Meetings:
Mondays and Wednesdays 3:00 – 4:50 p.m.
Room: 33-105 CHS

Course website: https://ccle.ucla.edu

Instructor:
Arturo Vargas Bustamante, PhD, MPP
Associate Professor of Health Policy & Management
Office: CHS 31-299C
Email: avb@ucla.edu
Office hrs: Mondays 2 – 3 pm and Wednesday 5 – 6 pm

TAs:
Alina Palimaru Office hrs: Wednesdays, 2PM – 3PM (and by appointment)
Nikhil Kulkarni Office hrs: Mondays, 12PM – 1PM (and by appointment)

Email for course assignments: hpm200Bwinter2017@gmail.com

Syllabus

Purpose and Scope of Course

This course is the second of a two-course sequence required for all students in the Department of Health Policy & Management. The sequence is structured as follows:

HPM 200A: Understanding access to care and health care costs
HPM 200B: Learning about quality of health care and assessing directions for change

In HPM200B, you will gain a basic knowledge and understanding of key issues in: quality of care, health care information systems, long-term care and support for the elderly population, vulnerable populations, changes to the health care delivery system, public health and clinical care, strengthening the safety net and ethical issues in the field.

This course sequence will provide future health care policy analysts, managers, consultants and researchers with basic knowledge of health systems’ organization and financing, current key
problems and efforts to reform them. To learn more about the specific competencies that will be targeted in this course read Appendix I.

Course Requirements Grading

*Individual assignments* (60% of your grade)

- 2 short quizzes (20% each)
- Documentary response piece (10%)
- Class participation and attendance (10%)

*Team assignments* (40% of your grade)

- First outline of feasibility study (5%)
- Class presentation of feasibility study (10%)
- Final write up of the feasibility study (15%)
- Book chapter presentation & discussion (10%)

Assignments

*Individual assignments*

- **Short quizzes**

The two mid-term quizzes will be in-class, closed book examinations. They will each consist of approximately 20 short answer questions, worth 4-6 points each. To ensure unbiased grading, you should not write your name on quizzes. Instead, you should write your student ID # on every page of the quiz. **Please make sure to bring your student ID # and a blue book (with enough space to write your answers) to the exam. Exams that are not answered in a blue book will not be graded. Pieces of paper appended to your blue book will not be graded.** Mid-term Quiz 1 will assess your knowledge and understanding of the material discussed in Part I of the course. Mid-term Quiz 2 will assess your knowledge and understanding of the material discussed in Part II of the course. In other words, quizzes are noncumulative. There is no final exam for this course. The content of the quizzes will be based primarily on the assigned class readings, lecture slides and case studies.

- **Documentary Response Piece**

To motivate the discussion of spiraling health spending and overtreatment in HPM200B, you will write a response piece to the documentary titled “Money & Medicine” from PBS:


For this assignment you would compare and contrast the health care delivery of the UCLA Health System and Intermountain and how these two approaches could potentially be linked with spiraling health care costs, and geographic variation in health spending across the U.S. The response piece should address the following questions:

1. Identify main similarities and differences in different types of treatment between UCLA Health System and Intermountain.
2. How would you explain these differences in terms of quality of care and health care cost control?
3. Discuss the tradeoff between cost-effective health care delivery vs. health care delivery that promotes the use of cutting edge technologies as profiled in the documentary. What is the role of technological innovation on health spending growth?
4. How the U.S. could potentially control spiraling health care costs at the same time it procures the delivery of quality care and the development of cutting edge health care technological innovations?

Your response should be written as a unified essay with an introductory paragraph where you state an argument, two to four paragraphs where you develop the body of your response and a conclusion where you round up your argument. Keep your essay professional and balanced. Do not write an unsubstantiated opinion. Write an argument that consists of your thesis and logical arguments to support it. Use accurate information and valid arguments to support your point of view. While not required, a diversity of sources could bring more credibility to your argument. All sources must be acknowledged, and citations must be consistent throughout the essay. Your response piece should be typed in a double spaced document without a cover page. In the first page of your response piece, please write only your student ID after the title of your essay. The response essay must not exceed 1,000 words.

**Class participation and attendance**

Your lecture participation and attendance will count towards the final grade. The participation grade will not be defined in terms of quantity, but in terms of quality. Students are expected to read all assigned readings and come prepared to discuss them in class. Importantly, attending lectures is not a substitute for class readings. The instructor will use the class readings to support class discussion and he will assume that all students have done the assigned reading for the day. The content of the readings, however, will not be repeated or summarized during lecture.

Attendance will be tracked. You may have up to two unjustified absences from class without some form of official justification (e.g. health care provider note, conference presentation letter).

***Please Note: Justifying absences only apply after you have been absent twice. In other words, please don’t justify your absences until you need to miss a third class during the quarter***

Exceptions: The two unjustified absences neither applies to the two quiz days nor to the class presentation week. If something serious comes up in your life that requires you to be away from school, please let the Instructor know as soon as possible.

**Team assignment**

**Feasibility study**

In an effort to stress the applied component of this course, you will develop a feasibility study in teams during the quarter. The main advantage of learning with case studies is that students actively translate abstract concepts learned from readings and lectures into practical situations. These dynamics contribute to the following skills:

1. Problem solving
2. Analytical tools, quantitative or qualitative
3. Decision making in complex situations
4. Coping with ambiguities

It is very important for everyone to read and think about the issues involved in the case studies well in advance. For this exercise, you will be randomly assigned to your team. This assignment is intended to simulate the conditions of the professional world where you rarely choose your teammates and you have to learn how to work effectively with all types of people. Therefore, **no requests for team changes will be accepted.**

The feasibility study you will have to develop in teams is the following:

In 2011, Kaiser Permanente (KP) Northern California reduced hospital mortality substantially by implementing a coordinated strategy codified in the so-called “Playbook”. The following case describes the development and evolution of this initiative that has translated into substantial savings and reduced mortality:


Vivity, an integrated network of seven health systems in Southern California is trying to compete with KP in Los Angeles and Orange County. According to a recent review of Vivity’s first year of operations “the biggest obstacle Vivity faces is convincing people who are happy with Kaiser that they should consider other options” (Modern Healthcare, October 23, 2015). According to this article Vivity is a “new health ecosystem that is being built amongst people who previously competed and still do compete in other areas”.

Page Rothermel, Anthem’s vice president and general manager for California recently hired Accenture (a management and IT consulting firm) to create a new clinically integrated platform for Vivity.

Ms. Rothermel believes that focusing on lowering hospital mortality in the hospitals that are currently associated with Vivity would allow Anthem to compete more aggressively with KP in Southern California. In addition, it would make Vivity more attractive to existing Kaiser enrollees. Aware of Kaiser’s success on reducing hospital mortality, but knowing that the environment for the “Playbook” to operate differs from the one in Vivity, Ms. Rothermel has requested your consulting firm to draft a “feasibility study” to coordinate a decentralized strategy to reduce hospital mortality in more than one of Vivity’s associated hospitals (i.e. strategy could focus in at least 2 of the hospitals within Vivity, but could include more or all of the seven hospitals) taking advantage of the new clinically integrated platform that the consulting firm is developing. Ms. Rothermel is wondering if Vivity should replicate a similar strategy to the one implemented at Kaiser, design a totally different approach, or adopt a mixed strategy. As part of the feasibility study, Ms. Rothermel is open to fresh ideas to increase the attractiveness of Vivity to KP enrollees if your analysis concludes that focusing on hospital mortality is less feasible than the alternative that you propose. As a fresh MPH graduate, you have just joined one of the consulting firms that will be considered for this project and you have been assigned to the management team that will draft the “feasibility study” for Ms. Rothermel. Your team leader has made it clear that the feasibility study should address the following:
1. Identify the biggest challenges faced by Vivity and assess whether focusing on reducing hospital mortality as in Kaiser Northern California is feasible or not.
2. If feasible, you should identify the best hospitals within the Vivity partnership that should be considered for your proposed strategy.
3. Discuss if your strategy should replicate “The Playbook”, implement a different strategy or adopt a mixed approach and justify your recommendation.
4. If not feasible, you should outline a strategy to better compete with KP in Southern California and attract their customers to Vivity.
5. Using your creativity, management insights, the numbers provided in the case study and/or any other publicly available resources, do a “back of the envelope” ROI analysis to justify your recommended strategy.
6. Provide details on how Vivity should implement the proposed strategy and how much it could cost (i.e. remember quick & dirty estimation is encouraged).
7. Create a list of priorities and a contingency plan in case your strategy does not go as planned or costs more than expected.

