.				x		x	x
<u>GE LO2.1:</u> Identify, describe, and synthesize approaches or experiences as they apply to the theme.			x	x		x	x
<u>GE LO2.2:</u> 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.		x		x		x	x
<i>Citizenship theme expected learning outcomes:</i>	Course ELOs						
	1	2	3	4	5	6	7
<u>GE LO3.1:</u> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	x	x		x		x	
<u>GE LO3.2:</u> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	x	x		x		x	
<u>GE LO4.1:</u> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.		x		x		x	
<u>GE LO4.2:</u> 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.		x		x	x	x	x

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% distance learning. There are two required sessions when you must be logged in to Carmen at a scheduled time when final presentations are completed:

- **Monday, December 4, 2023 at 7:00pm est**
- **Tuesday, December 5, 2023 at 7:00pm est**
- If you cannot attend either or both of the required sync sessions please let Dr. Murphy know at murphy.981@osu.edu by October 1, 2023

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**
Office hours will be offered as requested and will be optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- Short reading and video assignments will be provided via the course Carmen shell.
- Daly JA. *Advocacy: Championing Ideas and Influencing Others*. Yale University Press. 2011.
 - Available to students for free through The Ohio State University Libraries
- Laverack G. *Health Activism: Foundations and Strategies*. SAGE Publications, Ltd. 2013.
 - Available to students for free through The Ohio State University Libraries

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- Carmen Zoom text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE
Discussion Assignments	40%
Discussion 1: Introduction to Citizenship	3.08%
Discussion 2: Philosophy & Theory Behind Citizenship Advocacy	3.08%
Discussion 3: Overview of the Legislative Process	3.08%
Discussion 4: Questioning the Status Quo	3.08%
Discussion 5: Role of Individuals & Professional Organizations	3.08%
Discussion 6: Identifying our Values	3.08%
Discussion 7: Overview of the US Healthcare System	3.08%
Discussion 8: Profession Specific Healthcare Issues	3.08%
Discussion 9: State Healthcare Issues	3.08%
Discussion 10: National Healthcare Issues	3.08%
Discussion 11: Social Media & Advocacy	3.08%
Discussion 12: The use of “Self” in Advocacy	3.08%
Discussion 13: Begin with the End in Mind	3.08%
Branching Activity Assignment	5%
Submission	2.5%
Reflection	2.5%

Final Project	40%
Topic and Group Sign-Up	2.86%
Group Project Charter	2.86%
Policy Selection	4.29%
Policy Brief	5.71%
Self Assessment/Group Evaluation #1	2.86%
Advocacy Action Plan	7.14%
Self Assessment/Group Evaluation #2	2.86%
Presentation	11.43%
Personal Citizenship Reflection	5%
Letter to Legislator	10%
Total	100%

See course schedule for due dates.

Discussion Assignments

In order to enhance your course experience this semester, you will have weekly reflective discussions to help you to think about how your own learning is going for the week and your role as a citizen advocate related to issues being discussed within the weeks content. The process of reflection allows you to refine your own skills as a learner and increase your own self-efficacy. In these discussions, we would like you to think about the "a-ha" moments you might have had during the week or any challenges/difficulties you had with the material.

Branching Activity

You will be completing a branching activity that will give you the opportunity to experience what a legislator visit is like. This will put to practice your analytical skills in evaluating what your position is for a healthcare issue and how to effectively communicate with a legislator. Following your completion of the activity you will complete a reflection on the experience and will submit a screen capture of the path you took to complete the branching activity.

Final Project

In this project, students will work in groups to develop a citizenship campaign project that is designed to bring awareness and social change regarding a health care issue. Throughout this project you will work with your group to identify a specific policy issue within your assigned overall project topic. After completing research and drafting a policy brief on current literature / legislation / regulations on this policy issue, the group will identify a policy solution to this policy issue. The group will then complete action plans to advocate to community members and to

key stakeholders that could implement the identified policy solution. The project will conclude with presentations sharing work completed throughout the semester.

Citizenship Action Plan

Citizenship advocacy and change-making should not end with the conclusion of this course. Through this assignment you will reflect on your experience and how you plan to continue being a change-maker within the healthcare world following the end of this semester.

Letter to Legislator

End the semester in action by writing a letter to one (or more) of your legislators about a healthcare issue that you are passionate about. We will have covered many healthcare issues in this class; pick one to write to your legislator about and discuss your perspective on how this issue could be addressed.

