Social and Behavioral Sciences
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Landscape Architecture & Urban Planning

2. Course prefix and number: URPN 370

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Introduction to Health Systems Planning

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? Fall/Spring annually

9. Number of class sections per semester: 1, then as needed

10. Number of students per semester: 200

11. Historic annual enrollment for the last three years: 186 216 198

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by: [Signature] 10/2/13
    Course Instructor

   Approvals: [Signature] 10/2/13
   Department Head

   [Signature] 10/2/13
   College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

URPN 370 – Introduction to Health Systems Planning meets the Foundational Component Area description for Social and Behavioral Sciences by exploring the behavior and interactions among individuals, groups, and institutions while making decisions about the preferred future for their organizations or communities, and the highly complex health system. Strategic planning is an inclusive and interdisciplinary process that fosters evidence based decision making to guide the creation of a mutually agreed upon desirable future. The process and the plan reflect the built and natural environment, and the cultural, political, economic, technological and health context of the health system, organization or community.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Strategic planning for the health system requires analysis, evaluation and synthesis of diverse types of information about the historical, social, political, economic, technological, environmental and health context of the health system. Learning objectives for this course which address this core objective are:

LO 1-- recognize many of the effects of core beliefs, values and world views on decisions made by individuals, organizations, and communities and the cumulative effects of decisions in creating futures;

LO 2-- be able to develop, express and defend informed opinions on health related issues based on knowledge of the historical development and structure of the U.S. health care system;

LO 4-- be ready to contribute to an organization’s or community’s health planning process through the application of their understanding of the goals of strategic planning and each of the steps in that process, including their familiarity with basic methods and techniques associated with strategic planning processes.

Activities and assignments engage several different learning styles. Strategies used to foster various aspects of critical thinking and evaluate student accomplishment include:

1. Guest presentations by select executives and other health professionals that tie the concepts covered in class to practice.
2. Written assignments that require students to conduct research in scholarly or professional journals, and the serious lay-press, and evaluate the information and opinions presented. The final papers are a synthesis of their understanding of their research, concepts covered in class and the knowledge and perspective gained from their education thus far. In other cases, their papers require analytical or creative thinking about the projected impact of the information they have discovered for a health related profession of interest to them,
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on the health system, or on an organization’s or community’s strategic planning process.

3. Group projects further refine their creative thinking by requiring synthesis of multiple lines of inquiry into a coherent presentation of a concept, idea or projected innovation or trend in health, health care, or an area with significant implications for them.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Strategic planning, as taught in this course, is an inclusive and collaborative learning process for discovering strategic issues and creating ways to address them. Effective intergroup, intercultural communication is an essential skill for a successful planning process. Learning objectives that enhance communication skills include:

LO 1-- recognize many of the effects of core beliefs, values and world views on decisions made by individuals, organizations, and communities and the cumulative effects of decisions in creating futures;

LO 2-- be able to develop, express and defend informed opinions on health related issues based on knowledge of the historical development and structure of the U.S. health care system;

LO 4-- be ready to contribute to an organization’s or community’s health planning process through the application of their understanding of the goals of strategic planning and each of the steps in that process, including their familiarity with basic methods and techniques associated with strategic planning processes.

Several different strategies are used to give students opportunities to hone their communication skills and evaluate their success:

1. Group projects by randomly assigned teams give students the opportunity to practice cross cultural communication, persuasive speaking, influencing group decisions and leadership. The final group presentation employs oral and visual communication techniques through demonstration, Powerpoint or other sequential images, music or video to communicate a concept, idea or possible future development/innovation in health, health care and planning.

2. Written assignments provide the opportunity to interpret scholarly research or current issues, synthesize this information with course topics, and practice expressing complex ideas with clarity.

3. Opportunities to interact with visiting scholars and health care executives.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

A well designed strategic planning process considers the historical, social, cultural, political, legal, economic, technological, environmental and health context within which the health system, organization or community operates. Since no one is a master of all these intellectual disciplines, teamwork is needed to conduct an “environmental scan.” Empirical and quantitative skills are necessary to complete the following learning objectives:

LO 1-- recognize many of the effects of core beliefs, values and world views on decisions made by individuals, organizations, and communities and the cumulative effects of decisions in creating futures;

LO 3-- possess a working knowledge of a widely applicable planning process;

LO 4-- be ready to contribute to an organization’s or community’s health planning process through the application of their understanding of the goals of strategic planning and each of the steps in that process, including their familiarity with basic methods and techniques associated with strategic planning processes.

Basic analytical skills and concepts from demography, epidemiology and health, geographic information systems, competitor and market analysis, and other areas are introduced as informative elements for understanding the organization or community and its environment by the professor, guest scholars and health care executives.

Strategies used to demonstrate/practice and evaluate student learning include:
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1. Demonstrations of the application geographic information systems to investigate health issues, and the
   opportunity for students to use the resources available in the Texas A&M Libraries for a mini-GIS project of
   their own.
2. Homework assignments that require students to search databases for information.
3. Tests that ask questions about the students' understanding of analytical and information gathering
   techniques.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage
effectively in regional, national, and global communities):

Health systems planning is an exercise of civic responsibility. It operates on a system, and encourages systems
thinking. At the core of strategic planning is the identification of stakeholders and their diverse interests, agendas and
power relationships. Planning process is steeped in the interactions of these groups. Therefore, strategic planning is
an inclusive and collaborative learning experience that can foster intercultural competence and knowledge of civic
responsibility. Effective intergroup, Intercultural communication is an essential skill for a successful planning
process.

However, the potential consequences of missing or ignoring stakeholders are also explored. The environmental scan
methodology can include or exclude segments of the health system's community. A mature consideration of the
determinants of health, human behaviors, underserved populations, consequences of the financing and insurance
system for health care, mental health and other sensitive issues is included.

Learning objectives that address social responsibility are:

LO 1—recognize many of the effects of core beliefs, values and world views on decisions made by individuals,
organizations, and communities and the cumulative effects of decisions in creating futures;

LO 3— possess a working knowledge of a widely applicable planning process;

LO 4—be ready to contribute to an organization's or community's health planning process through the application of
their understanding of the goals of strategic planning and each of the steps in that process, including their
familiarity with basic methods and techniques associated with strategic planning processes.

Achievement of the learning objectives above will prepare students to engage effectively in regional, national, and
global communities, because they will know an international language of planning process and techniques. Strategies
used to explore this core objective and evaluate student learning include:

1. Group projects which offer opportunities to develop intercultural competence while learning to work in a
   randomly assigned diverse group. The projects themselves explore topics that can lead to consideration of
   the impact on health care quality and access to care for various population groups and geographic
   areas.

2. Written assignments offer the opportunity to investigate topics that may affect various cultural groups
differently.

3. Test questions explore students' understanding of the role of planners, of stakeholder identification and
   techniques for discovering strategic issues and focusing the organization on what really matters.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the
future course recertification process.
Urban Planning 370
Introduction To Health Systems Planning
Spring 2013

Time & Location: MWF 3pm, ARCB 101 (that is the Geren Auditorium, Rm B101 in Building B of the Langford Architecture Center)

Syllabus

Office Hours and communicating with the professor:
Office hours are Monday/Wednesday/Friday after class from 4 to 5pm and by appointment. I prefer communicating through email in eCampus.

Prerequisites
Junior or Senior classification, or permission of the instructor.

Texts


Other readings as assigned

Course Overview
This course introduces students to health systems planning in the U.S. Course activities focus on strategic planning process at the community and organizational levels, different models of "health," changing values, demographics, national health policies, and many other pressures impacting health and health care in the United States.

Learning Objectives
As a result of successfully completing URPN 370, students will:

1. recognize many of the effects of core beliefs, values and world views on decisions made by individuals, organizations, and communities and the cumulative effects of decisions in creating futures;
2. be able to develop, express and defend informed opinions on health related issues based on knowledge of the historical development and structure of the U.S. health care system;
3. possess a working knowledge of a widely applicable planning process;
4. be ready to contribute to an organization's or community's health planning process through the application of their understanding of the goals of strategic planning and each of the steps in that process, including their familiarity with basic methods and techniques associated with strategic planning processes.
Course Requirements

- Assigned readings in texts and supplemental materials
- Homework assignments related to major elements of the health planning process and related topics
- Several written assignments
- Several quizzes
- A final group project.

eCampus (replacing eLearning)
eCampus is new at Texas A&M, so I would not be surprised if we run into some glitches along the way. Assuming I set it up properly, with the assistance of the ITS department, I would prefer that all of our email be sent through eCampus. That is an environment just for our class. Your messages to me won't get lost among all the other university business that passes through my other A&M email account. eCampus also has other capabilities that might prove useful as we progress through our various activities this semester.

