

Instructor Information

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The course instructor welcomes conversations with students outside of class. Students may correspond with the instructor by email or set up appointments by contacting him. Students should also contact instructor with questions they might have regarding the mechanics or operation of the course.

Course Information

Course Description

This course builds upon current knowledge and experience as both a consumer and participant in the U.S. healthcare system. In this course, we will explore the historical development of the U.S. healthcare system; engage in a comparative analysis of health systems around the world; and use leading causes of morbidity and mortality to highlight the broader system of health and health services in the U.S., including both public health and social policies, which together influence population health outcomes.

This course will explore the structure of the United States healthcare system, including its integration within a larger system that protects and promotes the health of the entire population. Course content will include a historical perspective of system development, the intersection of healthcare and public health, detailed profiles of contemporary local and national stakeholders, comparative analysis of various healthcare system models, and a discussion of the factors most important to the future of the industry. Business theory will provide the context for integrative learning experiences and exercises throughout the semester, allowing students to examine the complexities of healthcare provisioning. Students will be required to regularly review and discuss course content, work in small teams, and to complete and present a culminating course project.

Credit Hours: 1.5

Pre-requisites:

Enrollment in MBA studies.

Student Learning Objectives

After completing this course, you should be able to:

1. Describe several causes of morbidity and mortality as contemporary issues in the field of public health
2. Describe the various health systems in the U.S. from current and historical perspectives
3. Illustrate objectives in Healthy People 2030 and the status of current efforts to achieve these objectives locally and nationally
4. Interpret resources available to health professionals for access to the current literature and data

Materials

Required Reading

No textbook is required for this class. All readings are linked within Blackboard. Students will be required to access journal articles through the university library system. This requires use of one's ULink ID.

Other Materials

Students will be required to purchase private streaming rights for one movie, *Escape Fire: The Fight to Rescue American Healthcare*. This movie can be rented through Amazon Video and iTunes for \$3.99.

Students should have access to the Microsoft Office suite. Students must also have access to a computer with a microphone to complete the final project for the course.

Required Skills

Students should be familiar with the use of Microsoft Word and Excel. They should be able to download and upload files from Blackboard and use the assignment submission features. Students should be familiar with Discussion Boards. The use of email to send and receive information is also important to this class.

Taking an Online Class

The primary mechanism for communication in this course is Blackboard. Instructors use Blackboard to receive assignments, provide materials, communicate changes or additions to the course materials or course schedule, and to communicate with students. It is imperative that students familiarize themselves with Blackboard, check Blackboard frequently for possible announcements, and make sure that their e-mail account in Blackboard is correct, active, and checked frequently. Students should plan to check Blackboard at least 3 times per week and email daily for information about the course.

Class communication is asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The role of the professor is to be a facilitator, guide, coach, or resource, in order to create an effective learning environment. Your job as the student, is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

All written assignments should be completed using Microsoft Word. Please use a virus checker on all documents before submitting them.

For your privacy and security, only your official U of L email account will be used for email communication. No information will be sent to personal email accounts. Please check your U of L email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use correct grammar and spelling, and avoid using text messaging shortcuts.

Course Format

Each week, you will have a combination of material to read or view as well as assignments. These assignments will require you to be online and interact with your classmates. You may be in a group as well to complete assignments. You will also have assignments outside of class. Both will be used to assess your grade in this course.

Course Organization

The schedule and topics may change as the course unfolds. Changes are posted and announced on Blackboard.

Module	Topic	Activities	Resources
One	Introduction to US Healthcare and Health Systems	Discussion Question Week One Step One of Course Project	Assigned Readings Within Blackboard Assigned Videos Within Blackboard Lecture Module
Two	Introduction to Public Health	Discussion Question Week Two Step Two of Course Project	Assigned Readings Within Blackboard Review of Public Health module developed by the NJ Public Health Training Center Lecture Module Viewing of Sick Around America Resources from the Healthy People 2030 Initiative
Three	Determinants of Health	Discussion Question Week Three Step Three of Course Project	Assigned Readings Within Blackboard Viewing of Unnatural Causes Story Map Review
Four	Healthcare Reform and Alternative Models	Discussion Question Week Four Step Four of Course Project	Assigned Readings Within Blackboard Watch Escape Fire (students must purchase through streaming service) Lecture Module
Five	Health in All Policies	Discussion Question Week Five Completion of Course Project	

Course Requirements

Criteria for Determination of Grades

Assignment	Percentage of Final Grade	Due Date: All due on a XXXXX by midnight on the date below.
Course Discussions	30%	
Final Project Milestones	20%	
Final Project	40%	
Reflection	10%	
Total	100%	

Assignment Descriptions

Course Discussions

Course discussion forums comprise 30% of a student's final grade in the class. A discussion forum is planned for each week of the course. Students must make the required number of posts. Posts should demonstrate application of course topics, clarity, and logic. Students should cite sources when appropriate. When replying to other students in the class, replies should demonstrate a desire to advance the conversation and understanding of others in the class.

