

**University of Florida**  
**College of Public Health & Health Professions**  
**HSA 6152 – Health Policy (3 credit hours)**  
**Spring, 2022**  
Delivery Format(s): On-Campus Lectures

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**Instructor Name: Arch G. Mainous III, PhD**  
**Room Number: In person—G110**  
**Fridays: 9:30 am—12:30 am**  
**Phone Number: 352-273-6073**  
**Email Address: arch.mainous@ufl.edu**  
**Office Hours: by apt**  
**Preferred Course Communications: email**

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### **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.

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### **PURPOSE AND OUTCOME**

#### **Course Overview**

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, readings, and assignments in this course will define health policy, provide an overview of the 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.

## **Relation to Program Outcomes**

The PhD in Public Health and the Masters in Public Health have a goal of preparing students to have a knowledge of public health in the context of a policy initiatives. Understanding the development of initiatives that are policy relevant, their impact and learning how to analyze their impact is consistent with this goal.

## **Course Objectives and Competencies**

***Upon completion students should be able to:***

- Characterize US health policy, and discuss how government and other initiatives intervene in health care delivery.
- 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.

## **Strategy to meet the course objectives**

Assessment of the degree to which course objectives and competencies are achieved will be by means of:

### **Six projects/assignments:**

1. All students will write 5 short policy discussions (2-3 pages) on topics assigned by the professor. These will be spread throughout the semester. The professor will provide an initial article as a starting point and the student will then need to build upon that to discuss potential

policies and implications of those policies. The students will need to independently identify relevant literature and synthesize their thoughts in this short discussion.

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. Presentations will occur during the last full week of classes. 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.

The teams will be expected to deliver a brief oral presentation in class, 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.

**There is no final exam.**

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## DESCRIPTION OF COURSE CONTENT

### **Course Materials**

Readings will be assigned.

Books that are required are:

Thomas Bodenheimer and Kevin Grumbach. Understanding Health Policy: A Clinical Approach. 8th Edition, 2020. McGraw Hill.

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## ACADEMIC REQUIREMENTS AND GRADING

### **Grading**

### **Grading Components**

*Individual Presentations/Written Analysis (50%)*

*Late papers will not be accepted.*

The components of the writing and presentation are scored separately. Each of sections are scored equally. The two grades are averaged for a final grade for the project.

*Group Presentations/Written Analysis (50%)*

*Late papers will not be accepted.*

The components of the writing and presentation are scored separately. Each of sections are scored equally. The two grades are averaged for a final grade for the project. Since it is a team project everyone on the team receives the same score for the project.

Writing:

The literature review is comprehensive and clearly leads the reader to a gap in the literature and the importance of the policy initiative.

The methods for analysis are appropriate to the question.

The discussion appropriately summarizes the project, provides a sophisticated awareness of strengths and limitations to the project, and discusses the implications of the results.

Presentation:

The slides easy to read and the presentation follows the written manuscript.

The presenters can appropriately and knowledgeably answer questions about their project.

*Attendance/Participation (extra points)*

During the course, students are expected to active engage in discussion by asking questions and/or commenting on the topic. Preparation is a key to successful participation.

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

<b>Points earned</b>	<b>93-100</b>	<b>90-92</b>	<b>87-89</b>	<b>83-86</b>	<b>80-82</b>	<b>77-79</b>	<b>73-76</b>	<b>70-72</b>	<b>67-69</b>	<b>63-66</b>	<b>60-62</b>	<b>Below 60</b>
<b>Letter</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

<b>Grade</b>																
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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.

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	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**

Exams will be delivered in the assigned time. Communication of issues is expected at least two weeks prior. There is no final exam in this class.

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

Make up work is at the discretion of the instructor and will only be offered under valid conditions and with advance coordination with the instructor.

**Policy Related to Required Class Attendance**

It is expected that you will attend, prepare for, and participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis and should be addressed as soon as possible.

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

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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***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.

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

Cell phone use is not permitted in class. Some use of tablets or laptops may be appropriate, but is generally discouraged.

### Communication Guidelines

Students will be expected to communicate with the instructor via official ufl email address. In the case of emergency, direct phone contact either via call or text is appropriate.

### 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 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.aa.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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### [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>

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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 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](http://www.multicultural.ufl.edu)