HEALTH SERVICES ADMINISTRATION
Syllabus (CPH 562)
Fall 2014

Time: Mondays 4:00 - 5:15 p.m.
Wednesdays 4:00 - 5:15 p.m.

Location: Roy P. Drachman Hall, Room A-326 - except for four class periods see schedule

Instructor:

Howard J. Eng, M.S., Dr.P.H.
Assistant Professor of Public Health and Pharmacy Practice and Sciences
Center for Rural Health
Phone number: 626-5840
E-mail address: hjeng@email.arizona.edu
Room number: A241
Office hours: Mondays and Wednesday, 1:00 – 1:50 p.m. and after class until 6:00 p.m. Also available by appointment.

D2L Course Website: http://d2l.arizona.edu.

Course Description:

This course provides a foundation in Health Services Administration. The course introduces the student to the structure and functions of the U.S. Health Care System. The health care system in the community and its environment are examined to determine how they impact Health Services Administration. Topics to be covered include: overview of the U.S. Health Care System (private and public sectors), interface between Public Health and U.S. Health Care System, various health care delivery structures, health care workforce, health care resources, types of health services, financing of health services and health care coverage, meeting the health care needs of special populations, and critical issues in health services. The student will conduct a community health system analysis.

Course Prerequisites:

Enrolled in the MPH program or by special permission from the instructor.

Course Learning Objectives:

At the completion of the course, the student will be able to:

1. Define community, health, and health services administration.
2. Describe the historical development of the U.S. Health Care System.
3. Identify the major components of the U.S. Health Care System and discuss the
way they interrelate to each other.


5. Describe how socioeconomic, political, community health, and geographical location (i.e., rural) can affect the health care system.


7. Assess the health status at the national, state, county, and community levels using appropriate health indicators and data sources.

8. Examine the organization and systems framework of health services in the United States.

9. Explore cultural/geographical competencies and cultural/geographical relevant approaches in the delivery of health services to communities as related to African American, Asian American, Hispanic/Latino, and Native American Indian populations and to communities located in rural, tribal, and border areas.

10. Analyze problems and current issues related to health and health care in the United States, Arizona, and rural areas and derive potential solutions.

11. Describe and use methods to analyze the health care system in a community.

**Master of Public Health (MPH) Core Competencies:**

These are the MPH core competencies that are addressed in the course:

**Analytical Skills:** Defines a problem; determine appropriate uses and limitation of data; selects and defines variables relevant to defined public health problems; evaluates the integrity and comparability of data and identifies gaps in data sources; and makes relevant inferences from data.

**Communication Skills:** Communicates effectively both in writing and orally; interpreting and presenting accurately and effectively demographic, statistical, and scientific information for professional and lay audiences adapting and translating public health concepts to individuals and communities; and leading and participating in groups to address specific issues, including ability to work in teams, span organizational boundaries, and cross systems.

**Policy Development/Program Planning Skills:** Assess and interpret information to develop relevant policy options; deciding on the appropriate course of action and writing clear and concise policy statement and implementation plan; and developing mechanisms to monitor and evaluate programs for their effectiveness and quality.
**Cultural Skills:** Interacting competently, respectively, and professionally with persons with diverse backgrounds; identifying and examining the role of cultural, social, ethic, religious, spiritual, and behavioral factors in determining disease prevention health promoting behavior, and health service organizational and delivery; and developing and adapting approaches to public health problems that take into account cultural differences.

**Basic Public Health Science Skills:** Defining, assessing, and understanding the health status of population, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services; and applying the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, prevention of chronic and infectious diseases and injuries.

**Financial Planning and Management Skills:** Developing strategies for determining priorities; monitoring program; and conduct cost-effectiveness, cost benefit, and cost utility analyses.

**Public Health Policy and Management (PHPM) Competencies:**

These are the PHPM competencies that are addressed in the course:

- **D1.** Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.

- **D3.** Explain methods of ensuring community health safety and preparedness.

- **D7.** Apply quality and performance improvement concepts to address organizational performance issues.

- **D8.** Apply "systems thinking" for resolving organizational problems.

- **D10.** Demonstrate leadership skills for building partnerships.