Late assignments

Each assignment or class activity will have specific due dates; the students are responsible for complying with these due dates. Failure to comply with meeting timelines will be dealt with in a progressive manner (e.g., verbal warning, discussion with the instructor, zero scores, etc.). Up to 24 hours after assignments are due assignments will be accepted for 50% off. Greater than 24 hours after an assignment is due assignments will no longer be accepted and 0 points will be awarded for the assignment.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

COURSE SCHEDULE (TENTATIVE)

MODULES	WEEKS	TOPICS	ASSESSMENTS	READINGS
Module 1: Defining Citizenship	Week 1: Aug. 22 – 27	Definition of citizenship advocacy Importance of advocacy in the public policy process as a citizen	Discussion #1	Dobson S, Yoyer S, Regehr G. Agency and Activism: Rethinking Health Advocacy in the Medical Profession Agency and Activism: Rethinking Health Advocacy in the Medical Profession. Academic Medicine. 2012;87(9):1161-1164. Laverack G. Health Activism: Foundations and Strategies. SAGE Publication Ltd. 2013. Chapter 1. Foundations of health activism.
Module 2: Philosophy & Theory Behind Citizenship Advocacy	Week 2: Aug. 28 – Sep. 3	Social movement philosophy Community organizing theory Examples of citizenship advocacy successes / failures	Discussion #2 Final Project - Topic and Group Sign-Up	Masse Jolicoeur, M. (2018). An Introduction to Punctuated Equilibrium: A Model for Understanding Stability and Dramatic Change in Public Policies An Introduction to Punctuated Equilibrium: A Model for Understanding Stability and Dramatic Change in Public Policies. Montréal, Québec: National Collaborating Centre for Healthy Public Policy. Laverack G. Health Activism: Foundations and Strategies. SAGE Publication Ltd. 2013. Chapter 3. Activism and the health practitioner. Page 49-62.

<p>Module 3: Overview of the Legislative Process</p>	<p>Week 3: Sep. 4 – 10 (<i>Labor Day</i>)</p>	<p>How a bill becomes a law</p> <p>Legislative bodies</p> <p>Regulatory bodies</p>	<p>Discussion #3</p> <p>Final Project - Group Project Charter</p>	<p>Introduction to the Legislative Process in the U.S. Congress Introduction to the Legislative Process in the U.S. Congress. Congressional Research Service. Updated November 15, 2018.</p> <p>A Guidebook for Ohio Legislators. Ohio Legislative Service Commission. Published 2019. Chapter 5: Enacting Legislation Chapter 5: Enacting Legislation.</p> <p>Rifkin J. How a bill actually becomes a law in 2020: The Emancipation National Trail Study Act. GovTrack.us. Published August 13, 2020.</p> <p>A Guidebook for Ohio Legislators. Ohio Legislative Service Commission. Published 2019. Chapter 6: Tools for Understanding a Bill Chapter 6: Tools for Understanding a Bill.</p> <p>A Guidebook for Ohio Legislators. Ohio Legislative Service Commission. Published 2019. Legislative Glossary Legislative Glossary.</p>
<p>Module 4: The Advocates Worldview</p>	<p>Week 4: Sep. 11 – 17</p>	<p>Identifying our Values</p>	<p>Discussion #4</p> <p>Final Project - Policy Selection</p>	
	<p>Week 5: Sep. 18 – 24</p>	<p>Role of Individuals & Professional Organizations</p> <p>How to craft a policy brief</p>	<p>Discussion #5</p>	<p>Wong SL, Green LA, Bazemore AW, et al. How to write a Health Policy Brief How to write a Health Policy Brief. Families, Systems, & Health. 2017;35(1):21-24</p>
	<p>Week 6: Sep. 25 – Oct. 1</p>	<p>Questioning the Status Quo</p>	<p>Discussion #6</p>	<p>Centers for Disease Control and Prevention. CDC's Policy Analytical Framework CDC's Policy Analytical Framework. Atlanta, GA: Centers for Disease Control and Prevention,</p>

				<p>US Department of Health and Human Services; 2013.</p> <p>Taylor MJ, McNicholas C, Nicolay C, et al. Systematic review of the application of the plan–do–study–act method to improve quality in healthcare Systematic review of the application of the plan–do–study–act method to improve quality in healthcare. <i>BMJ Qual Saf.</i> 2014;23:290-298.</p> <p>Leis JA, Shojania KG. A primer on PDSA: executing plan–do–study–act cycles in practice, not just in name A primer on PDSA: executing plan–do–study–act cycles in practice, not just in name. <i>BMJ Qual Saf.</i> 2017;26:572-577.</p>
Module 5: Healthcare Issues	Week 7: Oct. 2 – 8	Overview of US Healthcare System	Discussion #7	<p>TayTikkanen R, Osborn R, Mossialos E, et al. International Health Care System Profiles: United States. The Commonwealth Fund. Published June 5, 2020.</p> <p>Classifying health workers: Mapping occupations to the international standard classification Classifying health workers: Mapping occupations to the international standard classification. World Health Organization.</p>
	Week 8: Oct. 9 – 15 <i>(Autumn Break)</i>	Profession specific issues	<p>Discussion #8</p> <p>Final Project - Policy Brief</p> <p>Final Project - Self Assessment/Group Evaluation #1</p>	
	Week 9: Oct. 16 – 22	Profession specific issues	Discussion #9	
	Week 10: Oct. 23 – 29	National Healthcare Issues	Discussion #10	

