Meetings:

Monday 5:00 – 6:50 p.m.

Room: HPM Library

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: Monday 2 – 3pm and Wednesday 5 – 6pm

Syllabus

Purpose and Scope of Course

This course is the second of a two-course sequence required for all doctoral students in the Department of Health Policy & Management. HPM226B will introduce students to a selection of health policy & management (HPM) readings that constitute the foundation of current research in the field. This course sequence will also provide a survey of the research methodologies that have been, and continue to be useful in HPM research and that have inspired cutting edge research in the field.

Learning Objectives for the Course:

<table>
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<tr>
<th>At the end of the course, a student will:</th>
<th>FSPH Core Competencies</th>
<th>HPM MS &amp; PhD Competencies</th>
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<tbody>
<tr>
<td>Understand the scope of HPM research</td>
<td>F14 Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health</td>
<td>2. Apply or develop theoretical and conceptual models relevant to health services research</td>
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<td>3. Pose relevant and important research</td>
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<tr>
<td>Questions</td>
<td>Evaluations</td>
<td>Solutions</td>
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<tr>
<td>Pose relevant and important research questions, evaluate them, and formulate solutions to health problems, practice and policy</td>
<td>F15 Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity</td>
<td>8. Demonstrate proficiency in the appropriate application of analytical techniques to evaluate HSR questions.</td>
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<td>Be better able to read, interpret and critically analyze key conceptual models, classic empirical studies, and research illustrating cutting edge methods and findings in HPM</td>
<td>3. Describe the strengths and weaknesses of study designs to appropriately address specific health services research questions.</td>
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**Readings**

Articles are available on-line through the UCLA links and in the class CCLE site.

**Grading**

Course is graded S/U.

**Assignments**

**Class presentation & discussion (35%)** Each class a different student will present each of the papers assigned for the class and should be prepared to answer questions and lead class discussion. The discussion should take into account the discussion points from the class postings in the class website (see assignment below).

Class presentations should include the following sections for each paper presented:

A. Introduction (maximum 2 slides)
B. Summary of the main ideas of the paper, highlighting its strengths and weaknesses (maximum 10 slides)
C. 3-5 major discussion points for each paper, making references to the class postings and discussion points from the class website (maximum 5 slides)
D. How would you improve this paper using different data, study design or methods
If you are discussing a review paper identify the main areas of unexplored research (maximum 3 slides)

**Paper critique (35%)** Students who are NOT leading or co-leading discussion will post a critique for each paper in the discussion forum of the class website. This critique can be posted anytime, but the deadline is 24 hours before each class (Sunday by 5pm) to give enough time for presenters to summarize the class views or highlight relevant points the following day.

Paper critiques should have the following sections:

1. Identify the 3-5 major discussion points from each paper. Begin your discussion point providing a brief background of the argument or issues that motivated your discussion question. Build up an argument that would help you state a well-rounded discussion question (use bullet points).

2. How would you improve this paper using different data, study design or methods
If you are discussing a review paper identify the main areas of unexplored research

Students are expected to do all the required reading to pass the class. If students have to miss a class they are still expected to do the class reading and post their paper critiques in the class website by Sunday 5pm.

**Class participation (30%)** All students are expected to participate actively in each class discussion even if they are not leading discussion.

**Practical matters**

1. **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: Your full and devoted attention is expected during class. Thus, during class you are NOT allowed to:

   a. Visit or update your status on social media places
   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

   ****

2. 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 do not be offended 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.
## Schedule

**Agenda & Key Dates:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>1/09</td>
<td><strong>Session 1: Course introduction &amp;</strong>&lt;br&gt;<strong>Presentation/class discussion slots</strong></td>
<td>Class Syllabus</td>
</tr>
<tr>
<td>1/16</td>
<td>Holiday</td>
<td>No class</td>
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<tr>
<td>Date</td>
<td>Session</td>
<td>References</td>
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<tr>
<td>2/20</td>
<td>Holiday</td>
<td>No Class</td>
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<td>Date</td>
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