Time: Monday 3:00-5:15 PM

Location: Room 2208 in Building 2 at the College of Medicine- Phoenix

Instructor: M. Moe Bell, M.D., M.P.H.; Director, MD/MPH Program and Clinical Professor, Department of Family, Community, and Preventive Medicine

Contact Information: moeb1015@email.arizona.edu

Office hours: Mondays 11am – 3 pm by appointment

Administrative Assistance: MPH- Kim Barnes kjf@email.arizona.edu or COM- Bekah Petersen rpetersen1@email.arizona.edu

Course Description: The course provides an overview of contemporary issues and trends in public health and medicine. It is a seminar class with guest experts invited from the community to provide insight and stimulate discussion on each topic.

Course Prerequisites: Enrollment in MD program or with the permission of the course director.

Course Objectives: During this course students will be exposed to a wide variety of current public health topics presented by the instructor and many guest speakers who have leadership roles in local and state public health agencies. Students will be expected to write a paper addressing a current public health issue and give their proposed solution to the issue. Students will be expected to present this topic to the class in a concise format. During this course, students will gain an understanding of what public health entails and will be able to make an informed decision about whether to pursue and MD/MPH dual degree.

Expected Learning Outcomes: Upon completion of this course students will be able to describe contemporary issues and trends where public health and medicine intersect. Students will learn traditional public health roles, and gain an understanding of modern healthcare systems and current health disparities. Students will engage with guest speakers who are leaders in public health at the local and state level. Through this engagement, students will gain an understanding of leadership roles that are available and career paths that could lead to these roles.

MPH Clinical Leadership Concentration Competencies:

1. Describe contemporary issues and trends where public health and medicine intersect, with an emphasis on traditional public health roles, healthcare systems, and health disparities.
2. Engage in leadership roles and opportunities for physicians in public health at the local, state, or national level.

To Register:
MD/MPH & other students
- Contact Kim Barnes kjf@email.arizona.edu and let her know you want to take the class

If you are not yet sure if you will enter the MD/MPH program it is best to register for PHPM 570.

Required Texts: None
Readings are listed for each session on this syllabus. These readings will be available on D2L ~ https://d2l.arizona.edu/. You can sign in to D2L with your UA NetID and password. If you have problems or need further instruction on accessing D2L feel free to email Kim Barnes kjf@email.arizona.edu.

Grading / Student evaluation: The course grade will be determined as follows:
- Class Attendance 25%
- Class Participation 25%
- Individual Paper 25%
- Final Exam 25%

Letter grades will be given to all students (A=90% and above, B=80-89%, so on).

Class Attendance: An attendance sheet will be passed around at the beginning of each class

Class Participation: You will be assessed on how well you are able to describe and translate the class health issue topic to population health. Your interaction with the guest speakers from different health disciplines will also be part of your class participation.

Individual paper: Students will be expected to review newspaper, magazine, journal, and/or on-line sources for information on current issues in public health and write a short paper on one contemporary topic. The paper should address a cutting-edge public health issue that interests you and should describe:
- The current public health issue being addressed
- Sources of information about the issue
- A summary of what is known and not known about the issue
- Your personal recommendations on how the issue should be addressed or further studied

The paper should be 3-5 pages in length in 12-point font and double spaced. References should be no more than 10 and should be cited as per the Uniform Requirements for Manuscripts Submitted to Biomedical Journals. (JAMA 1997;277:927-934 or on the internet at http://www.nlm.nih.gov/bsd/uniform_requirements.html. ) There should be a cover page that contains the title of the paper, your name, class name and number, and date submitted. Pages should be numbered starting with the first page of text. The paper will be due by midnight October 28th, 2019.

Presentation of paper: Students will have 2-3 minutes to present the key findings from their papers in one of the November or December classes. Only 2 PowerPoint slides will be allowed- one to describe the issue, and the second to describe the proposed solution(s).

The final exam will on December 9th, 2019 at the regular class time and will consist of a series of short essay questions that address material discussed in class.