You are encouraged to visit the following website to learn about feasibility studies:

https://www.extension.iastate.edu/agdm/wholefarm/html/c5-66.html

To learn how to frame a back of the envelope estimation:

http://www.cs.duke.edu/courses/fall03/cps100/recitation/week01/estimation.pdf

To learn the basics of a Return on Investment (ROI) analysis:

https://www.business-case-analysis.com/return-on-investment.html

A class discussion will provide further details on how to write and format the feasibility study.

• **First outline of the feasibility study**

To get you started relatively early in the quarter, you will be required to turn in a write-up including the preliminary outline of your feasibility study and the answer to the following questions:

What is the issue?
What is the goal of the analysis?
What is the context of the problem?
What key facts should be considered?
What alternatives are available to the decision-maker?
What should you recommend and why?

• **Final write up of the feasibility study**

Your final feasibility study write-up should address the feedback you will receive from the Instructor and the TAs in your graded feasibility study outline (read above). Your final write-up should be as professional as possible, aiming to emulate a feasibility study that would be delivered to a decision maker in the “real world”. This assignment must not exceed 2,000 words of main text (i.e. not considering references, appendixes, cover page or table of contents).
• **Feasibility study class presentation**

Each team will present their “feasibility study” (~15 minutes + 5 minutes for Q&A) during the last week of class using a Power Point presentation. You can use alternative software as long as it can be displayed in the classroom. Each team will be randomly assigned to present on one of these days. Following the same guidelines as the final feasibility study write-up, each team should assume that they are presenting the content of their feasibility study to the main stakeholders of the case. Thus, your presentation should aim to deliver a professional presentation assuming you are in fact presenting your feasibility study in the “real world”.

• **“Book chapter” presentation**

Student teams will be responsible to present and lead the class discussion of one of the assigned chapters from the class textbook (Kominski (ed), 2015) during the quarter. Each team will be randomly assigned to present one of the “book chapters” (~15 minutes presentation + 10 minutes for Q&A and class discussion) using a Power Point presentation. The instructor will facilitate the team’s presentation/discussion highlighting important concepts and clarifying remaining questions.

Each book chapter presentation should address the following questions:

1. What were the main lessons from the chapter?
2. Why these concepts are important for health policy and management practice?
3. Class discussion could focus on the discussion questions within each chapter or students can moderate class discussion using their own discussion questions.

It is very important for everyone to read and think about the issues involved in the book chapter well in advance.

**Lecture organization**

According to the University of Minnesota Center for Educational Innovation “Active learning” is a teaching/learning style “in which students engage the material they study through reading, writing, talking, listening, and reflecting. Active learning stands in contrast to "standard" modes of instruction in which teachers do most of the talking and students are passive”

More on active learning: [http://cei.umn.edu/support-services/what-active-learning](http://cei.umn.edu/support-services/what-active-learning)

HPM200B will promote active learning through the constant interaction of instructor and student participation, self-learning, team collaboration, and teamwork discussion using multiple written and audiovisual resources.

Thus, each lecture in HPM200B will be structured as follows:

1. The instructor will introduce the lecture, explain how it fits with the rest of the course and will provide updated figures and supporting information related to the class topic (25 minutes).
2. Students will present the assigned “book chapter” for the day and will moderate class discussion (30 minutes).
3. Break (5 minutes)
4. Introduction of case study discussion by the instructor (10 minutes):
5. Question discussion in small teams (10 minutes).
6. Class discussion of case studies facilitated by the instructor (20 minutes)
7. Class recap (10 minutes)

Academic Integrity and Appropriate Credit

Class discussion: All points of view are welcomed in class, and we want the class to be a safe environment that encourages the free exchange of ideas and critical thinking. We expect that everyone will be respectful of differing viewpoints. Because one purpose of this class is to encourage critical thinking, please be receptive if fellow students or the Instructor voice their thoughtful disagreements with a statement, but all of us should do so in a respectful manner that encourages free expression of ideas.

Teamwork rules: All members of student teams created for the feasibility study exercise must contribute to every deliverable (first outline, final write-up and class presentations). If any particular member of the team doesn’t contribute to the team’s common effort, it is the responsibility of other team members to report this behavior to the Instructor. All deliverables turned in by the team must reflect the team’s own work. All sources used to back up the paper statements should be appropriately cited.

All students enrolled in this course should be familiar with the UCLA Student Conduct Code (http://www.registrar.ucla.edu/), and should avoid all types of student academic misconduct behaviors.

