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Fall 2021

PUBH 3132A – Healthcare Systems and Advocacy

Helen Bland

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
PUBH 3132A – Healthcare Systems and Advocacy
Fall 2021

Instructor: Dr. Helen W. Bland, PhD

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E-Mail Address: hwbland@georgiasouthern.edu

Office Hours: Tuesdays | 9:00-11:00am, 1:00-3:00pm

Class Meets: Tuesdays | 3:00 – 5:45pm, College of Education Rm 1125

Prerequisites: None

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Access to course materials are available for up to one year after graduation.

Catalog Description

Covers the background and development of administrative settings for health care delivery in the United States. The course explores the dynamics, trends, and issues evolving from current health and medical care programs and practices, with an emphasis on the ramifications of these various settings and trends with regard to health promotion and community health (3 credit hours).

Course Expectation and Instructional Methods

You are expected to be actively involved in this course. The simple maxim that you get out of something exactly what you put in is especially true in this course. Class assignments will encourage reading and knowledge assessment throughout the semester. A major expectation is that you will assume leadership responsibilities within this course; the course format is tailored to encourage your participation in gathering information, sharing knowledge with fellow participants, and identifying applications from classroom experiences to potential work situations. Teaching and learning methods will include lecture, class discussion, group activities, simulation activities, guest speakers and student presentations.

Required Textbooks:

L. Shi and D. Singh (2019). Essentials of the U.S. Health Care System. (5th ed.) Burlington, MA. Jones and Bartlett Learning. ISBN-13: 978-1284156720

You may purchase an ebook or a used book. You do not have to have an access code. Please do not purchase an older edition, keep with the 5th edition.

BSPH Core Student Learning Outcomes (CORE)

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.
 - a. Communicating a clearly defined purpose,
 - b. Gathering appropriate primary and secondary data to support a rationale for addressing public health problems,
 - c. Identifying, evaluating and selecting credible evidence or practice based public health programs and information,
 - d. Organizing ideas and information consistent with the purpose,
 - e. Demonstrate the ability to relay public health ideas to lay audiences and other key stakeholders, and
 - f. Adhering to acceptable and mechanical, structural, and format style guidelines appropriate to the public health discipline and purpose (i.e. APA style).

BSPH Competencies:

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design, implement and evaluate public health educational programs for identified health problems for at risk populations and communities.
3. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.
4. Communicate and advocate for health and health education.

CEPH BSPH Competencies

Public Health Communication

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences

Information Literacy

The ability to locate, use, evaluate and synthesize public health information

Performance-Based Objectives Linked to Course Activities

1. The student will be able to identify major trends that have occurred in the United States health care delivery system (SLO#1,3b).
2. The student will be able to identify some of the projected issues facing various segments of the health care delivery system (SLO1, 3c).
3. The student will be able to appreciate the political realities of establishing and maintaining health promotion and community health programs (SLO 3b,3c,3e).
4. The student will be able to understand the administrative organization of private and public

- health agencies at the federal, state and local levels (SLO 2, 3c, 3e).
5. The student will be able to compare and contrast the United States health care delivery system with that of other select nations (SLO2, 3B, 3E).
 6. The student will be able to identify key care providers with the U.S. health care system, e.g. long-term care, ambulatory care, free-standing, outpatient and primary care units, etc (SLO 2).
 7. The student will demonstrate an understanding of the health service financing with emphasis on third party reimbursement, managed care, and capitation (SLO2, 3a, 3b,3c, 3f).

The instructor will attempt to cover all of the assigned readings; however, failure to cover assigned readings does not alleviate the student’s responsibility of knowing the material. Furthermore, students are responsible for all miscellaneous information discussed during the assigned class periods. If you miss a class, you are responsible to find a fellow classmate to get all notes and materials missed.