		State Healthcare Issues Regulations		
Module 6: Advocacy Communication	Week 11: Oct. 30 – Nov. 5	Effectively Communicate with Legislators & the Public	Legislator Branching Activity Submission Legislator Branching Activity Reflection	Daly JA. Advocacy: Championing Ideas and Influencing Others. Chapter 2: Communicate Your Idea with Impact. Yale University Press. 2011. Daly JA. Advocacy: Championing Ideas and Influencing Others. Chapter 3: Frame Your Message. Yale University Press. 2011.
	Week 12: Nov. 6 – 12 (<i>Veterans Day</i>)	Social Media and Advocacy	Discussion #11 Letter to Legislator	Rehr DK. How is Social Media Being Used in Advocacy? HuffPost. Published February 7, 2017. Updated February 8, 2017. Saxton GD, Niyirora JN, Guo C, et al. #Advocating ForChange: The Strategic Use of Hashtags in Social Media Advocacy #Advocating ForChange: The Strategic Use of Hashtags in Social Media Advocacy. Advances in Social Work. 2018;16(1):154-169.
	Week 13: Nov. 13 – 19	The Use of Personal Stories in Advocacy	Discussion #12 Final Project - Advocacy Action Plan	Daly JA. Advocacy: Championing Ideas and Influencing Others. Chapter 6: Your Idea Is Only as Good as Its Story. Yale University Press. 2011. Daly JA. Advocacy: Championing Ideas and Influencing Others. Chapter 10: Create Persuasive Messages. Yale University Press. 2011.
Module 7: Begin with the End in Mind	Week 14: Nov. 20 – 26 (<i>Thanksgiving</i>)	Opportunities / threats for the future Expert opinions on the future	Discussion #13	Laverack G. Health Activism: Foundations and Strategies. SAGE Publication Ltd. 2013. Chapter 10. The future role of health activism. Page 139-146.

Module 8: End with Action!	Week 15: Nov. 27 – Dec. 3	Final Project Work Week		
	Week 16: Dec. 4 – 6		Final Project - Presentation Final Project - Self Assessment/Group Evaluation #2 Personal Citizenship Reflection	

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **AMA Manual of style** by the American Medical Association to cite the ideas and words of your research sources. It is written by the editors of JAMA and the Archives journals and is most recently published by Oxford University Press. You are encouraged to ask a trusted

person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research for review:** All literature research and analysis you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your review or analysis of your literature research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on an assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Your mental health

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. 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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.

DIVERSITY

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own

potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

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 seeking 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.

Course subject & number

PHR 3540

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)

Health Citizenship: Advocacy and Change-making focuses on building an advanced understanding of the importance of citizen engagement in creating change, and understanding of the function of the United States health care system, and methods to influence decisionmakers to effectively advocate for the change students wish to see in the health care system. Students begin the first several weeks of the semester taking an advanced look at how laws and regulations are passed at the state and federal level and the theory of creating change through social movements in a representative democracy. Students reflect on how their past experiences form their viewpoints on political issues and are challenged to question their perspectives and form evidence-based objective arguments around health policy issues.

Students then take an advanced look at current issues in the health care system. The course includes expert interviews from local, state, and national leaders to share their advanced knowledge about the health care system and opportunities for improvement. For example, the past United States Surgeon General Richard Carmona is interviewed during our national health care issues week. Dr. Carmona shares his perspective on the biggest issues he sees facing the health of our citizens and ways to enhance the delivery and accessibility of health care to address these concerns. Similar expert interviews are conducted with state leaders, such as Amy Rohling McGee who is the Chief Executive Officer of the Health Policy Institute of Ohio. Amy shares the issues specifically facing Ohioans and how her organization advocates at the state level for improvements. Through numerous expert interviews, students gain a diverse perspective on the structure of the health care system, how it compares to other countries health care systems, and where gaps result in inefficiencies, higher costs, and inequitable access to health care.

