Time and Location
This is an online course that does not meet in person or in live sessions.

Instructor
Terry F. Urbine, Ph.D.

Contact Information
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Phoenix, AZ 85004

Office Hours
By appointment. Instructor will reply to student email questions within 48 hours. Please put “PHPM407/507” in the email subject line. I am teaching several classes, and until I get to know you, the subject line will give me a point of reference for your question.

Catalog Description
Health policy is examined from an economic perspective. Basic economic theories and their relationships to the structure and function of the US health care system are explored. Alternative health care systems and health care reforms are evaluated. Health policy positions are evaluated using a variety of publicly available data sources. Weekly readings, homework problems, viewing recorded topic lectures, watching and abstracting supplemental video materials, and working on individual projects will be required of students throughout the semester.

Course Prerequisites
1. Undergraduate- CPH 310: Health Care in the US, or permission of instructor
2. Graduate- degree seeking MEZCOPH student, or permission of instructor

Course Learning Objectives
By the end of this course, students will be able to:
1. Explain how economic theory predicts the supply, demand and consumption of health care.
2. Describe the relationship between providers of insurance, its regulation and health care spending.
3. Understand the concept of market failure, its role in justifying the public sector and recognize ubiquitous regulatory capture in health care.
4. Work backward from an existing public sector participation in health care to determine the market failure that prompted public sector involvement.
5. Work forward from a market failure in health care to predict the resulting regulatory capture.
### MPH/Program Competencies Covered

<table>
<thead>
<tr>
<th>item</th>
<th>Category</th>
<th>competency</th>
<th>where learned</th>
<th>where assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Evidence-based Approaches to Public Health</td>
<td>Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate</td>
<td>Cobweb demo video</td>
<td>Exams, Homework</td>
</tr>
<tr>
<td>2</td>
<td>Evidence-based Approaches to Public Health</td>
<td>Interpret results of data analysis for public health research, policy or practice</td>
<td>Readings lectures</td>
<td>Exams, Homework</td>
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<tr>
<td>3</td>
<td>Public Health &amp; Health Care Systems</td>
<td>Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings</td>
<td>Video, lecture</td>
<td>Exams, Homework, research project</td>
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<tr>
<td>4</td>
<td>Public Health &amp; Health Care Systems</td>
<td>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</td>
<td>Videos, Reading Lecture</td>
<td>Research project</td>
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<tr>
<td>5</td>
<td>Planning &amp; Management to Promote Health</td>
<td>Assess population needs, assets and capacities that affect communities’ health</td>
<td>Lecture</td>
<td>Homework, research project</td>
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<tr>
<td>6</td>
<td>Planning &amp; Management to Promote Health</td>
<td>Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</td>
<td>COBRA reading,</td>
<td>Exams, Homework</td>
</tr>
<tr>
<td>7</td>
<td>Planning &amp; Management to Promote Health</td>
<td>Design a population-based policy, program, project or intervention</td>
<td>Lecture</td>
<td>Exams, Homework</td>
</tr>
<tr>
<td>8</td>
<td>Policy in Public Health</td>
<td>Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</td>
<td>Reading, Lecture</td>
<td>Exams, Homework</td>
</tr>
<tr>
<td>9</td>
<td>Policy in Public Health</td>
<td>Advocate for political, social or economic policies and programs that will improve health in diverse populations</td>
<td>Lectures readings, Videos</td>
<td>Research project</td>
</tr>
<tr>
<td>10</td>
<td>Policy in Public Health</td>
<td>Evaluate policies for their impact on public health and health equity</td>
<td>Video lecture</td>
<td>Research project</td>
</tr>
<tr>
<td>11</td>
<td>Systems Thinking</td>
<td>Apply systems thinking tools to a public health issue</td>
<td>Lectures, reading</td>
<td>Research project</td>
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</tbody>
</table>

### Required Text

Course materials: Course materials are being delivered digitally via D2L through the Inclusive Access program. Please access the material through D2L on the first day of class to make sure that there are no issues with delivery so any problems can be addressed quickly. You automatically have access to the course materials FREE through 8/30/2020. You must take action even if you have not accessed the materials. The deadline to opt-out is 8/30/2020. If you do not opt-out and choose to retain your access, the cost of the digital course materials will appear on your Bursars account.
Lectures
Recorded video presentations for each lesson will be provided in D2L. These will range from 15 to 55 minutes in length depending on the material. Presentations are meant to further guide you in the course materials, and often add bonus content to help your understanding.

Learning Materials & Activities
All materials are available in D2L and in the Required Text.

Announcements
This course is hosted in the D2L Learning Management System. All course announcements will be posted there. In addition, a list of students taking this course can be found there. Students can use the list to find contact information for other students in the course.