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor’s teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Grading: Assignments Points Quizzes (5) @ 30 points each 150

- Discussions (5) @ 15 points each 75
- Assignments (5) @ 25 points each 125
- One-Pager 20
- Final Comprehensive Exam 50
- Professional Points @ 30 points 30

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Total 450 pts

Point Scale Percent Grade

- 405 - 450 pts 90 – 100% A
- 360 - 404 pts 80 – 89% B
- 315 - 369 pts 70 – 79% C
- 270 - 314 pts 60 – 69% D
- 0 – 269 pts 00 – 59% F

Coursework:

I. Assignments:

Assignments are the workload in this class. **They are expected to be papers with source citations.** There are a total of five assignments assigned a value of 25 points each. Student responses should incorporate the article readings and any weblinks in the learning module(s) for the assignment topic, a minimum of **4 sources, using APA formatting style.** The sources should be broken up with two considered “professional” and two are “lay”. Lay sources come from anywhere on the internet – magazines, newspapers, websites, news sources, etc (just Google it!). These are the fun sources and give an idea of contemporary thought. Professional sources are from governmental sources and websites, journal articles or textbooks. These are more statements of facts and reliable sources (you can use Google Scholar). These 4 sources should be in addition to what I have provided to you.

The length of your response while important is expected to correspond to the breadth and depth of the assignment. Assignments will be evaluated utilizing a grading rubric with specific objectives and levels of

criteria. **There is a grading rubric – read it before doing the assignments.** You will need a reference page as the last page of each assignment. Use APA formatting.

I can only accept documents that are submitted as .doc or .docx files. No assignments are accepted as .pdf, in emails or as an attachment to an email. The originality checker is on for all assignments (see discussion at the end of this syllabus). **All homework assignments will have a 10 pm deadline on the schedule date.** Late assignments are accepted for assignments only, but you will receive point deductions – 1 day late 10% off of graded paper; 2 days late 20% off of graded paper, and 3 days late “0” points for them. Discussion and quizzes are not accepted late. Assignments are not accepted via email or attachments on emails and will receive 0 points if submitted this way.

II. Discussions:

Discussions are intended to serve as a forum in which participants provide critical insight to the current issues surrounding sexuality education. In some cases, they may mirror the individual assignments, in other cases, an additional issue related to the topic is explored. There are will be **five discussions**.

Discussions are worth 15 points each. Point breakdown is as follows:

Post of quality original answer (<250 words) = 5 points)

3 insightful follow up posts = 3 points (5 point each)

Mechanics of the post = 2 points

Reading others’ posts (minimum 12) = up to 3 points.

TOTAL: 15 points.

You must read a minimum of 12 (or the maximum number excluding yourself) of messages in the discussion. **Do not hit “read all” response button to the discussion.** Each student will post a total of four times: one original (response to discussion item), and three follow-up responses to fellow classmates. Your responses should be succinct, however thorough enough for you to be understood by both other class participants and the instructor. Please respond in complete sentences. **One-line/sentence answers are not acceptable.** No late discussions accepted.

Etiquette is the same as a live classroom. Please be respectful of your fellow students’ opinions. Refer to netiquette info below.

Please refer to the Course Schedule for the due date of the original post and follow-ups, they change by week. This means that the discussion thread must be completed **by 10 pm on that day.**

The dates you post are listed clearly on the Course Schedule page. The number of times you post and whether it was an original response is available for me to see for grading purposes. **There are no-make-up allowances for discussions.**

Establishing NETIQUETTE PLEASE READ CAREFULLY!

Answering specific questions: When responding to a discussion post, please note the person to whom you are responding (2nd, 3rd & 4th posts). The discussions function similar to the live classroom-please be respectful of opinions of others and remember it is acceptable to agree to disagree with another opinion.

III. Quizzes:

Each section will have a quiz of totaling 25 points that will be straight from the chapter readings and the videos. We will have 5 quizzes each worth 25 points. All the quizzes will open at 6:00pm on the day prior to due date

and will close at 10:00pm on due date throughout the course (check your Course Schedule!). **No late quizzes accepted.**

The quizzes are due at completion of the corresponding unit. Please do not wait until the last minute to complete the quizzes. Quizzes will have a 60 minute time limit. **No make-up quizzes are given!** Once you open a quiz, you must complete the entire quiz. You will not be allowed to go back on questions or re-open quizzes. You will be successful if you have read the articles in the textbook prior to taking the quiz.

IV. Two-Page

A two-pager health care system advocacy paper is due, worth 20 points. Please see Folio for full details.

V. Final Comprehensive Exam

A comprehensive final exam will be given during the university assigned designated time (50 points). If you cannot take the final during this time, please consider dropping this course.

VI. Professional Points

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. See page 7 below. Up to 25 points over the semester.

