Instructor Name: Allyson Hall, PhD  
Room Number: HPNP 4137  
Email Address: Emailing through Canvas  
Office Hours: By Appointment via phone or Skype  

Teaching Assistants: Shenae Samuels, MPH  shenae@ufl.edu  

Prerequisites  
None  

PURPOSE AND OUTCOME  

Course Overview  
This three credit course provides an overview of the evolving structure of the US public health and health care delivery systems. As an introductory course students will be exposed to the facts, key issues, and vocabulary of health and health care in the US. Throughout the course students will engage in group dialogue and critique through article reviews, case study analysis, and special topic exploration.  

Relation to Program Outcomes  

Course Objectives and/or Goals  
At the conclusion of the course students are expected to be able to describe:  
- The core functions of public health  
- The historical roots of public health  
- The organization of public health in the United States, including infrastructure, financing, program planning, and evaluation  
- The dynamics of the health care system and the interaction of providers (hospitals, physicians, etc), patients, and sources of health care financing (Medicaid, private health insurance etc)  
- The historical development of the health care system  
- The determinants of health and how these determinates are related to the distribution of disease in populations (demand for health care)  
- The financing and delivery of health care services  
- The role of government in the delivery of health care services  
- How the US health care system compares to systems in other developed nations  
- Current health policy and management issues, and options related to the delivery, financing, quality, and access of health care services  

Instructional Methods  
1) Lectures: are for general orientation. Students are responsible for all the material presented in the course and assigned readings.  
2) Readings and Resources. In addition to the required text, supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course.  
3) Assessments: A variety of assessments will be used in this course, including quizzes, article critiques and case studies  

What is expected of you?
You are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Readings</th>
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<td>Week</td>
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| 3    | 05/25 – 5/31 | **Public Health Infrastructure: Financing and Organization**  
Organization of public health services  
Financing public health services  
The Affordable Care Act and Public Health Quality Improvements in Public Health  
**CASE STUDY: STATE HEALTH DEPARTMENT BUDGET CUTS**  
| 4    | 06/01 – 06/07 | **The Policy Process in Health and Health Care**  
The policy making process  
Government as provider, purchaser, and payer  
Regulatory activities  
State vs. Federal Responsibilities for health  
| 5    | 06/08 – 06/14 | **Historical Context and Future Trends of the US Health System**  
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?  
Health care financing, costs and spending  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Economic and non-economic barriers to care</td>
<td>Rothman DJ A Century of Failure: Health Care Reform in America In Conrad P editor The Sociology of Health and Illness, 7th edition  pages 292-300</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Role of health insurance and how it functions</td>
<td>Kaiser Family Foundation, Uninsured and Untreated: A Look at Uninsured Adults Who Received No Medical Care for Two Years, July 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Why does the US not have national health care—even after the Affordable Care Act</td>
<td>The Henry J. Kaiser Family Foundation (2012) Health Coverage of Children: The Role of Medicaid and CHIP</td>
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<tr>
<td></td>
<td></td>
<td>• Recent Reform Legislation</td>
<td>The Henry J. Kaiser Family Foundation (2010) Medicare: A Primer</td>
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<td></td>
<td></td>
<td>• Principles of health insurance</td>
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<td></td>
<td></td>
<td>• History of managed care</td>
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<td>• Organizational structures in managed care</td>
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<td>• Reimbursement mechanisms under managed care</td>
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<td>• Implementation of Health Reform</td>
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<td>7</td>
<td>06/22 – 06/25</td>
<td>SUMMER BREAK</td>
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<td>06/26 – 06/30</td>
<td>Midterm via ProctorU</td>
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<td>Health care delivery in other countries</td>
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<td>Framework for understanding health care systems</td>
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<td>Models of health care delivery in other countries</td>
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<td>Week</td>
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<td>9</td>
<td>07/06 – 07/12</td>
<td><strong>Primary, Integrated, and Ambulatory Care</strong></td>
<td>Vest JR, Bolin JN et al (2010) Medical Homes: Where you Stand on Definitions Depends on Where You Sit Medical Care Research and Review 67(4) 393-411</td>
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<tr>
<td></td>
<td></td>
<td>• Comparisons between solo and group practices</td>
<td></td>
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<td></td>
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<td>• Ambulatory care, safety net, and community health centers</td>
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<td></td>
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<td>• Definition of primary care</td>
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<td>• Primary vs. Specialty care</td>
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<td>• Managing chronic care</td>
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<td></td>
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<td>• Medical homes and patient-centered care</td>
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<td>• Patient and provider roles</td>
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<td></td>
<td></td>
<td><strong>Readings</strong></td>
<td>Bodenheimer T, Wagner EH, Grumback K (2002) Improving Primary Care for Patients with Chronic Illness  288:1775-1779</td>
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<td></td>
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<td></td>
<td>National Association of Community Health Centers (2011) America’s Health Centers</td>
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<td></td>
<td><strong>CASE STUDY:</strong> EMERGENCY DEPARTMENT REPEAT ADMISSIONS</td>
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<tr>
<td></td>
<td></td>
<td>• Types of hospitals; organization of hospitals</td>
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<td></td>
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<td>• Trends in hospital care delivery</td>
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<td>• Accountable Care Organizations</td>
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<td><strong>CASE STUDY:</strong> EMERGENCY DEPARTMENT REPEAT ADMISSIONS</td>
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<td>Optional online live discussion July 18 10 am ET</td>
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<td></td>
<td><strong>Health care workforce</strong></td>
<td>LDI Issue Brief Medical Migration to the U.S.: Trends and Impact, April/May 2007.</td>
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<tr>
<td></td>
<td></td>
<td>• Nurses, doctors, public health workers</td>
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<td></td>
<td><strong>CASE STUDY:</strong> EMERGENCY DEPARTMENT REPEAT ADMISSIONS.WRITE UP DUE JULY 21</td>
<td></td>
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<tr>
<td>Week</td>
<td>Date(s)</td>
<td>Topic(s)</td>
<td>Readings</td>
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</tbody>
</table>
| 12   | 07/27 – 08/02| Quality of Care, Quality Improvement, Performance Standards in Public Health and Health Care  
• Definitions of health care quality  
• Institute of Medicine reports on health care quality  
• Quality improvement  
• Health Information Technology  
Cultural Competency  
• Definition of cultural competency  
• Need for culturally competent care  
• Examples of best practices and programs in the public and private sectors  
• Movie: Worlds-Apart: Thinking about Cross-Cultural Health Care  
Betancourt, Green, Carrillo, Park, “Cultural Competence and Health Care Disparities: Key Perspectives and Trends” Health Affairs March/April 2005 |
| 13   | 08/03 – 08/06| Final Midterm Exam via ProctorU                                           |                                                                                                   |

