

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: HSA 6114 Introduction to the US Health Care System
Semester: Fall 2016
Delivery Format: On-Campus

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Preferred Course Communications: Email

Class schedule: Monday 1:55 – 3:50 & Wednesday 12:50 – 1:40

Class location: G-301 PHNP

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 team-based learning format. Students will be placed into groups at the beginning of the semester and will be doing group activities throughout the semester with their respective group.

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 Class exercises
<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 discussion	Class exercises
<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 Discussion	Class exercises
<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 organizational development (HEC-1).	Use laws and regulations that protect health and ensure safety	Describe the organization of public health in the United States (Comprehension)	Readings Lecture Group Discussion	Quiz
<i>Perform environmental scans and needs assessment</i> in support of program and organizational	Evaluate effectiveness, accessibility, and quality of personal and population-	Characterize the determinants of health as they contribute to the demand for health care and relate their impact upon the	Case Study Group Lecture Discussions Case 1 and Case 2	Quiz Case 1 and Case 2

MHA Competency	MPH Competency	Course Objective	Activities	Assessment
development (HEC-1).	based health services Develop policies and plans that support individual and community health efforts	health care system (Analysis)		
<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	Quiz Class exercises

COURSE CONTENT

Course Readings and Materials

Readings and other material (such as videos) for each week are indicated in the schedule below. Students are expected to review the material prior to class so that they can fully participate in group discussions. Students should purchase the text listed below on the US Health Care System.

Shi L and Singh DA (2015) Delivering Health Care in America. A Systems Approach 5th Edition Jones and Bartlett Learning, Sudbury MA

You can get a 30% discount by purchasing the book directly from Jones & Bartlett Learning using coupon code: JBL2016

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. Additional readings may be assigned or suggested.

Topical Outline/Course Schedule

DATE	TOPIC & Readings
Monday August 22	Module 1: Introduction and Course Overview An Overview of US Health Care Delivery
Wednesday August 24	Discussion Health Care: U.S. vs Canada https://www.youtube.com/watch?v=iYOf6hXGx6M
Monday August 29	Module 2: Beliefs, Values, and Health
Wednesday August 31	Special Topic Discussion: The Hot Spotters VIEW MOVIE: <i>HOT SPOTTERS (15 MINUTES LONG)</i> Prior to Class http://www.pbs.org/wgbh/pages/frontline/doctor-hotspot/ or/ http://www.youtube.com/watch?v=0DiwTjeF5AU Gawande A 2011 The Hot Spotters <i>The New Yorker</i> January 24, 2011
Monday September 5	NO CLASS: LABOR DAY
Wednesday September 7	Case Study 1 Discussion: State Health Department Budget Cuts Instructor & TA led
Monday September 12	Module 3: The Evolution of Health Services in the United States Articles Discussion 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 http://content.healthaffairs.org/content/21/6/31.full.pdf 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. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446241/pdf/10800417.pdf
Wednesday September 14	Case Study 1 Discussion: State Health Department Budget Cuts (cont'ed) Instructor & TA led
Monday September 19	Module 4: Health Services Professionals – Speaker Greg Hollingshead 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. http://content.healthaffairs.org/content/early/2014/07/10/hlthaff.2014.0128.abstract Donelan K, Buerhaus PI, DesRoches C, Burke SP (2010) Health Policy Thought leaders' views on Health Workforce in an Era of Health Reform <i>Nursing Outlook</i> 54:175-180. Grover A, Miecko-Najjum LM (2013) Building a Health Care Workforce for the Future: More Physicians, Professional Reforms, and Technological Advances <i>Health Affairs</i> 32(11):1922-1927 LDI Issue Brief <i>Medical Migration to the U.S.: Trends and Impact</i> , April/May 2007. Lee T (2014) The value of alleviating patient suffering. Healthcare Financial Management Association View video: Why psychiatrists turn away patients who can't pay cash http://www.pbs.org/video/2365469449/
Wednesday September 21	Articles Discussion: The ACA: The President's view Obama B (2016) United States Health Care Reform Progress to Date and Next Steps. JAMA

DATE	TOPIC & Readings
	316(5):525-532 Orszag PR (2016). US Health Care Reform Cost Containment and Improvement in Quality. JAMA 316 (5):493-495 Butler ST (2016) The Future of the Affordable Care Act. JAMA 316(5):495-497 <u><i>Case Study 1 Write Up Due – State Health Department Budget Cuts</i></u>
Monday September 26	Module 5: Medical Technology
Wednesday September 28	Discussion: Money and Medicine <i>View video:</i> http://www.pbs.org/program/money-medicine/ click on Money and Medicine (watch preview above). Also read “About the Program”
Monday October 3	Module 6: Health Services Financing Cox C, Semanskee A, Claxton G, Levitt L. Explaining Health Care Reform: Risk adjustment, Reinsurance, and Risk Corridors. KFF Issue Brief. Aug 17, 2016 http://kff.org/health-reform/issue-brief/explaining-health-care-reform-risk-adjustment-reinsurance-and-risk-corridors/
Wednesday October 5	Discussion: Health Insurance Coverage
Monday October 10	Module 7: Outpatient and Primary Care Services
Wednesday October 12	Quiz development for midterm
Monday October 17	Midterm
Wednesday October 19	Article Discussion: Primary Care
Monday October 24	Module 8: Inpatient Facilities and Services
Wednesday October 26	Case Study 2: The ER that became the emergency Instructor & TA led
Monday October 31	Module 9: Managed Care and Integrated Organizations Guest Presenter: Ara Jo
Wednesday November 2	
Monday November 7	Module 10: Long-Term Care Lecture: Long-Term Care
Wednesday November 9	<u><i>Case Study Write Up Due – The ER that became the Emergency</i></u>
Monday November 14	Module 11: Health Services for Special Populations View: Poverty and Poor Health http://www.pbs.org/video/2365652541/
Wednesday November 16	Mental Health Care Services Guest Presenter: Marina Cecchini Mechanic D (2012). Seizing Opportunities Under The Affordable Care Act for Transforming The Mental And Behavioral Health System. Health Affairs 31(2):3760382
Monday	Module 12: Cost, Access, and Quality

DATE	TOPIC & Readings
November 21	Swiss cheese exercise Case: http://www.pbs.org/video/2365685871/
Wednesday November 23	NO CLASS: THANKSGIVING BREAK
Monday November 28	Module 13: Health Policy Guest Presenter: R Paul Duncan
Wednesday November 30	Quiz development for final
Monday December 12	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
- (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	10	September 23
Case Study 2	Emergency Department Wait times	10	November 4
Assignments	Weekly group discussion write-ups & In-Class Exercises	30	
Scribe role		3	
Reporter role		2	
Presentation	From a case study	10	
Midterm Exam		15	October 17
Final Exam		20	December 7
Participation	The instructor reserves the right to deduct up to 5 points for lack of active participation in group discussions	-5	

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

Points earned	93-100	90-92	87-89	83-86	80-82	75-79	70-74	65-69	-	-	-	<65
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.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions 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>

Exam Policy

All exams will take place in-class during the scheduled class times as indicated on the syllabus.

WEDNESDAY DISCUSSION DAYS

Wednesdays will be used for group discussion and synthesis of lecture material. Questions on the articles will be provided to guide the discussions. Students are expected to discuss within their respective groups and then report highlights of their discussion with the class.

Each group should determine a reporter and a scribe. The scribe is responsible for writing down the highlights and posting the summary of their discussion on Canvas (either Word or PPT). Scribe and reporter should be changed every week so that everyone gets the opportunity to participate.

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%20regulations/academic%20regulations%20013.htm)

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

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.

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.
