

PUBHHMP 3610– U.S. & International Health Care
3 credits – Au 2025
Online, Asynchronous

Course Instructor

Andrew Wapner, DO, MPH

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The Ohio State University College of Public Health

Doctor of Osteopathic Medicine, Des Moines University Medicine and Health Sciences, 2001

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Instructor's Office Hours

Mondays at 2PM on Teams (link provided in Carmen). These are open to all and optional. You can always make a separate appointment with me as well

Faculty Feedback & Response Time:

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** You should expect a reply to e-mails (sent via Carmen) within 24 hours on school days.
- **Discussion board:** Either the TA or the instructor will check and reply to messages in any discussion boards at least every 12 hours on school days, and every 24 hours on weekends, unless a different turnaround time (due to travel, etc.) is announced.

Graduate Teaching Assistants (GTAs)

Sean Riley, MSc MA

Maggie Li, MPH

Kangyeon Lee, MPP

GTA Email: CPH-Autumn3610GTAEmail@osu.edu

GTA Office Hours: TBD on Zoom.

GTA Responsibilities

The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

Course Description

This course will introduce students to the central components of the American health care system, and to how the American system compares to other health care systems around the world. Themes to be covered include determinants of health, health care access and disparities, health care financing and organization, challenges to U.S. health care, health policy making and reform, methods for comparing international health care systems, and example health care systems from other developed and developing nations. The U.S. system will be compared to others to contextualize U.S. choices, and a range of specific health care problems will be analyzed using a comparative approach.

Prerequisites

None

Course Learning Objectives

Upon completion of this course, students will be able to:

- Identify and describe the key characteristics, components, and problems of the current U.S. health care system – including how health services are financed, organized, accessed, and delivered;
- Explain how health care is a determinant of health, considering health care access, cost and quality of care, as well as other unique challenges for underserved populations;
- Understand the role of policy making in health care systems;
- Compare key characteristics and components of health care systems from selected countries to the U.S. health care system;
- Describe the forces currently influencing health care and evaluate their impact on the likely future of U.S. and international health care systems.

GE Category: Themes – Health and Well-Being

Goal 1: Analyze health and well-being at a more advanced and deeper level than in the Foundations component.

Learning Outcomes:

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

1.2 Conduct an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

Activities to achieve goal: Students will engage in online activities, quizzes, discussions and a comparative healthcare project to comprehend and apply different contexts to the provision of healthcare in the US and other countries to different populations; and how governments and the healthcare workforce are involved in healthcare financing, delivery, insurance, and payment;

Goal 2: Integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Learning Outcomes:

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

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Activities to achieve goal: Students complete a Comparative Health Systems Project whereby they investigate a public health problem of their choice in the United States, another developed country, and a developing country. Through this project, student also develop two transferrable skills that they will use in courses and work they will do in the future, in and out of the College of Public Health: 1) Approaching a problem from several different perspectives to understand it, 2) Identifying the key findings and using oral communication to disseminate them to peers.

Goal 3: Explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

Learning Outcomes:

3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

Activities to achieve goal: Students describe the primary disease targets of medicine, medical technology, social organization of health care, as well as the criteria used to define health. Through learning about access to health care, determinants of health, health and health care disparities, and vulnerabilities (defined as the intersection of risks), students learn to identify opportunities for the development of resiliency, particularly among individuals who face significant disadvantage. These ideas are explored in the Comparative Health Problems Project, in which students employ a comparative lens to study a problem in both developing and developed countries. This includes the identification of both modifiable and intractable factors at the individual, community, and federal levels.

Competencies:

Bachelor of Science in Public Health Competencies Addressed

For more details, see <http://cph.osu.edu/students/undergraduate>

BSPH Foundational Domain:

- The fundamental characteristics and organizational structures of the U.S. health system as well as the differences between systems in other countries
- Basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government

BSPH Foundational Competencies:

- Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
 - *PUBHHMP 3610 addresses this competency primarily through periodic discussion postings which require integrating public health information into written responses to public health-relevant prompts. Students are required to tailor this posting to their peers, while also responding and reflecting to peer postings. In the final Comparative Health Systems project, we require an oral presentation of students'*

research on a particular public health problem across international health systems. This assignment requires students to tailor information to a broad audience.