Reading Assignments
Reading assignments as noted in the semester schedule or as added during the semester. Supplemental readings may be distributed by links to online resources, posted in eCampus or by other means from time to time. Students should be prepared to discuss readings in class. Although I will discuss topics covered in the assigned reading, I will also take time for other relevant material from time to time. When possible, we will also welcome guest speakers.

Turning in Assignments
Assignments will be turned in to drop boxes created in eCampus and to me in hard copy in class. Please turn your assignments in as MS Word documents, unless directed to do otherwise by me. Since you may be asked to briefly discuss your work during class, it might be a good idea to have a copy of your work available for yourself in class. If you have a problem getting eCampus to accept your assignment, bring a hard copy to class and tell me what happened.

Late assignments — It is important to turn in assignments on time. Unless you have a university approved excuse, assignments turned in one class after the due date will receive half of whatever grade they would have earned if turned in on time, 2 classes late will receive ¾ credit, 3 classes late will receive no credit.

Written Assignments
There may be several types of written assignments, abstracts from scholarly/professional journals, very short focused research papers, reports on group project activities, all related to topics relevant to our class. Additional information on separate document.

Homework Assignments
Homework will include assignments related to aspects of health planning process conducted by community groups and health care institutions. Additional homework assignments will illustrate various aspects or characteristics of the health system or planning, or be designed for deeper understanding of the assigned readings.
Examinations
There is not enough time to discuss every significant point covered in the readings in class. Any study materials that might be provided are not intended to be comprehensive. It is your responsibility to keep up with the reading, and study.

There will be several quizzes. Unannounced pop quizzes as needed. All quizzes and tests on "SCANTRON" (the large, grey, 8.5 x 11 size) forms which students provide. Test material will derive from reading assignments, class discussion and speakers' presentations.

ONLY STUDENTS WITH EXCUSED ABSENCES AS PER UNIVERSITY RULES AND REGULATIONS WILL BE ALLOWED TO MAKE UP TESTS.

Group Project
There will be a group project presented at the time scheduled for the final exam. The professor will randomly assign you to a group of about 6 people. Depending on the number of students in the class, each team should have about 6 minutes for their final presentation. The professor will grade the project. Each team member will grade the quality and level of participation of each of the other team members. It will be in the interest of each student to make a meaningful effort to contribute to their team's project. The team will give every team member a chance to make a useful contribution to the project.

The end product of the team project will be a Powerpoint or video presentation. The project will be on a topic pre-approved by the professor. There can be more than one project on one general area of inquiry. For example, there could many different presentations on the future of health or health care in the next 10 to 20 years. Although the project will be future oriented, it will based on research, not mere fantasy. A combination of academic research published in scholarly journals and other more popular sources (Science, Smithsonian, the Futurist, Kurzweil's website, business and design publications, online or off) would be viewed favorably by your professor, and should stimulate some liberated thinking.

Additional information will be provided on a separate document and in class.

Semester Schedule
Separate document will provide details. Depending on their availability, there will be guest speakers during the course of the semester. Depending on their schedules, we may have to adjust the schedule or the order in which we study various topics.

Grading
Grades will not be curved. Therefore, every student has an opportunity to make an A.

Late assignments – It is important to turn in assignments on time. Unless you have a university approved excuse, assignments turned in one class after the due date will receive half of whatever grade they would have earned if turned in on time, 2 classes late will receive ¼ credit, 3 classes late will receive no credit.

Relative Weight of Course Activities in Evaluation
Written assignments, homework and examinations 75% (the relative percentage of each category is subject to change).
Final Project 25% (this percentage is not likely to change).
Attendance & General Class Policies
Attendance is assumed and expected. Attendance is mandatory when we have guest speakers or outside activities. The only exception is university approved absences. I will not take roll every class period, but I will from time to time. Since some test material will come from class activities, it will be in your best interest to come to class.

NO CAMERAS, PHONES OR ANY OTHER DEVICE FOR RECORDING AUDIO OR VISUAL INFORMATION MAY BE USED DURING CLASS WITHOUT ADVANCE PERMISSION.

The Aggie Honor Code is alive and well in this course. Dishonesty in any form (plagiarism, cheating,...) will not be tolerated. Sanctions for such behavior can include an F in the class and possibly dismissal from the University.

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statements
The Aggie Honor Code states that “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student commits to uphold the Honor Code by accepting responsibility to learn and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment to doing so on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information visit: http://www.tamu.edu/aggiehonor/
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