This syllabus includes the tools that posted in the course site that are referenced in this document. All attempts will be made to adhere to the posted schedule within this syllabus, but the instructor reserves the right to make adjustments and changes as needed throughout the semester.

**Course Materials and Technology**

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


Readings will be posted in the course website under the Modules 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**

**Webcam and microphone:** All online public health courses require students to have a working webcam and headset microphone for online courses. In this course you will need to have a working webcam and headset microphone for the proctored exams and to participate in the lectures. Note: the headset microphone is very important for participation in the live lectures, but a webcam microphone is acceptable for the exams.

**********

**GETTING STARTED**

To start this course you MUST complete the Getting Started Module and take the Syllabus Quiz. You MUST earn a 100% score on this quiz in order for the course materials to open in the course site. If you do not receive a 100% score, please review the feedback on your quiz attempt and retake as soon as possible. This is an important element to insure that all students are aware of the curriculum requirements for this course. If
you have ANY difficulty with this quiz, please send an email using the “Inbox” tool in canvas and choosing “all teachers”.

After successful completion of the syllabus quiz, the other modules will open in the module tool of the course site.

**ARTICLE CRITIQUE GUIDELINES:**

Each student will sign up for two lectures, via Groups in Canvas, that they are interested in. For each of these two lectures the student will select a pertinent article to read and analyze. Articles can come from the peer-reviewed literature (e.g JAMA) or the popular press (e.g New York Times, Modern Healthcare).

The Article Critique requirement will be fulfilled via Blogging, and uploading to Canvas a copy of the source article used as the basis for your critique as a URL link or a pdf file.

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, what was the 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)

Full points will be given if all 4 elements to the critique are included in the write-up.

Students are encouraged to incorporate outside knowledge and ideas into the critique. A summary of the article is not sufficient. 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 Modules tool in Canvas.

**Discussion:**

In the Modules, there will be links to the discussions for those who have signed up for that week’s Article Critique assignment, to post and discuss. Open a new thread in the appropriate weekly discussion board and name the post “YourName-Brief Topic Title” (of course filing in the appropriate information). The post should include the following in the body of the post:

- the title and reference for the article
- a PDF or URL link to the article
- one or 2 lines about the article
- the pdf of your article critique
All posters for that week will view the other posters for the week and write commentaries on 2 other student’s postings.

The Discussion comment posts should include comments such as:

- Did you think the critique was relevant to the topic or lecture
- What was our reaction to the article and their commentary (what interested you? Did anything your colleague mentioned shock or surprise you? Is there anything you disagree with?)
- If you read the article sourced in the critique was there anything you felt could also be worth highlighting and discussing

**Article Critique posts are due by Thursday, 11:55PM of the weekly topic and comments by fellow posters will have one (1) week – until the following Wednesday - to view their group’s posts and make comments.**

**COURSE LECTURES**

Discussions on the two care studies will occur on May 30 and July 18 at 10 am ET. A discussion guide will be distributed beforehand.

