Time: Wednesdays from 4:00 to 6:50 pm

Location:
Phoenix, Building 2, Room 2306 - Health Amphitheater
Tucson - AHSC 2141

Instructor:
Rodrigo A. Silva, DVM, MPH
Adjunct Lecturer of Public Health
Phone number: (520) 216-6190
E-mail address: rodrigosilva@email.arizona.edu

Instructor Availability: By appointment only

Catalog 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 Objectives and Expected Learning Outcomes:
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.

Course Objectives
During this course students will conduct a community health assessment using appropriate health indicators and data sources. This assessment will be used to compare and contrast diverse communities to explore the cultural, social, geographical and economical structures that affect health care delivery systems. Students will also learn the issues surrounding minority and special populations, exploring public policy issues affecting the delivery of health care to these. Throughout the course work, students will also learn and differentiate health, disease and illness, morbidity and mortality in diverse populations.

Learning Outcomes:
Upon completion of this course students 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.

Program Competencies Covered:
1. Apply quality and performance improvement practices to improve health outcomes.
2. Apply "systems thinking" for resolving organizational problems.
3. Demonstrate leadership skills for building partnerships.
4. Construct and interpret budgets to analyze the fiscal status of public health, health care and non-profit organizations.
5. Apply legal frameworks to analyze public health problems, explain the source and scope of the state’s power to regulate public health, and critique how the law can improve or impair the public’s health.
6. Implement and evaluate health care marketing theories and practice methods.
7. Analyze and evaluate administrative, management and regulatory issues that impact the delivery of medical care in the U.S.

Concentration Competencies Covered:
A. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
B. Explain methods of ensuring community health safety and preparedness.
C. Apply quality and performance improvement concepts to address organizational performance issues.
D. Apply "systems thinking" for resolving organizational problems.
E. Demonstrate leadership skills for building partnerships.
Required Texts and Readings:

- http://www.cdc.gov/stltpublichealth/cha/data.html
- http://content.healthaffairs.org/content/28/2/361.full

Course Requirements:

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.

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), unless absences are pre-approved by the professor.

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.

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.

University Course Policies:
https://academicaffairs.arizona.edu/syllabus-policies


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.

Grading Scale, Student Evaluation and Policies:

Grades will be assigned based on the following criteria:

1. - Written Class Assignments 20% or 200 pts
2. - D2L Discussions 20% or 200 pts
3. - Community Health System Analysis Report 20% or 200 pts
4. - CHSA Compare and Contrast Assignment 20% or 200 pts
5. - Class Participation/Exit Tickets 11% or 110 pts
6. - Final Examination 10% or 100 pts

Late assignments will not be accepted, thus receiving a 0 (zero) 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

Grades will be assigned A-E, corresponding to the following percentage scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%–100%</td>
</tr>
<tr>
<td>B</td>
<td>80%–89%</td>
</tr>
<tr>
<td>C</td>
<td>70%–79%</td>
</tr>
<tr>
<td>D</td>
<td>60%–69%</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 59%</td>
</tr>
</tbody>
</table>

Required examinations, papers and projects:

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obesity in the U.S. Policy Brief</td>
<td>Assignment</td>
<td>October 30</td>
<td>7%</td>
</tr>
<tr>
<td>Special Populations Case Policy Brief</td>
<td>Assignment</td>
<td>October 02</td>
<td>7%</td>
</tr>
<tr>
<td>Analysis of Issues Surrounding the Reduction of Health Care Cost in the US</td>
<td>Assignment</td>
<td>September 04</td>
<td>7%</td>
</tr>
<tr>
<td>Case Study - Budget Cuts Part 1</td>
<td>Discussion</td>
<td>September 11</td>
<td>2%</td>
</tr>
<tr>
<td>Special Populations Case Discussion</td>
<td>Discussion</td>
<td>October 09</td>
<td>4%</td>
</tr>
<tr>
<td>Community Model for Health Improvement</td>
<td>Discussion</td>
<td>November 13</td>
<td>4%</td>
</tr>
<tr>
<td>Case Study - Budget Cuts Part 2</td>
<td>Discussion</td>
<td>October 23</td>
<td>4%</td>
</tr>
<tr>
<td>Case Study - Budget Cuts Part 3</td>
<td>Discussion</td>
<td>November 06</td>
<td>4%</td>
</tr>
<tr>
<td>Community Health System Assessment</td>
<td>Group Project</td>
<td>September 25</td>
<td>20%</td>
</tr>
<tr>
<td>Compare and Contrast - CHSA</td>
<td>Group Project</td>
<td>October 16</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation - CHSA</td>
<td>Submission of 15 completed exit tickets</td>
<td>December 04</td>
<td>11%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Exam</td>
<td>December 04</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>100%</td>
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Final exam regulations:
http://www.registrar.arizona.edu/staff/courses/final-exams?audience=staff&cat1=10