In the final third of the semester, students learn about ways to effectively communicate and advocate to decisionmakers through written and oral methods. Students learn about communication techniques such as framing, use of statistics and storytelling to enhance their messaging as well as persuasion and negotiation techniques when discussing policy issues with decisionmakers. Past White House Communication Director Jon Daly is interviewed to share advanced strategies for communicating with decisionmakers and members of the public.

Throughout the semester, students engage with readings that discuss cutting-edge issues that are actively being discussed about the healthcare system and ways to create influence. Students discuss current challenges people are facing and ways to improve the health care system. The most recent offering of the class saw many students sharing in discussions about the inequitable access to health care for racial and ethnic minorities in the United States and how systemic and structural racism is a public health crisis.

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)

The logical structure breaks the semester up into thirds and focuses on the why, how, and what to create positive change in the health care system. First students focus on the why behind social movements and citizen involvement in a representative democracy. Students are challenged to overcome their preconceived notions for how change is created in a representative democracy. To understand how to communicate with individuals that are opposed to an issue students are in support of, students are challenged to reflect on their values and how their values influence their beliefs about health policy issues. Students complete a reflective exercise to identify their top five values and then complete a discussion prompt where students discuss their findings and how their values inform their political beliefs. By understanding how their own political beliefs are shaped, students gain insight into how others are as well and can focus their advocacy on creating consensus amongst shared values between stakeholders. Course goals related to this section include defining advocacy and what role it plays in the healthcare system and defining issues and interests, and identifying stakeholders and power structures. Students are assessed on these learning goals through weekly discussion posts that allow students to respond to prompts. Prompts include but are not limited to challenging students to define advocacy in their own words, reflect on the greatest opportunities and threats to the health care system, and reflecting on their values and how they impact their view of health policy issues.

The second third of the semester is focused on an advanced examination of how the health care system functions, the different roles of members of the health care team, and how health care is paid for in the country. Expert interviews are completed with local, state, and national leaders on different health policy issues and students engage in discussion on these various issues to gain a greater understanding of their importance and impact. Students learning about the process on continuous quality improvement and the CDC policy making process. By better understanding the issues and evaluating how to identify potential solutions, students gain an advanced understanding of how improvement can be made to the health care system.

The final third of the semester is focused on what students can tangibly do to create influence and positive change in the health care system. Students gain a greater understanding for how to frame their communication, use personal stories, statistics, and persuasion techniques to advance their messaging and troubleshoot when discussion are derailed. Course goals for the final two sections include but are not limited to describing the role of individuals and professional organizations in legislation and regulation and the promotion of health care advocacy and discussing the importance of language and framing in advocating for your cause. Students meet these course goals through the completion writing a letter to a legislator for an issue that they are passionate about and the completion of a mock legislator visit. In the letter to a legislator, students identify who their elected leaders are and pick an issue that they are passionate for and write a letter to their legislator expressing their opinion about the issue. Issues may be a topic covered in class or another issue they are passionate for and allow students the opportunity to see how easily they can participate in the representative democracy outside of the traditional casting of a ballot. In the mock legislator activity, students participate in an interactive choose your own adventure experience. They are briefed on a health care issue and have the opportunity to choose to support or oppose the issue. Students then move through the process of informing an elected leader about this issue and advocating to them. Based on responses that they choose the elected leader will ask different questions and bring up different opportunities to troubleshoot the situation. Students end the experience with either the legislator asking them to leave, the legislator showing interest but not scheduling another meeting, or the legislator asking for another meeting. Through this experience students gain practical skills in putting to practice what they are learning in how to effectively communicate to decisionmakers about issues they are passionate for.

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)

Throughout the semester, students engage in a group project where they identify a problem in the health care system, reflect on opportunities to solve the problem, research the problem and solution, and identify ways to successfully advocate to decisionmakers and members of the public about the issue. Through this project students meet several course goals, including research recent health care issues that impact patients and health care professional so that analysis of issues can be completed, arguing issues, listening to opposing points of view, building common cause, and applying concepts and practices association with advocacy, public relations and marketing to encourage stakeholders to move from passive support to educated action. These goals are met through the completion of the project which is broken into several components: a policy selection, a policy brief, an advocacy action plan, and final presentation. In the policy selection, students identify a specific policy issue that will be the focus of your final project for the remainder of the semester. Students pick specific policy issues within real world opportunities for improvement within the health care system. In their policy selection, students write a brief proposal that is submitted that includes a clear articulation of the policy issue and how the policy is a solution for that problem, who the stakeholders this policy would impact, and a description of the current landscape of the issue.