In the course site there is information on the “Live Lectures”. In this tool students will find:
- A tutorial guide to using Adobe Connect
- A link to test your system for compatibility in Adobe Connect (this is MANDATORY if you wish to participate)
- Equipment required
- A link for the live sessions

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 REQUIREMENTS AND GRADING**

**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Topic</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study 1</td>
<td>Budget Cuts to a state health department</td>
<td>20</td>
<td>June 2 via the Modules Optional Live Discussion Session on May 30 10 am ET</td>
</tr>
<tr>
<td>Case Study 2</td>
<td>Emergency Department Wait times</td>
<td>20</td>
<td>July 21 via the Modules Optional Live Discussion Session on July 18 10 am ET</td>
</tr>
<tr>
<td>Article Critique 1</td>
<td>Additional Details under the getting started and in the Assignments posted in each module. Be prepared to respond to your fellow classmates</td>
<td>15</td>
<td>Due date based on lecture selection – by midnight Thursday of the lecture week Assignment and Discussion via the</td>
</tr>
</tbody>
</table>
posts on the discussion board for your posting.

| Modules       |
|---------------|----------------|
| Article Critique 2 | Same directions as Article Critique 1 |
| Midterm Exam  | Material covered from first lecture to June 25, Multiple Choice Exam conducted via ProctorU – see “Taking Exams” in Modules |
| Final Midterm Exam | Material covered from June 30 to final lecture, Multiple Choice Exam conducted via ProctorU – see “Taking Exams” in Modules |

All assignments should be submitted through e-Learning in Canvas and will be automatically be submitted to Turnitin in order to detect possible plagiarism and lack of originality. You may wish to submit your assignments early so that you may check on your Turnitin report prior to the due date. See Academic Integrity in the Getting Started Module.

Students will receive an email notice when an assignment is submitted in Canvas and Turnitin. If you do not receive such an email within an hour, you should resubmit your assignment. It is a student's responsibility to submit your assignment attachments correctly within Canvas. Be sure not only that you HAVE actually made an attachment, but that you have made the CORRECT attachment. Please check on your submission after submitting as not submitting it correctly could count as submitting it late if this is corrected after the due date. The assignment will allow 2 submissions to make any corrections you wish to make before the due date.

Please refer to the Modules in Canvas for all course assignments guidelines and due dates.

Grading

Point system used

<table>
<thead>
<tr>
<th>Points earned</th>
<th>95-100</th>
<th>90-94.9</th>
<th>85-89.9</th>
<th>82-84.9</th>
<th>80-81.9</th>
<th>75-79.9</th>
<th>72-74.9</th>
<th>70-71.9</th>
<th>65-69.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
<th>WF</th>
<th>I</th>
<th>NG</th>
<th>S-U</th>
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<tr>
<td>Grade Points</td>
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<td>3.33</td>
<td>3.0</td>
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<td>2.33</td>
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<td>1.67</td>
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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
The midterm and final midterm exam will be conducted online in the Canvas course site, but will be proctored by an online proctoring service, ProctorU. All students must make an exam appointment with ProctorU in order to take an exam. Students in this course must use a working webcam and microphone during the exams, must take exams in a private room with no one else in the room, no phones or TVs or other electronic devices may be on during the exam, must have some administrative rights for the computer using during the exam, and should use a wired connection during exams versus a wireless connection. Please see a complete list of guidelines for exams in the “Taking Exams” tool in the course site.

Policy Related to Make up Exams or Other Work
Late submissions will receive the following penalties for late submissions:

- Article Critique assignments: Responses on the discussion board = 2-points off
- Case Study Assignments = 4-points off

Note: this is for late submissions within a reasonable period of time – not long after the due dates.

Please note: 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 me within 24 hours of the technical difficulty if you wish to request a make-up.

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Communication Guidelines

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](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/](https://evaluations.ufl.edu/results/).

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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](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](http://www.counseling.ufl.edu). On line and in person assistance is available.
- You Matter We Care website: [http://www.umatter.ufl.edu/](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/](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](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.

**Some Sources for Additional Information and Review 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 [http://www.heritage.org](http://www.heritage.org) (click on the health link)
Families USA  
www.familiesusa.org

Cato Institute  
http://www.cato.org/health-care

Center for Studying Health System Change  
http://www.hschange.org

AcademyHealth  
http://www.academyhealth.org

Public Health Foundation  
www.phf.org

Public Health Research Institute  
www.phri.org

National Academy for State Health Policy

**Peer-Reviewed Journals**

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

Health Services Research

**Newspapers and Trade Magazines**

New York Times

Wall Street Journal

Washington Post

Healthcare Executive

Hospitals and Health Networks