- Locate, use, evaluate and synthesize public health information.
 - *PUBHHMP 3610 addresses this competency through the Comparative Health Systems project, which requires independent research on data relevant to public health problem, synthesizing information into written and oral deliverables.*

Council on Education in Public Health Cross Cutting Concepts

2) Community dynamics

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

Text/Readings:

All course materials are provided within Carmen. There are no textbooks to purchase.

We use this text for the course:

(2024) Bodenheimer T, & Grumbach K, & Willard-Grace R(Eds.), *Understanding Health Policy: A Clinical Approach, 9th Edition*. McGraw Hill.

If you want to read the full book, the E-book is accessible for free through the Ohio State Health science Library: <https://accessmedicine-mhmedical-com.proxy.lib.ohio-state.edu/book.aspx?bookid=3421>

****Note: this online version also has audio access for each section.**

Other additional readings are also available through Carmen.

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen and students are required to make regular use of it during this course. The site will contain assignments, readings, quizzes, content links, and more. Students are responsible for all material contained in Carmen, unless specific material is listed as optional.

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to

all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service
If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

Mode of delivery: This course is entirely asynchronous and therefore does not require attendance, in-person or over Zoom. All recorded lectures, reading assignments and work will be posted through the Carmen website.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework/active learning activities to receive a grade of (C) average. **Students will need to put in more than this effort to obtain grades higher than a C.**

Participation requirements: This course have multiple weekly readings, lecture and assignments, and daily interaction on Carmen is critical for your success. If you fall behind, even for one week, it's critical you reach out to the instructor or GTA to develop a plan to catch up.

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**
All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

All due dates are posted within Carmen.

Weekly Muddy Points submissions (10% of final grade)

Each week, students will submit at least one topic, idea or concept from the course materials that they need more information on. This can be something they do not fully understand, something they're want to learn more about, or another question they have about the materials. Submission must cite the course materials their question pertains to and clearly describe the information they would like. Each week, responses will be posted in that week's muddy points discussion.

Knowledge Checks (10% of final grade)

The purpose of Knowledge Checks is to prevent you from "zoning out" while watching recorded lectures. You may take each Knowledge Check twice; if you take it a second time, the average of both attempts will count towards your final grade.

Group Discussions (20% of final grade):

Due to the importance of class participation in student learning, this course relies heavily on student's active participation via formal discussions and short writing assignments within Carmen. The instructor will pose discussion questions to engage in active group discussions of the topic material and assigned cases using Carmen groups. Student posts in these discussions will be graded based on a rubric evaluating performance in three areas: 1) content, 2) interaction, and 3) grammar and clarity.

Quizzes (20% of final grade)

Quizzes will consist of multiple choice and short answer questions and are open book & open note. They will be available on Carmen for 3 – 4 days. You must complete the quiz during this time. There are no exceptions.

Comparative Healthcare Project (40% of final grade)

- US and International Healthcare Data Explorations (18%): Students will use the OECD Data Explorer and the Commonwealth Fund's International Healthcare Systems Profiles to find and comment on specific measures of the healthcare systems and population health in the US and two other countries, including one OECD country and one non-OECD country.
- Comparative Healthcare Data Analysis Presentation (12%): Students will record a 3-minute video discussing the main differences they found in their three assessments and why they think those differences exist.
- Comparative Healthcare Data Discussion Post (10%): Students will watch two of their peers' videos and comment on the content and quality of the presentations using a rubric.

