

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Public Health Date: 06/19/09
 Department/Division offering course: Health Services Management

2. What type of change is being proposed? Major Minor*

*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council. If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

3. Current Distance Learning (DL) status: N/A Already approved for DL[†] Please Add Please Drop
 If ADDING, check one of the methods below that reflects how the majority of the course content will be delivered:
 Internet/Web-based Interactive Video Extended Campus

[†]If already approved for DL, a new Distance Learning Form must be submitted with this form unless the department affirms (by checking this box) that the proposed course changes will not affect DL delivery.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6)

4. Current prefix & number: HA 673 Proposed prefix & number: HA 673

5. Current Title: Health Policy Development
 Proposed Title[†]: Health Policy Development

[†]If title is longer than 24 characters, offer a sensible title of 24 characters or less: _____

6. Current number of credit hours: 2 Proposed number of credit hours: 2

7. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____
 Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

8. Current grading system: Letter (A, B, C, etc.) Pass/Fail
 Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

9. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

CLINICAL COLLOQUIUM DISCUSSION LABORATORY 2 LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER - Please explain: _____

Proposed:

CLINICAL COLLOQUIUM DISCUSSION LABORATORY 2 LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER - Please explain: _____

10. Requested effective date (term/year): _____ Fall / 2009

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11. Supplementary teaching component: N/A Community-Based Experience Service Learning Both
Proposed supplementary teaching component: Community-Based Experience Service Learning Both

12. Cross-listing: N/A or PA 673 /
Current Prefix & Number printed name Current Cross-listing Department Chair signature
- a. *Proposed – REMOVE current cross-listing:* /
printed name Current Cross-listing Department Chair signature
- b. *Proposed – ADD cross-listing:* /
Prefix & Number printed name Proposed Cross-listing Department Chair signature

13. Current prerequisites:
MHA/MPA program status. HA 601/PA 671 and HA 611, 621 or 622.

Proposed prerequisites:
Same

14. Current Bulletin description:
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.

Proposed Bulletin description:
Same

15. What has prompted this change?
MHA moved from Martin School to College of Public Health

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

17. Please list any other department that could be affected by the proposed change:

18. Will changing this course change the degree requirements for ANY program on campus? YES NO
If YES[†], list below the programs that require this course:

[†]In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

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19. Is this course currently included in the University Studies Program? Yes No

20. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

21. Within the department, who should be contacted for further information on the proposed course change?

Name: Julia F. Costich Phone: 7-6712 Email: julia.costich@uky.edu

22. Signatures to report approvals:

5/27/09
DATE of Approval by
Department Faculty

JULIA F. COSTICH / Julia F. Costich
printed name Reported by Department Chair signature

5/29/09
DATE of Approval by College
Faculty

Stephen Wyatt / [Signature]
printed name Reported by College Dean signature

*DATE of Approval by
Undergraduate Council

printed name Reported by Undergraduate Council Chair signature
Brian [Signature] 2010.11.05 14:05:52
-04'00'

*DATE of Approval by Graduate
Council

printed name Reported by Graduate Council Chair signature

*DATE of Approval by Health
Care Colleges Council (HCCC)

printed name Reported by Health Care Colleges Council Chair signature

*DATE of Approval by Senate
Council

Reported by Office of the Senate Council

*DATE of Approval by the
University Senate

Reported by the Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

HA 673: HEALTH POLICY DEVELOPMENT
Spring 2008

Day/Time: Mondays 6:00 p.m. - 7:40 p.m.
Place: Business and Economics (BE Building), Room 309
Instructor: Adetokunbo B. Oluwole, Ph.D.
Office Phone/Voice Mail: 859.257.8606
Email aoluw2@uky.edu or toksoluwole@uky.edu
Office Hours: Tuesday 3:30 p.m. - 5:00 p.m. or by appointment

Overview:

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:

NOTE: I may make modifications to this syllabus throughout the course. The modifications will be announced in class and also via e-mail messages on BLACKBOARD. If you miss a lecture session, it is your responsibility to contact a classmate or myself and check your UK e-mail box regularly for any changes announced and to obtain a copy of any handouts from that class.

The goals and objectives of this course are:

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.

Requirements

Students are expected to attend class sessions, to read and study assignments prior to the class period in which they are discussed, and to participate in class discussions of the material. The students should also become knowledgeable with current issues and themes impacting the health care delivery. Students will complete an in-class, closed-book, mid-term examination. Students will present assigned chapters to class. Students will prepare a policy memo analyzing a health care policy problem of their choice.

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.

Required Website:

Students must follow daily news in health policy. Students are required to sign up for the Kaiser Family Foundation's Daily Reports" to receive daily e-mail about current health policy issues at www.kaisernetwork.org.

Classroom handouts will supplement the texts.

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.

Grading Scale

| | |
|-------------------|---|
| 90-100 points | A |
| 80-89 points | B |
| 70-79 points | C |
| 69 or less points | F |
| Incomplete work | I |

Grading Criteria

Grades will be assigned according to the following criteria:

A Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

B Competent: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.

C Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.

F Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

Presentation Guidelines

1. Prepare a *PowerPoint* presentation and email it to the instructor by the Sunday before class.
2. DO NOT READ FROM ANYTHING IN YOUR HANDS but you may refer to the PowerPoint content and then expand based on your knowledge of the material
3. Make eye contact with all students looking to the left, center and right periodically.
4. Avoid the use of "ah", "you know", "um", etc.
5. Introduce yourself to the class and your assigned material.
6. Move around.
7. Be sure you know how to operate the Audio-Visual equipment prior to the presentation.
8. Length should be a minimum of 30 and a maximum of 60 minutes.

Makeup Work and Exams

A specific date will be set for homework assignments to be completed. Make-up exams will not be given without prior permission from the instructor.

BLACKBOARD

All students with *active directory* accounts will be automatically enrolled in the Blackboard system. Blackboard at <http://elearning.uky.edu/> is a web-based system that allows you to correspond with faculty, get class handouts, and check your grades. I will also use this system to communicate with you regarding announcements and course assignments. You should activate your account immediately if you have not already done so! If your UK email account is not your primary email address, you can have your mail forwarded automatically to your primary account. **All students should check their e-mail at least once a week throughout the term. This is your responsibility!** Blackboard can be accessed through any Internet service or the various computer labs on campus. Please inform your instructor if you have trouble getting onto the Blackboard system.

Class Schedule

| MONDAY | TOPIC |
|----------|--|
| 1/14/08 | 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 |
| 1/21/08 | No Class - Martin Luther King Day |
| 1/28/08 | 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. |
| 2/04/08 | Chapter 7 – The Policy Analysis Process: Identification and Definition of Problem. <ul style="list-style-type: none"> • Defining Health. • Defining the Target Population. • Identifying the Health Status of the Target Population • Professional Perspectives. • Defining Equity Health Plan Quality Data: The Importance of Public Reporting, and Does Publicizing Hospital Performance Stimulate Quality Improvement Efforts? Chapter 8 – The Policy Analysis Process: Evaluation (Technological Assessment) <ul style="list-style-type: none"> • Technology Assessment. • Electronic Medical Records or Electronic Health Record • The Role of States in Technology Assessment. Case: Regional Health Information Organization. |
| 2/11//08 | 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 Compares with that of other Developed Countries? |

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| 2/18/08 | <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> |
| 2/25/08 | <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> |
| 3/03/08 | <p>Mid Term Examination</p> |
| 3/10/08 | <p>No Class - Spring Vacation</p> |
| 3/17/08 | <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. |
| 3/24/08 | <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. • Institutions: Relationship with Providers; Efficiency; Staffing; Labor Substitution; Consumer Information, etc. • Consumers: Plan Selection; Retirement Planning; |

| | |
|---------|---|
| | <p>Provider Selection; Self-Help; etc.</p> <ul style="list-style-type: none"> • For-Profit Vs Not-For-Profit Health Care Organizations. • Case: Global Medical Care Coverage. |
| 3/31/08 | <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 |
| 4/07/08 | <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> |
| 4/14/08 | <p>Chapter 12 – Implementation Strategy and Planning.</p> <p>Chapter 15 – Analysis of Trade-Offs.</p> |
| 4/21/08 | <p>POLICY MEMO DUE</p> <ul style="list-style-type: none"> • Comparing Presidential Candidates' Health Plans. • Wrap Up. |
| 4/28/08 | <p>Final Examination Week.</p> |

Note: Discussions of chapters in McLaughlin & McLaughlin do not follow a serial order for all successive weeks.

Academic and Professional Honesty

All participants in the class are expected to adhere to the highest standards of academic and professional honesty. Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably prepared, developed, and presented. You can find the UK Statement of Student Rights and Responsibilities at <http://www.uky.edu/StudentAffairs/code/>.

Plagiarism

Plagiarism is only one form of academic dishonesty, but it is also one of the most vexing. As with other acts of academic fraud, *it is a violation based on fact rather than intent*, and it is therefore critical that you are clear about the nature of plagiarism. The following definitions illustrate instances of plagiarism.

- Using a phrase, sentence, or passage from another person's work without quotations marks AND attribution of the source. (Both quotations and attribution are necessary).
- Using text from a source that is rearranged, paraphrased or discussed without attribution to the source;
- Submitting work where a central idea for a section/paragraph is taken from a source, written in the student's own words and not cited in the text;
- Submitting work completed by another (including work that was accessed via the internet) copied in its entirety or modified without attribution to the source.
- Submitting your own work towards requirements in more than one class without the explicit prior permission of the instructors.

In addition to the aforementioned examples of plagiarism, the following websites provide additional information on plagiarism.

Resources for understanding and avoiding Plagiarism

University of Kentucky: Academic Ombud's website, <http://www.uky.edu/Ombud/>
The different forms of plagiarism: <http://www.uky.edu/Ombud/Plagiarism.pdf>

"Plagiarism: What is It and How to Recognize and Avoid It," The Writing Center at Indiana University, <http://www.indiana.edu/~wts/wts/plagiarism.html>

"Principles Regarding Academic Integrity," Northwestern University, <http://www.northwestern.edu/uacc/plagiar.html>

"Sources," Dartmouth College, <http://www.dartmouth.edu/~sources/contents.html>, and <http://www.aug.edu/sociology/plagiarism.html>.