HPM 100 – Spring 2017

SCHEDULE OF LECTURES AND READING ASSIGNMENTS

Lectures: Mondays and Wednesdays, 2:00pm-3:50pm | Room 43-105A CHS
Discussion Section: Thursdays, 12:00pm-12:50pm | Room 33-105A CHS

Professor: Burton O. Cowgill, PhD
TA: Haleigh Mager-Mardeusz
Course Website: www.ccle.ucla.edu

Professor: Burton O. Cowgill, PhD  bcowgill@ucla.edu
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Course Description: This course provides a survey of health policy and management, a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. The course is designed to give students a basic understanding of American health care organization, financing and policy. We will begin by considering the evolution of public and private health services, including the economic, political, social and historical underpinnings of the US health care system, and the individual and social factors that influence health care utilization, including how and why people access health care. Next, we will examine national health care expenditures and the organization and financing of private and public insurance. We will then consider the roles of different providers in the health care system, including outpatient clinical settings, hospitals, long term and palliative care facilities, nurses and physicians. Finally, we will explore the trends and forces shaping the future direction of the US health services delivery system, including the current health care reform debate at the state and national levels.

Course Competencies: Students will be expected to develop a basic familiarity with the following concepts and their use in health policy and practice discussions.

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<tr>
<th>Course Learning Objectives</th>
<th>Related Core MPH Competencies</th>
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<td>1. Describe the history and evolution of the US healthcare system into the fragmented delivery system that exists today.</td>
<td>E3. Explain methods of ensuring community health safety and preparedness. F12. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.</td>
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<td>2. Define access to health care using the Andersen Model by relating contextual characteristics, individual characteristics, and health behaviors to outcomes.</td>
<td>F3. Apply legal and ethical principles to the use of information technology and resources in public health settings.</td>
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<td>3. Explain methods of advancing and promoting population health through health promotion and disease prevention strategies.</td>
<td>E5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.</td>
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<td>4. Discuss the basics of the US healthcare system’s costs and financing and compare to international experiences with healthcare cost and cost containment.</td>
<td>E4. Discuss the policy process for improving the health status of populations. E6. Apply principles of strategic planning and marketing to public health.</td>
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| 5. Understand the roles of public and private health insurance in the United States. | E2. Describe the legal and ethical basis for public health and health services.  
E4. Discuss the policy process for improving the health status of populations. |
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| 6. Describe past and present trends in hospital and ambulatory care costs and utilization and their related health professions. | F12. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.  
F14. Apply evidence-based principles and scientific knowledge base to critical evaluation and decision-making in public health. |
| 7. Apply an understanding of disparities in health status and health care utilization in the US. | F7. Identify public health programs and strategies that are responsive to the diverse cultural values and traditions of communities being served.  
F16. Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems. |
| 8. Discuss the policy process at the state and federal level for establishing the laws and regulations that govern the US healthcare system. | E2. Describe the legal and ethical basis for public health and health services.  
E4. Discuss the policy process for improving the health status of populations. |
| 9. Understand how quality is perceived and measured in the US healthcare system from the perspective of the patient, provider, and payor. | E7. Apply quality and performance improvement concepts to address organizational performance issues.  
F6. Use information technology to access, evaluate, and interpret public health data. |
| 10. Define the need for and delivery of health care services to special populations, including children, the disabled, and mentally ill. | F16. Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems. |
| 11. Understand the history of health care reform in the United States, including current and future implications of the Affordable Care Act. | E2. Describe the legal and ethical basis for public health and health services.  
E4. Discuss the policy process for improving the health status of populations.  
F12. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field. |
| 12. Produce oral and written reports on an aspect of US health care policy or health promotion. | F5. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. |

**Course Requirements and Grading:** Student performance in this course will be evaluated by:

1. Participation in class discussions. Students must be prepared to comment on readings as they relate to the lecture and present an informed viewpoint on issues arising in discussion. (10%)
2. Attendance in class and discussion section. (10%)
3. Students will prepare a 2-page description of a health promotion/prevention program/activity or a national/state/local/organizational health policy and prepare a brief report to be presented in class during 4th week or 10th week. (15%)

4. Two in-class Midterm Examinations, including multiple choice, short-answer, and short-essay questions (1st Midterm: 25%, 2nd Midterm: 40%).

Required Readings:


2. Other readings, including journal articles, book chapters, newspaper articles and policy briefs, may be assigned and will be made available on the class website

   Readings are subject to change—please check the course website at least once a week.

3. Students are encouraged to subscribe to CaliforniaHealthline – a daily listserv that summarizes the current headlines related to local, state, and national health care news, policy, and opinion. Go to: http://www.californiahealthline.org/.

