UNIVERSITY OF KENTUCKY

1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

   Date Submitted: 5/26/2016

1b. Department/Division: Dept of Health Mgmt &Policy

1c. Contact Person

   Name: Andrea Perkins

   Email: andrea.perkins@uky.edu

   Phone: 218-2021

   Responsible Faculty ID (if different from Contact)

   Name:

   Email:

   Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course?   No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   No

2b. Prefix and Number: CPH 350

2c. Full Title: Introduction to Health Care Organization and Policy

2d. Transcript Title: Intro Health Care Org &Policy

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This introductory course exposes students to the various components of the U.S. health care system and its history, current status, proposed policy solutions, and expanding focus on improving population health. The course begins by describing the contribution of health care to population health. Next, the course discusses how the organization of services influences health care access, quality, and efficiency. It follows with a review of the complexities of the organization of the health care system, including the inter-relationships between health care providers, health insurance and financing, and political forces.

2k. Prerequisites, if any: ECO 201

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

    If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

    Will the course be offered every year?:   Yes

    If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

    If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   50

7. Anticipated Student Demand

    Will this course serve students primarily within the degree program?:   Yes

    Will it be of interest to a significant number of students outside the degree pgm?:   No

    If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

    If No, explain:

9. Course Relationship to Program(s).

    a. Is this course part of a proposed new program?:   No

    If YES, name the proposed new program:

    b. Will this course be a new requirement for ANY program?:   Yes

    If YES, list affected programs: Bachelor of Public Health

10. Information to be Placed on Syllabus.

    a. Is the course 400G or 500?:   No

    b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

From: Kelley, Scott
Sent: Thursday, May 12, 2016 1:24 PM
To: Cardarelli, Kathryn <kathryn.cardarelli@uky.edu>
Subject: RE: Economics 201

Hi Katie,

Thanks for the email. I checked with our Economics Dept. Chair and we welcome your students to take ECO 201. Please keep me in the loop as this consideration moves forward. We will want to make sure we schedule accordingly.

Thanks Katie!

Scott

From: Cardarelli, Kathryn
Sent: Wednesday, May 11, 2016 12:58 PM
To: Kelley, Scott <skelley@email.uky.edu>
Subject: Economics 201

Hi Scott:

Our department of health management and policy is redesigning its required undergraduate course for our bachelor of public health program, and they are considering adding ECO 201 as a pre-requisite. Before the course proposal proceeds to our curriculum committee, I wanted to check with you on your college's capacity to take an additional ~100 students per year from our college to take this course.

Thanks,
Katie

Kathryn M. Cardarelli, Ph.D.
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Lexington, KY 40536
859-218-0241
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Course Syllabus
CPH 350 – 001
Introduction to Health Care Organization and Policy

Fall 2016

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[Location of Classroom; Meeting Days; Meeting Times]

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<u>Contact information</u>

Instructor: [Instructor's Name]
                 [Instructor's Office Address]

Telephone: [Instructor's Office Telephone Number

E-mail: [Specify preferred method of contact]

Office Hours: [Days and Times] [Walk-in vs. Appointment]

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<u>Course description</u>

This introductory course exposes students to the various components of the U.S. health care system and its history, current status, proposed policy solutions, and expanding focus on improving population health. The course begins by describing the contribution of health care to population health. Next, the course discusses how the organization of services influences health care access, quality, and efficiency. It follows with a review of the complexities of the organization of the health care system, including the inter-relationships between health care providers, health insurance and financing, and political forces.

<u>Detailed description</u>

This course provides an introduction to the organization, financing, and delivery of health services in the U.S. Students learn about various components of the U.S. health care system and its history, current status, proposed policy solutions, and expanding focus on improving population health. Topics include health care access, quality, treatment variations, economics, insurance and financing, mental health and substance use treatment, rural health care, and contemporary health policy.

<u>Course rationale</u>

The U.S. health care system is complex, accounts for a major proportion of the overall economy, and is undergoing drastic transformations. Public health and population health students must understand the organization and structure of the health care system to be adequately prepared for positions in medical care, governmental public health, and not-for-profit agencies.