Practical matters

1. Your name, student ID and word count must be reported in all deliverables. To count the words in your documents in Microsoft Word, go to Tools and click “Word Count”. Please report the number of words, not characters.

2. The last five rows in the classroom must remain empty in all lectures and class dynamics. Since the classroom is big and the class will involve substantial discussion time, it is better if all students sit in the front of the room since it is hard to hear from students who sit in the back.

3. You are allowed to use your laptop computer or tablet in class. However, you can only use it to take notes, to investigate resources related to the materials being presented or discussed. The use of cellphones/smartphones is not allowed during class. Please make sure to shut them down before you get into class to avoid distractions or interruptions.

****HONOR CODE RULE: We expect your full and devoted attention during class. Thus, during class you are NOT allowed to:

a. Visit or update your status on social media platforms
b. Use any type of chat service
c. Check or answer email
d. Do work for other classes
e. Visit unrelated Internet sites (e.g. booking traveling, online shopping)
f. Read any type of electronic or printed material that is unrelated to class

g. Use your cellphones/smartphones

h. Text

Those who are identified in violation of this honor code will be subject to lower
class participation grades****

4. The Instructor and the TAs receive many emails daily. Some of these emails get lost or
may not even be opened, especially if they come from unreliable sources. To ensure that
all your emails are read, always write the following headline in the subject header line:

<HPM200B> Then write the purpose of your email.

If this header is not written in the subject line of all your emails to the Instructor or the TAs,
your emails may not be read. Emails without a subject header will be automatically
deleted to avoid the spread of computer viruses. Be advised that the Instructor and the
TAs can be expected to check email only once per day. Please allow at least 24 hours for
us to respond. If you email us during the weekend, please do not expect a response until
Monday. If you email questions that require an elaborated answer, it is preferable that you
attend office hours to receive a proper response.

Resources

1. The following textbook will be used in the HPM200AB course sequence:

GF. Kominski (ed), *Changing the U.S. Health Care System: Key Issues in Health Services

Schedule

Agenda & Key Dates:

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Session</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>M</td>
<td>1/9</td>
<td>Course introduction</td>
<td>Vargas Bustamante</td>
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<td></td>
<td></td>
<td><strong>Part 1: Quality of Health Care</strong></td>
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<tr>
<td>W</td>
<td>1/11</td>
<td>Evaluating the Quality of Care</td>
<td>Vargas Bustamante</td>
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<tr>
<td>M</td>
<td>1/16</td>
<td>Holiday</td>
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<tr>
<td>W</td>
<td>1/18</td>
<td>Feasibility Study Discussion</td>
<td>TAs</td>
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<tr>
<td>M</td>
<td>1/23</td>
<td>Digital Health &amp; Integrated Health Care</td>
<td>John Ovretveit</td>
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<tr>
<td>W</td>
<td>1/25</td>
<td>Health Care Information Systems</td>
<td>Vargas Bustamante</td>
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<td><strong>Part 2: Special Populations &amp; Directions for Change</strong></td>
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<tr>
<td>M</td>
<td>1/30</td>
<td>Long-Term Services and Supports for Older Adults</td>
<td>Vargas Bustamante</td>
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<td>Day</td>
<td>Date</td>
<td>Activity</td>
<td>Instructor/Reviewer</td>
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| W   | 2/1  | Vulnerable Populations: Homeless Persons  
      *First outline of feasibility study due* | Vargas Bustamante |
| M   | 2/6  | Part 1-2: Review Session & Discussion | TAs |
| W   | 2/8  | **Quiz 1 – Part 1-2** | TAs |
| M   | 2/13 | Changing the Health Care Delivery System | Vargas Bustamante |
| W   | 2/15 | Quality vs. Cost “Money & Medicine” | TAs |
| M   | 2/20 | Holiday |  |
| W   | 2/22 | Public Health and Clinical Care  
      *Documentary response piece due* | Vargas Bustamante |
| M   | 2/27 | Strengthening the Safety Net | Vargas Bustamante |
| W   | 3/1  | Ethical Issues in Public Health and Health Services  
      *Final feasibility study write up due* | Vargas Bustamante |
| M   | 3/6  | Part 2: Review Session & Discussion | TAs |
| W   | 3/8  | **Quiz 2 – Part 2** | TAs |
| M   | 3/13 | Feasibility study final presentations | Students |
| W   | 3/15 | Feasibility study final presentations | Students |