**Course Textbooks:**

The required textbooks used in the class are:


These may be purchased at the Arizona Health Sciences Center bookstore.
**Course Requirements:**

All assignments must be turned in on the due date. Extensions will not be granted except in case of an emergency. Late assignments will be assessed one letter grade penalty for each day of tardiness. Assignment details will be outlined in the class as the course unfolds. All assignments must be typewritten or word processed.

a. **Examinations:** There will be two examinations in the course. These exams will cover both lecture and assigned readings materials. They will consist of mostly short case scenarios, essay, and short-answer questions. (450 pts)

b. **Written Assignments:**
   - **Nogales Health System Analysis Written Assignment:** Student teams will conduct a community health system analysis of Nogales, Arizona (150 pts). This case study will provide students the opportunity to gain some experience in conducting a community health system analysis before conducting a health system analysis of their rural communities. Ten percent of the grade will be determined by peer team evaluation of student’s participation in the assignment.
   - **Community Health System Analysis Assignment:** Students are expected to demonstrate that they have mastered the materials presented in class by conducting a rural community health system analysis (300 pts). Ten percent of the grade will be determined by peer team evaluation of student’s participation on the report team, and another 10 percent will be determined by class evaluation of report presentation.

c. **Team Assignments:**

There are three team assignments. The student will be assigned to three different teams during the semester. Grades will be given after the completion of each team assignment. It is expected that each group member will actively participate in the team assignment. Each member of the team will be peer evaluated.

1. **Health Subsystem Assignment:** the student will be assigned to one of five health subsystems. Each team member will have an opportunity to lead one of the group discussion assignments: (a) Cycle Life Health and Health Service Needs Impact on Subsystems, (b) Subsystem Descriptions and Impact of Patient Protection and Affordable Care Act on Subsystems, (c) Health Provider Distribution Impact on Subsystems, and (d) Workforce Trends and Distribution on Subsystems.

2. **Nogales Health System Analysis Assignment**

3. **Community Health System Analysis Assignment**
d. Presentations: There are four class presentation assignments.

1. Health Subsystem Assignments
2. Nogales, Arizona Health Systems Analysis
3. Community Profile and Health Care Resources
4. Community Health System Analysis

**Grading and Student Evaluation:**

Grades will be assigned based on the following four criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>Examinations</td>
<td>45%</td>
<td>450 pts</td>
</tr>
<tr>
<td>Nogales Health System Analysis Report</td>
<td>15%</td>
<td>150 pts</td>
</tr>
<tr>
<td>Community Health System Analysis Report</td>
<td>30%</td>
<td>300 pts</td>
</tr>
<tr>
<td>Professionalism / Class Participation</td>
<td>10%</td>
<td>100 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1,000 pts</strong></td>
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Grades will be assigned A-E, corresponding to the following percentage scale:

- A = 100 – 90
- B = 89 – 80
- C = 79 – 70
- D = 69 – 60
- E = 59 or less

There is no final examination.

**Class Attendance and Participation:**

Students are expected to attend class and to take an active role in the class discussions. Readings will be assigned for each class, and these readings must be completed before each class meeting. Periodic peer evaluations will be conducted to determine the level of student participation. The student may have two unexcused absences (e.g., work-related class absences are considered unexcused) during the semester. For each additional missed class, five points will be taken off from a total of 100 points (Professionalism / Class Participation).

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the University of Arizona Dean of Students or Dean’s designee will be honored.
**Class Schedule (Topics and Assignments):**

Readings have been assigned for each class. These readings must be completed before each class meeting in preparation for class discussion. Assigned and suggested readings are located at the class D2L website and Internet websites. Instructor’s Power Point presentations will be posted on the class D2L website before the lecture and you can bring them to class for note taking.

