Mel and Enid Zuckerman College of Public Health  
University of Arizona  

SYLLABUS  
PHPM 574: Public Health Policy & Management  
FALL 2019  
September 20, 2019

Time:       Mondays, 4:00 – 6:50 pm  
Location:   Drachman Hall, Rm A-118  
Instructor: Ernest P. Schloss, PhD  
              schloss1@email.arizona.edu  
              Office hours by appointment  

TA:         Preshit Nemdas Ambade, BAMS, MA, DrPH (Candidate)  
              preshitambade@email.arizona.edu  
              Office hours by appointment  

Catalog Description:  
Management processes/roles of public health professionals; health service organizations; policy issues and resource utilization/control; human resources management; public health trends. Grading: Regular grades are awarded for this course: A B C D E. May be repeated for credit 1 time (maximum 2 enrollments).

Course Description:  
This is a survey course. Its intention is to introduce students with and without public health experience to a wide variety of public health topics and issues through readings, activities, and self-reflection in a team-based learning environment.

Course Prerequisites: None

Course Objectives and Expected Learning Outcomes

   Course Learning Objectives: This course provides an overview of a broad range of public health topics. By the end of the course you should be able to:  
1. Identify major components and issues in the organization, financing, and delivery of the U.S. public health system  
2. Describe the legal and ethical bases of public health  
3. Describe how public policy both creates and solves public health problems  
4. Apply principles of strategic planning  
5. Demonstrate leadership skills for building partnerships  
6. Describe the principles of marketing and social marketing  
7. Discuss the policy process for improving the health status of populations  
8. Communicate health policy issues using appropriate channels and technologies
9. Describe the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives
10. Recognize and practice good teamwork

Learning Outcomes (MPH Foundational Competencies Obtained)

Evidence-based Approaches to Public Health
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities’ health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health
12. Discuss multiple dimensions of policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social, or economic policies that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Communicate audience-appropriate public health content, both in writing and through oral presentation

Systems Thinking
22. Apply systems thinking tools to a public health issue
Course Notes: Reading assignments and course materials will be made available on the course web-site at http://d2l.arizona.edu/.

Required Text:

Additional required content materials: Each week additional required readings, in the form of articles and case studies, will be posted on the D2L website.

Course Format: Course content will come from required texts, articles, and other materials that will be posted on the D2L course website. Each student is responsible for reviewing these materials.

Course Requirements:

**Class Attendance/ Absence Policy:** Students are expected to attend every class and to notify the TA(s) and instructor when they are unable to attend. There is no make-up work for the first absence, though students are required to complete and turn in any written at-home assignments due for that class. Subsequent absences must be cleared with the instructor and students will need to complete make-up papers. Paper grades will be substituted for team quiz grades for every missed class after the first. Because important aspects of team-based learning and case study learning occur in class; multiple absences may result in a lowered grade or even an incomplete.

*Holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion with the same make-up requirements mentioned above. Absences pre-approved by the UA Dean of Students or designee will be honored.*

**Participation and Expectations:** Complete required readings and assignments prior to each class.
- Attend class and actively participate in class and online discussions.
- Think analytically
- Be open to new ideas
- Focus on the readings and issues that we are discussing.
- Avoid rambling or monopolizing discussions
- Be courteous in your critiques and disagreements. Refrain from rudeness and personal attacks
- Actively contribute to team activities in class, including team assignments and presentations

**Team Work:** This course uses *team-based learning*, which requires your active participation inside and outside of class. Typical in-class activities include team assignments, oral team reports and presentations, full class discussions, and individual or collective reflection. Students will be assigned to a small (5-7 people) team during the first class. You’ll work in that team throughout the semester. Today’s professionals usually work in groups, teams, and coalitions. This class will help you develop the needed skills. Graduate students will serve as team facilitators throughout the semester.

**Readings:** You are expected to attend every class and come fully prepared – i.e., having read all assigned materials and completed all assignments.

**Grading/Student Evaluation:** The grading scale will be as follows:

A=90-100% of total points
B=80–89% of total points  
C=70-79% of total points  
D =60-69% of total points  
E= <60% of total points

With *team-based learning*, a student’s final grade is based on his/her individual, team, and peer review grades. Individual and team grades will be awarded throughout the semester. Students who do not appear to be earning at least a “B” average for their individual performance by the middle of the term will be individually contacted by the instructor. The percentage contribution of (and in) each of the three categories to the course grade is shown below for both graduate student and undergraduate students.

