

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of: <u>Public Health</u>	Today's Date:	<u>05/14/10</u>		
b.	Department/Division: <u>Health Services Management</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed?		<input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)		
e.	Contact Person Name: <u>Julia Costich</u>	Email: <u>julia.costich@uky.edu</u>	Phone:	<u>7-6712</u>	
f.	Requested Effective Date: <input type="checkbox"/> Semester Following Approval		OR	<input checked="" type="checkbox"/> Specific Term ² : <u>Fall 2010</u>	
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>HA 673</u>	Proposed Prefix & Number:	<u>HA 673</u>		
b.	Full Title: <u>Health Policy Development</u>	Proposed Title:	<u>Health Policy</u>		
c.	Current Transcript Title (if full title is more than 40 characters): _____				
c.	Proposed Transcript Title (if full title is more than 40 characters): _____				
d.	Current Cross-listing: <input type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number): <u>PA 673</u>		
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____				
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>30</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>45</u> Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
	Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
g.	Current number of credit hours: <u>2</u>		Proposed number of credit hours: <u>3</u>		

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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h.	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>If YES: Maximum number of credit hours: _____</i>		
	<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	<u>An analysis of the development and implementation of health policy on a national, state, local and organizational level. The course will focus on issue and policy analysis, formal and informal processes of policy development, and the issues, values, and political and community factors affecting policy development and program implementation.</u>	
	<i>Proposed Course Description for Bulletin:</i>	<u>Same</u>	
j.	Current Prerequisites, if any:	<u>MHA program status or permission of instructor</u>	
	<i>Proposed Prerequisites, if any:</i>	<u>Add HA 636 (Health Economics)</u>	
k.	Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l.	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3.	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain and offer brief rationale:		
	<u>Understanding health policy has become a central element in preparing students for the management of health care organizations, particularly in light of the enactment of health reform legislation. This material cannot be covered adequately in a 2 credit hour course.</u>		
5.	Course Relationship to Program(s).		
a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____		
b.	Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here: _____		
6.	Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)	

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: HA 673

Proposal Contact Person Name: Julia F. Costich Phone: 82026 Email: julia.costich@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
HSM Faculty	5/14/10	J. Costich / 82026 / julia.costich@uky.edu	
Academic Affairs Cmte	7/6/10	J. Holsinger / 82058 / jwh@uky.edu	
Faculty Council		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

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Academic Affairs Cmte	7/6/10	J. Holsinger / 82058 / jwh@uky.edu	<i>J. Holsinger</i>
Faculty Council	7/12/10	D. Mannino /	<i>D. Mannino</i>
Assoc Dean	7/13/10	W. Pfeifle /	<i>W. Pfeifle</i>
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council	7.30.10	<i>Hedi Anderson</i>	
Senate Council Approval		University Senate Approval	

Comments:

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UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH

Draft, Subject to change

Course Syllabus
HA 673 Health Policy
Spring 2011

TBD; TBD; TBD

Contact information

Instructor: Dana Patton, Ph.D.
105 C College of Public Health

Telephone: 859-218-2232

E-mail: djpatt0@uky.edu

Office Hours: TBD

Course description

The purpose of this course is to enable students to think systematically about the problems of the health care system and the various strategies for their solution. Students will have the opportunity to develop their analytic skills by applying a structured analytic approach to health policy problems. In addition to tracking current policy issues in the news, conducting several short assignments, and reading background materials, students will write an in-depth memo analyzing a health care policy problem of their choice. Writing this memo and having the opportunity to make oral presentations in class constitute the core of learning opportunities of the course. Lectures will cover policy analysis principles, Bardach's eight-step policy analysis methodology, the policy process, the role of research in policy, and selected policy cases.

We will review what health policies are and how the political system operates. We will focus on issues of health status of the population and vulnerable groups, income disparities as well as discrimination. Some of the issues at the core of access are the uninsured, social inequality, mental health, aging, long term care, and end-of-life care policies. The need to balance efficiency and equity regarding the issue of access to health care will also be discussed.

Health care delivery system articles deal with organizational change, labor issues, and quality of care. Mergers and restructuring, primary care, staffing issues in hospitals and nursing homes,

shortages in the workforce, errors in health care, and public reporting of quality indicators are invaluable reading for health professionals on first reading and as references for repeated readings and use.

We will discuss the economics of health care with articles on public and private financing and insurance and managed care; similarities and differences between health policy analysis and health services research as well as the unique characteristics of the health care market, as well as reform of the health care system in the United States. The analysts of health care systems discuss trends and systems in Canada, the United Kingdom, and other industrialized countries.

Course objectives

Upon completion of this course, the learner will:

Goal 1: Have a broad overview of health policy and development in the United States.

Goal 2: Have an understanding of the characteristics of and roles of political institutions and other stakeholders involved in formulating health policy.

Goal 3: To be able to analyze health care policy shifts in the changing health care market.

Objective 1: To learn the eight steps involved in policy analysis

Objective 2: To understand key policy analysis principles

Objective 3: To be able to construct a policy outcomes matrix

Objective 4: To be able to separate facts from value judgments

Objective 5: To be able to apply these tools to health policy problems.

Goal 4: To be able to understand and communicate current health policy and related issues effectively.

Objective 1: To be able to write a clear, concise, effective policy analysis memo.

Objective 2: To be able to make oral presentations and policy briefings in class.

Goal 5: To understand the role of research in policy analysis and use it appropriately.

Objective 1: To understand the role research plays in policy.

Objective 2: To understand the role research plays in practice.

Objective 3: To be able to critique evidence from research and apply findings appropriately in policy analyses.

Goal 6: To develop an in-depth understanding of a specific health policy issue.

College of Public Health objectives in [specific to each department]

[Provide a paragraph establishing how this course meets the CPH objectives specific to the department in which it is being taught]

Textbooks

Required Text

Curtis P. McLaughlin; and Craig D. McLaughlin, Health Policy Analysis: An Interdisciplinary Approach, Jones and Bartlett Publishers, Inc., 2008.

Recommended Text

Eugene Bardach, A Practical Guide for Policy Analysis: An Eightfold Path to More Effective Problem Solving, 2nd Edition, Chatham House Publishers, 2004.

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

- 100-90=A
- 89-80=B
- 79-70=C
- 0-69=E

Methods of Evaluation and Distribution of Grades

1. **One Mid-term Examination (20%)**: To satisfy exit competencies, the course requires one closed-book examination. This course requires mastery of the material. Consequently, the exam will address materials covered in lectures, presentations, homework, and class discussions. The format of the exam will be primarily essay questions requiring concise answers.
2. **Take-Home Assignments (10%)**: Students will complete at least two short assignments addressing issues relevant to health policy.
3. **Policy Monitoring and Presentation (10%)**: Each student is required to present an analysis of current health policy issue, at least twice during the semester, to the class. **No PowerPoint presentation is required.**
4. **Class Participation and Attendance (5%)**: Each student is expected to be on time and stay for each of the entire class periods. Each student is also expected to bring in current event topics and be prepared to discuss the sections pertaining to each chapter.
5. **Policy Memo (40%)**: Each student will write a policy memo between 12-15 typewritten pages, 12-font, double-spaced, on topics of their choice. Students are strongly advised to consult with the instructor on chosen topics before starting to prepare their memos. **Detailed instructions for completing the memo is contained and provided in a separate Word document, under POLICY MEMO ASSIGNMENT.**
6. **Class Presentations (15%)**: Students, depending on enrollment, will be assigned chapter(s) to present to the class. This provides an opportunity for students to practice and enhance presentation skills, a very important asset for healthcare administrators and researchers.

Instructor expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.

2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect you to actively participate in the discussions. This is not the type of class where you can “sit back and listen.”
4. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
5. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
6. I expect you during the semester to interactively engage via Blackboard with the other students and the instructor.
7. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
8. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
9. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Academic honesty

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Please see the University’s policies concerning the consequences for plagiarism.

Accommodations

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, submit to me a Letter of Accommodation from the Disability Resource Center (www.uky.edu/TLC/grants/uk_ed/services/drc.html). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at <http://www.uky.edu/MicroLabs/documents/p-weather.pdf> or you can call (859) 257-5684.

