



# UNIVERSITY OF RHODE ISLAND

## HDF 318G – Health and Wealth

(ONLINE - 3 Week Course)

- **Instructor:** William W. Ballard, Ph.D. / M.H.A. (wballard@uri.edu)
- **Office Hours:** By appointment via email
- **Class Days/Times:** ONLINE. See the schedule for due dates
- **Credits:** 3
- **General Education Outcomes:** Social & Behavioral Sciences and Information Literacy Competency

### COURSE DESCRIPTION:

- This course aims to help students develop a deep and critical understanding of relevant issues related to health and wealth outcomes. These two topics are closely linked in modern societies and will be studied under an interdisciplinary lens. This course will consider the roles of governments, markets, and consumers in shaping the current health and financial landscape in the United States. Students will review case studies dealing with wealth and health topics to write technical policy memos based on facts and previous research findings.

### STUDENT LEARNING OUTCOMES:

- This course fully covers the Social and Behavioral Science and Information Literacy outcomes in the new General Education program. Here are the course objectives, presented in the context of each of these respectively:

#### **General Education Outcome: Social and Behavioral Sciences Outcome**

- Explain key facts and terms relevant to improve health and wealth.
- Recognize key concepts for improving health and wealth.
- Collect appropriate information from original research reports to answer focused research questions.
- Apply relevant theories and research findings to real life events with health and wealth implications.
- Ask specific questions and answer them using reliable information sources.

#### **General Education Outcome: Information Literacy Competency**

- Examine a policy issue and make recommendations the intersection of wealth and health markets and/or behaviors.
- Identify new words and jargons used in health and financial markets.
- Analyze multiple sources of information for evidence of slant or political bias of the source.
- Develop a group project presentation that summarizes findings and recommendations and accessible to a non-expert audience.
- Access relevant and credible sources of information to evaluate topics of concern to policymakers and consumers.
- Understand and practice APA (American Psychological Academy) citation and format style

### Course Details:

- This is an interdisciplinary general education course: It will facilitate your exploration of multiple perspectives on areas of contemporary significance, and include their ethical implications. Here is how it meets these criteria:

## **Inclusion of complex issues of contemporary significance.**

- Health and wealth are closely linked in today's society. At the macro level, the United States spends the highest GDP per capita in healthcare than any other developed nations while still lagging in key health indicators such as life expectancy and infant mortality. At the micro level, a significant number of households struggle with health issues (i.e. childhood obesity) and personal finance issues (i.e. retirement savings), sometimes with challenges in both areas. These topics are also particularly important in the current conjuncture with the advent of universal care from the Affordable Care Act (ACA) and the challenges faced by the Social Security Administration's Retirement and Medicare programs.

## **Interdisciplinary approach**

- This course will draw from the disciplines of economics, public policy (and public health), and consumer behavior to offer a comprehensive understanding of the intersection of health and wealth in American society. Economic concepts such as supply and demand, information asymmetries, and externalities will be reviewed and applied. Theories of consumer behavior and economic theory will be used to identify strategies to affect positive behavioral change in both the personal finance and personal health fields. From public policy and public health, we will review the role of the government in the healthcare and financial markets.

## **Recognition and Application of Ethical Principles**

- An important ethical question posed is the right level of government and other political institutions intervention to help vulnerable populations in the health and financial domains. Programs such as Medicaid and the Supplemental Security Income are examples of programs of a welfare state. We will discuss the ethical challenges that arise from the distribution of limited resources to health and income policies.
1. To describe and synthesize theory and research about the connections between wealth and health in both institutional and individual/familial settings.
  2. To remember and to understand factual knowledge (terminology, classifications, methods, trends) about the healthcare and the financial system issues faced by individuals, families, and the society.
  3. To recognize the role of government and other political institutions in overseeing the healthcare and financial markets to protect vulnerable populations and consumer in general.
  4. To apply course material to improve thinking, problem solving, and decisions about personal health and financial choices and behaviors.

## **REQUIRED TEXTBOOK:**

- **All readings are located inside Brightspace Lessons**

## **TECHNOLOGY REQUIREMENTS:**

Computer access to the internet is required in order to successfully navigate this course. The course is delivered through the Brightspace Learning Management System (LMS) platform, which is a set of web applications designed to work with modern web browsers. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

## **BRIGHTSPACE HELP:**

The ITS Service Desk, located in the URI Library, is prepared to help students should they encounter problems with Brightspace. Please read through the following information:

1. For login problems, call the Service Desk at 874-4357.
2. The Service Desk Website posts the semester operating schedule as well as a link on the right index to the self-help technical wiki. That site contains Brightspace help and instructions for both students and faculty.

3. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

### **CLASSROOM PROTOCOL:**

For this online course, Brightspace is our “classroom.” In the online learning environment, “attendance” is measured by your PRESENCE in the site as well as your CONTRIBUTIONS to the site. The importance of regular log-ins and active participation cannot be overstated. I will gauge your participation by your regular, on-time forum postings and responses, and timely assignment submissions. If you’ve never taken an online course, “hanging out” on Brightspace will take some getting used to, and it will be easy to forget about the course from time to time. I recommend that you check out the RN to BS Online Orientation. Explicit instructions on how to access the orientation here: <https://online.uri.edu/student-resources.aspx#orientation> .This short orientation will provide you with an introduction to the important aspects of taking an online course. I further recommend that you get in the habit of daily attendance online to maximize your successful completion of the course. Please refer to the **Schedule of Readings, Assignments, Quizzes, and Exams** at the end of this syllabus and on the Brightspace site for details on how and when you will be expected to contribute to the course.