Class Attendance / Participation: Students are expected to attend all classes - unless excused by the professor - and to participate in class discussions. Open laptops, IPADs, IPHONEs, etc. during class will not be permitted
except to fact check or to find information pertinent to the topic being discussed and intended to be shared with
the group. Conducting personal business (texting, emails, etc.) is discourteous to other students and guest
speakers. All holidays or special events observed by organized religions will be honored for those students who
show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s
designee will be honored.)

Course Schedule:  

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Faculty</th>
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</thead>
<tbody>
<tr>
<td>pre</td>
<td>8-15</td>
<td>Vaccine lecture- 11 AM (C104)</td>
<td>M. Moe Bell; MD, MPH Director MD/MPH Program, College of Medicine- Phoenix</td>
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<tr>
<td>1</td>
<td>8-26</td>
<td>History of the U.S. Public Health System</td>
<td>M. Moe Bell; MD, MPH Director MD/MPH Program, College of Medicine- Phoenix</td>
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<tr>
<td>9-2</td>
<td></td>
<td>Labor Day holiday - No Class</td>
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<tr>
<td>2</td>
<td>9-9</td>
<td>Public health preparedness and emergency response</td>
<td>Rebecca Sunenshine; MD Maricopa County Dept of Public Health, Disease Control Division Medical Director</td>
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<td>3</td>
<td>9/16</td>
<td>Public health law</td>
<td>Leila Barraza; JD, MPH. Assistant Professor, Mel and Enid Zuckerman COPH</td>
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<td></td>
<td>9-23</td>
<td>Fall Break - No class</td>
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<td>4</td>
<td>9-30</td>
<td>Local and state public health agencies</td>
<td>Bob England, MD, interim Director Pima County Dept of Public Health (Marcy Flanagan, Director Maricopa County Dept of Public Health)</td>
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<tr>
<td>5</td>
<td>10-7</td>
<td>Nutrition programs, policy, and food security in the United States</td>
<td>Doug Taren; PhD, Associate Dean Academic Affairs, U.A., College of Public Health</td>
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<td>Shad Marvasti; MD, MPH, Director of PH, Prevention, and Health Promotion</td>
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<td>10-14</td>
<td>AHCCCS and Medicaid</td>
<td>Charlton Wilson; MD Medical Director Mercy Care (AHCCCS)</td>
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<td>7</td>
<td>10-21</td>
<td>Epidemiology and Disease Control (10/28)</td>
<td>Lisa Villarroel, MD MPH Medical director, Bureau of Epidemiology and Disease Control, Arizona Dept. of Health Services</td>
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<td>8</td>
<td>10-28</td>
<td>The future of health care in the U.S.</td>
<td>M. Moe Bell; MD, MPH Director MD/MPH Program, College of Medicine- Phoenix</td>
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<td>PAPERS DUE</td>
<td>Richard Carmona, MD, MPH, 17th Surgeon General of the U.S. (4-5 PM)</td>
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<td>9</td>
<td>11-4</td>
<td>Environmental Health</td>
<td>Mike Britt, RS, REHS; Maricopa County Environmental Health Specialist</td>
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<td>11-11</td>
<td>Veteran’s Day- no class</td>
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<td>10</td>
<td>11-18</td>
<td>Healthcare Legislation at the state level</td>
<td>Susan Cannata, JD, Peters, Cannata, &amp; Moody Heather Carter, AZ state Senator, COPH Faculty</td>
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<td>11-25</td>
<td>Global Health</td>
<td>Priscilla Magrath; PhD, Lecturer, COPH-Tucson (3-4 PM)</td>
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<td>Climate change and public health</td>
<td>M. Moe Bell; MD, MPH Director MD/MPH Program, College of Medicine- Phoenix</td>
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<td>12-2</td>
<td>Mental health system in Arizona</td>
<td>Sarah Salek, MD, CMO AHCCCS (3-4 PM)</td>
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<td>Immigration and public health</td>
<td>Celina Valencia DrPH; post-doc research associate, COPH</td>
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<td>13</td>
<td>12-9</td>
<td>Health Disparities in the U.S.</td>
<td>M. Moe Bell; MD, MPH Director MD/MPH</td>
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Learning Objectives and Readings:

**Session 1: History of the U.S. Public Health System**
- Define public health and its core functions
- Review the history of public health in the USA and its achievements
- Describe the major governmental, professional and NGOs involved in public health.
- Describe the organization of the Issues and Trends Course and Course requirements.

