

DePaul University
School for New Learning
AI 111 Health Care: Right or Privilege
December Term 2009

I. General Information

Instructor: Mark Enenbach
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Location: Oak Forest
Meeting Time: This is a hybrid class that will meet on campus from 6:30 p.m. to 9:30 p.m. on December 3, 10 and 17. Two additional sessions will be on line.

Credit Hours:

II. Course Description and Faculty Biographical Sketch

Nations across the globe provide their citizens with subsidized health care. In the contemporary political climate, many people are clamoring for the United States to do the same. What are the issues that define this decision? Does national health care work? Do we deserve subsidized health care? Who benefits? Who doesn't? What will it cost? In this course, students will examine the notions of providing health care from philosophical, financial and social perspectives. Learner should expect to walk away from this experience with facts, figures, and ideas that will help them make up their own minds about the American health care dilemma. Can only be taken for one competence.

Mark Enenbach is in his 22nd year as a member of the SNL visiting faculty. He is a former faculty member of Governor's State University and has held numerous administrative and planning positions with the City of Chicago. Currently, he is Vice President and Chief Operating Officer for the Community and Economic Development Association. He received his M.A. from Loyola University.

III. Competencies

H2-A Can understand a social problem and can analyze the effectiveness of social institutions in addressing it. This competence will comparatively analyze the effectiveness of various approaches and institutions in providing affordable quality health care.

A-4 Can analyze a problem using two different ethical systems. This competence will address the provision of adequate health care from the perspective of whether it is a right or a privilege.

F-X This competence will be written by the student in conjunction with the instructor or the student may utilize the following pre-written competence statement: Understands and can explain the philosophical, financial and social perspectives of providing health care.

IV. Learning Experience

Through a combination of readings, lecture-discussions, films, on-line assignments and independent research students will develop a comparative understanding of different approaches to providing healthcare. The costs and benefits of these approaches will be evaluated.

Students will explore the key issues surrounding the current healthcare debate in the United States. They will be made aware of the impact of the media, elected officials and interest groups in framing the public debate.

The learning methodology will provide core background information through video presentations, group discussions, both in class and on-line, and selected readings.

Learning Strategies:

- A) Readings
- B) Lecture-discussions
- C) Independent research
- D) On-line discussions
- E) Blackboard sites
- F) Audio-visual presentations

Required Readings:

- A) Links to required internet readings and videos will be posted on Blackboard.
- B) Duplicated materials provided by the Instructor

Attendance and Participation:

Students are encouraged to make every effort to attend classroom sessions. Participation in lecture-discussions and on-line sessions is a necessary part of having a fulfilling learning experience. In the event that students are unable to attend a classroom session, it is recommended that they borrow notes from another student for on-site classes. For on-line sessions, students should consult our Blackboard for handouts and assignments.

Students will be given a wide range of options for fulfilling their competencies, including independent research papers, oral presentations in class or by DVD, video or audio format, or an optional take home essay examination. The instructor will discuss various research methodologies and strategies with the students on an individualized basis in order to assist in the completion of selected methods of demonstrating competence.

V. Outcomes

By the conclusion of the course students should have achieved the following goals:

- A) A basic understanding of the key issues surrounding the current healthcare debate in the United States.
- B) A comparative knowledge of how healthcare is provided in other countries of the world.
- C) The ability to compare and contrast the major healthcare options available to improve the current system in the United States.
- D) An awareness of the impact of the media, elected officials and special interest groups in influencing the public debate on healthcare reform.
- E) The ability to formulate one's own opinion about the American healthcare dilemma based upon a solid knowledge of alternative approaches to solving the problem.

VI. Evidence the Students Will Submit

Students registered for particular competencies will be evaluated on projects submitted to the instructor. Competence may be demonstrated by written or oral presentation. Oral projects may be in audio or video form, or as a

presentation to the class. Students may also select the option of completing a final essay examination to demonstrate competence.

All students will be required to submit a competence proposal at the third class session. Competence proposals will be reviewed by the instructor for pertinence to the competence, or competencies, addressed. The instructor will offer suggested research methodologies, strategies and resources to the student.

The suggested length for term papers is seven to ten pages. All term papers must include footnotes and a bibliography, including at least four sources.

Oral presentations should be seven to ten minutes in length. Students making oral presentations must submit a one page outline of their presentation and a bibliography including at least four sources.

This course will adhere to the principles of academic integrity outlined in DePaul University's Student Handbook.

The DePaul Student Handbook clearly defines plagiarism. Plagiarism will not be accepted and will result in a failure of the assignment or possibly the course. If you need assistance in knowing how to cite a source, please ask for assistance.

VII. Criteria for Assessment

Assessment will focus on the achievement of outcome measures that are designed to meet the learning goals of the student. Student evaluation will embody the qualities of clarity, integrity, flexibility and empathy. The multiplicity of learning experiences offered in the class affords the opportunity to measure progress through the assimilation of a variety of assessment sources. Among these will be:

- A) Informed participation in class, group and on-line discussions
- B) Independent projects, or
- C) An essay review.

As indicated previously, students will be given the opportunity to prepare their own competence proposals, which will be reviewed with the instructor. These proposals will provide students with a framework from which to assess their progress throughout the course.

Grading will be on the standard A, B, C, D, F format. Unfinished work or work requiring revision will be given an Incomplete (IN) grade.

VIII. Class Schedule

- December 3 Class Session: Oak Forest Campus
I. Course Introduction
II. History of Government Services in the United States
III. The Constitutional Debate
IV. Framing the Debate/Pro and Con
- December 7 On-line Assignment
Topic: Healthcare Options
Review: 1) Key Parts of Pending Legislation
 2) U.S. Constitutional Budget Office Projections
 3) Health Exchange
 4) Health Benefits Advisory Committee
 5) Debate and Controversies
- December 10 Class Session: Oak Forest Campus
Part One: View *Sicko*, a healthcare documentary film by Michael Moore, 2007
Part Two: View *Sick in America*, a rebuttal to Michael Moore's film by John Stossel, 20/20, ABC Television
Part Three: Group Discussion
- December 14 On-Line Assignment
Topic: Healthcare in Other Countries: Canada, United Kingdom, France, Cuba and Iraq
- December 17 Class Session: Oak Forest Campus
Topic: Healthcare in the Future: Where Do We Go From Here?

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alternation or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

