



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Health Solutions, Department: School for the Science of Health Care Delivery, Prefix: HD, Number: 303, Title: Global Healthcare Systems, Units: 3

Is this a cross-listed course? No, If yes, please identify course(s)

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials: NW (Required)

Course description:

Requested designation: Global Awareness-G

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Cristi Coursen, PhD, E-mail: cristi.coursen@asu.edu, Phone: 602-496-0938

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Natalia Wilson, MD, MPH, Associate Director, School for the Science of Health Care, Date: 10/2/2015



ARIZONA STATE UNIVERSITY

Delivery

Chair/Director (Signature):

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*Natalia aulse*

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## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### **Rationale and Objectives**

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	Appendix 2- HCD 303 Syllabus pg 1
		<p><b>2.</b> The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b></p>	Appendix 2-HCD 303 Syllabus pg 1 and 2.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	Appendix 2-HCD 303 Syllabus pg 2 and 3.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	Appendix 2-HCD 303 Syllabus pg 3

Course Prefix	Number	Title	Designation
HCD	303	Global Healthcare Systems	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in course)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand the world. Module 3 shows how Japanese popular culture has been changed by the world financial markets. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2a: In depth area studies international health care systems and is non-U.S. and contributes to an understanding of the contemporary world.	The course examines health care delivery systems internationally and explores the contemporary issues affecting the institutions that provide health care and the people who seek health services.	Appendix 2-HCD 303 Syllabus  Module 1 provides an introduction to global healthcare systems, its components and determinants of health.  Students are required to discuss assigned readings that pertain to measuring health system performance from a global and U.S. perspective.  "Mirror, mirror on the wall." The Commonwealth Fund. <a href="http://www.commonwealthfund.org/~media/files/publications/fund-report/2014/jun/1755_davis_mirror_mirror_2014.pdf">http://www.commonwealthfund.org/~media/files/publications/fund-report/2014/jun/1755_davis_mirror_mirror_2014.pdf</a>  Measuring overall health system performance. WHO. <a href="http://www.who.int/healthinfo/paper30.pdf">http://www.who.int/healthinfo/paper30.pdf</a>  "Singapore beats Hong Kong in Health Efficiency." Bloomberg Business Report. <a href="http://www.bloomberg.com/news/articles/2014-09-18-hong-kong-in-health-efficiency-southeast-asia">http://www.bloomberg.com/news/articles/2014-09-18-hong-kong-in-health-efficiency-southeast-asia</a>
2 c: The course is a comparative study in which more than half of the material is devoted to non-U.S. areas.	The course takes an in-depth look at the systematic components of four health care systems throughout the world, their historical development, organization, financing, priority setting, and policy process to prepare	Appendix 2- HCD 303 Syllabus  Module 1 provides a historical review of the healthcare system structure in the U.S. Modules 2, 3, and 4 provide a description of the emergence, history, structure, and mechanisms of the health care systems in the U.K., Germany, and Singapore.  Students are required to discuss assigned readings with specific attention to the historical emergence of various systems around the world, the role of government, the stakeholders, and costs. Groups of students are assigned a progressive case study.