Rev. July 19, 2019
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
<th>Week 13</th>
<th>Week 14</th>
<th>Week 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and Course Overview</strong></td>
<td><strong>The Health Care System in America</strong></td>
<td><strong>Health Policy and the Health Care System</strong></td>
<td><strong>The Future of Health Services Delivery</strong></td>
<td><strong>Health Services Delivery: Discussion</strong></td>
<td><strong>Health Information Issues</strong></td>
<td><strong>Health Literacy Issues</strong></td>
<td><strong>Health Services Delivery: Discussion</strong></td>
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<td><strong>Health Literacy Issues</strong></td>
</tr>
</tbody>
</table>

**Course Schedule:**

- Week 1: Introduction and Course Overview
- Week 2: The Health Care System in America
- Week 3: Health Policy and the Health Care System
- Week 4: The Future of Health Services Delivery
- Week 5: Health Services Delivery: Discussion
- Week 6: Health Information Issues
- Week 7: Health Literacy Issues
- Week 8: Health Services Delivery: Discussion
- Week 9: Health Literacy Issues
- Week 10: Health Services Delivery: Discussion
- Week 11: Health Literacy Issues
- Week 12: Health Services Delivery: Discussion
- Week 13: Health Literacy Issues
- Week 14: Health Services Delivery: Discussion
- Week 15: Health Literacy Issues

*Rev. July 19, 2019*
Assessments and Competencies Covered:

Obesity in the US - Childhood Obesity in Arizona Policy Brief
You are required to write a policy brief on Childhood Obesity in Arizona. This 4-page paper must be written as if it was to be asking specific policy changes to a member of Arizona Congress. The policy changes are to be specific, realistic and well researched. The following is the outline of a policy brief for the purposes of this class.

How to write a Policy Brief

“Research is essentially unfinished unless the findings are synthesized and applied in practice to improve the situation”. A policy brief is used to communicate scientific information or a particular problem affecting large sectors of a population allowing the audience to gain in depth understanding of the main issues and presenting enough synthesized information to allow for a successful decision making process. In addition, a policy brief provides decision makers with actionable recommendations, which may include the need for more research on a particular issue. A policy brief is “brief” not more than 4 pages long not including references. Such document must include:

• Title (5% of grade)
  A compelling action statement of what the brief aims to accomplish.

• Executive Summary (5% of grade)
  One paragraph that succinctly describes the aim, the problem and the recommended solution.

• Aim (10% of grade)
  Describe the rational for the brief in one or two sentences. The Aim is defined as such under its own title. The aim is also described in the Executive Summary.

• Problem (20% of grade)
  Describe the importance of the issue. For the purposes of this class, write every brief as if it was intended to affect government policymakers in a manner as to change policy to benefit a population.

• Recommendations (30% of grade)
  Describe the concrete, specific, and actionable decisions you recommend the stakeholders to make.

Other parts of the brief grade:

• Readability, grammar and spelling (10% of grade)

• Appropriate use of data (20% of grade)

If you use tables of charts, add them as attachments. Attachments are not part of the page count. Attachments should be completely relevant and communicate information that cannot otherwise be presented in a more succinct and compelling manner. Always cite your references using AMA format, ensure quotes are properly cited.