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>August</td>
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<td></td>
<td><strong>Introduction and Background</strong></td>
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<tr>
<td>25 MON</td>
<td><strong>Introduction and Course Overview</strong>  &lt;br&gt;Definition of Community, Health, and Health Services Administration  &lt;br&gt;(Dr. Howard J. Eng)</td>
</tr>
<tr>
<td>27 WED</td>
<td><strong>Definition of Community, Health, and Health Services Administration</strong>  &lt;br&gt;Determinants of Health and Illness  &lt;br&gt;(Dr. Howard J. Eng)</td>
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<td><strong>Labor Day – No Class</strong></td>
</tr>
<tr>
<td>03 WED</td>
<td><strong>Overview of the U.S. Health Care System (Private and Public Sectors)</strong>  &lt;br&gt;Life Cycle Use of Health Services®  &lt;br&gt;(Dr. Howard J. Eng)</td>
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<tr>
<td>08 MON</td>
<td><strong>Patient Protection and Affordable Care Act 2010</strong>  &lt;br&gt;(Dr. Howard J. Eng)</td>
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<td>10 WED</td>
<td><strong>Patient Protection and Affordable Care Act 2010 (Cont’d.)</strong>  &lt;br&gt;Interface between Public Health and U.S. Health Care System  &lt;br&gt;(Dr. Howard J. Eng)</td>
</tr>
<tr>
<td>15 MON</td>
<td><strong>Interface between Public Health and U.S. Health Care System (Cont’d.)</strong>  &lt;br&gt;(Dr. Howard J. Eng)  &lt;br&gt;(Tucson – A116)</td>
</tr>
<tr>
<td>17 WED</td>
<td><strong>Organization and Systems Framework of Health Services in United States</strong>  &lt;br&gt;Subsystem Description Presentations®  &lt;br&gt;PPACA Effects on Subsystem®  &lt;br&gt;(Dr. Howard J. Eng)</td>
</tr>
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<td>22 MON</td>
<td><strong>Types and Providers of Health Services (Part I)</strong>  &lt;br&gt;(Physician, Hospitals, Emergency Medical Services, Long Term Care)</td>
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</table>
24 WED  Types and Providers of Health Services (Part II)  
(Mental Health, and Public Health Services)  
Subsystem Provider Distribution Assessment and Solutions®  
(Dr. Howard J. Eng)

29 MON  Health Technology Resources  
(Dr. Howard J. Eng)

October

01 WED  Health Services Workforce  
Subsystem Workforce Distribution Assessment and Solutions®  
(Dr. Howard J. Eng)

06 MON  Financing of Health Services and Health Care Coverage  
(Dr. Howard J. Eng)

08 WED  Examination #1 (Tucson – A116)

Community Health System Analysis

13 MON  Community Health System Analysis:  Overview and Community Profile  
(Dr. Howard J. Eng)

15 WED  Community Health System Analysis: Services, Resources, Assets, Service Needs, Leadership and Readiness  
(Dr. Howard J. Eng)

20 MON  Use of Data in Community Health System Analysis  (Tucson – A116)  
(Dr. Howard J. Eng)

Critical Issues in Health Services

22 WED  Health Services Delivery Models  
Health Literacy and Health Marketing  
(Dr. Howard J. Eng)

27 MON  Student Team Nogales Health System Analysis®  
Community Consensus Building Exercise

29 WED  Student Team Community Profile / Health Care Resources Presentations®  
Access to Health Services  
Facility Economic Feasibility Analysis  
(Dr. Howard J. Eng)
November

03  MON  Student Team Community Profile / Health Care Resources Presentations®
      Assessing and Improving Quality of Care
      (Dr. Howard J. Eng)

      Special Population Health Services Needs

05  WED  Student Team Community Profile / Health Care Resources Presentations®
      Assessing and Improving Quality of Care (Cont’d.)
      Cultural/Geographical Competencies and Special Populations
      (Dr. Howard J. Eng)

10  MON  Student Team Community Profile / Health Care Resources Presentations®
      Cultural/Geographical Competencies and Special Populations (Cont’d.)
      (Dr. Howard J. Eng)

12  WED  Border Health
       (Dr. Howard J. Eng)

17  MON  American Public Health Association Meeting - No Class

19  WED  Tribal Health
       (Dr. Howard J. Eng)

24  MON  Examination #2 (Tucson – A116)

26  WED  Thanksgiving Break – No Class!!

December

01  MON  Class Selected Topic(s)
         (Dr. Howard J. Eng)

         Community Health System Analysis Report Presentations

03  WED  Community Health System Analysis Report Presentations®

08  MON  Community Health System Analysis Report Presentations®

10  WED  Community Health System Analysis Report Presentations®
      Class Summary
      Class Evaluation
      Community Health System Analysis Reports Due

® = Class Assignment
**Class Policies:**

**Communications:** You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course website. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: [http://www.registrar.arizona.edu/emailpolicy.htm](http://www.registrar.arizona.edu/emailpolicy.htm).

**Disability Accommodation:** If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: [http://catalog.arizona.edu/2014%2D15/policies/disability.htm](http://catalog.arizona.edu/2014%2D15/policies/disability.htm).

**Academic Integrity:** All UA students are responsible for upholding the University of Arizona Code of Academic Integrity (e.g., plagiarism), available through the office of the Dean of Students and online. The official policy can be found at: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity).

