HSA 6114 – INTRODUCTION TO THE U.S. HEALTH SYSTEM
COURSE SYLLABUS
Summer C 2014

INSTRUCTOR: Allyson Hall, PhD
Room: HPNP 4137
Email: hallag@phhp.ufl.edu (best way to contact instructor. Emailing through Sakai can result in a delayed response)

CO-INSTRUCTOR: Mirna Amaya, MPH
Graduate Teaching Assistant
Email: mirnaaa@ufl.edu

CLASS MEETINGS: online via Sakai at http:Lss.at.ufl.edu

OFFICE HOURS: By Appointment via phone or Skype

COURSE DESCRIPTION
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.

COURSE OBJECTIVES
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
COURSE READINGS AND MATERIALS

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


Readings will be posted in the course website under the Weekly Lessons 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

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 open the “Exams” tool in the course 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 in the course to “All instructors” as soon as possible (be sure to check the “send to outside email…” box in order to receive feedback in a timely manner)

After successful completion of the syllabus quiz, the “Weekly Lessons” tool will open in the left tool bar of the course site. Please click on this tool and start with “Week 1”. Here you will find the course materials that will take you through to the last week of the course.

COURSE LECTURES
Several lectures will be delivered live on Tuesdays at 5 pm ET. These are Introduction (5/13); International Comparative Examples (7/1); Long-Term Care and Mental Health Care (7/22); and Quality and the course wrap up (7/29). In addition, students are strongly encouraged to participate in the online group discussion on each of the two case studies (May 31 and July 19 both at 10am ET). Students who wish to participate in this live session will be able to connect live to this lecture. The instructor will allow students to ask questions at points in the lecture and all questions and responses will be audible to all participants. Those who cannot participate live, the lectures will be posted in the Sakai course site on Wednesday in the appropriate week in the Weekly Lessons tool.
In the course site there is a tool entitled “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
GRADE DISTRIBUTION
I will use the following distribution in assigning letter grades. I tend not to change this distribution nor give the extra .10 of a point to move a grade into the next category. Please note an A represents exemplary performance and will be earned by a relatively small percentage of students.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94.9</td>
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<tr>
<td>B+</td>
<td>85-89.9</td>
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<td>B</td>
<td>82-84.9</td>
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<td>B-</td>
<td>80-81.9</td>
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<td>C+</td>
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<td>C-</td>
<td>70-71.9</td>
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<td>D</td>
<td>65-69.9</td>
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Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation to the student. The student should then provide this documentation to me as early in the semester as possible.

STATEMENT OF UNIVERSITY’S HONESTY POLICY
(CHEATING AND USE OF COPYRIGHTED MATERIALS)

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Graduate Student Handbook for details). Cheating or plagiarism in any form is unacceptable and inexcusable behavior.

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.
## CLASS ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Topic</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Case Study 1</td>
<td>Budget Cuts to a state health</td>
<td>20</td>
<td>June 3 via the Assignment tool Optional Live Discussion Session on May 31 10 am ET</td>
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<tr>
<td></td>
<td>department</td>
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<tr>
<td>Case Study 2</td>
<td>Emergency Department Wait times</td>
<td>20</td>
<td>July 22 via the Assignment tool Optional Live Discussion Session on July 19 10 am ET</td>
</tr>
<tr>
<td>Article Critique</td>
<td>Additional Details under the Article Critique in the Assignment tool in the course site Be prepared to respond to your fellow classmates posts on the discussion board for your posting August 4 to 15 Due date based on lecture selection – by midnight Thursday of the lecture week Via Assignment tool</td>
<td></td>
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</tr>
<tr>
<td>Article Critique</td>
<td>Same directions as Article Critique 1 15 Due date based on lecture selection – by midnight Thursday of the lecture week</td>
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<tr>
<td>Midterm Exam</td>
<td>Material covered from first lecture to June 17 Multiple Choice Exam conducted via ProctorU – see “Taking Exams” in course site 15 June 27 to June 30</td>
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<tr>
<td>Final Exam</td>
<td>Material covered from June 30 to last lecture Multiple choice Exam conducted via ProctorU – see “Taking Exams” in course site 15 August 4-August 7</td>
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All assignments should be submitted online through the Sakai system and will be automatically 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 “What is plagiarism” in the course site.