Steps Towards Final Project

Each week, students will be required to complete steps towards the completion of the final course project. These steps will make up 20% of the student's final grade in the course.

Final Project

Students will be required to develop a 20-minute presentation on profiling a local organization related to healthcare, using course content to discuss what aspects contribute to the achievement of positive population health outcomes. The final rubric for the course is posted within Blackboard. The final project is worth 40% of your total grade in the course.

Reflection

In the final week of the class, students will be asked to complete a reflection assignment. This assignment is intended as an opportunity for each student to explore content application, critical thinking, and self-development as it pertains to an identified course component. Students will be evaluated using intellectual standards including clarity, accuracy, relevance, logic, completeness, and significance. The rubric for this assignment can be found within Blackboard. The reflection is worth 10% of your total grade in the course.

Grading

Grade	Percent range
A	93-100%
A-	90-92.9%

B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
F	Less than 70%

Grading Standards

The four standards of clarity, accuracy, relevance, and significance are used in scoring class analyses.

In any field, clarity is essential for thinking and communicating. Without clarity and the resultant comprehending ("seeing"), one can only proceed in ignorance ("blindly"). **"If I can't figure out what you're saying, / can't figure out whether you're saying anything worthwhile."**

Accuracy of statements is required to effectively assess relevance and significance. A statement may sound relevant or significant but cannot achieve a useful level unless it is accurate. **"Your stating that some people get the flu from their flu shots would be worth considering if it were accurate — it isn't."**

In disciplines whose subject matter includes effecting change in populations through policy and monitoring, of which public health is one, relevance closely follows clarity in importance. When relevance is not attended to, people may be at risk and time and dollars are wasted. **"Thanks for telling me all about your grandfather during the 1918 Spanish flu pandemic, but can we please get back to figuring out whether we really have an outbreak of something and what the heck it is?!"**

Significance aims at the notions of urgency and importance. As with relevance, not paying attention to significance in public health activities risks people and wastes money by not focusing on priorities; however, something can be relevant but not significant. **"In the midst of an influenza outbreak, it's too late to focus on prevention; focus on control."**

The standard of logic becomes part of evaluation with the SEE-I, which is aimed at the exploration and understanding of a concept. Doing so requires accuracy: if facts are wrong, exploration and understanding are doomed. **"We'll never figure out what's going on! Your reported timeline and incidence numbers are all wrong!"**

Logic is needed to put together accurate information in a way that is consistent with critical thinking, i.e., not fooling yourself. **"How can you justify predicting a Salmonella outbreak is likely soon based on our being 'overdue'?"**

Without completeness, the analysis of a public health situation may not include the information needed for formulating, selecting, and approving an optimal plan of action. And when the plan is incomplete, the chances of failure to achieve the intended outcome are usually dramatically increased. **"Before we spend over \$5 million dollars on this plan, are there other options we ought to consider?"**

Course Policies

Late Assignments

Meeting deadlines is very important. Therefore, late assignments will receive a 10% deduction of the total points possible for every calendar day they are late. If you have circumstances that prevent you from meeting a deadline (e.g., representing the university in official functions such as athletic/academic competition, professional development conferences, ROTC), please make arrangements to submit your assignment(s) before the due date.

Student Responsibilities

- Students are responsible for their own learning. Instructors can only provide opportunities to learn.
- Students read the required materials prior to each class to prepare for class work and discussions.
- A learner participates in class. Participation includes being actively engaged in class discussions, assignments, and activities.
- A student checks email and Blackboard regularly for homework assignments and other course-related communications.
- A student completes assignments by the due dates that are communicated in class and posted on Blackboard. Late assignments are accepted with a penalty of 5% of the points for the assignment for each day or part thereof late.
- A participant acts with integrity, including students, guests, and instructors.
- Students abide by the policy for academic honesty (below under Other Policies). Examples of violations of academic honesty are plagiarism, authoring another student's assignment, having another person author your assignment, and fabrication of reasons for tardy submission of assignments.
- In all course activities, students apply the intellectual standards, especially clarity, accuracy, relevance, significance, completeness, and logic.
- Students are responsible for and may be evaluated on anything in the assigned reading, anything in class presentations and discussions, and anything that can be extracted or extended from these sources using critical thinking and fundamental and powerful concepts.