	<p>students with skills to improve the delivery of health care globally.</p>	<p>Readings:            Medical tourism: global competition in healthcare            Herrick. <a href="http://www.ncpa.org/pdfs/st304.pdf">http://www.ncpa.org/pdfs/st304.pdf</a></p> <p>Readings:            Migration of healthcare workers.            Stilwell. <a href="http://www.who.int/bulletin/volumes/82/8/595arabic.pdf">http://www.who.int/bulletin/volumes/82/8/595arabic.pdf</a>            Medical tourism: global competition in healthcare.            Herrick. <a href="http://www.ncpa.org/pdfs/st304.pdf">http://www.ncpa.org/pdfs/st304.pdf</a></p> <p>Readings:            International profiles on healthcare systems: England.            The Commonwealth Fund. <a href="http://www.commonwealthfund.org/~media/files/publication-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf">http://www.commonwealthfund.org/~media/files/publication-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf</a></p> <p>Appendix 3- Team Charter</p> <p>Readings:            International profiles on healthcare systems: Germany.            The Commonwealth Fund. <a href="http://www.commonwealthfund.org/~media/files/publication-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf">http://www.commonwealthfund.org/~media/files/publication-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf</a></p> <p>Readings:            International comparisons on healthcare systems: Singapore.            The Commonwealth Fund.  <a href="http://www.commonwealthfund.org/~media/files/publications/fund-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf">http://www.commonwealthfund.org/~media/files/publications/fund-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf</a></p> <p>Appendix 4: Group Proposal</p> <p>Readings:            Spain: Reinventing chronic care management for the elderly. Brookings Institute.  <a href="http://www.brookings.edu/~media/research/files/papers/2015/04/07-global-accountability-ribera-salud-final.pdf">http://www.brookings.edu/~media/research/files/papers/2015/04/07-global-accountability-ribera-salud-final.pdf</a></p> <p>Readings:            Improving Japan's healthcare system. McKinsey.  <a href="http://www.mckinsey.com/insights/health_systems_and_services/improving_japan">http://www.mckinsey.com/insights/health_systems_and_services/improving_japan</a></p>
<p>2d: The course is a study of the cultural significance of a non-U.S.-centered global issue.</p>	<p>The course examines the role of culture, population health management, and health disparities from an international perspective.</p>	<p>Appendix 2- HCD 303 Syllabus</p> <p>Modules 5,6, and 7 describe these variables and the differences between the U.K. German, and Singapore health care system.</p> <p>Students are required to discuss assigned readings and continue work on the group study assignment.</p> <p>Readings:            How culture influences health beliefs.  <a href="http://www.euromedinfo.eu/how-culture-influences-health-beliefs.html/">http://www.euromedinfo.eu/how-culture-influences-health-beliefs.html/</a></p> <p>Readings:            Roadmap to better health. Joyner, et al.  <a href="http://healthcare.asu.edu/sites/default/files/Roadmap_to_Health%20">http://healthcare.asu.edu/sites/default/files/Roadmap_to_Health%20</a></p>

		<p>%207%20x%2010_072615_web.pdf</p> <p>City profile: Pontevedra, Spain. <a href="http://awards.centerforactivedesign.org/projects/city-of-pontevedra">http://awards.centerforactivedesign.org/projects/city-of-pontevedra</a></p> <p>Appendix 5: Student Reflection</p>

## Appendix 1 Catalog Description HCD 303 Global Health Care Systems

Examines health care delivery systems internationally and explores contemporary issues affecting the institutions that provide health care and the people who seek health services. Covers the historical development of international health care systems, the organization and financing of systems of care, and the policy process and priority setting. Also covers current efforts at health care reform. Provides students with the necessary professional skills to be effective participants in efforts to evaluate and improve the delivery of health care nationally and internationally.



HCD 303: Global Healthcare Systems  
Fall 2015  
T/Th 1:30 – 2:45  
Mercado A228

**Faculty Information:**

Name: Adrienne R. White  
Office: Health North, Room 410  
Phone: (602) 318-0438  
Email address: arwhit10@asu.edu  
Office hours: By appointment only

**Course Credit Hours:** 3

**Course Modality:** On-ground

**Prerequisites:** HCD 101: Introduction to Global Health

**Corequisites:** None

**Catalog Description:** Examines health care delivery systems internationally and explores contemporary issues affecting the institutions that provide health care and the people who seek health services. Covers the historical development of international health care systems, the organization and financing of systems of care, and the policy process and priority setting. Also covers current efforts at health care reform. Provides students with the necessary professional skills to be effective participants in efforts to evaluate and improve the delivery of health care nationally and internationally.

**Course Overview:** This course takes an in-depth look at the systematic components of various healthcare systems around the world. Specific attention will be focused upon four national healthcare systems across the globe. This is an interdisciplinary course that provides the opportunity to develop skills in leadership, communication, and teamwork as students work in groups on a progressive case study throughout the semester.

**Learning Outcomes:**

At completion of this course students will be able to:

1. Understand systematic components of healthcare systems throughout the world including their historical emergence, structure, financing, and overall performance.
2. Evaluate components of various international healthcare systems and demonstrate understanding of the implications they could potentially hold for healthcare reform in the United States.
3. Collaborate with peers to outline the components of an international healthcare system and present these findings to the class.