References:


This policy brief will cover the following competencies.
Program Competencies: 1, 2, 3, 5 and 7.
Concentration Competencies: A, B, D and E.
Special Populations Case - Women Homelessness in Arizona Policy Brief
You are required to write a policy brief on Women Homelessness in Arizona. This 4-page paper must be written as if it was to be asking specific policy or regulatory changes to a member of Arizona Congress. The policy changes must target a specific social, environmental or economic problem that contributes to women homelessness. Your proposal must be specific, realistic and well researched. The following is the outline of a policy brief for the purposes of this class.

How to write a Policy Brief

“Research is essentially unfinished unless the findings are synthesized and applied in practice to improve the situation”. A policy brief is used to communicate scientific information or a particular problem affecting large sectors of a population allowing the audience to gain in depth understanding of the main issues and presenting enough synthesized information to allow for a successful decision making process. In addition, a policy brief provides decision makers with actionable recommendations, which may include the need for more research on a particular issue. A policy brief is “brief” not more than 4 pages long not including references. Such document must include:

- Title (5% of grade)
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- Executive Summary (5% of grade)
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- Recommendations (30% of grade)
  Describe the concrete, specific, and actionable decisions you recommend the stakeholders to make.

Other parts of the brief grade:

- Readability, grammar and spelling (10% of grade)
- Appropriate use of data (20% of grade)

If you use tables of charts, add them as attachments. Attachments are not part of the page count. Attachments should be completely relevant and communicate information that cannot otherwise be presented in a more succinct and compelling manner. Always cite your references using AMA format, ensure quotes are properly cited.

References:


This policy brief will cover the following competencies.
Program Competencies: 1, 2, 3, 5 and 7.
Concentration Competencies: A, B, D and E.
Paper: Analysis of Issues Surrounding the Reduction of Health Care Cost in US.
You are required to write a 4-page paper on the above-mentioned subject. You may choose one or more regulatory or legal issues that prevent the reduction of health care cost in the US. You are to describe the problem, how it affects health care cost and provide supportive data to develop the main idea. The following is the rubric for this paper.

<table>
<thead>
<tr>
<th>Unsatisfactory (1)</th>
<th>Marginal (2)</th>
<th>Satisfactory (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max/Weight</td>
<td>59</td>
<td>69</td>
<td>79</td>
<td>89</td>
</tr>
<tr>
<td>Central Point</td>
<td>16%</td>
<td>Central point not clearly developed.</td>
<td>Central point is adequately developed.</td>
<td>Central point is very well developed.</td>
</tr>
<tr>
<td>Idea Development</td>
<td>16%</td>
<td>Ideas are not developed.</td>
<td>Ideas are presented superficially or inconsistently.</td>
<td>Ideas are presented with some consistency and depth.</td>
</tr>
<tr>
<td>Support of Ideas</td>
<td>16%</td>
<td>Lacks convincing support for ideas.</td>
<td>Provides weak support for main ideas.</td>
<td>Develops adequate support for main ideas.</td>
</tr>
<tr>
<td>Analysis</td>
<td>20%</td>
<td>There is no evidence of analysis, synthesis, interpretation or other critical manipulation of ideas.</td>
<td>There is some limited analysis, synthesis, interpretation, or other critical manipulation of ideas.</td>
<td>Analysis, synthesis, interpretation, or other critical manipulation of ideas is present in most of the paper.</td>
</tr>
<tr>
<td>Integration of Ideas</td>
<td>16%</td>
<td>Demonstrates no real integration of ideas to support interpretation and clarification.</td>
<td>Begins to integrate ideas to support interpretation and clarification.</td>
<td>Displays some skill at integrating ideas to support interpretation and clarification.</td>
</tr>
<tr>
<td>Readability</td>
<td>16%</td>
<td>Recurring problems with grammar, spelling, and/or punctuation.</td>
<td>It is difficult to understand some sentences when reading at a normal pace, creating a need to reread passages. Recurring problems with grammar, spelling, and/or punctuation distract the reader repeatedly.</td>
<td>Paper is easy to read in some places, easy to understand some sentences clearly when reading at a normal pace; passages seldom have to be reread. Isolated problems with grammar, spelling, and/or punctuation in several places.</td>
</tr>
</tbody>
</table>

This paper will cover the following competencies.
Program Competencies: 1, 2, 4, 5, 6 and 7.
Concentration Competencies: A, C, D and E.

Discussions
There are several discussion forums on D2L distributed throughout the course as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 11</td>
<td>Online Discussion</td>
</tr>
<tr>
<td></td>
<td>• Case study - Budget Cuts Part I</td>
</tr>
<tr>
<td>Oct 09</td>
<td>Online Discussion</td>
</tr>
<tr>
<td></td>
<td>• Special Population Case Studies Discussion</td>
</tr>
<tr>
<td>Oct 23</td>
<td>Online Discussion</td>
</tr>
<tr>
<td></td>
<td>• Case study - Budget Cuts Part II</td>
</tr>
<tr>
<td>Nov 06</td>
<td>Online Discussion</td>
</tr>
<tr>
<td></td>
<td>• Community Model for Health Improvement</td>
</tr>
</tbody>
</table>

• There will be a number of questions in each forum (some follow up questions may be added by the professor).
• All questions must be addressed each week.
• Posts should be short, succinct and straight to the point.
• All posts should be free of grammatical and spelling errors.
• Students should issue an initial post per question of 100 - 150 words by Wednesday at 11:59 pm the week of the module.
• Initial posts should have at least one citation from a respected source, but not from the textbook.
• Each student should have one post per question each week to receive full Module question points.
• No partial points will be awarded.
• You may post your answers any time before the respective due dates. Again, initial posts should be completed by Saturday at 11:59 pm.

Rev. July 19, 2019
The discussions will cover the following competencies.
Program Competencies: 1, 2, 3, 4, 5, 6 and 7.
Concentration Competencies: A, B, C, D and E.

Group Assignment - Community Health Systems Assessment
You will be required to work with a group of four to five students assessing the health system of an Arizona community. The group paper must not be longer than 10 pages; the title page and references are separate. All graphs and tables are to be included as attachments. You will also produce a power point presentation no longer than 20 minutes that your group will present to the class on September 25th.

Your Community Health System Assessment (CHSA) must contain the following:

Introduction, demographics and environment
Describe the population and the environment. Use appropriate sources such as city or county government websites to gather statistical data for the assigned community. Describe types of household, employment, major causes of morbidity and mortality, and any other statistical information you find relevant and informative. Describe any environmental factors that may affect the health of the population, such as pollution or type of geography. Describe any relevant cultural and socioeconomic factors. Cite the source of your data using AMA format.

Health System
Describe the health system resources available in the assigned community, hospitals and the level of care available, emergency care facilities, urgent care facilities, community clinics, specialized health care facilities, charitable and other organizations covering gaps in the system. Describe any public health, health education and any other ongoing intervention affecting the health of the community. You may include description of other resources affecting the health of the community, such as parks, roads (paved or unpaved), community centers, etc. Describe health care accessibility both physical and financial. List health insurance providers including any government programs and access to the health care marketplace. Describe the effect that the ACA has had in the community. Cite the source of your data using AMA format.

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The discussions will cover the following competencies.
Program Competencies: 1, 2, 3, 4, 5, 6 and 7.
Concentration Competencies: A, B, C, D and E.
Health Needs Assessment
Using Healthy People 2020 health goals and objectives as a framework, analyze your community for physical health needs. Describe at least three (3) health needs based on Healthy People 2020 goals. Cite the source of your data using AMA format.

Policy Recommendations
Based on the data and information gathered, make recommendations to address the three (3) health needs identified. Ensure your recommendations are well supported and your ideas thoroughly developed. Recommendations may include government (local, state or federal) policy, changes in private entities policies or practices, and government incentives affecting private policies or practices. Cite the source of your data using AMA format.

Use AMA format
Including title page, acronyms, in-text citations, headers, and references

The Community Health Systems Assessment group papers will be 80% of the total grade by the following rubric; in addition, the presentation will be 20% of the grade.