Policy and Procedures | PUBH 3132

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.

2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including quizzes and the final exam.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Course Ground Rules: Ground rules are a REQUIRED set of agreements, or explicit group norms, about how this class will operate to protect personal, students', instructors', and group rights. Because of the personally sensitive topics and diverse value perspectives within a healthcare system's class, emotions sometimes run high and personal boundaries can be easily and unintentionally violated. Every person in this class (students, instructor, and guest speakers) is expected to agree to the following ground rules:

- *Confidentiality* – Nothing that occurs or is said by an individual will be shared outside of this class/course setting. This rule may be voided by the instructor, only if required by law or special circumstances.
- *Avoiding generalizations. Please use "I" statements* – Sweeping statements about groups or issues (e.g. "All women [or men] are...") will be avoided. Please accept ownership of your opinions by beginning statements with "I" rather than "you", "they", or "those people".
- *Openness and sharing personal experience* – Openness and honesty is important in this class. However, there is no pressure or requirement for you to reveal so much of your personal experience that you make yourself or others feel excessively uncomfortable.
- *Integrity* – There is no such thing as a "dumb question" in this class. You are encouraged to ask any questions, even if they may seem strange, weird, "stupid", etc. Be assured, 90% of the time, you will not be alone in wanting to know the answer. 😊
- *Respecting and appreciating differences* – It is okay to disagree with someone's expressed opinion(s) in this class, but you will not judge or show disrespect to others' beliefs or values.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations:

1. No make up quizzes are given except for **an university excused absence with full documentation**. **You have 24 hours** after a quiz is taken by the class to contact me via email to schedule your make-up quiz or a 0 will be assigned to the quiz. Quizzes must be taken within 3 days of the regularly scheduled quiz.
2. The final exam is mandatory (comprehensive) and will be given during assigned time of finals week. Early final exam will not be given. If this scheduled time is a problem, please consider dropping this course.
3. All assignments must be submitted in Folio by 10:00pm, unless otherwise directed. Assignments should not be emailed to me as an attachment. It will not be graded unless submitted via Folio.
4. Late work assignments are not accepted, please submit all assignments via Folio or in-class, as instructed in the syllabus. I will **ONLY** accept assignments submitted **in .doc or .docx formats**. Any other type of submissions will not be opened and receive automatic “0” points. I do not accept assignments submitted via email or via email as attachments. Any assignment submitted via email will receive “0” points.
5. Please consult the STUDENT CONDUCT CODE 2021-2022 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU’s Judicial Board, be assigned a “0” for the assignment, and an “F” for the course. This will be discussed in further in depth at the end of this syllabus.
6. Last day to withdraw from class without academic penalty is October 7, 2021. Students who stop attending class without officially withdrawing from the class will receive a final grade of “F”.
7. By enrolling in this course, it is understood that students have read the syllabus, understand the rules and policies as stated, and will abide by them.
8. My policy for my classrooms is **no eating/no drinking**. Please follow this policy. If you need to eat in class, please bring enough to share! Please understand the eating policy – some food smells to you that are good – are not pleasant to others. The noise is disruptive – paper/packaging and chewing. For those who missed breakfast/lunch – the eating is distracting. If you need to eat – please do it **outside** the classroom before or after class. I don’t care if you bring a beverage to class.
9. Attendance is taken daily. Poor and/or late attendance will be reflected in your professional points.
10. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
11. If you are receiving services from the Student Disability Resource Center (SDRC) please let me know, as soon as possible so that I can help in your success.
12. This course is on Folio. You are responsible for downloading notes **BEFORE** you come into class. Please regularly check Folio for any messages that I might have for you.

My Commitment to You:

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. I am honored that you entrust your education to me. Please feel free to call or e-mail me at anytime.

Words from Yoda Master:

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:
<http://em.georgiasouthern.edu/registrar/resources/calendars/>

Professional Disposition:

BSPH are expected to graduate the program with competent professional skills. As a student in this course, you are expected to exhibit professionalism at all times. This is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
- Email and other media communication: To write a professional email, please include the following:
 - a salutation,
 - identify who you are,
 - what the contact is in reference to (i.e. PUBH4134), and
 - what you would like me to do.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc. · Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.

· Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc. ·

Attendance: Student attends class.