**Missing or late assignments:** Missing assignments will receive 0 grade points for the entire assignment. Late assignments will result in the loss of one letter grade (10% of the total points for the assignment) for each late day. The instructor *may* provide additional make-up assignments to substitute for missing or late assignments. Missing or late peer reviews will result in the loss of one total peer review point per day.

**Extra credit:** Periodically, the instructor *may* offer additional assignments (e.g., participating in formal interprofessional learning activities) for extra credit. Extra credit may be used to substitute for missing or late assignments, or to enhance the student’s grade.

**Requests for incompletes (I) and withdrawal (W):** must be made in accordance with University policies. University policy regarding grades and grading systems is available at: [http://catalog.arizona.edu/policy-type/grade-policies](http://catalog.arizona.edu/policy-type/grade-policies)

**Academic misconduct:** Any academic misconduct (see Academic Integrity statement below) will result in 0 points for the assignment.

**References**
- Please use the APA format. One good comprehensive source of information is Purdue's OWL (Online Writing Lab) website: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
- All UA students have free access to RefWorks, EndNote, and/or Mendeley. Sign up for your free account through the UA Library website. Refworks will allow you to input all the data on your references, organize them into folders, and print bibliographies that you can copy and paste into your papers. You may still need to make some minor corrections (e.g., punctuation and/or capitalization). However, overall, it should save you a lot of time.

**Additional Course Requirements & Grading/Student Evaluation:**

The percentage contribution of (and in) each of the three categories to the course grade is shown below.

<table>
<thead>
<tr>
<th>Individual performance:</th>
<th>Due Dates</th>
<th>Points (% of Total)</th>
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<tbody>
<tr>
<td>In-class participation (attendance)</td>
<td>Weekly</td>
<td>5 (5%)</td>
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<tr>
<td>Online weekly reading reflection</td>
<td>By class each week</td>
<td>5 (5%)</td>
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**Team performance**
- Weekly assignments of either:
  1. online D2L post/discussion, or
  2. in-class exercises/presentations

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<tr>
<th>Assignment</th>
<th>Description</th>
<th>Percentage</th>
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<tr>
<td>Weekly Article Presentation</td>
<td>In class</td>
<td>10%</td>
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<tr>
<td>Team Final Project</td>
<td>December 9</td>
<td>20%</td>
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<tr>
<td>Peer Review</td>
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<tr>
<td>Individual contribution to team functioning</td>
<td>September 23, October 28, December 9</td>
<td>5 each for three peer reviews (15%)</td>
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</table>

**TOTAL 100%**

**Description of each Assessment and Competencies Covered by the Assessment**

**Individual Reading Reflections** – You will typically be before each class to reflect individually on the readings for that week, using a dialectical journaling format (format and rubric in D2L) to address how systems thinking was or was not incorporated into the readings for the week. For example, you can ask yourself if there was anything that you found particularly meaningful and why… Or, if any important underlying beliefs or values were affirmed or violated, and why… Or, if some part of what you read was especially relatable to your work and/or life experiences and why… Or, if as a result of what you read you will do anything differently in the future and why… Or, if you plan to apply something you’ve learned, and how…

**MPH Foundational Competencies Covered: 22**

**D2L Online Discussions:** This course uses D2L’s online discussion feature. Every student is expected to contribute to it as required, with all comments posted before the deadlines. Comments should be responsive to the questions posed and demonstrate that you have read, understand, and can meaningfully apply and extrapolate from the information you’ve gained. You are encouraged to introduce relevant readings that were not assigned and to share relevant knowledge and experience. Comments or replies to other postings (e.g., "I really liked chapter 4" or "I agree with what Dana wrote") are not sufficient and will receive a zero grade. Similarly, poor grammar, lack of etiquette, insensitivity, rudeness, etc., will adversely affect your grade. Discussions Instructions and the grading rubric are contained in D2L.