<table>
<thead>
<tr>
<th></th>
<th>Max/Weight</th>
<th>Un satisfactory (1)</th>
<th>Marginal (2)</th>
<th>Satisfactory (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Point</td>
<td>16%</td>
<td>Absence of central point</td>
<td>Central point not clearly developed</td>
<td>Central point is adequately developed</td>
<td>Central point is clear and very well developed</td>
<td>Central point is very well developed and presented</td>
</tr>
<tr>
<td>Idea Development</td>
<td>16%</td>
<td>Ideas are not developed.</td>
<td>Ideas are presented superficially or inconsistently.</td>
<td>Ideas are presented with some consistency and depth.</td>
<td>Ideas are presented with significant insight and thoroughly developed</td>
<td>Excellent insight and development of Ideas.</td>
</tr>
<tr>
<td>Support of Ideas</td>
<td>16%</td>
<td>Lacks convincing support for ideas.</td>
<td>Provides weak support for main ideas.</td>
<td>Develops adequate support for main ideas.</td>
<td>Consistently develops strong support for main ideas.</td>
<td>Support for main ideas is excellent, solid and well utilized.</td>
</tr>
<tr>
<td>Analysis</td>
<td>20%</td>
<td>There is no evidence of analysis, synthesis, interpretation or other critical manipulation of ideas.</td>
<td>There is some limited analysis, synthesis, interpretation, or other critical manipulation of ideas.</td>
<td>Analysis, synthesis, interpretation, or other critical manipulation of ideas is present in most of the paper.</td>
<td>Includes analysis, synthesis, interpretation, or other critical manipulation of ideas throughout.</td>
<td>Excellent and unique analysis, synthesis, interpretation, or other critical manipulation of ideas.</td>
</tr>
<tr>
<td>Integration of Ideas</td>
<td>16%</td>
<td>Demonstrates no real integration of ideas to support interpretation and clarification.</td>
<td>Begins to integrate ideas to support interpretation and clarification.</td>
<td>Displays some skill at integrating ideas to support interpretation and clarification.</td>
<td>Is adept at integrating ideas to support interpretation and clarification.</td>
<td>Integration of ideas is excellent and supports well the interpretation and clarification of the arguments.</td>
</tr>
<tr>
<td>Readability</td>
<td>16%</td>
<td>Recurring problems with grammar, spelling, and/or punctuation.</td>
<td>It is difficult to understand some sentences when reading at a normal pace, creating a need to reread passages.</td>
<td>Recurring problems with grammar, spelling, and/or punctuation distract the reader repeatedly.</td>
<td>Paper is easy to read in some places, easy to understand some sentences clearly when reading at a normal pace, though may have to be reread several passages.</td>
<td>Recurring problems with grammar, spelling, and/or punctuation in several places.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Paper is easy to read in most places; sentences can be understood clearly when reading at a normal pace; passages seldom have to be reread. Isolated problems with grammar, spelling, and/or punctuation.</td>
<td>Paper is easy to read in most places; sentences can be understood clearly when reading at a normal pace; passages seldom have to be reread. Isolated problems with grammar, spelling, and/or punctuation.</td>
<td>Paper is easy to read and easy to understand. The sentences are clear and can be read at a normal pace. The passages do not need to be reread at all. Excellent grammar, spelling, and punctuation.</td>
<td></td>
</tr>
</tbody>
</table>

The Community Health Systems Assessment will cover the following competencies.
Program Competencies: 1, 2, 3, 4, 5, 6 and 7.
Concentration Competencies: A, B, C, D and E.

Group Assignment - Compare and Contrast Two Community Health Systems
You will be required to work with a group of four to five students conducting a compare and contrast analysis of two Community Health Systems Assessments. The group paper must not be longer than 4 pages; the title page and references are separate. All graphs and tables are to be included as attachments. This assignment requires you to focus on the ways in which two health care systems are similar (comparison) and how they are different (contrast) to each other.

You are to make the connection between two different systems, thus engaging in critical thinking and generating a more interesting analysis. When reflecting on similarities, we gain deeper understanding of the items being compared, their relationship to each other, and what is most important about them. This assignment is to compare and contrast two systems and then use what you have learned to develop an evaluation regarding the factors responsible for the differences.