## Course Materials:

- Required: *there is no required text for this course*

## General Topic Schedule

Week	Topic	Activities	Assignment
<b>Module 1</b>	<b>Introduction to Global Healthcare Systems</b>		
<b>First Day of Class (8/20)</b>	<b>Course Introduction</b> <ol style="list-style-type: none"> <li>Why study global healthcare systems?</li> <li>What is a system?</li> <li>What are the components of a healthcare system?</li> <li>Comparison of Healthcare systems</li> </ol>	<p>Instructor and student introductions.</p> <p>Overview of course content</p> <p>Discussion of topics a, b, c, and d.</p>	<i>DUE: introductory assignment</i>
<b>Week 1 (8/25)</b>	<ol style="list-style-type: none"> <li>What is the goal of a healthcare system?</li> <li>Determinants of health</li> <li>Review components of U.S. healthcare system/ current state</li> </ol>	<p>Article discussion</p> <p>Discussion of topics a, b, and c.</p>	<p>Readings:</p> <p>“Mirror, mirror on the wall.” <i>The Commonwealth Fund</i>.  <a href="http://www.commonwealthfund.org/~media/files/publications/fund-report/2014/jun/1755_davis_mirror_mirror_2014.pdf">http://www.commonwealthfund.org/~media/files/publications/fund-report/2014/jun/1755_davis_mirror_mirror_2014.pdf</a></p> <p>“Measuring overall health system performance.” <i>WHO</i>.  <a href="http://www.who.int/healthinfo/paper30.pdf">http://www.who.int/healthinfo/paper30.pdf</a></p> <p>“Singapore beats Hong Kong in Health Efficiency.” <i>Bloomberg Business Report</i>.  <a href="http://www.bloomberg.com/news/articles/2014-09-18/singapore-beats-hong-kong-in-health-efficiency-southeast-asia">http://www.bloomberg.com/news/articles/2014-09-18/singapore-beats-hong-kong-in-health-efficiency-southeast-asia</a></p>
<b>Module 2</b>	<b>Historical Emergence</b>		
<b>(8/27)</b>	<ol style="list-style-type: none"> <li>Globalization</li> <li>Developing vs developed countries</li> <li>Modern historical challenges (global)</li> <li>Modern historical challenges of the UK system</li> </ol>	<p>Article discussion</p> <p>Discussion of topics a, b, c, and d.</p>	<p>Readings:</p> <p>“Medical tourism: global competition in healthcare” <i>Herrick</i>.  <a href="http://www.ncpa.org/pdfs/st304.pdf">http://www.ncpa.org/pdfs/st304.pdf</a></p>
<b>Week 2 (9/1)</b>	<ol style="list-style-type: none"> <li>Historical emergence of German system</li> <li>Historical emergence of Singapore’s system</li> </ol>		<p>Readings:</p> <p>“Migration of healthcare workers.” <i>Stilwell</i>.  <a href="http://www.who.int/bulletin/volumes/82/8/595arabic.pdf">http://www.who.int/bulletin/volumes/82/8/595arabic.pdf</a></p>
<b>Module 3</b>	<b>Structure</b>		
<b>(9/3)</b>	<ol style="list-style-type: none"> <li>What is meant by healthcare structure?</li> <li>What are the various types of healthcare structuring around the world?</li> </ol>	<p>Assign groups for progressive case study.</p> <p>Review Group Progressive Case Study Assignment (part one)</p>	

		Discussion of topics a and b.	
<b>Week 3 (9/8)</b>	Review of UK Structure a. What is the role of government? b. Who is covered? c. What is covered? d. Who are the major stakeholders in care delivery?	Discussion of topics a, b, c, and d.	Readings: "International profiles on healthcare systems: England." <i>The Commonwealth Fund</i> . <a href="http://www.commonwealthfund.org/~media/files/publications/fund-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf">http://www.commonwealthfund.org/~media/files/publications/fund-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf</a>
<b>(9/10)</b>	Review of German Structure a. What is the role of government? b. Who is covered? c. What is covered? d. Who are the major stakeholders in care delivery?	Discussion of topics a, b, c, and d.	<b>DUE: Team Charter</b> Readings: "International profiles on healthcare systems: Germany." <i>The Commonwealth Fund</i> . <a href="http://www.commonwealthfund.org/~media/files/publications/fund-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf">http://www.commonwealthfund.org/~media/files/publications/fund-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf</a>
<b>Week 4 (9/15)</b>	Review of Singapore's Structure a. What is the role of government? b. Who is covered? c. What is covered? d. Who are the major stakeholders in care delivery?	Discussion of topics a, b, c, and d.	Readings" "International comparisons on healthcare systems: Singapore." <i>The Commonwealth Fund</i> . <a href="http://www.commonwealthfund.org/~media/files/publications/fund-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf">http://www.commonwealthfund.org/~media/files/publications/fund-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf</a>
<b>Module 4</b>	<b>Financing/Cost</b>		
<b>(9/17)</b>	a. What are the various means by which to finance a healthcare system? b. What is considered public vs private? c. How is the overall cost of a system measured? d. What are the different payment models?	Discussion of topics a, b, c, and d.	<b>DUE: Group Proposal</b> Readings: "Spain: Reinventing chronic care management for the elderly." <i>Brookings Institute</i> . <a href="http://www.brookings.edu/~media/research/files/papers/2015/04/07-global-accountable-care/spain--ribera-salud-final.pdf">http://www.brookings.edu/~media/research/files/papers/2015/04/07-global-accountable-care/spain--ribera-salud-final.pdf</a>
<b>Week 5 (9/22)</b>	a. Review of UK financing system/costs		Readings: "Improving Japan's healthcare system." <i>McKinsey</i> . <a href="http://www.mckinsey.com/insights/health_systems_and_services/improving_japans_health_care_system">http://www.mckinsey.com/insights/health_systems_and_services/improving_japans_health_care_system</a>
<b>(9/24)</b>	a. Review of German financing system/costs		
<b>Week 6 (9/29)</b>	a. Review of Singapore's financing system/costs	Discussion of the implications that Modules 2, 3, and 4 could have for the	<b>DUE: 1-page reflection</b>

