

**University of Florida
College of Public Health & Health Professions
HSA 6152 – Health Policy (Section 6772)
Spring, 2019**

Delivery Format(s): Live On-Campus Lectures and e-Learning through Canvas

INSTRUCTOR

Charles Hobson, MD MHA
Surgical Intensivist
NF/SG VAMC
Email: chobson.ufl.edu (best way to communicate with me)
Cell: 352-514-2854 (not a reliable way to communicate with me)

Office Hours: By appointment only
Campus Mailbox: HPNP 3103

Course Schedule: Tuesdays 6:15pm - 8:10pm, Thursdays 6:15pm – 7:05pm
Classroom: HPNP G210

PREREQUISITES

Students have significant prior knowledge of the US health care and public health systems, and the ability and willingness to interact in class discussion and complete assignments. Except by permission of the Instructor, students must have completed HSA 6114 (Introduction to the US Health Care System) or an equivalent class to be admitted to this course.

COURSE OVERVIEW

Purpose and Intended Outcome

Health policy in the United States is dynamic, controversial and topical. Local, state, regional, and national and international health policies can directly or indirectly impact the activities of delivery systems, payers, providers and patients. Professionals in all areas of health care will find themselves participating in the health policy process, whether they want to or not, and they need to be knowledgeable about both the effects and the processes of health policy.

This course will engage students in thinking critically about both the evolution of U.S. Health Policy and the forces that influence current health policy. Students will develop strategies for conducting policy analyses and participation in the political process.

Lectures, reading, and assignments in this course will define health policy, provide an overview of the state and federal policymaking process, investigate sample approaches and methods for analyzing health policy, and analyze strategies for influencing health policy.

Themes to be explored include the theory of policy, the intersection between policy and politics, comparative health policy, the intersection between policy and business and the unintended consequences of policy making.

Student Learning Outcomes

Upon completion students should be able to:

- Characterize US health policy, and discuss how government intervenes in health.
- Characterize the policymaking process in the United States.
- Identify policy issues that are relevant to an organization's mission or success
- Analyze key policy issues by collecting relevant information from relevant sources, specifying criteria for decisions, and developing logical solutions and recommendations.
- Incorporate quantitative and qualitative evidence in policy analysis including the ability to compile and present relevant data in readily understood formats.
- Prepare and present written and oral health policy analysis.
- Reflect impartially on personal political and social opinions, and how they influence policy analysis and perceptions about health policy.

Instructional Methods

The course includes live lectures, readings, discussions, and student presentations.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing the reading assignments, and 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.

In addition to active engagement in all aspects of the course meetings, in-class assignments and activities, and readings, there are **two projects/assignments:**

1. All students will identify a health policy issue reflecting their individual interests, and prepare a set of brief products referring to that issue. Regardless of topic, the projects must include the following elements.

- A summary description of the policy issue.
- An argument for why it should be subject to policy intervention.
- A proposed policy intervention (e.g. a new law, a regulation, a rule, a cultural change).
- A specific proposal.
- A plan for assessing the impact of the intervention if it were to be enacted.

Each student will be expected to deliver a brief oral presentation in class (February 26, 2019), capturing each of the five required project elements. The presentation may be relatively formal (Powerpoint presentation), or it may be very informal and conversational. But it **MUST** cover all five of the required elements. In addition to presenting the policy issue, each student will lead a class conversation in which feedback is sought and respectfully considered. Students will be allocated up to 15 minutes of class time for the presentation including the discussion.

After the presentation, and incorporating feedback from the discussion, a final version of the policy proposal will be submitted as a term paper due no later than March 14, 2019.

2. Students will be assigned to a team of 2-4 students, depending on the size of the class, that will work together on a health policy project to be determined by the team, and in consultation with the Instructor. The project will be presented in class and turned in as a written product due no later than April 23, 2019. Presentations will occur during the last full week of classes, April 16 or 18. There is no final exam.

Assessment (Grades)

Active engagement in course activities will be assessed by observation and scored in range of 0-20 points. There will be class exercises and/or discussions and debates in nearly every class. Completion of these exercises or participation in these discussions or debates will determine engagement.

The individual project will be assessed by observation of the presentation and review of the written paper, with scoring in a range from 0-20 points for the presentation and 0-20 points for the written product.

The group project will be assessed by a joint review of the written product and the oral presentation (0-30 points) and a summary of the group members' assessments of each other's contributions to the final product (0-10 points).

The sum of each student's scores (with a potential range of 0-100 points) will be translated to a letter grade as follows:

- 93 -100 points: A
- 90 - 92 points: A-
- 86 - 89 points: B+
- 83 - 85 points: B
- 80 - 82 points B-
- 76 - 79 points: C+
- 73 - 75 points: C
- 70 - 72 points: C-
- 65 - 69 points: D+
- 60 - 64 points: D
- Fewer than 60 points: E

Please be aware that a C- is not an acceptable grade for graduate students.

Note: A grade of C may count toward a graduate degree given a sufficient GPA.

Letter grade to grade point conversions are fixed by UF as follows.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33

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>

My teaching philosophy

My role as the instructor is to guide, assist and support students through their own process of acquiring the course subject matter. I believe that learning is and should be left largely in the hands of each individual student.

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

Required Text:

Longest BB. (2016) Health Policymaking in the United States. 6th edition. Health Administration Press: Chicago, Ill.

Other useful texts:

Bardach E. (2016) A Practical Guide for Policy Analysis. The Eightfold Path to More Effective Problem Solving. 5th edition. CQ Press.

Teitelbaum, JB, Wilensky SA, (2019), Essentials of Health Policy and Law. 4th Edition. Jones and Barlett Learning

Shi, L., Singh, DA, (2019) Essentials of the U.S. Health Care System. 5th edition. Jones and Bartlett Learning

Other course material and readings will be provided on Canvas or through handouts.

For technical support for this class, 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 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.

ONLINE FACULTY COURSE EVALUATION PROCESS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at

<https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at

<https://evaluations.ufl.edu/results/>

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 of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

- 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. On line and in person assistance is available. Visit their website for more information:

<http://www.counseling.ufl.edu>

- 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>

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.