**Session 2: Public Health Preparedness and Emergency Response**
- Describe how federal and local agencies prepare for and respond to disasters.
- Discuss the types of public health emergencies that a state and local health department might face.
- Discuss the legal issues that public health preparedness raises.
- Describe how preparedness is the same as, or differs from, for natural and intentional infectious disease outbreaks.
- Describe the challenges faced by the public health system in addressing the Ebola outbreak in 2014-15.

**Session 3: Public Health Law**
- Describe the U.S. and international legal framework for public health law.
- Discuss model public health statutes and why updating of state public health laws is necessary.
- Discuss the tension between individual rights and responsibilities and the need to protect the health of the public.
- Describe restrictions of personal freedoms that can be taken to protect the health of the public and the safeguards in place to prevent abuse.
- Describe the challenges federalism poses to developing a national approach to public health.

**References:**

**Session 4: Local and State Public Health Agencies**
- Explain public health roles typically performed by federal, state, and local levels of government.
- List at least 5 programs or functions located in the Arizona Department of Health Services and county health departments in Arizona.
- Compare the public health services offered in Arizona to those in other states.
- List the principle sources of revenue for state and county health departments in Arizona.
- List at least 2 types of state-local health department organizational relationships.
- List at least 3 other agencies at the state and local level that administer health-related programs.
- Define: general revenue, fees, revenue sharing, block grants, categorical grants.

**Reference:**
Session 5: Nutrition Programs in the United States

- Compare and contrast individual, community, and policy approaches to hunger and obesity in the United States.
- Discuss hunger and obesity issues over the last three decades as they relate to children in the United States.
- Contrast the concepts of food security and insecurity as they relate to hunger in the United States.
- Compare the eligibility and benefits of Federal and Nonprofit nutrition programs in the United States.
- Analyze how US food systems are related to the development and solutions to hunger in the US

Class prep:
- Community Gardens (48 minutes): https://arizona.adobeconnect.com/communityschoolgardens/
- Hunger and Homelessness (21 minutes): https://arizona.adobeconnect.com/helpinghandshomeless/
- Refugees (11 minutes): https://arizona.adobeconnect.com/p6xkwmpkck2/

Optional:
- Increasing Local Food in Hospitals and Clinics for Health and Nutrition (52 minutes) https://arizona.adobeconnect.com/hospitalclinicnutrition/

Session 6: AHCCCS (Arizona Medicaid Program) and Medicaid

- Describe the roles and responsibilities of the Federal and State government in the Medicaid program.
- Describe the main populations eligible for Medicaid coverage.
- Identify the main categories of benefits that Medicaid members may receive.
- Describe how AHCCCS is structured, how it relates to other State Agencies, and how it administers its programs.
- The Governor of your State is facing a budget deficit and needs your advice. Describe potential policies or strategies that could be considered to control the costs of the Medicaid program. Identify potential consequences of your recommendations.
- The Governor of a neighboring State needs your advice. Make your best argument(s) for and against their participation in the Affordable Care Act provision that expands the number of people in that State’s Medicaid program.

Resources:
- CMS: http://www.medicaid.gov/ See section on Medicaid by Population and Medicaid by Topic
- Kaiser Family Foundation: http://kff.org/medicaid/

References:

Session 7: Epidemiology and disease control

- Describe how federal and local agencies investigate and respond to disease epidemics.
- Describe the state infectious disease reporting system.
• Discuss the response to infectious disease outbreaks in the state

**Session 8: The future of health care in the U.S.**
• Describe the implications of federal health care reform for private health insurance.
• Discuss trends in cost and coverage of private health insurance before and after health care reform was passed.

