

**University of Florida
College of Public Health & Health Professions Syllabus**

Course Number: HSA 7106 (credit hours: 3)
Course Name: Health Care Access & Utilization
Semester: Fall 2019
Class Times: Mondays, 12:50PM-3:50PM
Delivery Format: On-Campus
Course Website available on Canvas

Instructor Name: Santanu K. Datta, PhD, MBA, MS
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Office Hours: By appointment
Preferred Course Communications (e.g., email, office phone): Email

Prerequisites: None

PURPOSE AND OUTCOME

Course Overview

This course explores the effectiveness, efficiency, and equity of the U.S. healthcare system. In order to do so, first various components of the US healthcare system are discussed. Then concepts and methods used in health services research and policy analysis are explored and students are given opportunities to use them to evaluate aspects of the health care system and policies and recommend improvements. A course goal is to stimulate critical thinking of healthcare issues in the United States. This course will help students with the development of their careers in health services research. By the end of the semester, students will complete a well-developed research project that could be further developed for submission for grant funding, dissertation proposal, or a manuscript that can be submitted for publication.

Relation to Program Outcomes

Course Objectives and Goals

Upon completion of the course, students should be able to:

- Understand the variation in the degree to which individuals have access to health care services (usually meaning they have the means and opportunity to obtain health care) and variation in the degree and manner in which that access is realized;
- Understand how to evaluate the contribution of individual and community-based health services to the health of the population and how it can be improved;
- Understand the differences between effectiveness, efficiency, and equity and the study designs and methodologies used to assess each of these when evaluating health programs, interventions, services, and policies;
- Be able to apply health services research conceptual frameworks in developing and evaluating health policy proposals.

Instructional Methods

Lecture in classroom; presentations by students; critical review of papers in the literature in the respective topic areas; research projects; proposal and/o manuscript development

Disclaimer

This syllabus represents my current plans and objectives. As we go through the semester, those plans may change based on the interests and desires of the students to enhance their learning opportunities.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)
1	27-Aug	--Review syllabus --Lecture on Chapter 1 --Assign student presentations regarding the US healthcare system
2	03-Sept	--Review of Chapter 2 --Student presentations and discussion of US healthcare system --Assign and explain Effectiveness literature review (LR) assignment
3	10-Sept	Review of Chapter 3 Student presentations and discussion of readings Work on effectiveness LR assignment
4	17-Sept	Review systematic review and meta-analysis concepts Student presentation and discussion of readings Work on effectiveness LR assignment
5	24-Sept	Exam 1 on Effectiveness Concepts Review Chapter 4 Student presentation and discussion of readings Effectiveness LR assignment due
6	01-Oct	Review Chapter 5 Student presentation and discussion of readings Assign Efficiency literature review assignment
7	08-Oct	Homecoming (no class)
8	15-Oct	Lecture on Decision Analytics and Markov Modeling
9	22-Oct	Use TreeAge to develop a Markov model
10	29-Oct	Exam 2 on Efficiency Concepts Review Chapter 6 Student presentation and discussion of readings Efficiency literature review due Equity literature review assigned
11	05-Nov	Review Chapter 7 Student presentation and discussion of readings
12	12-Nov	Review Chapter 8 Student presentation and discussion of readings
13	19-Nov	Exam 3 on Equity Concepts Student presentation and discussion of readings
14	26-Nov	Thanksgiving holiday; Equity literature review due
15	03-Dec	Submit semester research project

Course Materials and Technology

Required Textbook: Evaluating the Healthcare System - Effectiveness, Efficiency, and Equity, Fourth Edition. Charles E. Begley, PhD, David R. Lairson, PhD, Robert O. Morgan, PhD, Paul J. Rowan, PhD, Rajesh Balkrishnan, PhD, ISBN: 978-1-56793-523-3, ISBN-10: 1567935230. Available for rent or purchase through Amazon.

Readings: Additional readings will be assigned the week prior to their being discussed in class. Generally, two students will be assigned to lead the discussion for each reading; however, all students are expected to

read all of the assigned readings and participate in discussions. Reading materials will be provided either as a pdf on Canvas or an online link where it can be downloaded.

