

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
HSA 6114 – Introduction to US Health Care  
Semester: Fall 2014  
Delivery Format: On-Campus

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Preferred Course Communications: Email

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## Course Overview

This three credit course provides an overview of the evolving structure of the US public health and health care delivery systems. This course utilizes a blended learning format. A Blended Learning class uses a mixture of technology and face-to-face instruction to help students maximize their learning. Blended learning typically involves multiple technologies such as E-Learning systems, online video, and web assignments for the communication of information. Some knowledge content that would have traditionally been presented during a live class lecture will instead be provided online before the live class takes place. This allows more of the face-to-face time to focus on the higher levels of learning including critical thinking and reasoning.

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you will struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

## Relationship to Program Outcomes

HSA 6114 serves as a foundational course to the MHA and MPH programs.

## Course Objectives and/or Goals

The objectives of the course are designed to contribute towards mastery of key competencies for the MPH and MHA programs. Course assignments, activities, and assessments are linked to the learning objectives and competencies.

MHA Competency	MPH Competency	Course Objective	Activities	Assessment
<i>Analyze, synthesize, and act</i> on key trends, activities, and government policies in the health care environment (HEC - 0).	Evaluate effectiveness, accessibility, and quality of personal and population-based health services  Link people to needed personal health services and assure the provision of health care when otherwise unavailable  Develop policies and plans that support individual and community health efforts	Formulate responses to critical issues in public health and health care delivery that address the shifting nature of health care, the dynamic relationship between all components, and the uncertainty of the changing health care environment. (Synthesis)	Case Study Group Discussions Case 1 and Case 2	Case 1 and Case 2
<i>Perform environmental scans and needs assessment</i> in support of program and organizational development (HEC-1).	Communicate with constituencies in oral and written forms	Critique and summarize relevant sources from the literature so that potential bias is identified as well as an assessment of the quality of content is included. (Analysis)	Small Group / Large Group Discussion on Info Literacy Article Critique	Article critiques
<i>Perform environmental scans and needs assessment</i> in support of program and organizational development (HEC-1).	Communicate with constituencies in oral and written forms	Locate and synthesize valid and reliable resources from the literature (Application)	Online Tutorials on Information Literacy Readings Small Group / Large Group Discussion on Info Literacy	Article critiques
<i>Interpret, monitor, and comply</i> with laws and regulations that protect health practitioners, organizations, and the public (HEC-2).	Use laws and regulations that protect health and ensure safety  Develop policies and plans that support individual and community health efforts	Characterize the role of the government in public health and health care delivery (Analysis)	Case Study Group Discussions Case 1	Quiz
<i>Perform environmental scans and needs assessment</i> in support of program and	Use laws and regulations that protect health and ensure safety	Describe the organization of public health in the United States (Comprehension)	Readings Lecture Concept Mapping Activity / Small and	Quiz

MHA Competency	MPH Competency	Course Objective	Activities	Assessment
organizational development (HEC-1).			Large Group Discussion	
<i>Perform environmental scans and needs assessment in support of program and organizational development (HEC-1).</i>	Evaluate effectiveness, accessibility, and quality of personal and population-based health services  Develop policies and plans that support individual and community health efforts	Characterize the determinants of health as they contribute to the demand for health care and relate their impact upon the health care system (Analysis)	Case Study Group Lecture Discussions Case 1 and Case 2	Quiz Case 1 and Case 2
<i>Perform environmental scans and needs assessment in support of program and organizational development (HEC-1).</i>	Evaluate effectiveness, accessibility, and quality of personal and population-based health services  Develop policies and plans that support individual and community health efforts	Examine the dynamics of the health care delivery and financing systems (Analysis)	Readings Lecture Small Group Discussion Case Study Group Discussions Case 2	Quiz Case 2
<i>Perform environmental scans and needs assessment in support of program and organizational development (HEC-1).</i>	Evaluate effectiveness, accessibility, and quality of personal and population-based health services	Identify and discuss current key issues facing the delivery of health care and public health (Comprehension)	Readings Lecture Small Group Discussion Videos	Quiz Article Critique

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## COURSE CONTENT

### Course Readings and Materials

There is no assigned textbook, but students may want to purchase the text listed below for additional background information.