		U.S.	
(10/1)	Work Period	Facilitated work period for progressive case study	
<b>Week 7 (10/6)</b>	Group Presentations: Progressive Case Study (part one)		<b>DUE: Progressive Case Study (part one) w/ bibliography</b>
<b>Module 5</b>	<b>Culture</b>		
(10/8)	a. What role does culture play in health? b. What is the health/ healthcare culture in the UK?	Review Group Progressive Case Study Assignment (part one)  Discussion of topics a and b.	<b>DUE: Team Evaluation</b>
<b>Week 8 (10/13)</b>	<b>No class – Fall Break</b>		
(10/15)	a. What is the health/ healthcare culture in Germany? b. What is the health/ healthcare culture in Singapore?	Discussion of topics a and b.	Readings: “How culture influences health beliefs.” <a href="http://www.euromedinfo.eu/how-culture-influences-health-beliefs.html/">http://www.euromedinfo.eu/how-culture-influences-health-beliefs.html/</a>
<b>Module 6</b>	<b>Population Health Management</b>		
<b>Week 9 (10/20)</b>	a. What is population health management? b. What is the role of the healthcare system in PHM? c. PHM in the UK	Discussion of topics a, b, and c.	Readings: “Roadmap to better health” <i>Joyner, et al.</i> <a href="https://healthcare.asu.edu/sites/default/files/Roadmap_to_Health%20-%207%20x%2010_072615_web.pdf">https://healthcare.asu.edu/sites/default/files/Roadmap_to_Health%20-%207%20x%2010_072615_web.pdf</a>
(10/22)	a. PHM in Germany b. PHM in Singapore	Discussion of topics a and b.	City profile: Pontevedra, Spain. <a href="http://awards.centerforactivedesign.org/projects/city-of-pontevedra">http://awards.centerforactivedesign.org/projects/city-of-pontevedra</a>
<b>Module 7</b>	<b>Major Health Issues/ Health Disparities</b>		
<b>Week 10 (10/27)</b>	a. What are the major health issues worldwide? b. Defining health disparities c. Comparing between countries vs. within countries	Discussion of topics a and b.	Readings: TBD
(10/29)	a. Major health issues/ health disparities in the UK b. Major health issues/ health disparities in Germany	Discussion of topics a and b.	Readings: TBD
<b>Week 11 (11/3)</b>	a. Major health issues/ health disparities in Singapore b. Discussion of Module 5, 6, and 7 and the implications for the U.S.	Discussion of topics a and b.	<b>DUE: 1-page reflection</b>
(11/5)	Work Period	Facilitated work period for progressive case study	
<b>Week 12 (11/10)</b>	Group Presentations: Progressive Case Study (part two)		<b>DUE: Progressive Case Study (part two) w/ bibliography</b>
<b>Module 8</b>	<b>Current Reform Efforts</b>		
(11/12)	a. Current reform efforts in the UK	Review Group Progressive Case Study Assignment (part three)	<b>DUE: Team Evaluation</b>
<b>Week 13 (11/17)</b>	a. Current reform efforts in Germany		

(11/19)	a. Current reform efforts Singapore		
<b>Week 14</b> (11/24)	Work period	Facilitated work period for progressive case study	
(11/26)	<b>No class – Thanksgiving Break</b>		
<b>Week 15</b> (12/1)	Final Group Presentations		
(12/3)	Final Group Presentations		<b>DUE: Progressive Case Study (Final) w/ bibliography</b>
(12/7)	Exam week – no class		<b>DUE: Team Evaluation</b>
			<b>DUE: Final Paper</b>

### Methods of Instruction:

This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, course material, and posting of grades. The course can be accessed at <http://myasu.edu> or <http://myasucourses.asu.edu>. Activities in this course include lectures and presentations, textbook and supplemental readings, and individual and group activities.

### Methods of Evaluation:

<b>Assessment Type</b>	<b>Number in Course</b>	<b>Total Course Value</b>
Introductory assignment	1	10
Unit Reflections	2	30
Progressive Case Study Proposal	1	30
Progressive Group Case Study	1 (in 3 parts)	150
Team Charter	1	30
Team Evaluations	3	30
Final Paper	1	50
Attendance/Participation	1	20
<b>Total</b>	<b>8</b>	<b>350</b>

### Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 48 hours of the due date via the My Grades tab in Blackboard.

The grading scale for this course is as follows:

<b>Grade</b>	<b>Percentage</b>	<b>Points Range</b>
<b>A+</b>	97-100	290 - 300
<b>A</b>	93-96	279 - 289
<b>A-</b>	90-92	269 - 278
<b>B+</b>	87-89	260 - 268
<b>B</b>	83-86	248 - 259
<b>B-</b>	80-82	239 - 247
<b>C+</b>	77-79	230 - 238
<b>C</b>	70-76	209 - 229
<b>D</b>	60-69	179 - 208
<b>E</b>	59 and below	178 and below

## **Course Policies & Procedures**

1. Check email and Blackboard regularly to obtain messages related to this course.
2. All assignments must be submitted on time. Late assignments will receive a 10% deduction in points per day late. If you experience any problems with blackboard submission, email your assignment to [arwhit10@exchange.asu.edu](mailto:arwhit10@exchange.asu.edu) prior to the deadline.
3. Check your course grade and acknowledge faculty feedback as indicated.
4. Communicate with faculty via email and during office hours if there is any problem in understanding course discussions, activities, or expectations.
5. Students are expected to use AMA style for all written work.  
<http://www.lib.jmu.edu/citation/amaguide.pdf>
6. Barrett Honors contracts are an option for this course.
7. As a general rule, laptops, tablets, or other electronic devices are to be used in class for the purposes of taking notes and accessing course materials only. Use for other purposes can be a distraction to your classmates and is disrespectful to classmates, faculty, and guests. I reserve the right to restrict usage if problems arise.

## **Technology Enhanced Course**

This is a face-face course that requires attendance in face-face meetings and utilization of online resources.

## **Communicating With the Instructor**

This course uses a Blackboard™ discussion board called “Hallway Conversations” for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA or schedule an appointment during office hours. You can expect a response within 48 hours.

## **Email and Internet**

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail regularly.

***All instructor correspondence will be sent to your ASU email account.***

## **Campus Network or Blackboard™ Outage**

When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be change to the next day (assignment still due by 11:59PM).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not with your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (<http://syshealth.asu.edu/>). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as

an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

### **Course Time Commitment**

This three-credit 15 week course requires approximately 135 hours of work. Please expect to spend around 9 hours each week preparing for and actively participating in this course.

### **Late or Missed Assignments**

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

### **Submitting Assignments**

All assignments unless otherwise announced, **MUST** be submitted to the designated area of Blackboard™. Do not submit an assignment via other methods unless specifically directed.

### **Drop and Add Dates/Withdrawals**

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<http://students.asu.edu/academic-calendar>).

Consult with your advisor and notify your instructor to add or drop this course.

If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<https://students.asu.edu/forms/incomplete-grade-request>)

### **Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

### **Student Conduct and Academic Integrity**

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

### **Prohibition of Commercial Note Taking Services**

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

### **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

### **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

### **Disability Accommodations**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

### **Establishing Eligibility for Disability Accommodations**

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: [DRC@asu.edu](mailto:DRC@asu.edu)

DRC Phone: (480) 965-1234

DRC FAX: (480) 965-0441

### **Technical Requirements & Support**

#### Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)



- Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
- Microphone (optional) and speaker

### Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System (see <https://myasu.force.com/akb?id=kA3d00000004jh4> for assistance)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs

### Technical Support

This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard™ home page at <http://myasucourse.asu.edu/>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> or via Twitter by following @ASUOutages.

To contact the help desk you have two options:

- Website: assessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: assessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

### **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity.

Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>

## Team Charter

Name: \_\_\_\_\_ Team Name: \_\_\_\_\_

Team Members: \_\_\_\_\_

Project Title: \_\_\_\_\_

### **Team Purpose and Objective:**

*Please outline your team purpose and objectives. This should include:*

- *The nation you intend to study*
- *Highlight your groups aim statement in terms of the overall goal you wish to achieve*
- *By what process do you plan to achieve this objective*

### **Scope:**

*In this section please highlight what is included within the scope of your project and what is outside the scope of this project. In other words, define the boundaries and framework in which you will focus your project.*

In Project Scope:

Out of Project Scope:

### **Deliverables:**

*What exactly are the deliverables for each segment of the project? To which standard to you intend to uphold as acceptable for submission. How will you achieve this?*

### **Duration and Time Commitment:**

*How much time will each team member spend to properly prepare your deliverables? When will this be submitted?*

### **Individual Roles:**

*What is each team member's individual role in this specific project? Clearly define the leader of your team and their leadership duties. Note: the team leader must change for each portion of the case study.*

### **Desired End Result/Expected Outcomes:**

*Specifically, what is it that you are seeking to accomplish? (Please don't put to get an A in the class, if this is your single focus you are missing the point)*

### **Measures of Success:**

*How will you determine whether the team is functioning well? What are your metrics of success?*

### **Strategies for Addressing Group Concerns/Accountability**

*What are the structured guidelines set in place to ensure each team member is adhering to the commitments set forth in this charter? How will accountability be measured? Who is ultimately responsible for equal contribution to the project? If problems arise, how will they be addressed?*

### **Team Norms:**

*What are the team norms that each team member is expected to follow?*

## Appendix 4

### Group Proposal

Before you begin the first portion of your progressive case study, your group *must* first be granted approval to study your country of choice. In order to obtain approval, you must provide clear justification for your choice. This will include, but not necessarily be limited to the following:

- *A foundation of why it is important to study other healthcare system in the movement to improve the U.S. system*
- *Background on why the U.S. system needs improving*
- *Why you think your country of choice would be a good nation to study. What led you to choose this nation?*

Note: This is aimed to set the stage for your entire report and will likely become the introduction to your group's final report. Your proposal should include a title page, reference page, and be written in AMA format.

## Appendix 5

### Student Reflection #1

For the remainder of this course you are going to be working on a team through a progressive case study. Your team is tasked with completing a thorough and accurate analysis of a national healthcare system. You are free to choose any nation throughout the world except for the United States, the United Kingdom, Germany, or Singapore. This progressive case study will be broken down into three major segments. At the conclusion of each segment your team will provide a written report as well as deliver a 15-minute presentation to the class. Please note that each progressive report and presentation should build upon the previous. The major topics for each section of the case study are as follows:

Part One: Due October 6<sup>th</sup>

- a) Historical Emergence
- b) Structure
- c) Financing

Part Two: Due November 10<sup>th</sup>

- a) Culture
- b) Population Health Management
- c) Major Health Issues and Health Disparities

Part Three: Due December 3<sup>rd</sup>

- a) Current Reform Efforts
- b) Implications for the U.S.

This case study is specifically designed to test your ability to effectively analyze a healthcare system of which you have very little or no prior knowledge. For the majority of you, this will be the first time you have done an analysis of this nature and it may push you outside of your comfort zone. However, remember that we achieve our greatest growth when we push the limits of our current boundaries. Also remember, that I will be working alongside your teams to help you through the process. Don't hesitate to reach to me for assistance.

Lastly, this case study is also specifically designed to develop your abilities in leadership, teamwork, and communication. I understand that these skills come more naturally to some than others, however, they all take attention and intention to fully develop to a professional level. I challenge all of you to use this team case study as an opportunity to learn and grow in these specific areas. Recognize that your teams will be a mix of people with different backgrounds, experience levels, and personality types, just as you will experience in the workforce. Use this opportunity to develop your interpersonal skills by using this diversity to elevate your performance as a group.