For example, be sure to address issues presented in class related to structural bias during your discussion on community needs assessments (Competencies #6 and #7). Assignments on Assessment and strategic planning and Leading and Managing will be assessed on how you apply principles of leadership and negotiation skills. (Competencies 16 and 17)

**In-class Exercises/Presentations:** All weeks will include in-class exercises/discussions. Some weeks, the graded portion of the week will include a presentation to the class by each team. Presentation rubrics are contained in D2L. Your weekly presentations will cover the competencies associated with the weeks’ topic. Your final in-class exercise needs to compare the organization, structure and function of health care and regulatory systems (Competency #5).
**News Articles** – Every week, each team is expected to identify a current news or magazine article in the popular press (e.g., *New York Times*, *Wall Street Journal*, *Washington Post*, *Business Week*, *Wired*, *NPR*, *Huffington Post*, etc.) relevant to the week’s topic and readings. All team members are expected to have read and be able to present and critically discuss the article in class.

**A Partial Listing of Web Resources:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Web Sites</th>
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<tr>
<td>Health policy</td>
<td>Health Affairs: <a href="http://www.healthaffairs.org">www.healthaffairs.org</a></td>
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<td>American Public Health Association: <a href="http://www.apha.org">www.apha.org</a></td>
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<td>The Urban Institute: <a href="http://www.urban.org">www.urban.org</a></td>
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<td>Families USA: <a href="http://www.familiesusa.org">www.familiesusa.org</a></td>
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<td>Center for Health Care Strategies: <a href="http://www.chcs.org">www.chcs.org</a></td>
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<td>National Academy for State Health Policy: <a href="http://www.nashp.org">www.nashp.org</a></td>
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<td>Kaiser Family Foundation: <a href="http://www.kff.org">www.kff.org</a></td>
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<td>Rand Corporation: <a href="http://www.rand.org">www.rand.org</a></td>
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<td>Mathematica Policy Research: <a href="http://www.mathematica-mpr.com">www.mathematica-mpr.com</a></td>
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<td>The Washington Post: <a href="http://www.washingtonpost.com">www.washingtonpost.com</a></td>
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<td>Pro Publica: <a href="https://www.propublica.org/">https://www.propublica.org/</a></td>
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<td>Financing health services</td>
<td>Center for Medicare &amp; Medicaid Services: <a href="http://www.cms.gov">www.cms.gov</a></td>
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<td>Center on Budget &amp; Policy Priorities: <a href="http://www.cbpp.org">www.cbpp.org</a></td>
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<td>Mental health</td>
<td>Kaiser Family Foundation: <a href="http://www.kff.org">www.kff.org</a></td>
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<td>National Institute of Mental Health: <a href="http://www.nimh.nih.gov">www.nimh.nih.gov</a></td>
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<td>Bazelon Center for MH Law: <a href="http://www.bazelon.org">www.bazelon.org</a></td>
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<td>American Public Health Association: <a href="http://www.apha.org">www.apha.org</a></td>
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<td>Institute for Healthcare Improvement (IHI) Open School: <a href="http://www.ihi.org/education/ihiopenschool/courses/Pages/default.aspx">http://www.ihi.org/education/ihiopenschool/courses/Pages/default.aspx</a></td>
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<td>Institute of Medicine: <a href="http://www.iom.edu">www.iom.edu</a></td>
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<td>National Committee for Quality Assurance: <a href="http://www.ncqa.org">www.ncqa.org</a></td>
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<td>The Joint Commission: <a href="https://www.jointcommission.org/">https://www.jointcommission.org/</a></td>
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<td>National Public Radio: <a href="http://www.npr.org">www.npr.org</a></td>
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<td>The Washington Post: <a href="http://www.washingtonpost.com">www.washingtonpost.com</a></td>
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<td>The Los Angeles Times: <a href="http://www.latimes.com">www.latimes.com</a></td>
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**Final Project:** As a final class project, each student will be required to contribute to his or her team’s final project, due by class on Monday December 9 (format and rubric in D2L). (Competencies 9, 12-15).

**Peer Review:** Each week will include a small-group/team assignment. Each student will be graded on his or her group participation by their teammates (format and rubric in D2L). Team members will anonymously evaluate each other’s contributions to team functioning four times during the semester using a standard form to make written comments and award a numerical grade. Each of the four peer reviews will count for 5% of the total grade (peer review constitutes 15% of the overall course grade) and will give students some feedback on their team performance. Students grade each other based on four criteria – preparation, contribution, respect for others’ ideas, and flexibility.