*Reference*

**Session 9: Environmental Health**
• Describe what is involved in investigating a suspected community toxic exposure.
• List resources for information about community, family and work environmental exposures.
• Discuss how the built environment affects health.
• Describe the local, state and national agencies that are responsible for environmental health and their responsibilities.

*References:*

**Session 10: Health Care Legislation at the state level**
• Describe the major differences between the House of Representatives and Senate and the implications for passing legislation.
• Describe the dynamics of a House-Senate Conference and why one chamber has the upper hand.
• Describe how the rules of the Senate affect how that chamber operates.
• Describe the roles of congressional staff and lobbyists in the legislative process.
• Apply knowledge about the legislative process to understanding how health care reform evolved and why we got the final result we did.
• Describe the main components of the federal health care reform law passed by congress.

*Readings:*
• Jennings CC, Hayes KJ. Health insurance reform and the tensions of federalism. New England of Medicine 2010;362:2244-2246.

**Session 11: Global Health and climate change**
• Place global health in the context of underserved health care.
• Survey the controversy between “vertical” and “horizontal” approaches to health care.
• Demonstrate the importance of clinical care in global public health programs.
• Describe the historical development of Westernized health programs in LDCs from colonial to current times, categorizing as vertical or horizontal the following successive approaches:
  a. Tropical medicine
  b. “Priority Medicine:” 12 Axioms (King)
  d. Selective Primary Care
  e. Child Survival (UNICEF)
  f. IMCI & IMPAC (WHO)
g. Global Fund (HIV, TB, Malaria) and PEPFAR
h. UN Millennium Development Goals (2000-2015)

- Contrast two models of global health care: (a) Tropical Medicine; (b) Poverty Medicine.
- Differentiate the demographic transition from the epidemiologic transition.
- Interrelate four major health problems of LDCs: Population, Nutrition, Infectious Disease, and Chronic Disease.
- Compare resource constraints in LDCs with constraints in U.S. underserved areas.
- Cite resources and organizations through which MD and MPH students may further their interests in global health.

**Readings:**

**Recommended Websites:**
- COM Global Health curriculum: [http://www.globalhealth.arizona.edu](http://www.globalhealth.arizona.edu) [also links to CoM Global Health Forum, Externships, sites and funding]

**Session 12: Mental Health System in Arizona**
- Describe who provides mental health services in Arizona
- Define what is meant by a regional behavioral health authority and describe their functions.
- Describe the availability of and gaps in service for mental health and substance abuse services.
- Describe the substance abuse prevention programs in the state and if they are effective.
- Describe the role of the state mental hospital and the correctional health systems in providing mental health services.
- Discuss how the mental health parity law will affect the availability of mental health services.

**Session 12: Immigration and Public Health**
- Discuss the public health implications of immigration, legal and illegal.
- Discuss the implications of Arizona immigration legislation for physicians, hospitals and the public health system.

**Readings:**

**Session 13: Health disparities in the United States**
- Describe how the United States ranks among the developed countries in health outcomes.
- Discuss ways to reduce health disparities in the United States.
- Discuss how the built environment influences health habits and contributes to chronic disease in the United States.
- Discuss ideas to make the built environment healthier for people.

**References:**

**Session 13: Federally Qualified Health Centers**
- Define what a health manpower shortage area is.
• List the problems in recruiting and retaining providers in health care facilities that serve disadvantaged populations.
• Describe the role of Community Health Centers (CHCs) under the Affordable Care Act.
• Describe the history and benefits of CHCs (including workforce programs)

Reference:

Required Statements:

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

Disability Accommodation: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: http://catalog.arizona.edu/2015%2D16/policies/disability.htm

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity

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

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/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

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

Grade Appeal Policy: http://catalog.arizona.edu/2015-16/policies/gradappeal.htm

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. The latest version of the policy is available at:
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.

7/22/19