<u>Course prerequisites</u>

ECO 201 Principles of Economics

Course Objectives/Student Learning Outcomes and related UKCPH Competencies

Program Level Outcomes	Course/Student Learning Outcomes
BPH SLO (1): Demonstrate knowledge of public health from an interdisciplinary perspective. BPH SLO (4): Apply theories and concepts to communicate the interconnectedness among the physical, social, and environmental aspects of population health.	• Analyze the key determinants of population health and health disparities, and their relative impact on individuals, communities, and society. • Illustrate the impact of health policies, financing and services on the health status of populations. • Describe the private, governmental, professional, and economic contributions to the development and operation of the health care system. • Explain the concepts, principles, and impact of payment systems for beneficiaries, employers and providers. • Describe the types and relationships of health care facilities, services, and personnel. • Identify the major challenges of public sector health policy-making and private advocacy. • Elaborate on and identify barriers to change affecting the healthcare field.

Textbooks and Other Materials

Shi L, Singh DA. *Essentials of the U.S. Health Care System.* **4th edition.** Burlington, MA: Jones and Bartlett Learning; 2017.

Course requirements and learner evaluation

The following percentages will be used to assign grades:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
E= 0-59%

The grade for the course will be based on the following allocation for each assignment:
Exam #1   25%
Exam #2   25%
Exam 3   25%
Project   20%
Class participation   5%

Examinations (each worth 25% of grade):
The mid-term exams will be based on lectures, assigned readings and videos, and discussions up to the date of the mid-term exam. They will be mostly multiple choice format with a few short answer questions.

Project: Hospital Quality of Care Profile (20% of grade): For this assignment, students will select a specific hospital in Kentucky or nearby areas to evaluate its quality of health care based on summary measures (quality of care and consumer report information) available at CMS's hospital compare website at https://www.medicare.gov/hospitalcompare/search.html. Students will write a report (approximately 4 double-spaced pages of text and no more than 2 additional pages of tables or graphs) describing the following:
   a) the hospital's location, size (e.g, number of beds and number of patients treated annually), and mission statement - you should be able to obtain this information online or by contacting the hospital,
   b) a summary of the quality of care findings, and
   c) a discussion of potential management actions to improve the quality of care

Class Participation (5% of grade):
Students will be expected to participate in discussions during class. This requires reading the assigned chapters and articles prior to each session. I will subjectively assess participation during each class session, rating each student on a 0-100% scale. Each student will be allowed to have a maximum of 2 unexcused absences that will not be counted toward the class participation grade.

Instructor expectations

1. I expect you to actively participate in the class discussions.
2. I expect you to use proper English grammar, syntax, and spelling.
3. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
4. I expect you not to consume alcohol or illicit drugs before or during class.
5. Cell phones are not to be used during class.
6. No cell phones, laptop computers, or tablets may be used during an exam.
7. The use of laptop computers or tablets for taking notes is acceptable.

Academic honesty

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Religious Observances
Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

Inclement weather
The University of Kentucky has a detailed policy for decisions to close in inclement weather. This policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

Late work policy

Work which is submitted late without advanced approval or without approval after an unplanned absence will receive a 10% point reduction (e.g., a paper rated as a 90% will received an 80% if it is late).

Excused absences policy
Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness,

(b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Course schedule and topics

Week	Date	Topic and Readings
Week 1		Overview of the U.S. Health Services System
Week 2		Health Services and Population Health
Week 3		Access to Care
Week 4		Quality of Care
Week 5		Variations in Care; Health Care Technology
Week 6		exam #1; Health Economics
Week 7		Health Economics, continued; Health Care Financing
Week 8		Health Care Financing, continued
Week 9		Health Care Personnel; Primary Care
Week 10		Spring Break, No Class!
Week 11		Inpatient Care
Week 12		exam#2; Long Term Care
Week 13		Public Health Services
Week 14		Mental Health, Substance Use, and Treatment
Week 15		Rural Health Care and Other Special Populations
Week 16		Politics of Health Policy
Week 17		exam #3