- Preparation- Where they prepared when they came to class?
- Contribution- Did they contribute productively to group discussion and work?
- Respect for others’ ideas- Did they encourage others to contribute to their ideas?
- Flexibility- Were they flexible when disagreements occurred?

**MPH Foundational Competencies Covered:** 16

**Course Schedule and Required Readings:** (See weekly course overviews for additional optional readings)

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
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<tr>
<td>Prior to Course</td>
<td>Introvert/Extrovert Self-Assessment</td>
<td>(See in D2L)</td>
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<tr>
<td>8/26</td>
<td>Getting started</td>
<td>PHPM 574 Syllabus, Fall 2019 – Review in class</td>
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<td>Week 1</td>
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<td>PHPM 574 Tool Kit – Review in class</td>
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<td>Davison S; Creating Working Norms and Agreements (3p) – Review in class</td>
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<td>Michaelson, Making Feedback Helpful – Review in class</td>
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<td>Plagiarism – Review in class</td>
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<td>Public health core functions and essential services – Review in class</td>
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<td>Dialectical journaling – Review in class</td>
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<tr>
<td>9/2</td>
<td>Introduction to public health and working in teams</td>
<td>Novick &amp; Morrow’s Public Health Administration: Principles for Population-Based Management, Third Edition; Chapters 1 (Overview of Public Health Administration) and 2 (Historical Developments in Public Health in the 21st Century) – pp. 1-32 (app. 24p reading)</td>
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<td>(No Class-Online team assignment)</td>
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Class Activities and Assignments are in D2L for Each Week.
9/9  Organization of the public health delivery system

- Novick & Morrow’s Public Health Administration: Principles for Population-Based Management, Third Edition; Chapter 5 (Organization of the Public Health System) – pp. 79-118 (app. 35p reading)
- Fielding J, Teutsch S, Breslow L; A Framework for Public Health in the United States; Public Health Reviews, Vol. 32, No 1, 174-189
- Gebbie C, Building a Constituency for Public Health Case Study, (10p)
- Price P; If Tuberculosis Spreads…, New York Times Opinion Pages, July 8, 2014 (2p)

9/16  Public health law and ethics

- Novick & Morrow’s Public Health Administration: Principles for Population-Based Management, Third Edition; Chapters 6 (Professionalism and Ethics in Public Health Practice) and 7 (Public Health Law) – pp. 119-158 (app. 35p reading)
- Bayer & Fairchild: The Genesis of Public Health Ethics – Provides a brief history of bioethics and public health ethics. Compares and contrasts public health ethics to bioethics and discusses some of the challenges inherent in developing an ethic for public health (21p)
- Gostin & Powers: Social Justice – Applies the concept of social justice to public health and discusses how the framework of social justice informs the ethics of public health (8p)
- Alderman J, Dollar K, Kozlowski L; Understanding the origins of anger, contempt, and disgust in public health policy disputes: Applying moral psychology to harm reduction debates – Describes different moral perspectives, the emotions elicited by their perceived violation, and relates both to public health and political debates (16p)

9/23  Policy and public health

- Novick & Morrow’s Public Health Administration: Principles for Population-Based Management, Third Edition; Chapter 8 (Public Health Policy) – pp. 159-180 (18p)
- Brown L; The Political Face of Public Health; Public Health Reviews, Vol. 32, No 1, 155-173 – Explores the tension between population health and politics (18p)
- Rosenstock; Attacks on Science: The Risks to Evidence-Based Policy – Describes how scientific data can be politicized in the policy process (5p)
- Freudenberg N, Galea S; The Impact of Corporate Practices on Health: Implications for Health Policy; Journal of Public Health Policy (2008) 29 – Asserts that corporate practices play a substantial role in shaping health and health behavior (13p)
9/30  Week 6  Overview of management work: Managing programs and people