### **ONLINE LEARNING:**

As stated above, the best way to begin this course is to view the **START HERE** section, read the syllabus, and complete the Online Learning Orientation. In addition, you can find more helpful information at this site: <https://web.uri.edu/online/> . Finally, the syllabus is your map to this online course.

This course is divided into **three** weeks with multiple lessons per week. Each lesson inside Brightspace contains the learning objectives for that lesson, assigned readings, videos, and links to other important content on the internet, written assignments, quizzes, and discussion activities.

### **GRADING POLICY:**

<b>Assignments/Assessments</b>	<b>Weighted %</b>
Introduction	1%
Weekly Quizzes: seven (7) at 5% each	35%
Policy Reports (Memos): two (2) at 15% each	30%
Discussions: three (3) at 6% each	18%
Final Exam	16%
<b>Total</b>	<b>100%</b>

### **WEEKLY OUTLINE (ASSIGNMENTS & ASSESSMENTS):**

<b>Week #</b>	<b>Assignments &amp; Assessments</b>
1	Introduction, Discussion 1, Short Quizzes 1, 2, 3, and Memo #1
2	Discussion 2, Short Quizzes 4, 5, 6, and Memo #2
3	Discussion 3, Quiz 7, and Final Exam

## EVALUATION METHODS:

- Graded work will include 7 Quizzes, 2 Policy Reports (Memos), 1 Final Exam, and Participation. Class participation will be defined as active engagement in the online process. You will need to partake in the weekly/ topical discussion forums as defined by the lessons. You will need to post thoughtfully and regularly as well as respond to peer posts and participate in the peer review process as specified in the lessons.
- Rubrics for all graded work, including discussion forum posts, will be available inside each week.
- Deadlines are very important and are detailed in each lesson.

## DESCRIPTION OF ASSIGNMENTS:

- **Quizzes:** Quizzes will test factual and conceptual understanding of lessons and readings. Questions will be in multiple-choice, true/false, and matching format.
- **Policy Reports (Memos):** Students will be asked to write two one-page reports to help inform policymakers. The topic of each report will be given by the instructor.
- **Final Exam:** Cumulative assessment of course. Questions will be in multiple-choice, true/false, and matching format.
- **Discussions:** Every week will include a discussion forum. Thoughtful postings and peer responses are expected.

## DEADLINES

- **POLICY REPORTS AND FINAL EXAM NOT SUBMITTED BY THE DEADLINE WILL RECEIVE A 10% DEDUCTION PER LATE DAY.**
- **QUIZZES AND FORUM POSTINGS NOT SUBMITTED BY THE DEADLINE WILL RECEIVE A GRADE OF ZERO.**

Please back up your work on a flash drive, email to yourself, and/or store in a cloud. **It is a good idea to have a backup plan in case of computer problems, e.g., a friend's computer, a library computer, etc.**

## GRADING SCALE:

<b>A 93 and above</b>	<b>B 83-86</b>	<b>C 73-76</b>	<b>D 60-65</b>
<b>A- 90-92</b>	<b>B- 80-82</b>	<b>C- 70-72</b>	<b>F 59 and below</b>
<b>B+ 87-89</b>	<b>C+ 77-79</b>	<b>D+ 67-69</b>	

## ACADEMIC SUPPORT SERVICES

### Office of Disability Services

1. Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.
2. From the University Manual: **6.40.10 and 6.40.11 Accommodations for Qualified Students with Disabilities.** Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

## PROFESSIONAL CONDUCT

- Cheating and plagiarism are serious academic offenses, which are dealt with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work. **Cheating** is the

failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information). **Plagiarism** is the failure to give credit for another person's written or oral statement, thereby falsely presuming that such work is originally and solely your own.

- If you have any doubt about what constitutes plagiarism, visit the University Manual sections on plagiarism and cheating at <https://web.uri.edu/manual/chapter-8/chapter-8-2/>.

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation;
- Claiming disproportionate credit for work not done independently;
- Unauthorized possession or access to exams;
- Unauthorized communication during exams;
- Unauthorized use of another's work or preparing work for another student;
- Taking an exam for another student;
- Altering or attempting to alter grades;
- The use of notes or electronic devices to gain an unauthorized advantage during exams;
- Fabricating or falsifying facts, data or references;
- Facilitating or aiding another's academic dishonesty;
- Submitting the same paper for more than one course without prior approval from the Instructor.

Please note the following section from the **University Manual**:

- **8.27.17.** Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student's academic dean, the instructor's dean, and the Office of Student Life. The student may appeal the matter to the instructor's dean, and the decision by the dean shall be expeditious and final.
- Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.
- Any good writer's handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.
- **Please note:** Students are responsible for being familiar with and adhering to the published "**Community Standards of Behavior: University Policies and Regulations**" which can be accessed in the **University Student Handbook**.