Course Format
This is an online course, and all learning and interaction will occur in D2L. If you have trouble accessing any course content or materials, please let me, the instructor know ASAP – do not wait until your grade suffers. Activities will be broken up by week numbers which will be used as the module names in D2L. For each week, you will be provided a video lecture to review, materials to read, videos to watch, and a learning activity, or assignment to complete. To succeed, students must demonstrate understanding of the course material via exams comprised of multiple-choice questions, and demonstrate the ability to analyze and synthesize information contained in the assigned readings via homework problems. Graduate students must also demonstrate the ability to independently research publicly available data related to a contemporary health care policy issue or problem, identify a related economic theory and describe the relationship of theory to policy, and finally use their data to support a policy position on the topic. Time management is your friend and time is your enemy. Review deadlines in the Semester Schedule below and in D2L. You will be given ample time to complete work and sufficient access to materials. Plan your time in advance and prepare for technology problems. That is, do not try to submit work in D2L at the very last minute. Failure to plan will cost you points and possibly letter grades.

Assignment Descriptions
Homework: There will be four (4) homework problems throughout the semester related to required readings and video materials in D2L. Each homework is worth 10 points for undergraduate (PhPm407) students and 20 points for graduate (PhPm507) students. Your response is submitted in an Assignment folder in D2L. Submissions are due on Sunday nights at midnight. Review the Semester Schedule below for specific dates.

Activities: In D2L there will be detailed instructions concerning which activities you should do each week. These will be provided in a Word document in the module for that week. For example, week 1 will have a Word document called “Wk1 Activities.docx.” There you will be told which problems from the Required Text you should do. There are more activities for graduate students than undergraduates, and this will be spelled out in the Word document for that week.

Exams: Two (2) course exams with 25 best answer, multiple-choice questions are given during the semester. Exams will be sent to each student via their official email as shown in the D2L class roster. Answer keys will be submitted by the student in electronic form to a D2L Assignment folder.
are from the required reading or video materials. Review the Semester Schedule below for specific dates.

Comprehensive Final: The final examination with 50, multiple-choice questions will be sent to each student via their official email shown in the D2L class roster. Answers will be submitted by the student in electronic form to a D2L Assignment folder. Questions will be derived from the required reading or video materials. Graduate (PhPm507) students will be asked to provide additional written information with their exam answers.

Research: (Graduate students only): From the Required Text, refer to the following Tables & Figures:
- Table 3.1, Table 3.2, Figure 3.1, Figure 3.2, Table 3.3, Figure 3.3, Figure 3.4, Figure 3.5, Figure 3.6, Figure 4.3, Table 4.1, Table 4.2, Figure 4.4, Table 4.3, Figure 5.2, Figure 5.4, Figure 6.5, Figure 7.1, Figure 7.2, Figure 7.3, Figure 7.4, Figure 7.5, Figure 7.6, Figure 7.7, Figure 8.1, Figure 8.2, Figure 8.3, Figure 8.4, Figure 9.1, Figure 9.2, Figure 9.3, Figure 9.4, Table 9.1, Figure 9.5, Figure 10.2, Table 10.1, Table 11.1, Table 11.2, Figure 11.1, Figure 11.2, Figure 12.1
  1. Choose from this list, a Table or Figure.
  2. Find the original data source(s) for these data. This might be a government web site or a publication or combination of sources and analysis.
  3. Collect the original data and enter it into an Excel spreadsheet.
  4. If newer versions of the data are now available, or a better source or a legitimate source with different results, show your new data in Excel.
  5. Write a short comment about how your data compares to the Figure or Table in the book. Include this comment in the Excel file.
  6. Provide instructions concerning where you got the data, so I can verify the source. This can simply be a URL address as long as it works.
  7. Submit your Excel spreadsheet in the Assignment folder in D2L.

Quizzes: From the Required Text at the end of each chapter there is a short multiple choice quiz which you should take after reading the chapter. Each question is worth 1 point.

Policy on turning in materials after the due date and time
Students are expected to submit assignments by the due dates noted in the course. In extenuating circumstances, such as illness, students must contact the instructor as soon as possible to discuss the situation. In those circumstances, I will determine the appropriate course of action for the student. Depending on the situation, these actions may include recommendations to drop the course (if within the university drop/withdrawal period), acceptance of some or all of the overdue assignments with or without penalties, or denial of accommodation. Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive a grade reduction for the assignment, amounting to 1 point loss per day. After 5 days, the assignment will not be graded. Late assignments may not receive the same level of written feedback as do assignments submitted on time.

Evaluation & Grading
Students will be evaluated on their performance on the items listed above. Grades will be determined by assessing the total possible points obtained, as follows:
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>Homework</td>
<td>4 in semester</td>
<td>40</td>
<td>80</td>
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<tr>
<td>Quizzes</td>
<td>12 MC in textbook</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Exams</td>
<td>2 in semester, 25 MC, open book</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Activities</td>
<td>Throughout textbook assigned weekly</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>Research</td>
<td>Grad Students only</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Comprehensive, 50 MC, open book; Graduate students submit extra work</td>
<td>100</td>
<td>200</td>
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<tr>
<td></td>
<td><strong>Total Possible points</strong></td>
<td><strong>360</strong></td>
<td><strong>720</strong></td>
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**Grade A point range**

- Undergraduate: 324 – 360
- Graduate: 648 – 720

**Grade B point range**

- Undergraduate: 288 – 323
- Graduate: 576 – 647

**Grade C point range**

- Undergraduate: 252 – 287
- Graduate: 504 – 575

**Grade D point range**

- Undergraduate: 216 – 251
- Graduate: 432 – 503

**Grade E point range**

- Undergraduate: 0 – 215
- Graduate: 0 - 431

**Instructors’ Feedback**

Your work will generally be graded within a period of one week after all students have submitted assigned material or exam keys. It is not possible for to respond to every posting by each student. My approach is to respond to a sample of responses. I may draw the attention of the class to postings considered very good examples. I will provide feedback via the D2L assignment folder.