***Shi L and Singh DA (2012) Delivering Health Care in America. A Systems Approach 5<sup>th</sup> Edition Jones and Bartlett Learning, Sudbury MA***

Readings will be posted in the course website under the Weekly Lessons tool for the week.

You should also sign up for the Kaiser Family Foundation's *Daily Online Reports*. The reports serve as a tremendous source of information on health care related news stories and links to original articles. You can sign up on: [http://www.kaisernetwork.org/daily\\_reports/rep\\_index.cfm](http://www.kaisernetwork.org/daily_reports/rep_index.cfm)

Additional readings may be assigned or suggested

## Topical Outline/Course Schedule

DATE	TOPIC
August 25	<p><b>Introduction and Course Overview</b>  <b>Lecture: The Health of Individuals and Populations</b>  <b>Online Tutorials for Information Literacy</b></p> <ul style="list-style-type: none"> <li>• Issue of rationing and scarce resources in medical care</li> <li>• Definitions of health and illness</li> <li>• Measuring health</li> <li>• Social determinants of health and disease</li> </ul> <p>Braverman P, Egerter S, Williams DR (2011) The Social Determinants of Health: Coming of Age <i>Annual Review of Public Health</i> 32:381-398</p> <p>Marmot M. Social Determinants of Health Inequalities. <i>The Nation's Health</i> Eighth Edition 2011: 164-170</p> <p>Singer P Why We Must Ration Health Care <i>The New York Times</i> July 19, 2009</p> <p>Schroeder SA (2007) We Can Do Better – Improving the Health of the American People <i>New England Journal of Medicine</i> 357:1221-1228</p> <p>Wilkinson, RG, Pickett KE. Income Inequality and Socioeconomic Gradients in Mortality. <i>The Nation's Health</i> Eighth Edition 2011: 155-163</p>
August 27	<p><b>Special Topic Discussion: The Hot Spotters</b>  VIEW MOVIE: <i>HOT SPOTTERS (15 MINUTES LONG)</i> Prior to Class  <a href="http://www.pbs.org/wgbh/pages/frontline/doctor-hotspot/">http://www.pbs.org/wgbh/pages/frontline/doctor-hotspot/</a> or/  <a href="http://www.youtube.com/watch?v=0DiwTjeF5AU">http://www.youtube.com/watch?v=0DiwTjeF5AU</a></p> <p><b>In-Class Discussion led by TA's</b></p> <p>Gawande A 2011 The Hot Spotters <i>The New Yorker</i> January 24, 2011</p>
September 1	<b>NO CLASS: LABOR DAY</b>
September 3	<p><b>Article Discussion: Impact of Public Health on the Health of the Public</b>  In class discussion (see syllabus description)</p>
September 8	<p><b>Small Group Problem: Introduction to Public Health Management</b></p> <ul style="list-style-type: none"> <li>• Organization of public health services</li> <li>• Financing public health services</li> <li>• The Affordable Care Act and Public Health</li> <li>• Quality improvement in public health</li> </ul> <p>Fee E and Brown TM (2002) The Unfulfilled Promise of Public Health: Déjà vu All Over Again <i>Health Affairs</i> (21) 6: 31-43.</p> <p>Gostin LO, Boufford JI, Martinez RM The Future of Public's Health: Vision, Values, and Strategies. <i>Health Affairs</i> 2004 vol 23 (4):96-107.</p> <p>Mullan, F. (2000) Don Quixote, Machiavelli, and Robin Hood: Public Health practice, past and present. <i>American Journal of Public Health</i>, 90(5):702-706.</p>