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas) The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: [http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines](http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines).

Students are expected to be familiar with the UA Policy on Disruptive and Threatening Student Behavior in an Instructional Setting found at: [http://policy.arizona.edu/disruptive-behavior-instructional](http://policy.arizona.edu/disruptive-behavior-instructional)

**Cellular Telephone Class Policy:** It is “OK” to have your wireless telephone on in class, if you practice telephone courtesy in the classroom (e.g., no cellular telephone answering, conversations, or texting while the class is in session). If you are going to have your cellular telephone on during class, please have it on non-ringing option (e.g., vibrating mode). You may leave the class if it is an emergency call; otherwise, please wait until the after class is completed to return the call.

**Laptop Computer Class Policy:** It is “OK” to use your laptop computer to take notes in class, if you practice laptop computer courtesy in the classroom (e.g., no surfing on the Internet or answering or sending email messages).

**Grievance Policy:** Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student’s graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the
problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at:  
http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

Grade Appeal Policy: http://catalog.arizona.edu/2014-15/policies/gradappeal.htm

UA Smoking and Tobacco Policy: The University's "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at: http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf.

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.
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<td>Health Promotion at the Community Level</td>
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<td>Chapter 1 - Contemporary Developments in Health Promotion: Definitions and Challenges (pp. 29-43)</td>
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<td>Chapter 2 - Social Change Theory: Applications to Community Health (pp. 45-50)</td>
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<td><strong>Managing Health Services Organizations and Systems</strong></td>
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<td>Chapter 5 – The Practice of Management in Health Services Organizations and Health Systems (pp. 231-258)</td>
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<td>Chapter 2 - Health from an Ecological Perspective (pp. 47-84 and 88-97)</td>
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<td>Delivering Health Care in America: A Systems Approach</td>
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<td>Chapter 2 - Beliefs, Values, and Health (pp. 39-75)</td>
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<td>Community Health Analysis: Global Awareness at the Local Level</td>
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<td>Chapter 1 - Health and Our Belief System (pp. 19-23)</td>
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<td>September</td>
<td><strong>U.S. Health Care System</strong></td>
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<td>Chapter 3 - The Evolution of Health Services in the United States (pp. 81-116)</td>
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</table>
Pharmacy and the U.S. Health Care System
Chapter 2 - The U.S. Health Care System (pp. 8-29)

Public Health: What It Is and How It Works
Chapter 3 - Public Health and the Health System (pp. 121-140)

Delivering Health Care in America: A Systems Approach
Chapter 9 - Managed Care and Integrated Organizations (pp. 335-370)
Additional reading on HSA Class D2L website will be assigned.

Life Cycle of Health and Health Services Needs®
An Introduction to Community Health
Chapter 7 - Maternal, Infant, and Child Health (pp. 167-203)
Chapter 8 - Adolescents, Young Adults, and Adults (pp. 206-230)
Chapter 9 - Elders (pp. 233-259)

American’s Children in Brief Key National Indicators of Well-Being, 2013.

American’s Young Adult: Special Issue 2014

Website: http://www.jahonline.org/article/PIIS1054139X09001244/fulltext

The State of Aging & Health in America 2013

08 MON Patient Protection and Affordable Care Act 2010
(Dr. Howard J. Eng)
Kaiser Foundation Summary of PPACA, April 2013

10 WED Patient Protection and Affordable Care Act 2010 (Cont’d.)
(Dr. Howard J. Eng)
Interface between Public Health and U.S. Health Care System
(Dr. Howard J. Eng)
Public Health: What It Is and How It Works
Chapter 1 - What is Public Health? (pp. 1-25)
Chapter 3 - Public Health and the Health System (pp. 107-120)
Chapter 4 – Law, Government, and Public Health (pp. 171-188)
Chapter 8 – Public Health Emergency Preparedness and Response
   (pp. 423-475) – Optional Reading

15 MON Interface between Public Health and U.S. Health Care System (Cont’d.)
(Dr. Howard J. Eng) (Tucson – A116)
Medicine and Public Health: The Power of Collaboration
The Historical Relationship Between Medicine and Public Health
**Introduction to Health Services**

**Chapter 8 - The Evolution of Public Health: A Joint Public-Private Responsibility (pp. 162-176)**

**Organization and Systems Framework of Health Services in U.S.**

*Delivering Health Care in America: A Systems Approach*

Chapter 1 - A Distinctive System of Health Care Delivery (pp. 1-32)