**Class Attendance**

It is expected that students will check the class D2L every day for announcements and updates posted during the week. I believe in a balance between work and auto-re-creation. As many of you work Mon-Fri, you might consider this class part of your re-creation. I rarely work on Sat or Sun so do not expect an answer from me if you proffer a query on Friday night. Similarly, if you are on top of the class as of Friday night, you will not see anything change in D2L until the following Monday. Therefore, you do not need to check D2L on Sat or Sun for changes and updates.
## Semester Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Materials &amp; Tasks</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 24 To Aug 30</td>
<td>Economics Regulatory capture</td>
<td>From Textbook: Ch 1, Quiz 1.11, Ch 2, Quiz 2.8 From D2L: Wk 1 Activities, videos, &amp; readings</td>
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<td>2</td>
<td>Aug 31 To Sep 6</td>
<td>Health care costs Health</td>
<td>From Textbook: Ch 3, Quiz 3.8, Ch 4, Quiz 4.8 From D2L: Wk 2 Activities, videos, &amp; readings</td>
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<td>3</td>
<td>Sep 7 To Sep 13</td>
<td>Rationing Price Controls</td>
<td>From Textbook: Ch 5, Quiz 5.6, Ch 6, Quiz 6.8 From D2L: Wk 3 Activities, videos, &amp; readings, Homework 1</td>
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<tr>
<td>4</td>
<td>Sep 14 To Sep 20</td>
<td>Medicare Medicaid</td>
<td>From Textbook: Ch 7, Quiz 7.7, Ch 8, Quiz 8.9 From D2L: Wk 4 Activities, videos, &amp; readings, Homework 2</td>
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<td>5</td>
<td>Sep 21 To Sep 27</td>
<td>Physician services Insurance</td>
<td>From Textbook: Ch 9, Quiz 9.8, Ch 10, Quiz 10.6 From D2L: Wk 5 Activities, videos, &amp; readings</td>
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<td>6</td>
<td>Sep 28 To Oct 4</td>
<td>The uninsured Cross subsidies</td>
<td>From Textbook: Ch 11, Quiz 11.7, Ch 12, Quiz 12.7 From D2L: videos, &amp; readings</td>
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<td>7</td>
<td>Oct 5 To Oct 11</td>
<td>Competition Drug prices and shortages</td>
<td>From D2L: videos, &amp; readings, Homework 3 From Email: Exam 2</td>
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<tr>
<td>8</td>
<td>Oct 12 To Oct 14</td>
<td>Other Health Care Systems</td>
<td>From Textbook: From D2L: videos, &amp; readings, Homework 4, Research project From Email: Final Exam</td>
</tr>
</tbody>
</table>

### Academic Integrity

Students are expected to abide by the University of Arizona Code of Academic Integrity found at [http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/code_of_academic_integrity.pdf](http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/code_of_academic_integrity.pdf).

### Classroom Behavior

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

### 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: [http://www.registrar.arizona.edu/emailpolicy.htm](http://www.registrar.arizona.edu/emailpolicy.htm)
Grievance Policy
Students who believe they have been subjected to unfair treatment in the administration of academic policies may seek resolution of their complaints through the Graduate College found at http://grad.arizona.edu/Current_Students/Policies/Grievance_Policy.php

Grade Appeal Policy
http://catalog.arizona.edu/2012-13/policies/gradappeal.htm

Plagiarism
Plagiarism will not be tolerated. If an assignment is plagiarized, the student will either receive an automatic zero, or will be reported to the Dean of Students, depending on severity. 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.

For more information, visit http://www.library.arizona.edu/help/tutorials/plagiarism

Disability Accommodation
Students who are registered with the Disability Resource Center must submit appropriate documentation to the instructor if they are requesting reasonable accommodations: http://drc.arizona.edu/instructor/syllabus-statement.shtml

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.

About the Required Text
The Required Text for this course is an electronic and interactive book with activities that students are required to perform in each chapter as well as chapter quizzes which will contribute to your final grade in this class. I began developing materials for this book several years ago in order to provide course materials via D2L which were focused on this course’s objectives, and to avoid the cost of a published textbook. You will find that this electronic form is an excellent format for rapid edition updating as subject material ages, while maintaining a very low price point compared to printed books. The Arizona Board of Regents has adopted a policy concerning required textbooks which are authored by the faculty who teach or coordinate the course. This policy is intended to dispel any conflict of interest or appearance thereof. In accordance with that policy and under the approval of the College of Public Health Dean, all royalties in excess of $500 per semester will be donated to a Mel & Enid Zuckerman scholarship program at the College of Public Health.