Grading

Assessment	Percent of total grade
Weekly Muddy Points submissions	10%
Knowledge Checks	10%
Group Discussions	20%
Quizzes	20%

Comparative Healthcare Project	40%
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If you have a question about a grade, please bring it directly to the instructor. To do so, thoroughly read any feedback you have been given, prepare a respectful request or question *in writing*, and email it to the instructor. All such questions will be given serious consideration, but changes in points or grades are subject to the instructor's discretion. **Grades are earned, not given.**

Grading Scale

A	93 to 100	Outstanding work that reflects mastery of the material and the ability to apply it
A-	90 to <93	Excellent work that reflects mastery of the material
B+	87 to <90	Good work that reflects mastery of most of the material
B	83 to <87	Good work that reflects mastery of some of the material
B-	80 to <83	Good work that reflects mastery of a few aspects of the material
C+	77 to <80	Mediocre work that reflects familiarity with, but not mastery of the material
C	73 to <77	Mediocre work that reflects familiarity with most of the material
C-	70 to <73	Mediocre work that reflects little familiarity with the material
D+	67 to <70	
D	60 to <67	
E	Below 60	

Class Policies

Late work: Late quizzes will not be accepted. Individual assignments will be penalized 10% for each day they are late up to a total of 50% off. This means that if your assignment due Sunday earns a 92%, your actual assignment grade will be 82% if you turn the assignment in on Monday. Extensions are only given in extraordinary circumstances and will require documentation.

When you turn in your assignment, confirm you have submitted is complete and functional. Files that are corrupt, unreadable, or blank will be given zeros. Resubmitted assignments will be subject to the late penalty of 10% per day up to a total of 50% off. This means that if you turn in a blank document on time for an assignment due Monday and resubmit the correct document on Friday, you will incur a 40% reduction in grade. Similarly, broken links to videos and videos that do not have permissions set for instructor/TA viewing may be given a zero and incur 10% per day penalty. It is **your responsibility alone** to ensure the correct document/functional video or link has been submitted.

Incomplete Policy

A final course grade of "Incomplete" will be given only in accordance with OSU rules (see <http://advising.osu.edu/grades.shtml>). Incompletes will only be considered in cases of extraordinary and documented circumstances outside the student's control. To request an incomplete, consult with the instructor at least three weeks before the last day of class. Incompletes will be granted at the instructor's discretion only and will include a written plan for completion of the course. All work for an incomplete must be completed and graded by the sixth

week of the following term. At the end of those six weeks, a final grade will be assigned based on work completed to that date.

Civil Discourse Expectations

This class will follow the OSU Center for Ethics and Human Values definition of civil discourse: “Civil discourse is the practice of deliberating about matters of public concern with others in a way that seeks to expand knowledge and promote understanding.” I expect all of us (Instructor and GTAs alike) so approach each other with these *4Cs of Civil Discourse* in mind:

- Be **Curious** by reserving judgment until you understand what others are saying.
- Be **Charitable** by assuming others have good intentions.
- Be **Conscientious** by reasoning responsibly when making and evaluating arguments.
- Be **Constructive** by staying focused on the goal of fostering greater understanding

For more information on these priorities, please see the [CEHV 4C website](#).

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

The use of generative artificial intelligence (GenAI) tools such as **Copilot or ChatGPT, writers’ aids like Grammarly, or translation platforms such as Google Translate** is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State’s [Academic Integrity\(opens in new window\)](#) policy and [Code of Student Conduct\(opens in new window\)](#) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct\(opens in new window\)](#).