- Longest B; Logic Models as Aids in Managing Health Programs; Journal of Nursing Administration; Vol. 35, No. 12, December 2005 – Discusses three core management activities and how “logic models, depictions of what programs are intended to accomplish and how they will go about it”, can help program managers. (6p)
- Pfeffer J, Sutton R; Trust the Evidence, Not Your Instincts; The New York Times; September 3, 2011 (2p)
- The Core Competencies for Public Health Professionals (Read the introduction and review the Domains titled – “Policy Development/Program Planning Skills” and “Financial Planning and Management Skills”); Revised and Adopted by the Council on Linkages Between Academia and Public Health Practice: June 26, 2014; Available from: www.phf.org/corecompetencies

10/7  Week 7  Leading & managing

- Drucker P; Managing Oneself; Harvard Business Review; January 2005 (10p)
- Goleman D; Leadership that Gets Results; Harvard Business Review; March-April 2000 (15p)
- Schwartz B; Rethinking Work; The New York Times; August 28, 2015 (4p)

10/14  Week 8  Community assessment

- Novick & Morrow’s Public Health Administration: Principles for Population-Based Management, Third Edition; Chapters 13 (Public Health Information Systems and Management) and 18 (Engaging Communities and Building Constituencies) pp. 267-288 and 391-412 (app. 40p reading)
- Putting the Pieces Together: Comprehensive School-Linked Strategies for Children and Families; Chapter 2, Conducting a Community Assessment; North Central Educational Library Learning Point Associates; www.ncrel.org/sdrs/areas/issues/envrnmnt/css/ppt/chptr.htm
  Accessed 8/17/2010
- Data Collection Methods for Program Evaluation: Focus Groups; Centers for Disease Control and Prevention; No. 13, July 2008 (2p)
- Bartlett J; Tips for Focus Groups; Brazelton Touchpoints Center, Boston Children’s Hospital (2p)
- University of Arizona Interprofessional Education and Practice (IPEP) Pandemic Flu Mini-Course Student Focus Group Facilitator Outline; March 10, 2014 (4p)
<table>
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<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
</table>
| 10/21 | Week 9 | Assessment and strategic planning          | • Novick & Morrow’s Public Health Administration: Principles for Population-Based Management, Third Edition; Chapter 16 (Strategic Planning in Public Health) – pp. 343-356 (app 12p reading)  
• Lardon C, Soule S, Kernak D, Lupie H; Using Strategic Planning and Organizational Development Principles for Health Promotion in an Alaska Native Community; Journal of Prevention & Intervention in the Community, 39:65–76, 2011 – Illustrates some of the difficulties applying western constructs (e.g., strategic planning) in other cultures (13p) |
| 10/28 | Week 10 | Program design                             | • Novick & Morrow’s Public Health Administration: Principles for Population-Based Management, Third Edition; Chapter 23 (Evidence-Based Public Health Management and Practice) – pp. 505-530 (app 18p reading)  
• McKay E; Using the Logic Model for Program Planning; WJ Kellogg Foundation/Mosaica (11p)  
• Helitzer D, Willging C, Hathorn G Benally J; Using Logic Models in a Community-Based Agricultural Injury Prevention Project; Public Health Reports / 2009 Supplement 1 / Volume 124 – Looks at the use of a logic model in the design of a community-based program (11p)  
| 11/4  | Week 11 | Communication, media relations, and marketing | • Novick & Morrow’s Public Health Administration: Principles for Population-Based Management, Third Edition; Chapter 21 (Social Marketing and Community Based Approaches) – pp. 449-476 (23p)  
• Wakefield M, Loken B, Hornik R; Use of Mass Media Campaigns to Change Health Behavior; Lancet 2010; 376: 1261–71 – Reviews the outcomes of mass media campaigns in the context of various health risk behaviors (11p) |
| 11/11 | Week 12 | Advocacy                                   | • Chapman S; Advocacy for public health: a primer; Journal of Epidemiology and Community Health 2004;58:361-365 – 10 questions for public health advocates (5p)  
• Avery B, Bashir S; The Road to Advocacy-Searching for the Rainbow; American Journal of Public Health; August 2003, Vol 93, No. 8 – Profiles two courageous women who became advocates for causes (4p)  
• APHA Legislative Advocacy Handbook: A Guide for Effective Public Health Advocacy; Work-Place Rules and Guidelines for     |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Resources</th>
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<tbody>
<tr>
<td>11/18</td>
<td>13</td>
<td>Public health finance and budgeting</td>
<td>Public Health Advocates; American Public Health Association (5p) – Discusses the differences between advocacy and lobbying and the rules governing advocacy activities</td>
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<td>• Writing an Effective Letter to the Editor, Union of Concerned Scientists, Accessed 813/17, <a href="http://www.ucsusa.org/action/writing-an-lte.html#.WZCd_Xd940o">http://www.ucsusa.org/action/writing-an-lte.html</a></td>
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<td>• Novick &amp; Morrow’s Public Health Administration: Principles for Population-Based Management, Third Edition; Chapter 9 (Public Health Finance) – pp. 181-198 (app. 18p reading)</td>
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<td>• Fallon L, Zgodzinski E; Chapter 4, Money: Accounting, Finance and Budgets, Essentials of Public Health Management, Third Edition; Jones &amp; Bartlett Learning; 2012 – Introduces non-accountants to basic accounting and finance terms and concepts (21p)</td>
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<td>• Colby S and Rubin A; Costs are Cool: The Strategic Value of Economic Clarity; The Bridgespan Group; 2003 – Discusses why and how budgets become distorted and the strategic importance of understanding total costs (17p)</td>
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<td>• Cascade City-County Health Department 2013 Finance Fact Sheet</td>
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<td>• Write an op-ed article about your project</td>
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<td>11/25</td>
<td>14</td>
<td>Advocacy (Continued)</td>
<td>• Novick &amp; Morrow’s Public Health Administration: Principles for Population-Based Management, Third Edition; Chapters 19 (Evaluation of Public Health Programs) and 26 (Public Health and Healthcare Quality) – pp. 413-430 and 599-626 (app. 39p reading)</td>
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<td>• Novick &amp; Morrow’s Public Health Administration: Principles for Population-Based Management, Third Edition; Chapters 19 (Evaluation of Public Health Programs) and 26 (Public Health and Healthcare Quality) – pp. 413-430 and 599-626 (app. 39p reading)</td>
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<td>• Carey J; Medical Guesswork: From Heart Surgery to Prostate Care, The Health Industry Knows Little about which Common Treatments Really Work; Business Week, May 29, 2006 – Discusses a core issue in ensuring and improving health care quality; the lack of good evidence of effectiveness (7p)</td>
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<td>• Welch G; Testing What We Think We Know; The New York Times; Op-Ed; August 19, 2012 – An Op-Ed plea for more funding for comparative effectiveness research (2p)</td>
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<td>(No Class-Online team assignment)</td>
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Our ever-evolving U.S. health care system