Students will receive an email notice when an assignment is submitted in Sakai 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 Sakai. 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 Assignment tool in Sakai for all course assignments guidelines and due dates.
**LATE POLICY**

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.

**ARTICLE CRITIQUE GUIDELINES:**

Each student will sign up for two lectures, via the Sign-up tool in the course site, 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 Sakai 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 assignment tool in Sakai.

**Discussion:**

The Discussion tool in the course site will have several categories. In the “Weekly” discussion area students who have signed up for that week’s Article Critique assignment, will 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.

EXAMS

The midterm and final exam will be conducted online in the Sakai 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.

Some Sources for Additional Information and Review Articles

**Foundations and Think Tanks**

The Kaiser Family Foundation  
www.kff.org

Commonwealth Fund  
www.cmwf.org

The Robert Wood Johnson Foundation  
www.rwjf.org

The Urban Institute  
www.urban.org

The Heritage Foundation  
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

Public Health Research Institute

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

**Newspapers and Trade Magazines**

Journal of Health and Social Behavior

Health Services Research

New York Times

Wall Street Journal

Washington Post

Healthcare Executive

Hospitals and Health Networks
COURSE OUTLINE

May 12

Course Overview

Health of Individuals and Populations

- Discussion of course readings and requirements
- Issue of rationing and scarce resources in medical care
- Definitions of health and illness
- Measuring health
- Social determinants of health and disease


Gawande A 2011 The Hot Spotters The New Yorker January 24, 2011


Singer P Why We Must Ration Health Care The New York Times July 19, 2009


May 19

Introduction to Public Health

- Theoretical underpinnings of public health
- History of Public Health
- Core public health areas
- Public health achievements
- Health Promotion and prevention


May 26

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
Optional online live discussion on May 31, 10 EST

June 2

The Policy Process and Legislative Relationships in Health and Health Care

- The policy making process
- Government as provider, purchaser, and payer
- Regulatory activities
- State vs. Federal Responsibilities for health


CASE STUDY:
STATE HEALTH DEPARTMENT BUDGET CUTS-WRITE UP DUE JUNE 3

June 9

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
- Trends in US health and health care


June 16

Concepts in Health Care Access and Utilization

- Economic and non-economic barriers to care
- Relationship between access and health status and health outcomes
- Role of health insurance and how it functions
- Why does the US not have national health care—even after the Affordable Care Act
- Recent Reform Legislation


Kaiser Family Foundation, Uninsured and Untreated: A Look at Uninsured Adults Who Received No Medical Care for Two Years, July 2010
Structure of Health Insurance in the United States

- Types of Insurance: Medicaid, Medicare, employer-based, small group market
- Principles of health insurance
- History of managed care
- Organizational structures in managed care
- Reimbursement mechanisms under managed care
- Implementation of Health Reform


June 23
No Class: Summer Break

June 27 to June 30 via ProctorU Midterm

June 30
Comparative International Examples of Health Care Delivery (Live 7/1)

- Health care delivery in other countries
- Framework for understanding health care systems
- Models of health care delivery in other countries

July 7
Primary, Integrated, and Ambulatory Care

- Comparisons between solo and group practices
- Ambulatory care, safety net, and community health centers
- Definition of primary care
- Primary vs. Specialty care
- Managing chronic care
• Medical homes and patient-centered care
• Patient and provider roles

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

Bodenheimer T, Wagner EH, Grumback K (2002) Improving Primary Care for Patients with Chronic Illness 288:1775-1779

National Association of Community Health Centers (2011) America’s Health Centers

July 14

Hospitals and acute care settings

• History of hospital care in the US
• Types of hospitals; organization of hospitals
• Trends in hospital care delivery
• Accountable Care Organizations


CASE STUDY:

EMERGENCY DEPARTMENT REPEAT ADMISSIONS
Optional online live discussion July 19 10 am ET

July 21
Mental health services, long-term care

READINGS TBA

Health care workforce

• Challenges facing the health workforce
• Demographic and geographic trends in the health workforce
• Nurses, doctors, public health workers


CASE STUDY: EMERGENCY DEPARTMENT REPEAT ADMISSIONS. WRITE UP DUE JULY 22

July 28 Live Lecture (7/29)

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

WRAP UP Live lecture (7/29)
- Course summary


August 4 - 7 via ProctorU Final Exam

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.