Excused Absences and Make-Ups

In the following paragraph, an "approved source" refers to a person who is engaged in a service connected with the reason for the student's absence and is qualified to provide official documentation for the reason for the student's absence. Examples of approved sources are, without limitation, physicians, nurse practitioners, licensed therapists, licensed funeral directors, university athletic directors and designees, and university administration.

A student is not penalized for missing graded activities provided he or she presents written documentation from an approved source that provides a valid reason for the student to have been unable to submit the graded activity on time. Students will not be permitted to make up or be excused from missed in-class graded activities for which an approved source has not been provided for the absence.

Expected Time Commitment

Students can expect to spend about 5 ½ hours per week on the course. The exact time will vary between students.

Grievances

A student who has grievances regarding the course should seek to have the matter resolved through informal discussion and through administrative channels, such as the course director, chair of the course's department, associate dean for student affairs, and university grievance officer. If the issue remains unresolved, the student may file a formal grievance.

Important Dates

Event	Date
Final Drop Date	
Final Project Due	

University Policies

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#).

Sexual Harassment

The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems.

Students and Instructors are protected from Sexual Harassment according to the [Affirmative Action policy](#), the [Student Code of Conduct](#), and the UofL [Computer Account Usage Agreement](#).

Anyone experiencing Sexual Harassment should refer to the links above and/or contact the PEACC Program at 852.2663 and an advocate will explain your choices. This is a free and confidential service.

Anyone who would like to receive more information or provide training to a classroom can contact a PEACC representative at 852.2663 and may use the educational modules provided by the [PEACC Program](#).

Students with Disabilities

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502-852-6938, <http://louisville.edu/disability>) for verification of eligibility and determination of specific accommodations.

Student Conduct & Responsibilities

Integrity is one of the most important characteristics that employers seek in new hires and one that the College of Business strives to foster in all its students. As such, this course will abide by the [College of Business student conduct and responsibilities](#) and the [University of Louisville student conduct and responsibilities](#).

Academic Dishonesty

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

Sometimes circumstances make it tempting to cut corners or take the easy way out. You will always have a better final outcome by missing a deadline or completing less than your best work than by cheating. Plagiarized assignments will earn an automatic F, your final grade may be further adjusted by up to two full letters, and the incident will be reported to the Dean for further disciplinary action.

Statement on Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status - that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Religious Holy Days and Observances

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students: Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term. For more information visit [Work Restricted Holiday Calendar](#).

Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.

Severe Weather

If the University of Louisville is closed due to a holiday, there is no impact on online classes. Coursework will be due according to the schedule.

Support Services

BizComm Coaching

About

The BizComm Coaches can offer a variety of FREE assistance on writing, speaking, and team-based assignments. Specific help ranges from dealing with writers block or speech anxiety, to organizing preliminary ideas, to polishing final drafts or fine-tuning presentation graphics.

Contact Information

Laura Tetreault 502-852-4870

Patrick Danner 502-852-4870

Office: Room 392

Email: bizcomm@louisville.edu

To book an appointment, go to <http://business.louisville.edu/bizcomm/bizcomm-coach/> and click on the “Book Appointment” button.

Library Services

Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the [Library Services for Distance Education and Online Courses](#) page.

Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the [HelpDesk Resources](#) website.

University Writing Center

The University Writing Center is committed to supporting the writing of distance education students. If you are taking a distance education course and cannot make a face-to-face appointment at the Writing Center, you can schedule an online consultation through their Virtual Writing Center. They provide both online live chat sessions and, when that's not possible, they can respond to your draft in writing through an eTutoring session. Learn more at the [Writing Center](#) website.

Syllabus Changes

This syllabus is subject to change. Any changes will be posted on the Announcements page of Blackboard and emailed to students' official UofL email account.

The instructor reserves the right to modify any portion of this syllabus. A best effort is made to provide an opportunity for students to comment on a proposed change before the change takes place.

Date last revised: 4/26/2023