Students then craft a policy brief. Included in the five-page policy brief is a background statement on the current landscape of the healthcare issue through well-researched and cited evidence, the proposed policy solution and how it would provide a solution to the identified healthcare issue, and finally the anticipated impacts of the solution including the stakeholders that this policy would impact and whether these would be viewed as positive, negative, or neutral consequences of the policy solution. Students are to remain objective and evidence-based in their arguments.

After completing the policy brief, students craft an advocacy action plan to determine the best steps to effectively advocate for their policy solution. This five-page action plan describes how students will advocate for their policy solution to stakeholders who oversee the legislation, regulations, or policy and to members of the community, including the public, and members of the inter/intra-professional healthcare community. The action plan includes an analysis and description of how students will effectively communicate what their health care issue and solution is to stakeholders. Students reflect on communication techniques, framing tools, utilization of stories, statistics, and other persuasion techniques to effectively advocate for their cause to different stakeholders. Students develop goals for their action plan to keep themselves on track as they build a coalition advocating for their policy solution and identify all stakeholders that may be positively or negatively impacted by a specific policy solution. Students are encouraged to include information about the financial impact of their policy, the unintended consequences that could result in the adoption of their policy, and talking points to address what students identify will be the main points of opposition to their policy. The final section of the advocacy action plan is to create an example that students could use to advocate for their cause to stakeholders who oversee the legislation, regulations, or policy (e.g., Letter to a legislator, Elevator pitch video, Mock hill visit) and an example that students could use to advocate for their cause to stakeholders that aligns with your community advocacy action plan (e.g., Flier, Billboard, Commercial, Podcast, Radio Advertisement, Professional Meeting Presentation, TED talk).

Students end their project with a presentation to the class reviewing a description of their policy issue, a description of their policy solution, evidence to support the prioritization of addressing the issue with the solution, and an explanation as to how they will effectively advocate to decisionmakers and the public for their cause.

Students additionally engage with scholarly readings throughout the semester which are included in the syllabus. These scholarly readings include, but are not limited to, descriptions of how public policy is changed through the punctuated equilibrium model, explanations on how to write a policy brief for health care professionals, and descriptions on how health care professionals can utilize and benefit from the plan do study act process.

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)

Students have a diverse set of experiences that allows them to make connections to out-of-classroom experiences and work they plan to do in the future as well as identify, describe, and synthesize approaches to citizenship. This ELO ties back to course goals including describe the role of individuals and professional organizations play in legislation and regulation and the promotion of healthcare advocacy, research recent healthcare issues that impact patients and healthcare professionals so that analysis of issues can be completed, argue issues, listen to opposing points of view, and build common cause, and finally, apply concepts and practices associated with advocacy, public relations and marketing to encourage stakeholders to move from passive support to educated action. These goals are accomplished through participation in weekly discussion posts, a final project, and a personal advocacy reflection.

Throughout the semester, students learn about the healthcare system from experts in health policy such as past surgeon general Richard Carmona and the President of the Health Policy Institute of Ohio and leaders in the Ohio Department of Medicaid. They learn about the current issues members of the healthcare team face through expert interviews with physicians, advanced practice registered nurses, pharmacists, social workers, physician assistants, optometrists, dentists, and public health officials. During weekly discussion posts, students are encouraged to reflect on material and make ties to past course work as well as their experiences outside of the classroom. Students frequently bring forth their perspectives about health policy issues being discussed in the class and if they have personal experiences with them. This has been particularly evident during weeks when students learn about social determinants of health and the impact of systemic and structural racism on the health care system. Students bring forth their own experiences and make connections to real world experiences about the impact of these policies in the health care system and the need to create positive change to make improvements.

Throughout the semester, students work on a group project where they identify a problem in the healthcare system and work through the process of examining the problem, the cause of the problem and the impact the problem has on stakeholders and the economy. Students then identify a proposed policy solution to solve the problem and draft a policy brief to explain the current state of the issue, what their solution is and how the solution would impact stakeholders. Students then create an advocacy action plan to determine how they will successfully use their first amendment rights to petition the government for grievances and advocate for their policy solution to both legislative and regulatory decision makers along with key stakeholders that would be impacted by their policy. Students end the semester with a presentation reviewing the key findings of their project and their advocacy plan. These projects are aimed at students looking at real world issues and how to solve them. This project allows students the opportunity to synthesize approaches to become involved in advocacy efforts outside of the classroom and model how to appropriately build a campaign to create change in the future.

Students end the semester with a personal advocacy reflection assignment. In this assignment students are challenged to reflect on their growth over the semester and what their most impactful and biggest takeaways were. Students additionally reflect on how they will utilize knowledge and skills developed in the class in the future to continue to be an advocate for positive change in the health care system. This assignment allows students to reflect on their experiences, identify, describe, and synthesize a plan to take content from the course on being actively engaged in the representative democracy beyond the course and into their future experiences.

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)

Students actively reflect throughout the semester and in doing so make connections between course content and real-world health policy issues that are resulting in inefficiencies in health care delivery and limited patient access to care. This ELO ties back to course goals including define issues and interests, and identify stakeholders and power structures, research recent healthcare issues that impact patients and healthcare professionals so that analysis of issues can be completed, argue issues, listen to opposing points of view, and build common cause, and finally, apply concepts and practices associated with advocacy, public relations and marketing to encourage stakeholders to move from passive support to educated action. These goals are accomplished through participation in weekly discussion posts, a personal advocacy reflection, and the self/group evaluation component of the final project.

Students complete weekly discussion post reflection assignments where students respond to a variety of prompts, including but not limited to their biggest takeaways from the week, any remaining questions they have, connections they made to previous course work and/or real-life experiences and what surprised them the most from their engagement with the weeks learning materials. Students then complete a peer response to build community amongst their peers and allow for dialogue about many of the important health policy issues that are discussed within the class. Through weekly discussions and reflections, students have the opportunity to actively reflect on the content they are engaging with and how it applies to their time as a student and beyond.

In addition to weekly discussion assignments, students end the semester with a personal advocacy reflection which allows them the opportunity to reflect on the semester and what their biggest takeaways were. Students are encouraged to plan for their future as an advocate and share how they will take lessons learned throughout the semester to be an active advocate for positive change in the health care system in the future.

Finally, students complete two self and peer evaluations throughout the semester to reflect on the work they have been completing towards their final advocacy project. Students complete these evaluations half-way through the semester and at the end of the semester. In their evaluation, students reflect on what they have contributed to the group project and their level of engagement as well as the level of engagement of all other group members in the project. Through these various assignments, students have the opportunity to develop their sense of self as a learner through reflections and self-assessments to better understand their current and future roles as advocates for improvements in the health care system.

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)

Through the course of the semester, students gain a greater understanding of their important role as active participants in the representative democracy. This ELO ties back to course goals including define advocacy and what role it plays in the healthcare system, define issues and interests, and identify stakeholders and power structures, research recent healthcare issues that impact patients and healthcare professionals so that analysis of issues can be completed, and argue issues, listen to opposing points of view, and build common cause. These goals are accomplished through participation in weekly discussion posts. Specific prompts of weekly discussion posts that relate to this ELO and course goals are described below. During the first several weeks of class, students analyze the background of advocacy and gain a greater understanding of the topic of health activism. Students discuss how change is formed in a society through evaluating concepts like the punctuated equilibrium model and applying the model to historical changes in health policy that have resulted in positive changes in the health care system. Through examining generalists and specialists in government, as well as subsystems, policy images, and policy venues, students gain a greater understanding of their role as citizens in the representative democracy and how change is created through influence and advocacy.

Throughout the course, various health policy issues are highlighted and evaluated all of which impacts different citizens within the country. Students gain a greater understanding of the impact these health policy issues have on various citizen groups and how their voices and power may be limited to advocate for change. Topics such as allyship are discussed to showcase to students the importance of listening to the hardships of fellow citizens and using personal positions of privilege to elevate voices to create positive changes in the health care system that result in more equitable access to health care.

Students are challenged to identify and reflect on their values and discuss how these values contribute to their own political ideologies. Students are walked through a process of identifying their top 5 values and then link these values to their political ideologies. Students gain a greater understanding through this process as to how political ideologies are formed and can reflect back on how their values inform their political ideologies. Through this experience, students gain valuable insight into their perspective on citizenship involvement in the political process to improve the health care system as well as others.

Through discussion and analysis of citizenship, students gain a greater understanding of the difference in perspective around participation in the representative democracy on a local and national scale and how this can differ across political, cultural, national, and historical communities.

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)

Students engage in several experience that increase their perspective of intercultural competence as a global citizen. This ELO ties back to course goals including define advocacy and what role it plays in the healthcare system, define issues and interests, and identify stakeholders and power structures, research recent healthcare issues that impact patients and healthcare professionals so that analysis of issues can be completed, and argue issues, listen to opposing points of view, and build common cause. These goals are accomplished through participation the final project and weekly discussion posts. Specific prompts of weekly discussion posts that relate to this ELO and course goals are described below.

Students begin the semester learning about what health care activism is and the importance of empowerment of citizens in a representative democracy. Discussion is had on participation in the representative democracy and how limited participation from certain groups may result in a government that is not representative of those individuals and may not enact policies with their considerations in mind. Students reflect on power structures within our society and how methods such as the bottom-up approach of activism can be leveraged to ensure that decisionmakers that do not understand the concerns of certain groups in their community are better educated on these concerns.

Students engage in an advanced look at topics such as implicit bias and social determinants of health and how these issues impact certain communities and have resulted in inefficiencies and problems in the health care system. Students are encouraged to reflect on these topics and bring forth examples they see in real-world experiences to highlight how predominant these issues are and how to potentially address these issues in our health care system and society. Students take several implicit bias assessments and reflect on how implicit bias can impact care provided by health care professionals and the passage of policy by lawmakers.

When learning about the United State health care system, students additionally learn about other countries health care systems and how they compare and contrast to the United States health care system. Students are challenged to reflect on cultural differences that may contribute to differences in the health care system and how we can find consensus within the United States to improve the health care system.

Throughout the course, students learn about differing viewpoints than those they may subscribe to for specific health policy issues. Students learn methods to identify the reason people may have different viewpoints on issues and how to approach discussion about health policy issues in a way that creates productive dialogue about the issue to identify opportunities for improvement to the issue.

Throughout the student's final advocacy project, students are encouraged to reflect on a specific real-world policy issue and identify a policy solution to potentially solve the policy issue. In the advocacy action plan section of the project, students create a plan to advocate to decisionmakers and members of the public to advance their policy solution. In order to effectively advocate to these individuals, students must reflect on the various stakeholders that will be impacted by this policy solution. Students must reflect on this diverse set of stakeholders and identify ways to appropriately communicate to them.

Throughout these various methods, students identify, reflect on, and apply knowledge about intercultural competence as global citizen.

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)

Students engage with various content and assignments throughout the semester that examine implications of diversity, equity, and inclusion and to advocate for justice that increases equitably access to health care for all. This ELO ties back to course goals including define issues and interests, and identify stakeholders and power structures, research recent healthcare issues that impact patients and healthcare professionals so that analysis of issues can be completed, and argue issues, listen to opposing points of view, and build common cause. These goals are accomplished through participation weekly discussion posts, and the letter to the legislator assignment. Specific prompts of weekly discussion posts that relate to this ELO and course goals are described below.

Early in the semester, students engage in discussion around the political system and how power structures have resulted in limited representation in government of certain groups. Social activism is discussed in extent and the importance of empowerment in order to see policy change that represents all individuals within the society. Students learn about how political beliefs are formed and how concepts such as implicit bias impacts the care health care professionals provide as well as the policies that influence how the health care system is run. Expanded discussions are completed on the topic of social determinants of health and state and national leaders share their perspectives on this topic and how it results in inequitable access to health care for those impact by social determinants of health. Throughout these assignments, students' complete reflection assignments on a weekly basis to examine what their biggest takeaways were, any muddy points, and how this content connects to real-world experiences they are observing. Students frequently bring up topics such as how systemic and structural racism results in inequitable health care for racial and ethnic minorities in the United States.

As students learn about the health care system and some of the biggest issues in the health care system, discussion about diversity, equity, and inclusion are highlighted to enhance discussion as to the precipitating factor for many of the health care issues in the United States. Through discussion posts, students are challenged to evaluate state and national health care issues and discuss what is causing this issue and how this issue can be addressed. When discussing issues, many students bring forth the perspective as to how enhancement of diversity, equity, and inclusion could address many of the health care issues discussed in the class, especially those that result in inequitable access to and quality of health care for certain groups of individuals.

Through the letter to the legislator activity, students have the opportunity to pick a topic they are passionate for and contact their elected leaders about this issue. Students have the opportunity to learn about who their elected leader is, while researching a health policy issues they are passionate for and appropriately communicating it's importance to their elected leader. Additionally, through the final advocacy project, students have the opportunity to identify a real-world policy issue and evaluate policy solutions to this problem. Students can focus their projects on a variety of topics, including, but not limited to systemic and structural racism, LGBTQ+ health care issues, people with disability's health care issues, social determinants of health, substance use disorder, and women's health.

Through engagement with this course content, assignments, and projects, students examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion.

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)

The focus of the course is on building an advocate for social change within the health care system by identifying why advocacy is important, how can one advocate for change, and what can someone tangibly do to create positive change in the health care system. This goal aligns with the ELO to 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. This ELO ties back to course goals including define issues and interests, and identify stakeholders and power structures, research recent healthcare issues that impact patients and healthcare professionals so that analysis of issues can be completed, discuss the importance of language and framing in advocating for your cause, argue issues, listen to opposing points of view, and build common cause, and apply concepts and practices associated with advocacy, public relations and marketing to encourage stakeholders to move from passive support to educated action. These goals are accomplished through participation weekly discussion posts, the letter to the legislator assignment, the final project, and personal advocacy reflection. Specific prompts of weekly discussion posts that relate to this ELO and course goals are described below.