DATE	TOPIC
	<p>Tilson H and Berkowitz B (2006) The Public Health Enterprise: Examining Our Twenty-First Century Challenges <i>Health Affairs</i> 25:4 900-910</p> <p>Ogden LL (2012) How Federalism Shapes Public Health Financing, Policy, and Program Options <i>Journal of Public Health Management and Practice</i> 18:4 317-322.</p> <p><i>LISTEN TO ADDITIONAL ONLINE LECTURE ON PUBLIC HEALTH</i></p>
September 10	<p><b>Case Study Discussion: State Health Department Budget Cuts</b> Assigned Group: (TA led) See Assignment Tab for information on the case study</p>
September 15	<p><b>Online Lecture: The Policy Process and Legislative Relationships in Health and Health Care In-Class Debate</b> (with online response interaction)</p> <ul style="list-style-type: none"> <li>• The policy making process</li> <li>• Government as provider, purchaser, and payer</li> <li>• Regulatory activities</li> <li>• State vs. Federal Responsibilities for health</li> </ul> <p>Feldstein, Paul. Chapter 1: Introduction The Politics of Health Legislation An Economic Perspective. Third Edition Health Administration Press: 2006: 1-25</p> <p>Feldstein, Paul. Chapter 2: An Economic Version of the Interest Group Theory of Government. The Politics of Health Legislation. Third Edition Health Administration Press: 2006: 23-52</p> <p>Longest , BB (2001) The Process of Public Policymaking: A Conceptual model in Lee PR and Estes CL <i>The Nation's Health</i> Jones and Bartlett, Sudbury MA</p> <p>Weeks E. State's Rights and Health Care Reform. <i>Debates on U.S. Health Care</i> 2012: 121-131. Sage Reference, Los Angeles CA</p> <p>Duncan, RP Hall, AG et. al. Medicaid Program Flexibility. <i>Debates on U.S. Health Care</i> 2012: 368-383. Sage Reference, Los Angeles CA</p>
September 17	<p><b>Special Topic Discussion: The Legislative Process and the Affordable Care Act Small Group Discussion (TA led)</b> <i>LISTEN TO ONLINE LECTURE ON THE POLICY DEVELOPMENT OF THE AFFORDABLE CARE ACT</i></p> <p>Optional Readings: Jost T (2013) The Affordable Care Act and the Supreme Court: American Health Care Reform Inches Forward Despite Dysfunctional Political Institutions and Politics <i>Health Economics, Policy and Law</i> 8: 113-118.</p> <p>Beaussier AL (2012) The Patient Protection and Affordable Care Act: The Victory of Unorthodox Lawmaking 37 (5): 741-778</p> <p><u><i>Individual Case Study Write Up Due – State Health Department Budget Cuts</i></u></p>
September 22	<p><b>Lecture: Historical Context and Future Trends in US Health Care Delivery</b></p> <ul style="list-style-type: none"> <li>• History, trends and characteristics—what are the social ,medical, and technological factors that have led to the health care system as we know it today?</li> <li>• Health care financing, costs and spending</li> <li>• Trends in US health and health care</li> </ul> <p>Relman AS (2004) The Health Care Industry: Where is it Taking US?. In Conrad P editor <i>The Sociology of Health and Illness</i>, 7<sup>th</sup> edition pages 268-275</p>