As you find points of comparison and contrast, consider:
- Demographics
- Culture
- Socioeconomic aspects
- Ecology (broad sense)

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• Health behaviors
• Existing health care system per se, such as hospitals, clinics, etcetera.

Work the compare and contrast diagram (do not include the diagram in your submission) beginning with the following questions:
• How were the systems created?
• What global issues cause these?
• What are the consequences?
• What matters to the argument you are going to make?
• Decide which of them are significant and relevant to be included in your paper.

Build your thesis containing the main idea of your paper, including the argument that supports the conclusion. Make your argument going beyond the obvious. Build your paper using any of the following methods: subject by subject, lens comparison or point by point. Conclude your paper restating your thesis and summarize how you proved your argument.

The compare and contrast paper will be graded using the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory (1)</th>
<th>Marginal (2)</th>
<th>Satisfactory (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max/Weight</td>
<td>16%</td>
<td>69%</td>
<td>79%</td>
<td>89%</td>
<td>100%</td>
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<tr>
<td>Central Point</td>
<td>Absence of central point</td>
<td>Central point not clearly developed</td>
<td>Central point is adequately developed</td>
<td>Central point is clear and very well developed</td>
<td>Central point is very well developed and presented</td>
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<tr>
<td>Idea Development</td>
<td>Ideas are not developed.</td>
<td>Ideas are presented superficially or inconsistently.</td>
<td>Ideas are presented with some consistency and depth</td>
<td>Ideas are presented with significant insight and thoroughly developed</td>
<td>Excellent insight and development of Ideas.</td>
</tr>
<tr>
<td>Support of Ideas</td>
<td>Lacks convincing support for ideas.</td>
<td>Provides weak support for main ideas.</td>
<td>Develops adequate support for main ideas.</td>
<td>Consistently develops strong support for main ideas.</td>
<td>Support for main ideas is excellent, solid and well utilized.</td>
</tr>
<tr>
<td>Analysis</td>
<td>There is no evidence of analysis, synthesis, interpretation or other critical manipulation of ideas.</td>
<td>There is some limited analysis, synthesis, interpretation, or other critical manipulation of ideas.</td>
<td>Analysis, synthesis, interpretation, or other critical manipulation of ideas is present in most of the paper.</td>
<td>Includes analysis, synthesis, interpretation, or other critical manipulation of ideas, throughout.</td>
<td>Excellent and unique analysis, synthesis, interpretation, or other critical manipulation of ideas.</td>
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<tr>
<td>Integration of Ideas</td>
<td>Demonstrates no real integration of ideas to support interpretation and clarification.</td>
<td>Begins to integrate ideas to support interpretation and clarification.</td>
<td>Displays some skill at integrating ideas to support interpretation and clarification.</td>
<td>Is adept at integrating ideas to support interpretation and clarification.</td>
<td>Integration of ideas is excellent and supports well the interpretation and clarification of the arguments.</td>
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<tr>
<td>Readability</td>
<td>Recurring problems with grammar, spelling, and/or punctuation.</td>
<td>It is difficult to understand some sentences when reading at a normal pace, creating a need to reread passages. Recurring problems with grammar, spelling, and/or punctuation distract the reader repeatedly.</td>
<td>Paper is easy to read in some places, easy to understand some sentences clearly when reading at a normal pace, though may have to be reread several passages. Recurring problems with grammar, spelling, and/or punctuation in several places.</td>
<td>Paper is easy to read in most places; sentences can be understood clearly when reading at normal pace; passages seldom have to be reread. Isolated problems with grammar, spelling, and/or punctuation.</td>
<td>Paper is easy to read and easy to understand. The sentences are clear and can be read at a normal pace. The passages do not need to be reread at all. Excellent grammar, spelling, and punctuation.</td>
</tr>
</tbody>
</table>

The Compare and Contrast paper will cover the following competencies.
Program Competencies: 1, 2, 3, 4, 5, 6 and 7.
Concentration Competencies: A, B, C, D and E.

Final Exam:
You are required to complete a final examination located in D2L. This exam will be based on some randomly-selected course expected learning outcomes: as follows
• 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.

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

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