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>

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

ACADEMIC REQUIREMENTS AND GRADING

Grading

1. Seminar Presentations (25%)

Students will prepare and present a paper from the assigned readings and lead the discussion of the research paper assigned to them. The student will need to outline topics from the paper requiring discussion and critique the quality of the research including its strengths and weaknesses, how the research could have been conducted differently, etc. The presentation and discussion of each paper is expected to take approximately 30 minutes.

2. Three Exams (15% each for a total of 45%)

Exams will be administered on the topics of Effectiveness, Efficiency, and Equity. The exams will cover the main principles and concepts that the student should learn and take with them for use in their health services research careers. The exams will mostly be in essay format and take approximately one hour long

3. Semester Project (total 25%; Effectiveness, Efficiency, and Equity literature reviews each 5%; final project 10%)

Each student will pick a disease, clinical, or policy topic to work on during the semester to complete the three term papers and a final project. The term papers could be very difficult to write if a rare disease is picked since the availability of literature is every limited. Therefore, below common diseases are recommended, such as lung cancer, breast cancer, prostate cancer, colorectal cancer, bladder cancer, diabetes mellitus, chronic

obstructive pulmonary disease, depression, obesity, and pain. The clinical and policy topics to consider are smoking cessation, palliative care or end-of-life care, and screening and prevention programs.

Effectiveness review due September, 24th; Efficiency review due October 29th; Equity review due November 26th.

For the final project, each student will need to submit a research proposal or manuscript using the knowledge they acquired in this class and literature reviews they conducted during the semester. Students are expected to complete a full-length research proposal or potentially publishable paper that is an in-depth, critical evaluation of the research questions/specific aims on the disease or clinical topic or health policy issue based on the 3 literature reviews completed during the semester. Students are required to discuss health-related issues taking into account effectiveness, efficiency, equity, and then discuss a policy implication for their final project. It is recommended that students choose any disease from the list provided in the first class. Changing the disease topic being researched during the middle of the semester for the final project is not recommended since considerable load will be added if the final project has a focus on a disease other than the ones for the four term papers.

Elements of Final Project should include the following sections as appropriate:

- i. Title
- ii. Abstract (300 words)
- iii. The Introduction
- iv. Research Questions/Specific Aims
- v. Literature Synthesis or Review
- vi. Theoretical Background
- vii. Significance of your Research Question(s)
- viii. Policy Implications
- ix. Research Methods (study design, sample, data collection, variables)
- x. References

R21-style proposal format is six page limit, 11-point font, with half-inch margins. Publishable manuscript format is approximately 3,000-4,000 words in length, double-spaced, 1" margins, and 11-point font.

The final project is due on December 3rd.

Grading

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

Points earned	95-100	90-94.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

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

The letter grade to grade point conversion table is 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

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Exam Policy

There will be three exams specific to the topics of Effectiveness, Efficiency, and Equity. The format of the exams are open-ended questions where students are asked to provide brief paragraphs discussing the various pertinent aspects of the topic. The exams will be approximately 1 to 1.5 hours in length as needed.

Policy Related to Make up Exams or Other Work

Students are expected to complete all assignments by the due date. 10% penalty for late submission, additional 10% penalty for every 24 hours. If a student cannot take the exam during the regularly scheduled time, he/she should notify the professor as soon as possible and arrange for an alternative makeup time, preferably *before* the regularly scheduled exam.

Policy Related to Required Class Attendance

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:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog

(<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

The course instructor must be given notice before the start time of class via email or Canvas message if at all possible..

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**Expectations Regarding Course Behavior**

Students are expected to:

- Attend all classes
- Complete reading assignments before class
- Participate in class discussions
- Be an active member of your group
- Exhibit professional behavior
- Laptops may be used in class only for taking notes, viewing slides, or accessing course assigned materials
- Cell phones not allowed to use during class time.

Communication Guidelines

Students will be expected to communicate via the Canvas messaging system or email.

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.

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test &

Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the

evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.a.ufl.edu/public-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. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U 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>
- **University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect the diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as

protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Note: This syllabus is subject to revision in the event of extenuating circumstances.