Course schedule: Wednesdays from 4:00 to 6:50 pm

Location:
- Phoenix: Building 2, Room 2309
- Tucson: College of Medicine, Arizona Health Sciences Center, Room 3230

Instructor:
Rodrigo A. Silva, MVZ, MPH
Adjunct Lecturer of Public Health
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D2L Course Website: [http://d2l.arizona.edu](http://d2l.arizona.edu)

**Course Description:**

This course provides a foundation in Health Services Administration, Introducing the student to the structure and functions of the US health care system. The health care system is examined within its environment, cultural, economic and other contextual factors to determine how they impact health services administration and how health care systems affect our communities. As part of the learning process, the students will conduct a community health system analysis. This analysis and all assignments will be used to exemplify and compare the effects of the health care system.

**Course Prerequisites:**

Students must be 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:

- Define community health and health services administration.
- Describe the historical development of the US health care system.
Identify the major components of the US health care system and explain the way they interrelate with each other.

Examine and analyze the interface between public health and the US health care system.

Define and differentiate concepts of health, disease and illness, and analyze the morbidity and mortality risks for the US population, and their impact on the US health care system and public health.

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

Explore cultural and geographical competencies and relevant approaches in the delivery of health services to communities as related to minority populations and to communities located in rural, tribal and border areas.

Analyze problems and current issues related to health and health care delivery in the US and Arizona for underserved populations deriving potential solutions.

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

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

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

**Communication Skills:** Communicates effectively both orally and in writing, interpreting and presenting accurately and effectively demographic, statistical and scientific information for professional and lay audiences; appropriately conveys public health concepts to individuals and communities; participates and is able to lead diverse professional and interdisciplinary teams to addressing specific issues spanning across organizational and disciplinary boundaries and systems.

**Policy Development and 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 statements and implementation plans; develops monitoring mechanisms to evaluate program effectiveness and efficiency.

**Cultural Skills:** Interacts competently, respectfully and professionally with people of diverse backgrounds; examines and identifies the role of cultural, social, ethic, spiritual, religious and behavioral factors in disease prevention and health promotion activities; develops and adapts public health approaches responding to cultural diversity.

**Basic Public Health Science Skills:** Assesses, understands and defines the health status of a population, the determinants of health and illness, factors contributing to health promotion, disease prevention, and the use of health services by applying basic public health concepts and tools including biostatistics, epidemiology, and environmental health, prevention of infectious diseases, other disorders, behavioral health factors and injuries.
Financial Planning and Management Skills: Develops strategies for determining priorities; monitors programs analyzing and assessing cost-effectiveness, cost benefit and cost utility.

Public Health Policy and Management (PHPM) Competencies:

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

Explain methods of ensuring community health safety and preparedness.

Apply quality and performance improvement concepts to address organizational performance issues.

Apply “systems thinking” for resolving organizational problems.

Demonstrate leadership skills for building partnerships.

Course Textbook:


Course Requirements:

Assignments:
Assignments must be turned in on the due date as word processing printouts on 8.5 x 11 white paper, double-spaced and using only 12-point black font. Late assignments will not be assessed. Assignment details will be provided in class according to the course development. If submitting through D2L presents problems, please submit directly to the professor, by the deadline, via email. (200 pts.)

Examinations:
There will be two exams in the course. These exams will cover both lecture and assigned reading materials. They will consist of essay and short answer questions. (300 pts.)

Community Health System Analysis:
Teams of three to five students will be assigned to one of the following communities: Gila Bend, Guadalupe, Salt River Pima-Maricopa Indian Community, Fort McDowell Yavapai Nation, Wickenburg, Aguila, South Tucson, Ajo, Green Valley, San Xavier Indian Reservation or Sun City West. The groups will conduct a community health system analysis of the assigned community. The case study will provide students the opportunity to acquire experience conducting a health system analysis of a community. The teams will submit a written report and a presentation. Ten percent of the grade will be determined by peer team evaluation of student participation in the assignment, and another ten percent will be determined by class evaluation of the report presentation. (400 pts)

Grading and Student Evaluation:

Grades will be assigned based on the following four criteria:
1. - Written Class Assignments 30% 200 pts
2. - D2L Discussions 20%  300 pts  
3. - Community Health System Analysis Report 40%  400 pts  
4. - Professionalism/Class Participation 10%  100 pts

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 during the semester (work related absences are considered unexcused). 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 honor 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 Policies:

Communications: Students are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. 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://registrar.arizona.edu/email policy.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 to 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/2012-13/policies/disability.htm.

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity. Students are advised to read and understand the section concerning academic dishonesty (e.g., plagiarism /cheating). The minimum punishment in this course for cases of academic dishonesty will be zero points for an assignment or examination.
Classroom Behavior: Students are expected to behave in a professional manner in the classroom and to be respectful to one another. 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. 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 and the Policy on Threatening Behavior by Students found at: http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptivethreatbklt2012.pdf.

Cellular Telephone Class Policy: It is "OK" to have your wireless telephone on in class, if you practice telephone courtesy in the classroom such as avoiding answering the phone, having a phone conversation, web browsing, using search engines, using apps or texting while the class is in session. If you are going to have your cellular telephone on during class, please have it on silent or 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.

