Georgia Southern University

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Fall 2019

PUBH 3132B – Healthcare Systems and Advocacy – Hybrid

Jeffery A. Jones
Georgia Southern University, Jiann-Ping Hsu College of Public Health, jajones@georgiasouthern.edu

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
PUBH 3132B – Healthcare Systems and Advocacy – Hybrid
Fall 2019

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Instructor:	Jeff Jones, PhD.
Office:	Hendricks Hall, Room 2005, Statesboro campus
	Solms Hall, Armstrong campus
Phone:	(912) 478-7422
E-mail Address:	jajones@georgiasouthern.edu
Office Hours:	Mondays, 3-4pm, Thursdays, 2-4pm
	Also by appointment at other times
Class Meets:	Mondays, 4pm – 6:45pm, August 19, 2019 – December 12, 2019, in Solms Building, Room 107

Graduate Assistant: Sonam Sherpa, ss35449@georgiasouthern.edu

FOLIO Access: https://my.georgiasouthern.edu/portal/portal.php

Accesses to course materials are available for up to one year after graduation.

Prerequisites: None

Catalog Description

Covers the background and development of administrative settings for health care delivery in the United States. The course explores the dynamics, trends, and issues evolving from current health and medical care programs and practices, with an emphasis on the ramifications of these various settings and trends with regard to health promotion and community health.
3 credits

Course Expectation

You are expected to be actively involved in this course. The simple maxim that you get out of something exactly what you put in is especially true in this course. Class assignments will encourage reading and measurement of knowledge throughout the semester. A major expectation is that you will assume leadership responsibilities within this course; the course format is tailored to encourage your participation in gathering information, sharing knowledge with fellow participants, and identifying applications from classroom experiences to potential work situations. Teaching and learning methods will include lecture, class discussion, group activities, simulation activities, guest speakers and student presentations.

Required Textbooks:

Barr, D. A. (2016). *Introduction to U.S. health policy: The organization, financing, and delivery of health care in America* (4th ed.) Baltimore, MD: Johns Hopkins University Press. **ISBN-10:** 1421420724

BSPH Core Student Learning Outcomes (CORE)

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.
   a. Communicating a clearly defined purpose,
   b. Gathering appropriate primary and secondary data to support a rationale for addressing public health problems

      c.   Identifying, evaluating and selecting credible evidence or practice based public health programs and information,

      d.   Organizing ideas and information consistent with the purpose,

      e.   Demonstrate the ability to relay public health ideas to lay audiences and other key stakeholders, and

      f.   Adhering to acceptable and mechanical, structural, and format style guidelines appropriate to the public health discipline and purpose (i.e. APA style).

BSPH Competencies:

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.

2. Design, implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.

3. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.

4. Communicate and advocate for health and health education.

Public Health Communication:
> The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences

Information Literacy:
> The ability to locate, use, evaluate and synthesize public health information.

Course Learning Objectives and Activities:

1. The student will be able to identify major trends that have occurred in the United States health care delivery system (SLO#1,3b).

2. The student will be able to identify some of the projected issues facing various segments of the health care delivery system (SLO1, 3c).

3. The student will be able to appreciate the political realities of establishing and maintaining health promotion and community health programs (SLO 3b,3c,3e).

4. The student will be able to understand the administrative organization of private and public health agencies at the federal, state and local levels (SLO 2, 3c, 3e).

5. The student will be able to compare and contrast the United States health care delivery system with that of other select nations (SLO2, 3B, 3E).

6. The student will be able to identify key care providers with the U.S. health care system, e.g. long-term care, ambulatory care, free-standing, outpatient and primary care units, etc (SLO 2).

7. The student will demonstrate an understanding of the health service financing with emphasis on third party reimbursement, managed care, and capitation (SLO2, 3a, 3b,3c, 3f).

The instructor will attempt to cover all of the assigned readings; however, failure to cover assigned readings does not alleviate the student's responsibility of knowing the material. Furthermore, students are responsible for all miscellaneous information discussed during the assigned class periods. If you miss a class, you are responsible to find a fellow classmate to get all notes and materials missed.

Grading:	*Assignments*		*Points*
	Exams (3) @ 100 points each		300
	Assignments (10) @ 10 points each		100
	Readings Quizzes (14) @ 10 points each		140
	Attendance @ 30 points		30
	Total		**570 pts**

Point Scale	*Percent*	*Grade*	
513 - 570 pts	90 – 100%	A	
456 - 512 pts	80 – 89%	B	
399 - 455 pts	70 – 79%	C	
342 - 398 pts	60 – 69%	D	
0 – 341pts	00 – 59%	F	

Assignments:

1. **Exams**: There will be three exams. Exam 3 is your Final Exam. Exams may consist of a mix of short answer, multiple choice, matching, and short essay.

2. **Assignments:** There will be 5 assignments focusing on learning the health systems and information you will use in your personal and professional lives. These will be submitted via Folio.

3. **Readings Quizzes:** There will be 14 quizzes on your readings that you will take via Folio.