Students begin the semester with a discussion on how the political system functions in the United States both at the State and Federal level. Students gain a greater understanding of how change is created through topics such as the punctuated equilibrium model and how power structures influence the ability of some to create change. Involvement in the representative democracy is discussed in depth and students gain a greater understanding of how to be involved in social movements to create change through a bottom-up approach of activism. Students reflect on these lessons through weekly discussion posts where they identify their biggest takeaway, any muddy points, and how this relates to their past and real-world experiences they have observed.

The topic of allyship is extensively covered and how it is important to use one's position of privilege to elevate and empower the voices of those whose voices have been stifled resulting in inequitable access to and quality of health care. As students begin to learn about health care issues within the health care system, there is frequent discussion on how issues have come at the result of unequal representation in the representative democracy and the importance of advocating for social change to ensure elected leaders understand the stance of their constituents.

Through assignments like the letter to the legislator and the final advocacy project, students gain a greater understanding of the accessibility of their elected leaders and the importance of voicing their perspective about issues in the health care system. Finally, students have the opportunity to reflect at the end of the semester through the completion of a personal advocacy reflection. Students discuss what their biggest takeaways were from the class and how they plan to advocate for social change within the health care system in the future. An example from a previous student's reflection is, "Prior to this course, I thought that I was just a 19 year old girl, there is no way that I could actually have any influence on the Bills that are passed in my community. Throughout this class, especially the group project, I found that is far from the truth."

Throughout the course, students learn about, discuss, and reflect on how power structures in our society and a representative government that is not truly representative of the society can create inefficiencies in the health care system. By learning tangible skills on how to advocate for social change, they learn how they can create the change they want to see in the world.

Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: **PHR 3540 Health Citizenship: Advocacy and Change-making**

Faculty Preparer Name and Email: **E. Michael Murphy / murphy.981@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

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):
 Students receive an announcement video and newsletter every Monday morning that goes over weekly content, assignments, and if relevant discusses any recent health policy news or headlines. All lecture videos are created by the instructor except for 2-3 TED Talk videos which are used to supplement other lecture videos that are created by the instructor. The instructor frequently participates in class discussion as well as including common themes and questions that were brought up in the weeks discussion posts in the weekly announcement video. It is an expectation from instructors and teaching assistants that students receive personalized feedback on all assignments.

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:

Enter any additional comments about course technology...

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.)

The entire course is planned for asynchronous delivery, except for students delivery of their final presentation. Students present synchronously online through a zoom meeting at the end of the semester on the project they have been working on throughout the course

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

I previously worked with ODEE on the development of another course (PHR 5525). I applied all lessons learned and principles of distance learning I gained from that consultation to the development of PHR 3540.

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:

In a typical week students will have 1-3 readings and 1-3 lecture videos. I would estimate the time to complete readings and prepare for lectures would be 2 hours in a typical week. Lectures would be estimated at 3 hours per week. In a typical week students engage in discussion posts on content which includes tying course content to current events in the health care system. I would expect in a typical week students are spending 1-2 hours on their discussion posts depending on the level of research they have to do in order to appropriately respond to all prompts.

Students are additionally working on a group project throughout the semester. I would estimate groups should be spending 1-2 hours per week on their project, however, as assignments are due throughout the semester it would be expected that this time would increase and time on discussion posts would decrease.

Overall, it is expected students are spending 3 hours of direct engagement with the course and 6 hours of indirect engagement completing readings, prepping for the week, completing assignments and completing their group project.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Not applicable

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. The most common accommodation request that I anticipate receiving is a request for longer time on exams. There is only one quiz with unlimited time allotted and no accommodations are needed.

Another potential request is the need for transcriptions and digital accessibility. The College of Pharmacy is currently working through the process of preparing all content in all courses for on-demand transcripts and meet the requirements for digital accessibility to prepare for any anticipated future requests.

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:

Enter additional comments about academic integrity...

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

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Students have a variety of assignments throughout the semester including discussion responses, quizzes, branching activities, letters, research papers, and presentations. All methods above are included in course.

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):

Students interact with their peers and instructors weekly through discussion board assignments and prompts. Students have the chance to discuss course concepts as well as how they relate to current events. All methods above are included in course.

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):

The course is structured to answer three questions, why is advocacy important to the health care system, how can the health care system be improved, and what can students do to advocate for the change they believe in. This is discussed in the first week and is revisited each week to ensure students are aware of how all course concepts fit in together to answer those three questions. All methods above are included in course.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Enter any additional considerations...