12/9


Patient-Centered Outcomes Research Institute, https://www.pcori.org/ Go to the website and review at least one of the comparative effectiveness clinical research projects featured on it.

Shi L, Singh D, Essentials of the U.S. Health Care System, Jones and Bartlett Learning, 2013, Chapter 1: Major Characteristics of U.S. Health Care Delivery (26p)

If you are unfamiliar with, or just want to review, basic concepts on the ACA or health insurance coverage, view the following brief Henry J. Kaiser Family Foundation YouToon videos. Accessed 8/20/17
  o Health Insurance Explained: The YouToons Have it Covered at: http://www.kff.org/health-reform/video/health-insurance-explained-youtoons/


Communications: You are responsible for reading emails sent to your UA account from your instructor 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: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

Disability Accommodations: It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please
let me know immediately, so that we can discuss options. You are also welcome to contact the Disability Resources (520-621-3268) to establish reasonable accommodations (as it is very important that you be registered with the DRC). For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/students

Code of Academic Integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas):
Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

Nondiscrimination and Anti-harassment Policy: The University of Arizona is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

UA Smoking and Tobacco Policy: The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

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 by the instructor.

Telephone and Computer Use: Turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor. We will often use materials posted on D2L or from the Web in class, so please bring an Internet-enabled computer or tablet (e.g., iPad) to class; however, you are not allowed to use your computer or phone for any non-class related activities during class.

Plagiarism: What counts as plagiarism?
• Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
• Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
• Quoting a passage without quotation marks or citations, so that it looks like your own.
• Paraphrasing a passage without citing it, so that it looks like your own.
• Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
Gender Pronoun Guideline: It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.

Notification of Objectionable Materials: This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback. [http://gened.arizona.edu/content/course-syllabus-guidelines](http://gened.arizona.edu/content/course-syllabus-guidelines)