· Punctuality: Student arrives to class on-time and is prepared.

· Engaged: Student is engaged in the learning process and class activities.

· Collegiality: Student exhibits appropriate, positive, helpful interactions with others ·

Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc. · Respectful:

Student respects confidentiality, treats others with respect, etc.

- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

If a student fails to comply with the list of professional skills, the student professional points earned by the end of the semester will reflect this. If behavior is poor or indicative of a problem, the faculty member can report the student to the University Student Conduct Board for violating the Student Code of Conduct.

Creating a Positive Environment for Learning:

Civility Statement for PUBH 3132:

Your individual success is my priority. I feel my job is to shape you both intellectually and professionally. Because this class needs to be participatory and students need to fulfill their potential for learning, people who disrupt this classroom environment by their words or actions disrupt this process. Talking out of turn, rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. When a person disrupts the class in these ways, total professional points earned by the student will reflect this and the faculty can report this behavior to Dean of Students.

Course Etiquette

E-mail and Folio

E-mail is an official means of communication from the University. It is your responsibility to check your Georgia Southern e-mail addresses regularly and to open and read e-mails your professors and the University send.

If you need to contact me, please use the hwbland@georgiasouthern.edu email address or you may use the email message services on Folio. University Policy on faculty and staff email response time is 48 hours – which does not include weekends. If you have a questions or an issue and I am not available – go to **Halltalk Discussion** in this course in Folio and post the question to another student, they can help you! To write a **professional** email, follow the instructions under Professional Disposition section.

PUBH 3132: Health Care Systems and Advocacy
Course Schedule*

**All readings are from the Shi and Singh book unless otherwise noted.

Date	Topic Assignment	<i>Chapter Readings**</i>	<i>Assignments**</i> <i>All Folio Due at 10:00pm</i>
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Part I | Understanding the U.S. Healthcare System

Module 1 Aug 17	Introductions and Syllabus Basic Concepts and Terminology Chapter 1: Major Characteristics the U.S. Health Care System M1 Discussion #1	<i>Reading assignment: Syllabus Chapter 1</i>	Tuesday: Attendance Verification and Student Intro Wednesday: M1D1 Original Post Friday: M1D1 Reply to 3 Others
Module 2 Aug 24	Affordable Care Act M2 Assignment #1	<i>Reading assignment: In Folio</i>	Tuesday: Class on Your Own via Folio Friday: M2 Assignment 1 Due by 10:00pm
Module 3 Aug 31	Chapter 2: Foundation of U. S. Health Care System M3 Quiz #1 (Chapters 1 – 2 and Affordable Care Act, videos)	<i>Reading assignment: Chapter 2</i>	Tuesday: Learning Activities due during Class Friday: M3 Quiz#1 due by 10:00pm

Part II | Public Health and Healthcare Providers

Module 4 Sep 7	Chapter 3: Historical Overview of U.S. Health Care Delivery M4 Discussion #2	<i>Reading Assignment: Chapter 3</i>	Tuesday: Learning Activities due during Class COE 1125 Wednesday: M4D2 Original Post Friday: M4D2 Reply to 3 Others
Module 5 Sept 14	Supplementary Material: Public Health's Role in Health Care M5 Assignment #2	<i>Reading assignment: In Folio</i>	Tuesday: Learning Activities due during Class: COE 1125 Friday: M5 Assignment #2 Due by 10:00pm
Module 6 Sept 21	Chapter 4: Health Care providers and Professionals M5 Quiz #2 (Chapters 3, 4, Public Health Role, and videos)	<i>Reading assignment: Chapter 4</i>	Tuesday: Learning Activities due during Class: 1125 Friday: M6 Quiz#2 due by 10:00pm

Part III | Healthcare Costs

Module 7 Sept 28	Chapter 5: Technology and Its Effect Supplementary Information: Pharmaceutical Industry & Costs M7 Discussion #3	<i>Reading assignment: Chapter5, Supplementa ry Reading</i>	Tuesday: Learning Activities due during Class COE 1125 Wednesday: M7D3 Original Post Friday: M7D3 Reply to 3 Others
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M8 Assignment #3 due*Reading**assignment:**Chapter 6**Tuesday: Learning Activities due during Class: COE 1125***Friday: M8 Assignment#3 Due by 10:00pm**