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

Week	Date	Topics	Required Readings and Other Course Materials
1	8/26-8/31	The Contexts of Healthcare; overview of US health care	- Module lectures with overviews of health, healthcare and health outcomes - B&G Chapter 1: <i>Introduction: The Strengths and Weaknesses of US Health Care</i>
2	9/1-9/7	The History of Healthcare The Determinants of Health	- Module lectures on the history of healthcare and the determinants of health - B&G Chapter 16: <i>Health Care Reform and National Health Insurance</i>. page 1 though top of page 7 Healthy People 2030: the Social Determinants of Health The Canadian Public Health Association: What are the social determinants of health
3	9/8-9/14	Paying for Health care	- Module lectures on healthcare financing, spending, market forces and insurance - B&G Chapter 2: Paying for Health Care
4	9/15-9/21	Access to care and disparities in access for different populations	- Module lectures on the access to health care for different populations, the 5A's of access - B7G Chapter 3: Health Insurance and Access to Health Care
5	9/22-9/28	Paying healthcare providers; payment methods (e.g. fee for service vs. capitation)	- Module lectures on how payment for provider services and hospital services works, who's at risk for different payment methods and how goods and services are aggregated. - B&G Chapter 4: Paying Health Care Providers
6	9/29-10/5	Organization of health care in the US; primary care vs. specialty care vs. hospital care	- Module lectures on the different settings for health care, including primary care, emergency rooms, hospitals and specialists; evolution of the US hospital system - B&G Chapter 7: How Health Care Is Organized-I: Primary, Secondary, and Tertiary Care - B&G Chapter 8: How Health Care Is Organized-II: Health Care Delivery Systems

Week	Date	Topics	Required Readings and Other Course Materials
7	10/6-10/12	The Healthcare Workforce and comparative health systems	- Module lectures on who makes up the healthcare workforce and how do we compare the success of different systems - B&G Chapter 9: The Health Care Workforce and the Education of Health Professionals - Johnson, James A., and Stoskopf, Carleen. Comparative Health Systems: Global Perspectives : Global Perspectives. Sudbury, US: Jones & Bartlett Learning, 2009. ProQuest ebrary. Web. 28 July 2016. Chapters 1 and 3. - Copyright © 2009. Jones & Bartlett Learning. All rights reserved.
8	10/13-10/19	Cost control in healthcare	- Module lectures on healthcare costs, why they're so high, methods to keep them lower and the realities of expenditures and outcomes - B&G Chapter 11: Painful Versus Painless Cost Control - B&G Chapter 12: Mechanisms for Controlling Costs
9	10/20-10/26	Long Term Care and Health Policy	- Module lectures on long term care and its impact on the healthcare system and population and an introduction to health policy - B&G Chapter 10: Long Term Care - Weissert, W. G., & Weissert, C. S. (2019). Governing health: The politics of health policy (5th ed.). Johns Hopkins University Press. Chapter 6: The Policy Process
10	10/27-11/2	Review Week	
11	11/3-11/9	Ethics in Health Care	- Module lectures on ethics in healthcare, including an overview of medical ethics, autonomy, beneficence, non-maleficence, and distributive justice - B&G Chapter 6: Medical Ethics and the Rationing of Care
12	11/10-11/18	International Health Care	- Module lectures on healthcare in Germany, the UK, Canada and Japan to demonstrate different models of healthcare delivery and payment - B&G Chapter 15: Health Care in Four Nations - Campion EW, Morrissey S. A different model--medical care in Cuba. N Engl J Med. 2013 Jan 24;368(4):297-9. doi: 10.1056/NEJMp1215226. PMID: 23343058.

Week	Date	Topics	Required Readings and Other Course Materials
13	11/17-11/23	Healthcare in Low-income countries and healthcare reform	• Module lectures on the Affordable Care Act and its legacy • Watch: Everything's Fine: Guesnier, A., & Guillaume, S. (Producers), & Lamothe, D. (Director). (2006). Toro si te: Everything's fine [Streaming video]. Brooklyn, NY: Icarus Films. Retrieved August 20, 2025 from https://docuseek2-com.proxy.lib.ohio-state.edu/if-ever. • B&G Chapter 16: Health Care Reform and National Health Insurance • Amadeo, K. (2024, March 28). What is Obamacare? The ACA and what you need to know. The Balance. https://www.thebalancemoney.com/what-is-obamacare-the-aca-and-what-you-need-to-know-3306065
14, 15	11/26-11/28	Holiday break	
	11/24-12/10	Comparative Health Systems Project work time	

Alignment of Competencies with Assessments

Competencies	Group Discussions	Comparative Health Systems	Quizzes	Knowledge Checks
Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.	X	X		
Locate, use, evaluate and synthesize public health information.		X		