Laptops and Tablets use Class Policy: It is "OK" to use your laptop or tablet to take notes in class, if you practice laptop computer courtesy in the classroom such as avoiding web browsing, using search engines, using apps or messaging while the class is in session.

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.


Syllabus Changes: Information contained in the course syllabus, other than the grade and class policies, may be subject to change with reasonable advance notice, as deemed appropriate.
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, Arizona Health Sciences Center (AHSC) Library's loan desk, and Internet websites. Instructor's PowerPoint presentations will be posted on the class D2L website after the lecture topic has been completed.

Date              Topics and Assignments

August 23
● Introduction and Course Overview

August 30
The Health Care System in America
● Definition of Community, Health, and Health Services Administration
● Definition of Community, Health, and Health Services Administration Determinants of Health and Illness

September 6
● Use of Data in Community Health System Analysis
● Social Media Impact on Public Health
● Community Health System Analysis

September 13
● Special Population Case Studies Discussion

September 20
● Special Populations Case Study assignment due by 11:59 pm
● No Class

September 27
● Interface between Public Health and U.S. Health Care System

October 4
● Obesity in the US policy brief due by 11:59 pm
● No Class

October 11
● Financing of Health Services and Health Care Coverage

October 18
● Historical Development of the U.S. Health Care System

October 25
● Module 6 online discussion
● No Class
Case study – Budget Cuts Part I
Case study – Budget Cuts Part II
Case study – Budget Cuts Part III

November 1
- Managed Care and Integrated Organizations

November 8
- Student Reports and Presentations on their Community Health System Analysis

November 15
- Future of Health Services Delivery

November 22
- Community Health Systems Assessment Compare and Contrast due

November 29
- No Class

December 6
- Class Summary
- Class Evaluation
Health Services Administration Course Reading Assignments
Fall 2016

Topics and Assignments

Date            Topics and Assignments

August 23       Introduction and Course Overview

August 30       The Health Care System in America
                ● Definition of Community, Health, and Health Services Administration
                ● Definition of Community, Health, and Health Services Administration Determinants of Health and Illness

Delivering Health Care in America: A Systems Approach
Chapter 1 - An Overview of US Health Care Delivery (pp. 1 - 32), Chapter 2 - Beliefs, Values, and Health (pp. 39-74) Community Health Education and Promotion

September 6     ● Use of Data in Community Health System Analysis
                ● Social Media Impact on Public Health
                ● Community Health System Analysis: Overview and Community Profile
                http://www.newyorker.com/magazine/2015/11/02/freedom-from-fries
                http://www.cdc.gov/CommunityHealth/PDF/Final_CHAforPHI_508.pdf
                http://www.cdc.gov/stltpublichealth/cha/data.html
                http://www.naccho.org/topics/infrastructure/CHAIP/upload/Final-Collecting-Analyzing-Qualitative-Data-Feb-27-12-Slides.pdf
                http://www.newyorker.com/magazine/2010/08/02/letting-go-2
                http://content.healthaffairs.org/content/28/2/361.full

September 13    ● Special Population Case Studies Discussion

Delivering Health Care in America: A Systems Approach
Chapter 11 - Health Services for Special Populations (pp 415 - 452)

September 20    ● Organization and Systems Framework of Health Services in United States

Delivering Health Care in America: A Systems Approach
Chapter 9 - Managed Care and Integrated Organizations (pp. 333-371)

September 27    ● Types and Providers of Health Services
                ● Health Services Workforce

Delivering Health Care in America: A Systems Approach
Chapter 7 - Outpatient and Primary Care Services (pp. 247-284) Chapter 8 - Inpatient Facilities and Services (pp. 289-328) Chapter 10 - Long-Term Care (pp. 377-414), Chapter 4 - Health Services Professionals (pp. 123 - 155)
October 4
● XXXXXXXXXXX

October 11
● Financing of Health Services and Health Care Coverage
Delivering Health Care in America: A Systems Approach Chapter 6 - Health Services Financing (pp. 195 - 241), Chapter 12 - Cost, Access, and Quality (pp. 463 - 502)

October 18
● Life Cycle of Health and Health Services Needs U.S. Health Care System
Delivering Health Care in America: A Systems Approach
Chapter 3 - The Evolution of Health Services in the United States (pp. 81 - 115)

October 25
● Interface between Public Health and the U.S. Health Care System
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2645118/
https://www.practicalplaybook.org/

November 1
● Health Reform Impact on Health Services - Discussion:
  o Future of Health Services Delivery
  o Facility Economic Feasibility Analysis
  o Competition versus Collaboration
  o Health Literacy Issues
  o Other Topics

November 8
● Student Reports and Presentations on their Community Health System Analysis
● Groups Presentation and Class Discussion

November 15
● Future of Health Services Delivery
Delivering Health Care in America: A Systems Approach
Chapter 14 - The Future of Health Services Delivery (pp. 537 - 570)

November 22
● Medical Technology
Delivering Health Care in America: A Systems Approach
Chapter 5 - Medical Technology (pp. 159-191),

November 29
● No Class

December 6
● Class Summary
● Class Evaluation
  ● August 23
  ●
  ● August 30
  ●
• September 6
• September 13
• September 20
• September 27
• October 4
• October 11
• October 18
• October 25
• November 1
• November 8
• November 15
• November 22