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Module 9 Oct 12	Chapter 7: Outpatient Services and Primary Care M9 Quiz #3 due (Chapters 5, 6, 7, Pharmaceutical Industry, and videos)	<i>Reading assignment: Chapter 7</i>	Tuesday: <i>Learning Activities due during Class 1125</i> Friday: <i>M9 Quiz#3 due by 10:00pm</i>
Part IV Healthcare Services			
Module 10 Oct 19	Chapter 8: Hospitals Supplementary Material: Healthcare Advocacy M10 Discussion #4 One-Pager Due	<i>Reading assignment: Chapter 8</i>	Tuesday: <i>Learning Activities due during Class COE 1125</i> Wednesday: <i>M10D4 Original Post</i> Friday: <i>M10D4 Reply to 3 Others</i> Friday: <i>M10 Two-Pager Due on Folio</i>
Module 11 Oct 26	Chapter 9: Managed Care and Integrated Systems M11 Assignment #4 due	<i>Reading assignment: Chapter 9</i>	Tuesday: Class on Your Own via Folio Friday: M11 Assignment #4 Due by 10:00pm
Module 12 Nov 2	Chapter 10: Long-Term Care Service M12 Quiz #4 (Chapters 8, 9, 10, Healthcare Advocacy and videos)	<i>Reading assignment: Chapter 10</i>	Tuesday: <i>Learning Activities due during Class COE 1125</i> Friday: <i>M12 Quiz#4 due by 10:00pm</i>
Part V The Future of U.S. Health Care			
Module 13	Chapter 11: Populations with Special Needs Chapter 12: Cost, Quality, and Access M13 Discussion #5	<i>Reading assignment: Chapters 11 and 12</i>	Tuesday: <i>Learning Activities due during Class COE 1125</i> Wednesday: <i>M13D5 Original Post</i> Friday: <i>M13D5 Reply to 3 Others</i>
Module 14 Nov 16	Chapter 13: Health Policy M14 Assignment #5 due	<i>Reading assignment: Chapter 13</i>	Tuesday <i>Learning Activities due during Class: COE 1125:</i> Friday: M14 Assignment #5 Due by 10:00pm
Nov 24	Thanksgiving Week Holiday		

Module 15 Nov. 30	Chapter 14: The Future of Health Services Delivery M15 Quiz #5 due (Chapters 11, 12, 13, 14, and videos)	<i>Reading Assignment: Chapter 14</i>	Tuesday: Learning Activities due during Class Friday: M15 Quiz#5 due by 10:00pm
17 Dec. 7th	Tuesday Final Examination: 3pm – 5pm		

*This syllabus, including the calendar, is subject to modification if time constraints, student needs, health/weather emergencies, or instructor needs warrant changes. It is your responsibility to remain apprised of any changes to the syllabus and to successfully complete the requirements of this course.

Course Expectations

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and quizzes or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Undergraduate & Graduate Catalog*)

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of

conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

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PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:

<http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not in Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be

- imposed:** a. Suspension for a minimum of one semester or expulsion.
b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Disability-related Accommodations

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Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:
<http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

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Name: _____

PUBH 3132: Healthcare Systems and Advocacy
Grading Sheet | Fall 2021

	Possible Points
Assignment Points Earned	
Quizzes	
Quiz 1 30 _____	
Quiz 2 30 _____	
Quiz 3 30 _____	
Quiz 4 30 _____	
Quiz 5 30 _____	
Discussions	
Discussion 1 15 _____	
Discussion 2 15 _____	
Discussion 3 15 _____	
Discussion 4 15 _____	
Discussion 5 15 _____	
Assignments	
Assignment 1 25 _____	
Assignment 2 25 _____	
Assignment 3 25 _____	
Assignment 4 25 _____	
Assignment 5 25 _____	
Two-Pager	
Two Pager Assignment 20 _____	
Final Comprehensive Exam	
Final Comprehensive Exam 50 _____	
Participation and Professionalism 30 _____	TOTAL POINTS: 450 _____

Point Scale Percent Grade

405 - 450 pts 90 – 100% A

360 - 404 pts 80 – 89% B

315 - 369 pts 70 – 79% C

270 - 314 pts 60 – 69% D

0 – 269 pts 00 – 59% F

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For quizple, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Signature Date

Student Name (print)