Health Promotion/Prevention or Policy Write-up and Oral Report:

Students will identify a health promotion/prevention program/activity or a recent (adopted after 2000) national/state/local/organizational health-related policy and write a 2-page report (double-spaced, 12 point font, 1 inch margins). Your write-up is meant to be brief and concise. Reports on health promotion/prevention programs/activities should describe the program, its target population, its components, its intended impact on health and how it achieves its goal/s. For example students may choose flu vaccination programs, physical activity interventions, or health screenings. Reports on a health-related policy should describe the policy components, its target population, its intended impact on health, and its economic implications. For example, students may choose to discuss components of the Affordable Care Act, changes to the Medi-Cal program, local ordinances to promote healthy neighborhoods, or school/worksite policies related to health. A third page should be used to list references (no more than 5 citations). In addition, students will conduct a short (~5 minute) presentation to be done during lecture. More detail will be given during the first Discussion Section.

Students will be divided into 2 groups. The first group will turn in their 2-page report and present their oral report in class during week 4 – the second group will turn in their 2-page report and present their oral report in class during week 10.

Office Hours:
Dr. Cowgill’s office hours are by appointment and held at A2-125 CHS.

Office hours for Haleigh Mager-Mardeusz are by appointment.
**Week 1**

Monday, April 3rd

Topic: Course Introduction and Overview  
Speaker: Cowgill  
Reading(s): Changing the US Health Care System, Introduction and Overview

Wednesday, April 5th

Topic: Historical Development of the U.S. Health Care System/Access to Health Care  
Speaker: Cowgill  
Changing the US Health Care System, Chapter 2.

**Week 2**

Monday, April 10th

Topic: Health Promotion and Disease Prevention  
Speaker: Cowgill  


Changing the U.S. Health Care System, Ch. 22 pp.685-689.

Wednesday, April 12th

Topic: US Health Care Costs and Financing
Speaker: Cowgill
Readings: Changing the U.S. Health Care System, Chapters 8 and 9

**Week 3**

Monday, April 17th

Topic: Health Professions, Secondary and Tertiary Care, including RN Shortage
Speaker: Cowgill
Reading(s):
- Changing the US Health Care System, Chapter 15

Wednesday, April 19th

Topic: Health Insurance – Public and Private Perspectives
Speaker: Cowgill
Reading(s): Changing the US Health Care System, Chapters 6 and 7
Week 4

Monday, April 24th

Topic: Health Promotion/Prevention Oral Reports (first half of class)

Wednesday, April 26th

Topic: Health Reform and the Affordable Care Act
Speaker: Kominski

Reading(s): Changing the US Health Care System, Chapter 1

Week 5

Monday, May 1st  Midterm #1

Wednesday, 3rd

Topic: Disparities in Health Status and Health Care in the United States
Speaker: Glenn

Reading(s):

Changing the US Health Care System, Chapters 3 and 4

Week 6

Monday, May 8th

Topic: The Basics of Health Policy in the US
Speaker: Cowgill

Reading(s):


Heymann SJ, Health and social policy, Ch 16.


Wednesday, May 10th

Topic: Medicare – Then and Now and Medicaid
Speaker: Cowgill

Reading(s): Changing the US Health Care System, Ch. 21

Week 7

Monday, May 15th (Note: Two different lectures this day)

Topic: Pharmaceutical Economics and Policy
Speaker: Cowgill

Reading(s): Changing the US Health Care System, Chapter 10


Topic: The Future of Healthcare Delivery
Speaker: Boxer

Wednesday, May 17th

Topic: Long-term and Palliative Care
Speaker: Cain

Reading(s): Changing the US Health Care System, Ch 16

**Week 8**

Monday, May 22\textsuperscript{nd}

Topic: Mental Health Services and Policy Issues  
Speaker: Ettner

Reading(s): Changing the US Health Care System, 3\textsuperscript{rd} Edition, Chapter 16 [Note that this chapter is \textit{not} found in the current edition of the course textbook; however, a pdf of the assigned chapter is available on the course website.]

Wednesday, May 24\textsuperscript{th}

Topic: Child and Adolescent Health Care  
Speaker: Chung

Reading(s): Changing the US Health Care System, Chapter 18

**Week 9**

Monday, May 29\textsuperscript{th} \quad \textbf{No Class – Memorial Day}

Wednesday, May 31\textsuperscript{st}

Topic: Health Care Quality – Outcomes, Evaluation, and Public Information  
Speaker: Cowgill

Reading(s): Changing the US Healthcare System, Chapters 11-13

**Week 10**

Monday, June 5\textsuperscript{th}

Topic: Health Policy Oral Reports (second half of class)

Wednesday, June 7\textsuperscript{th} \quad \textbf{Midterm #2}
Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu