

**School for New Learning
DePaul University
Course Syllabus: The Institution of Urban Health Care
HC 218
Fall quarter, 2009/10**

1. General Information

Faculty: Constance Y. Williams PhD
P. O. Box 6166
Chicago, IL 60680
drcywilliams3@yahoo.com
773 951-8824

Location: Downtown Campus
Dates/Time: Wednesdays, 6 pm-9 pm
Credit Hours: 4

2. Course Description and Faculty Biographical Sketch

- This course will examine the health issues of people who live in large metropolitan areas generally, with a specific concentration on the treatment of the mentally ill. We will also look at the political economy of urban health care delivery. Many cities like Chicago are experiencing an increase in the numbers of individuals diagnosed with mild, moderate and/or serious mental illness. Often these individuals are dually diagnosed with Substance abuse, TB, and/or HIV/AIDS. This increase brings with it the exacerbation of social pathologies such as violence and homelessness. At the same time, many health care providers are consolidating, and many community treatment facilities have closed, putting additional strain on the public health care system. We will discuss the response of several large cities to these challenges and the relative influence of their own urban economics upon that response.
- Dr. Constance Y. Williams is an experienced healthcare professional in the field of human development and training as well as organizational effectiveness. As an administrator and trainer over the past twenty-five years and a licensed psychotherapist for the last twenty years, Dr. Williams has worked successfully in both the public and private sectors. She has trained individuals at AT&T, the United States Postal Service, several federal divisions such as the Centers for Disease Control and the Environmental Protection Agency, as well as numerous private and public colleges and universities. Her management experience includes AT&T, as well as serving as the Bureau Chief of Mental Health for

the city of Chicago, and Associate Deputy Clinical Director for Children and Adolescents for the state of Illinois, Department of Human Services, Division of Mental Health. In addition, Dr. Williams served as Deputy Director of a large psychiatric center in the state of New York.

Dr. Williams received her doctorate in psychology from Kent State University and has earned certificates from the University of Chicago, and Harvard University for post-graduate work. She is the proud mother of two children. Recognized nationally and a consultant, educator and public speaker, Dr. Williams was honored as a “Woman of Achievement” by the Status of Women council in the state of New York.

3. Competencies

- **H-1-H** Can understand change methodology, plan change within a community, and assess its likely impact.
- 1. Articulates the characteristics of an urban, suburban, or rural geographic area.
- 2. Identifies one or more communities that embody the attributes of an urban, suburban, or rural geographic area.
- 3. Provides an in-depth description and analysis of one or more challenges for the selected area(s)

Students will develop a policy memorandum addressed to the mayor of Chicago, or the governor of Illinois or the president of the Cook County Board as if composed by a senior policy advisor. The memo will address a healthcare topic covered during class.

- **H-2-A** Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.
 1. Identifies and frames a significant social problem.
 2. Identifies a social institution that addresses this problem.
 3. Articulates criteria used to assess the effectiveness of the social institution.Students will look at the various strategies used in several large cities to address the urban health challenges. The effectiveness of the programs will be assessed by looking at the strengths and weaknesses relative to each approach.
- **S-3-B** Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.
 1. Identifies biological and social or cultural factors that contribute to a definition of health.
 2. Articulates one or more definitions, theories, or models that describe health care.
 3. Articulate criteria for assessing health care practices, for the individual or the community, based on the considerations of (1) and (2).
 4. Assesses and articulates an approach to the maintenance of promotion of health using (1), (2), and (3) as the basis for forming generalizations.

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- Students will look at health care for large populations, in the broadest sense, focusing on the relative influence of urban economics upon the approaches chosen by the city.

-F-X Can analyze the needs of individuals relative to health care communities
 Students will begin to look at the survival issues of the millions of Americans who have no healthcare insurance or are underinsured.

4. Learning Experience

Each class will be devoted to discussion and analysis of specific topics.

- . The topic will be indicated in advance of each class. The course will be conducted primarily in a seminar format, requiring each student come to class prepared to participate in the discussion.
 Activities will include debate, and group presentations.

Section 1:

- Learning Strategies: discussion, lecture, role-playing, collaborative learning, films. Blackboard sites;
- Required readings: Critical :What We Can Do About the Health-Care Crisis, Tom Daschle 2008
- Suggested readings: Healthy People 2010.
- Attendance and Participation: I anticipate that all students will attend all classes.
*Attendance and participation are essential. In the event of an absence it is imperative that you let me know ahead of time.
 Students missing more than two classes of our ten week course will not have met the requirements for a passing grade.*

Section 2:

- There will be at least one small group assignment resulting in a project that will be presented to the class.
- All students must also write the policy memo.

5.Outcomes

- Students will have a clear sense of the process involved in facilitating change in the health status of a community.
- Students will be able to articulate what an effective health care system is composed of.
- Students will be able to identify what constitutes public health service delivery for large urban populations

6. Evidence the Students will submit

1. Students will develop a two to three page policy memorandum addressed to the mayor of Chicago, or the governor of Illinois or the president of the Cook County Board as if composed by a senior policy advisor. The memo will address a topic covered during class. All students will be required to write this memo.
2. Students will look at the various strategies used in several large cities to address the urban health challenges. The effectiveness of the programs will be assessed by looking at the strengths and weaknesses relative to each approach. The format will be a debate during class.
3. During class discussions, students will look at health care for large populations, in the broadest sense, focusing on the relative influence of urban economics upon the approaches chosen by the city.
4. Students will write a 1-2 page response paper to the text.
5. Small group presentations will occur during class.
6. Students will apply a specific competence to a specific example of expertise.
7. Final Exam

;Plagiarism Statement :: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

7. Criteria for Assessment

Written Work will be Evaluated As Follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed two thirds of assignments. Work not submitted by the due date must be submitted within 2 weeks, and will be assessed on a P/F basis only.

8. Class Schedule

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| 9/16/09 | Overview of class | New Freedom Report |
| 9/23/09 | Health Policy-The Basics | <u>Healthy People 2010</u> , Sections: “Leading Health Indicators” “A Systematic Approach to Health Improvement” |

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| 9/30/09 | Presentation- Dr. John Holton | Transforming the MH System |
| 10/07/09 | Celebrate What's Right with the World | Discussion/Video <u>Critical</u> text |
| 10/14 /09 | Delivery Systems- Group assignments | "Making a Difference" Alberta Petrosky |
| 10/21/09 | Film-"SICKO" | Discussion |
| 10/28/09 | Presentations/Case Studies | Analysis -3-5 page paper |
| 11/04/09 | Group project assignments | Pres-"Sick for Profit" |
| 11/11/09 | Group Presentations | Discussion |
| 11/18/09 | Policy Memo due | |

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; alteration 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 grade 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.

Nab. 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.

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

1. PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
2. The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

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