DATE	TOPIC
	<p>Kaiser Family Foundation <i>Health Care Costs. A Primer. Key Information on Health Care Costs and Their Impact.</i> March 2009</p> <p>White C (2007) Health Care Spending Growth: How Different is the United States from the Rest of the OECD? <i>Health Affairs</i>:154-161.</p> <p>Berwick D Escape Fire: Lessons for the Future of Health Care, <i>The Commonwealth Fund</i> New York, NY</p>
<b>September 24</b>	<p><b>Article Discussion: Emerging Trends in US Health Care Delivery</b> In class discussion (see syllabus description)</p>
<b>September 29</b>	<p><b>Lecture : Health Care Access and Utilization</b> <b>Small Group Role Play – non-economic barriers</b></p> <ul style="list-style-type: none"> <li>• Economic and non-economic barriers to care</li> <li>• Relationship between access and health status and health outcomes</li> <li>• Role of health insurance and how it functions</li> <li>• Why does the US not have national health care – even after the Affordable Care Act</li> </ul> <p>Rothman DJ <i>A Century of Failure: Health Care Reform in America</i> In Conrad P editor <i>The Sociology of Health and Illness</i>, 7<sup>th</sup> edition pages 292-300</p> <p>Andersen R. (1995) Revisiting the Behavioral Model and Access to Medical Care: Does it Matter? <i>Journal of Health and Social Behavior.</i> 36 (1):1–10.</p> <p>Henry J. Kaiser Family Foundation, <i>Uninsured and Untreated: A Look at Uninsured Adults Who Received No Medical Care for Two Years</i>, July 2010</p> <p>Henry J. Kaiser Family Foundation <i>The Uninsured a Primer: Key facts about Health Insurance on the Eve of Health Reform</i>, October 2013</p>
<b>October 1</b>	<p><b>Special Topic Discussion: Money and Medicine</b> <b>Small Group Discussion (TA led)</b></p> <p>VIEW MOVIE AT: <a href="http://www.pbs.org/program/money-medicine/">http://www.pbs.org/program/money-medicine/</a> click on Money and Medicine (watch preview above). Also read “About the Program”</p>
<b>October 6</b>	<p><b>Lecture: Structure of Health Insurance in the United States</b></p> <ul style="list-style-type: none"> <li>• Types of Insurance: Medicaid, Medicare, employer-based, small group market</li> <li>• Principles of health insurance</li> <li>• History of managed care</li> <li>• Organizational structures in managed care</li> <li>• Reimbursement mechanisms under managed care</li> <li>• Implementation of Health Reform</li> </ul> <p>The Henry J. Kaiser Family Foundation (2012) <i>Health Coverage of Children: The Role of Medicaid and CHIP</i></p> <p>The Henry J. Kaiser Family Foundation (2010) <i>Medicare: A Primer</i></p> <p>Henry J. Kaiser Family Foundation – Summary of the New Health Reform Law available at: <a href="http://kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/">http://kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/</a></p>

DATE	TOPIC
	Henry J. Kaiser Family Foundation. 2014 Employer Health Benefits Survey (to be released September 10, 2014) <a href="http://kff.org/private-insurance/report/2013-employer-health-benefits/">http://kff.org/private-insurance/report/2013-employer-health-benefits/</a>
<b>October 8</b>	<b>Article Discussion: Health Insurance Coverage</b> In class discussion (see syllabus description)
<b>October 13</b>	<b>Lecture: Comparative International Examples of Health Care Delivery</b> <ul style="list-style-type: none"> <li>• Framework for understanding health care systems</li> <li>• Models of health care delivery in other countries</li> </ul> <p>Small Group Activity – Lever Analysis</p> <p>Thomson S, Osborn R, Squires D, Jun M (2012) International Profiles of Health care Systems, 2012. <i>The Commonwealth Fund</i>, New York NY</p>
<b>October 15</b>	<b>NO CLASS: FLORIDA HOSPITAL ASSOCIATION MEETING</b>
<b>October 20</b>	TBD
<b>October 22</b>	<b>Article Discussion: Comparative International Examples</b>
<b>October 27</b>	<b>Lecture: Primary, Integrated and Ambulatory Care</b> <ul style="list-style-type: none"> <li>• Comparisons between solo and group practices</li> <li>• Ambulatory care, safety net, and community health centers <ul style="list-style-type: none"> <li>▪ Definition of primary care</li> <li>▪ Primary vs. Specialty care</li> <li>▪ Managing chronic care</li> <li>▪ Medical homes and patient-centered care</li> <li>▪ Patient and provider roles</li> </ul> </li> </ul> <p>Vest JR, Bolin JN et al (2010) Medical Homes: Where you Stand on Definitions Depends on Where You Sit <i>Medical Care Research and Review</i> 67(4) 393-411</p> <p>Bodenheimer T, Wagner EH, Grumbach K (2002) Improving Primary Care for Patients with Chronic Illness <i>288:1775-1779</i></p> <p>National Association of Community Health Centers (2011) <i>America's Health Centers</i></p> <p><b>Lecture: Hospital and Acute Care Settings</b></p> <ul style="list-style-type: none"> <li>• History of hospital care in the US</li> <li>• Types of hospitals; organization of hospitals</li> <li>• Trends in hospital care delivery</li> <li>• Accountable Care Organizations</li> </ul> <p>Meyer H (2011) Accountable Care Organization Prototypes: Winners and Losers? <i>Health Affairs</i> 30: 1227-1231.</p> <p>DeVore S and Champion RW (2011) Driving Population Health Through Accountable Care Organizations <i>Health Affairs</i> 30: 41-50.</p>
<b>October 29</b>	<b>Case Study Discussion: The ER that Became the Emergency</b>
<b>November 3</b>	<b>NO CLASS: AMERICAN PUBLIC HEALTH ASSOCIATION MEETING</b>