**Arizona Town Hall 2007: Arizona Health Care in Arizona: Accessibility, Affordability and Accountability**

Chapter 5 - Who Pays For Health Care and Why Does It Cost So Much? (pp. 107-135)

**Subsystem Description Presentations®**

**PPACA Effects on the Subsystems®**

**Types and Providers of Health Services (Part I)**

*Physician, Hospitals, Emergency Medical Services, Long Term Care*

*Delivering Health Care in America: A Systems Approach*

Chapter 4 - Law, Government, and Public Health (pp. 188-195)

Chapter 7 - Outpatient and Primary Care Services (pp. 249-285)

Chapter 8 - Inpatient Facilities and Services (pp. 291-329)

Chapter 10 - Long-Term Care (pp. 377-410)

**Arizona Town Hall 2007: Arizona Health Care in Arizona: Accessibility, Affordability and Accountability**

Chapter 3 - Who Provides Health Care And Where Do They Deliver It? (pp. 57-66)

Additional reading on HSA Class D2L website will be assigned

**Types and Providers of Health Services (Part II)**

*Mental Health, and Public Health Services*

*Delivering Health Care in America: A Systems Approach*

Chapter 12 - Mental Health Services (pp. 280-305)

Chapter 9 - Managed Care and Integrated Organizations (pp. 335-370)

**Subsystem Provider Distribution Assessment and Solutions®**

**Health Technology Resources**

*Delivering Health Care in America: A Systems Approach*

Chapter 5 - Medical Technology (pp. 157-188)

Additional reading on HSA Class D2L website will be assigned
October

01 WED **Health Services Workforce**
(Dr. Howard J. Eng)
Delivering Health Care in America: A Systems Approach
Chapter 4 - Health Services Professionals (pp. 123-150)
Public Health: What It Is and How It Works
Chapter 4 - The Infrastructure of Public Health (pp. 286-312)
Arizona Town Hall 2007: Arizona Health Care in Arizona: Accessibility, Affordability and Accountability (Class D2L Website)
Chapter 3 - Who Provides Health Care And Where Do They Deliver It? (pp. 38-57)
*Arizona Rural Health Plan: Primary Rural Health Areas – Availability Focus Areas, Objectives, and Strategies*
http://crh.arizona.edu/sites/crh.arizona.edu/files/pdf/publications/AZ_RHP20050419.pdf (pp. 46-51)
Additional reading on HSA Class D2L website will be assigned.

Subsystem Workforce Distribution Assessment and Solutions®

06 MON **Financing of Health Services and Health Care Coverage**
(Dr. Howard J. Eng)
Delivering Health Care in America: A Systems Approach
Chapter 6 - Health Services Financing (pp. 195-242)
Chapter 12 - Cost, Access, and Quality (pp. 464-484)
Understanding U.S. Health Care Spending: NIHCM Foundation Data Brief July 2011
Additional reading on HSA Class D2L website will be assigned.

08 WED **Examination #1 (Tucson – A116)**

Community Health System Analysis

13 MON **Community Health System Analysis: Overview and Community Profile**
(Dr. Howard J. Eng)
Community Health: Education and Promotion
Chapter 3 - Community Assessment and Mobilization (pp. 84-104)
Need Analysis: Tools for the Human Services and Education
Chapter 1 - Identifying Needs (pp. 7-17)
Chapter 3 - Resource Inventory (pp. 32-41)
Chapter 5 - Analyzing Use of Services (pp. 58-68)
15 WED Community Health System Analysis: Services, Resources, Assets, Service Needs, Leadership and Readiness
(Dr. Howard J. Eng)
Health Promotion at the Community
Chapter 4 - Assessing the Community: Its Services, Needs, Leadership, and Readiness (pp. 91-106) D2L

20 MON Use of Data in Community Health System Analysis (Tucson – A116)
(Dr. Howard J. Eng)
Community Health Analysis: Global Awareness at the Local Level
Chapter 7 - Health Status Indicators and Indexes (pp. 202-207) D2L
Delivering Health Care in America: A Systems Approach
Chapter 2 - Beliefs, Values, and Health (pp. 55-62)
Community Health Education and Promotion
Chapter 1 - Development of Health Education and Promotion – Healthy People 2010 Overview: Goals, Objectives, and Leading Health Indicators (pp. 39-41) D2L