**Required Readings:**

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<th>Day</th>
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<th>Reading</th>
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<tbody>
<tr>
<td>M</td>
<td>1/9</td>
<td>Class Syllabus</td>
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**Part 1: Quality of Health Care**


  URL: [http://www.newyorker.com/magazine/2015/05/11/overkill-atul-gawande](http://www.newyorker.com/magazine/2015/05/11/overkill-atul-gawande)

<table>
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<tr>
<th>Date</th>
<th>Notes</th>
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| **W 1/18** | Tucker, A, “Learning About Reducing Hospital Mortality at Kaiser Permanente”, *Harvard Business School*  
About feasibility studies: [https://www.extension.iastate.edu/agdm/wholefarm/html/c5-66.html](https://www.extension.iastate.edu/agdm/wholefarm/html/c5-66.html)  
How to frame a back of the envelope estimation: [http://www.cs.duke.edu/courses/fall03/cps100/recitation/week01/estimation.pdf](http://www.cs.duke.edu/courses/fall03/cps100/recitation/week01/estimation.pdf)  
Basics of a Return on Investment (ROI) analysis: [https://www.business-case-analysis.com/return-on-investment.html](https://www.business-case-analysis.com/return-on-investment.html) |
| **M 1/23** | TBD |
ProeHealth (2012), “Estonian EHR Case Study”, URL: [https://ccle.ucla.edu](https://ccle.ucla.edu) (located in Week 3)  
URL: [http://www.newyorker.com/magazine/2007/04/30/the-way-we-age-now](http://www.newyorker.com/magazine/2007/04/30/the-way-we-age-now)  
URL: [https://www.iriss.org.uk/resources/insights/preventing-loneliness-social-isolation-older-people](https://www.iriss.org.uk/resources/insights/preventing-loneliness-social-isolation-older-people) |
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| W   | 2/15 | PBS documentary “Money & Medicine”:

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<th>Date</th>
<th>Author(s) and Title</th>
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The Economist (2010), “The worldwide war on baby girls”, March 4, 2010 URL: [https://ccle.ucla.edu](https://ccle.ucla.edu) (located in week 8) |
## Appendix 1: HPM 200A – Learning Objectives: Mapped to FSPH Core Competencies and HPM Department (Fall 2015)

<table>
<thead>
<tr>
<th>Course Learning Objectives</th>
<th>FSPH Core Competencies</th>
<th>HPM Department</th>
<th>MS and PhD programs</th>
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<tbody>
<tr>
<td>Demonstrate knowledge and understanding of key health system characteristics, structure, function, policies and management</td>
<td>E4. Discuss the policy process for improving the health status of populations</td>
<td>L1.3 Describe and understands the main characteristics, components and issues of the organization, financing, and delivery of health services and public health systems in the U.S.</td>
<td>K1.2 Describe and understands the main characteristics, components and issues of the organization, financing, and delivery of health services and public health systems in the U.S.</td>
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<td></td>
<td>E9. Communicate health policy and management issues using appropriate channels and technologies</td>
<td>L1.5 Understands the impact of the health care system on health disparities.</td>
<td>K1.4 Understands the impact of the health care system on health disparities.</td>
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<td>F7 Identify public health programs and strategies that are responsive to the diverse cultural values and traditions of the communities being served.</td>
<td>L1.6 Differentiates and understands private and government roles in health care delivery</td>
<td>K1.5 Differentiates and understands private and government roles in health care delivery</td>
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<td>F9 Demonstrate team building, negotiation, and conflict management skills</td>
<td>L1.11 Analyzes the effects of political, social and economic policies on health systems, community health, and access to care</td>
<td>K1.10 Analyzes the effects of political, social and economic policies on health systems, community health, and access to care</td>
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1. Acquire knowledge of the context of health and health care systems, institutions, actors, and environment.

10. Effectively communicate the process, findings, and implications of health services research through multiple modalities and stakeholders.
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<td>Analyze the main health care financing and organization challenges and opportunities</td>
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<td>Frame solutions under different scenarios to current health care financing and organization issues</td>
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<td>L1.5 Understands the impact of the health care system on health disparities.</td>
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<td>Comprehend and describe how policies affecting health and health care get made and changed</td>
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<td>E4. Discuss the policy process for improving the health status of populations</td>
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