DATE	TOPIC
November 5	<b>Article Discussion: Primary Care</b> <i>Individual Case Study Write Up Due – The ER that became the Emergency</i>
November 10	<b>NO CLASS: VETERANS DAY</b>
November 12	<b>Article Discussion: Inpatient and Acute Care</b>
November 17	<b>Lecture: Mental Health Care Services</b> Guest Presenter: TBA  <i>LISTEN TO ONLINE LECTURE ON HEALTH CARE QUALITY</i>
November 19	<b>Special Topic Discussion: Quality Improvement in Health Care</b>
November 24	<b>Lecture: Long-Term Care</b> Guest Presenter: TBA
November 26	<b>NO CLASS: THANKSGIVING BREAK</b>
December 1	<b>Lecture: Healthcare workforce</b> <ul style="list-style-type: none"> <li>• Challenges facing the health workforce</li> <li>• Demographic and geographic trends in the health workforce</li> <li>• Nurses, doctors, public health workers</li> </ul> <p>Auerbach DI, Buerhaus PI, Staiger DO (2014) Registered Nurses are Delaying Retirement, A Shift that has Contributed to Recent Growth in the Nurse Workforce <i>Health Affairs</i> 33 (8): 1474-1480.</p> <p>Donelan K, Buerhaus PI, DesRoches C, Burke SP (2010) Health Policy Thoughtleaders' views on Health Workforce in an Era of Health Reform <i>Nursing Outlook</i> 54:175-180.</p> <p>Grover A, Miecko-Najjum LM (2013) Building a A Health Care Workforce for the Future: More Physicians, Professional Reforms, and Technological Advances <i>Health Affairs</i> 32(11):1922-1927</p> <p>LDI Issue Brief <i>Medical Migration to the U.S.: Trends and Impact</i>, April/May 2007.</p> <p>Gebbie K and Turnock KM (2006) The Public Health Workforce, 2006: New Challenges <i>Health Affairs</i> 25: 923-933</p>
December 3	<b>Special Topic Discussion: Cultural Competency in Health Care</b>  <i>LISTEN TO ONLINE LECTURE ON CULTURAL COMPETENCY (under lessons tab)</i>  Betancourt, Green, Carrillo, Park, "Cultural Competence and Health Care Disparities: Key Perspectives and Trends" <i>Health Affairs</i> March/April 2005
December 8	Final Exam



## Course Materials and Technology

Course materials are housed and available on CANVAS e-learning  
 For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

Assignment		Points	Due Dates
Case Study 1	Budget Cuts to a state health department	20	September 17
Case Study 2	Emergency Department Wait times	20	November 6
Article Critique 1	See Article Critique Guidelines	10	One week after presentation to group
Article Critique 2	See Article Critique Guidelines	10	One week after presentation to group
Reaction to Article Critique 1	See Reaction Guidelines	5	One week after critique delivered to group
Reaction to Article Critique 2	See Reaction Guidelines	5	One week after critique delivered to group
Midterm Exam	Material covered from August 25-October 8	15	To be completed by October 15
Final Exam	Material covered from October 14-December 4	15	To be completed by December 10
Participation	Instructor reserves the right to deduct up to 5 points for non-participation in Wednesday discussion groups	-5	

Point system used (i.e., how do course points translate into letter grades).

Points earned	95-100	90-94.9	88-89.9	82-87.9	80-81.9	78-79.9	72-77.9	70-71.9	60-69.9	50-59.9	40-49.9	Less than 40
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter grade to grade point conversions are as follows and are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### WEDNESDAY DISCUSSION DAYS

Wednesdays will be used for small group discussion and synthesis of lecture material. Students will be divided into small groups of 6 prior to the first discussion day, August 27<sup>th</sup>. In each group and depending on the day, students will participate in:

- **Article Discussions.** Two students in a group will select and discuss an article relevant to the topic of the day. Students will select two topics for which they will select an article to present to their group. Students will also submit summary of the article via the assignment tool in Sakai. **In addition, a copy of the article must be uploaded to their group's discussion board the Monday before the Wednesday presentation [look for the add assignment tab]. *Title the upload with your last name and date of presentation*** Remaining members of the group should have read the article prior to the group meeting.

Two additional students will provide a written reaction to the article summary via the assignment tool in Sakai.

On August 27<sup>th</sup>, a sign-up sheet will be distributed to each group. Students will sign-up for the two topics for which they will select an article and present to the group. Students will also sign-up to summarize two article discussions. The summary will be submitted online.

***In summary: students in each group will sign up to present two articles and 2 additional summaries for a total of 4 assignments in this category.***

**More information on the article critiques and reactions are detailed below.**

- **Case Studies:** Discussion on a particular scenario in public health and health care delivery. Students will prepare individual write-ups to be submitted via Sakai. The Wednesday class meeting will provide a forum for discussing the case study. More information will be detailed in the case study assignments.
- **Special Topic Discussion:** Focus on a particular topic as outlined in the syllabus. For several special topics the focus will be on reviewing and critiquing a relevant video/movie. There is no written assignment associated with the special topic discussion.

### ARTICLE REACTION GUIDELINES

Each student will sign up for two article critiques on August 27<sup>th</sup>. For each of these two topics the student will select a pertinent article to read, provide a written summary, and an overview to their group. Articles can come from the peer-reviewed literature (e.g. JAMA) or the popular press (e.g. New York Times, Modern Healthcare).

Your written article critique should include:

- The name of the article, and site the source (*i.e. was it from JAMA, New York Times, or other source, date*)
- A summary of the major elements of the paper (e.g. description of the policy, research project, best practice, public health program etc., that the paper is about)
- Your reaction to the piece (*what interested you? Did anything shock or surprise you? Is there anything you disagree with?; any biases the authors may have?*)
- Discuss how the article is relevant to the topic or lecture (*i.e implications for health policy, health care delivery, or health management*)

Points will be allocated as follows

Appropriate citation using APA or MLA style	<p>2 points: All elements of an appropriate citation are present. See citation cheat sheet.</p> <p>1 point: Key element is missing (e.g. author; website; date of publication etc.). Key elements will vary according the nature of the publication.</p> <p>0 point: more than 1 key element is missing</p>
Summary of the major elements of the paper	<p>3 points: Summary includes a description of the research study, program, problem, or issue under review. Grader has a clear understanding of what the article is about and the author's conclusions. No need for grader to review actual article in order to understand context for reaction that follows.</p> <p>1-2 points: Summary does not discuss key elements of the research study, program, problem, or issue under review. Grader does not understand critique or commentary because limited information on article content is provided.</p> <p><i>2-3 paragraphs</i></p>
Student reaction to the article	<p>3 points: Grader can identify your personal reaction to the piece (e.g. expression of agreement or disagreement; possible bias, limits of data, how it could impact the practice of public health or health administration). Discussion on relevancy of article to material covered in class.</p> <p>1-2 points: Reaction not linked to major themes of the article (see above). Difficult for grader to link reaction to major elements of the paper as described above.</p> <p><i>2-3 paragraphs</i></p>
Grammar and presentation	<p>2 points: The critique is well organized with good transitions. Language is professional and free of jargon or informal statements</p> <p>0-1 point: The paper has clear organizational flaws that are distracting. Significant use of informal language. Tone is not professional. Need to improve the sentence structure, grammar, spelling, punctuation, and/or word choices. There is a pattern of errors in the paper.</p>

Students are encouraged to incorporate outside knowledge and ideas into the critique. A summary of the article is **not** sufficient, but is necessary. This is not an exercise in reading comprehension, but rather an assessment of your ability to think critically about information that is presented to you.

Upload your written critique/summary (maximum 2 pages double or single spaced) via the assignment tool in Sakai. **In addition, upload the article to the discussion board for your group at least two days prior (i.e. Monday) to the day of discussion.**

Students presenting the articles are also responsible for leading the subsequent discussion. Since there will be two presentations about 25 minutes should be devoted to each article.

- Summary of article content (~2 minutes)
- Critique of the article (2-5 minutes)
- Relevance to the lecture/health policy/health care delivery (2-5 minutes)
- Discussion with group (2-5 minutes). THINK OF A QUESTION TO ASK YOUR CLASSMATES

### **RESPONSE TO ARTICLE CRITIQUE GUIDELINES**

Students who are not providing critiques for a particular topic are expected to review articles posted for that Wednesday's article discussion prior to the group meeting. Students will submit a summary and reaction to the group's discussion via the Assignment tool for 2 articles.

Reactions should include a brief outline of the paper, a summary of classmate reaction and discussion points, and a discussion of their own views (e.g. agree or disagree with classmate's discussion, additional questions that need to be asked).

### **POSSIBLE SOURCES FOR ARTICLES**

#### **Foundations and Think Tanks**

The Kaiser Family Foundation

[www.kff.org](http://www.kff.org)

Commonwealth Fund

[www.cmwf.org](http://www.cmwf.org)

The Robert Wood Johnson Foundation

[www.rwjf.org](http://www.rwjf.org)

The Urban Institute

[www.urban.org](http://www.urban.org)

The Heritage Foundation

[www.heritage.org](http://www.heritage.org)

Families USA

[www.familiesusa.org](http://www.familiesusa.org)

Cato Institute

[www.cato.org/health-care](http://www.cato.org/health-care)

Center for Studying Health System Change

[www.hschange.org](http://www.hschange.org)

AcademyHealth

[www.academyhealth.org](http://www.academyhealth.org)

Public Health Foundation

[www.phf.org](http://www.phf.org)

Public Health Research Institute

[www.phri.org](http://www.phri.org)

National Academy for State Health Policy

[www.nashp.org](http://www.nashp.org)

#### **Peer-Reviewed Journals/Newspapers/Trade Magazines**

Health Affairs

JAMA

NEJM

American Journal of Public Health  
 Healthcare Management Review  
 Medical Care  
 Medical Care Research and Review  
 Journal of Health and Social Behavior  
 Journal of Health Care Finance  
 Health Services Research  
 Medical Care  
 Medical Care Research and Review  
 New York Times  
 Wall Street Journal  
 Washington Post  
 Healthcare Executive  
 Hospitals and Health Networks

### **Policy Related to Make up Exams or Other Work**

All assignments should be submitted online through Canvas.

Only in extreme circumstances will the instructor accept late assignments. If you anticipate turning an assignment in late please discuss with the instructor or teaching assistant beforehand.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

[http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic\\_regulations/academic\\_regulations\\_013\\_.htm](http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm)

The expectation is that students will attend class and participate in discussions and in-class learning activities.

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## Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

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## SUPPORT SERVICES

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health *optional in UF Template***

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
- Alachua County Crisis Center:  
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

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