Course schedule and topics

Class Schedule

MONDAY	TOPIC
	Orientation Chapter 1 - Introduction to Health Policy Issues <ul style="list-style-type: none"> • Health and health care • Who are the stakeholders? • Health Policy: What Is It? • Health Policy Analysis Process • Political Processes and Issues Involved
	<p align="center">No Class - Martin Luther King Day</p>
	Chapter 2 – Health Status of the Population and Evaluation Criteria for Health Care Systems <ul style="list-style-type: none"> • Access; Cost; Quality; and Equity • Population Health Status: Evaluating the Quality of Care Access; Technical Management; Management of Interpersonal Relationship; and Continuity of Care. • Health Care Professions and Professionals.
	<p>Chapter 7 – The Policy Analysis Process: Identification and Definition of Problem.</p> <ul style="list-style-type: none"> • Defining Health. • Defining the Target Population. • Identifying the Health Status of the Target Population • Professional Perspectives. • Defining Equity <p>Health Plan Quality Data: The Importance of Public Reporting, and Does Publicizing Hospital Performance Stimulate Quality Improvement Efforts?</p> <p>Chapter 8 – The Policy Analysis Process: Evaluation (Technological Assessment)</p> <ul style="list-style-type: none"> • Technology Assessment. • Electronic Medical Records or Electronic Health Record • The Role of States in Technology Assessment. <p>Case: Regional Health Information Organization.</p>
	Chapter 3 – Evolution of U.S Health Care Delivery and Financing Systems.

	<ul style="list-style-type: none"> • Health Insurance Coverage in the United States • Charges and Cost Shifting • Case: How does the U.S. Health Care System Compare with that of other Developed Countries?
	<p>Chapter 9 – The Policy Analysis Process: Evaluation (Political Feasibility)</p> <ul style="list-style-type: none"> • Authorizing Environments • Federal Government Actors: Legislative; Executive; and Judiciary. • State Governments. • Political Inputs: Election Cycle; Constituent Relations; campaign Fund Raising; Party Agendas; the Economy and the Budget; etc. • Nongovernmental Actors: The Public; Interest Groups; the Media; Scientists and Other Experts. • Methods of Analyzing Political Feasibility. <p>Case: The Politics of the Clinton Health Plan.</p>
	<p>Chapter 4 – Interests of Stakeholders</p> <ul style="list-style-type: none"> • What do Providers Want? • What do Patients and Their Families Want? • What do Employers Want? • What do Governments Want? <p>What does the General Public Want?</p>
	<p>Mid Term Examination</p>
	<p>No Class - Spring Vacation</p>
	<p>Chapter 5 – Government Policy Options Regarding Access; Cost; and Quality.</p> <ul style="list-style-type: none"> • Federal Level Alternatives. • State and Local Government Options. • Different Market Conditions: Competitive; Oligopoly. • Universal Insurance Coverage. • Case: Specialty and Community Hospitals.
	<p>Chapter 6 – Alternative Institutional and Professional Responses to health Care Access; Cost; and Quality</p> <ul style="list-style-type: none"> • Payers (Employers); Eligibility; Subsidy Offered; Plan Offered; etc. • Worker Education, Disease Management and Worksite Wellness • Insurers: Types, e.g. HMOs; Method of Payment; Plan Offered; Case Management; Utilization Constraints; Consumer Education. • Providers (Professionals): Practice Ownership; Incentives; Patient Relationships; Primary Vs Specialty Care; Efficiency, etc.

	<ul style="list-style-type: none"> • Institutions: Relationship with Providers; Efficiency; Staffing; Labor Substitution; Consumer Information, etc. • Consumers: Plan Selection; Retirement Planning; Provider Selection; Self-Help; etc. • For-Profit Vs Not-For-Profit Health Care Organizations. • Case: Global Medical Care Coverage.
	<p>Chapter 10 -- The Policy Analysis Process: Evaluation (Economic Viability)</p> <ul style="list-style-type: none"> • Defining Health Care Process Involved. • Selecting the Analytical Approach – Cost Benefit Analysis; Cost Effective Analysis, etc. • Determining Relevant Costs. • Valuing the Outcomes Produced, etc. • Considering Distributional Effects
	<p>Chapter 11 – The Policy Process: Analysis of Values.</p> <ul style="list-style-type: none"> • Fairness; Efficiency; Patient Privacy and Confidentiality; Informed Consent; Personal Responsibility; Malpractice Reform; Consumer Sovereignty; Social Welfare evaluation; and Rationing. <p>Chapter 13 – Considering Alternative Policy Scenarios.</p>
	<p>Chapter 12 – Implementation Strategy and Planning.</p> <p>Chapter 15 – Analysis of Trade-Offs.</p>
	<p>POLICY MEMO DUE</p>
	<p>Final Examination Week.</p>

MEMO

DATE: July 6, 2010

TO: Associate Dean for Academic Affairs

FROM: Chair, Academic Affairs Committee

SUBJECT: Course Approval

HA 673 Health Policy was unanimously approved to be increased from two semester hours to three semester hours including approval of the revised syllabus.