Critical Issues in Health Services

22 WED Health Services Delivery Models
Delivering Health Care in America: A Systems Approach
Chapter 13 – Health Policy (pp. 519-539)
Chapter 14 - The Future of Health Services Delivery (pp. 537-565)

Health Literacy and Health Marketing
Additional reading on HSA Class D2L website will be assigned.
(Dr. Howard J. Eng)

27 MON Student Team Nogales Health System Analysis®
Community Consensus Building Exercise

29 WED Student Team Community Profile / Health Care Resources Presentations®
Access to Health Services
Facility Economic Feasibility Analysis
(Dr. Howard J. Eng)
Delivering Health Care in America: A Systems Approach
Chapter 12 - Cost, Access, and Quality (pp. 484-490)
Access to Health Care in America
Chapter 2 - A Model for Monitoring Access (pp. 31-44) D2L
Arizona Rural Health Plan: Primary Rural Health Areas – Accessibility Focus Areas, Objectives, and Strategies
http://crh.arizona.edu/sites/crh.arizona.edu/files/pdf/publications/AZ_RHP20050419.pdf (40-45)
November

03 MON Student Team Community Profile / Health Care Resources Presentations®
Assessing and Improving Quality of Care 
(Dr. Howard J. Eng)
Introduction to Health Services
Chapter 16 - Assessing and Improving Quality of Care (pp. 373-390) \textsuperscript{D2L}
Delivering Health Care in America: A Systems Approach
Chapter 12 - Cost, Access, and Quality (pp. 490-502)
An Introduction to Quality Assurance in Health Care
Chapter 1 - The Components of Quality in Health Care (pp. 4-27) \textsuperscript{D2L}
Additional reading on HSA Class D2L website will be assigned.

Population, Health Status, and Health Services Needs

05 WED Student Team Community Profile / Health Care Resources Presentations®
Assessing and Improving Quality of Care (Cont’d.)
Cultural/Geographical Competencies and Provision of Health Services to Special Populations 
(Dr. Howard J. Eng)
Delivering Health Care in America: A Systems Approach
Chapter 11 - Health Services for Special Populations (pp. 415-453)
Office of Minority Health. “Office of Minority Health Published Final Standards for Cultural and Linguistic Competence.” Closing the Gap, February/March 2001, (pp. 1, 2, and 10). \textsuperscript{D2L}
Community Health: Education and Promotion
Chapter 4 - Culturally Competent Health Promotion (pp. 195-280) \textsuperscript{D2L}
Women and Health
Chapter 5 - Gender Issues in Women’s Health Care (pp. 50-54) \textsuperscript{D2L}
HHS Office of Women Health Website: \url{http://womenshealth.gov/}
Women’s Health U.S.A. 2013: \url{http://mchb.hrsa.gov/whusa13/}

10 MON Student Team Community Profile / Health Care Resources Presentations®
Cultural/Geographical Competencies and Provision of Health Services to Special Populations (Cont’d.) 
(Dr. Howard J. Eng)

12 WED Border Health 
(Dr. Howard J. Eng)
U.S.-Mexico Border Health Commission: Border Region
http://www.borderhealth.org/border_region.php
Rural Assistance Center: U.S.-Mexico Border Health
http://www.raconline.org/topics/border-health
Health Resources and Services Administration, Bureau of Health Professions: Arizona Border County Health Workforce Profiles

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<tr>
<th>Date</th>
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<tr>
<td>17</td>
<td>MON</td>
<td><strong>American Public Health Association Meeting - No Class</strong></td>
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<td>19</td>
<td>WED</td>
<td><strong>Tribal Health</strong></td>
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<td><strong>Primary Care of Native American Patients</strong></td>
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<td>Chapter 2 - Epidemiologic Patterns of Morbidity and Mortality (pp. 7-14)</td>
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<td>Office of Minority Health: American Indian/Alaska Native Profile</td>
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<td>Centers for Disease Control and Prevention: American Indian &amp; Alaska Native Populations</td>
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<td><a href="http://www.cdc.gov/minorityhealth/populations/REMP/aian.html">http://www.cdc.gov/minorityhealth/populations/REMP/aian.html</a></td>
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<td>26</td>
<td>WED</td>
<td>Thanksgiving Break – No Class!!</td>
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**December**

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<td><strong>Community Health System Analysis Report Presentations</strong></td>
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<td>Community Health System Analysis Reports Due</td>
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**Key:** @ = Student Assignments

08-25-14 hje