4. **Attendance:** Attendance will be taken every class. Each class counts as 1 point.

PUBH 3132: Health Care Systems and Advocacy
Course Schedule*

**All readings are from the Barr book unless otherwise noted.

Date	Topic Assignment	*Chapter Readings***
1 Aug 19	Introduction Basic Insurance and Health Systems Terminology	*Reading assignment: Syllabus*
2 Aug 26	Chapter 1: The Affordable Care Act and the Politics of Health Care Reform **Readings Quiz 1 due** **Assignment 1 due**	*Reading assignment: Chapter 1*
Sep 2	Labor Day Holiday, no class	
3 Sep 9	Chapter 2: Health, Health Care, and the Market Economy **Readings Quiz 2 due** **Assignment 2 due**	*Reading assignment: Chapter 2*
4 Sep 16	Chapter 3: Health Care as a Reflection of Underlying Cultural Values and Institutions **Readings Quiz 3 due** **Assignment 3 due**	*Reading Assignment: Chapter 3*
5 Sept 23	Chapter 4: The Health Profession and the Organization of Health Care Chapter 5: Health Insurance, HMOs, and the Managed Care Revolution **Readings Quiz 4 due** **Assignment 4 due**	*Reading assignment: Chapter 4*
6 Sept 30	**Readings Quiz 5 due** **Exam 1**	*Reading assignment: Chapter 5*
7 Oct 7	Chapter 6: Medicare **Readings Quiz 6 due** **Assignment 5 due**	*Reading assignment: Chapter 6*
8 Oct 14	Chapter 7: Medicaid & the State Children's Health Insurance Program **Readings Quiz 7 due** **Assignment 6 due**	*Reading assignment: Chapter 7*
9 Oct 21	Chapter 8: The Uninsured **Readings Quiz 8 due** **Assignment 7 due**	*Reading assignment: Chapter 8*

Date	Topic Assignment	Chapter Readings
10 Oct 28	Chapter 9: The Increasing Role of For-profit Health Care **Readings Quiz 9 due** **Assignment 8 due**	*Reading assignment: Chapter 9*
11 Nov 4.	Chapter 10: Pharmaceutical Policy and the Rising Cost of Prescription Drugs **Readings Quiz 10 due** **Assignment 9 due**	*Reading assignment: Chapter 10*
12 Nov 11	**Exam 2**	*Reading assignment: Chapter 11*
13 Nov 18	Chapter 11: Long-Term Care Chapter 12: Factors Other Than Health Insurance that Impede Access to Health Care **Readings Quiz 11 due** **Readings Quiz 12 due**	*Reading assignment: Chapter 12*
Nov 25	**Thanksgiving Week Holiday**	
14 Dec 2	Chapter 13: Key Policy Issues for Deciding the Direction of Health Care Chapter 14: Epilogue/Prologue to Health Care Reform in America **Readings Quiz 13 due** **Readings Quiz 14 due** **Assignment 10 due**	*Reading assignment: Chapter 13* *Reading Assignment:* *Chapter 14*
15 Dec 9	**Monday Final Examination: 4pm – 6pm**	

*This syllabus, including the calendar, is subject to modification if time constraints, student needs, or instructor needs warrant changes. It is your responsibility to remain apprised of any changes to the syllabus and to successfully complete the requirements of this course.

<p style="text-align:center">Course Policies:</p>

1. No make up tests are given except for **an university excused absence with full documentation**. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam or a 0 will be assigned to the test. Tests must be taken within 3 days of the regularly scheduled exam. Make-up exams will have a different format from original exams – they will be primarily made up of essays, computations, and fill-in-the-blank, as well as other type questions.

2. The final exam is mandatory and will be given during finals week. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.

3. <u>**All assignments**</u> must be typed.

4. All assignments must be given to the professor directly or submitted online, unless otherwise directed. Assignments should not be given to the Office secretary, slipped under my office door, left in my mailbox, etc.

5. Late work assignments are not accepted, please submit all assignments via Folio. Assignments are due according to the times posted on Folio. I will ONLY accept assignments submitted in **.doc or .docx formats**. Any other type of submissions will not be opened and receive automatic "0" points. I do not accept assignments submitted via email or via email as attachments. Any assignment submitted via email will receive "0" points.

6. Please consult the <u>STUDENT CONDUCT CODE</u> for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, be assigned a "0" for the assignment, and an "F" for the course. This will be discussed in further in depth at the end of this syllabus.

7. By enrolling in this course, it is understood that students have read the syllabus, understand the rules and policies as stated, and will abide by them.

8. The building follows a "no eating" policy in all its classrooms. Please follow this policy. If you need to eat in class, please bring enough to share! I understand the eating policy – some food smells to you that are good – are not pleasant to others. The noise is disruptive – paper/packaging and chewing. For those who missed breakfast – the eating is distracting. If you need to eat – please do it outside the classroom. Beverages are allowed.

9. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

10. If you are receiving services from the Student Disability Resource Center (SDRC) please come and see me, as soon as possible, to schedule an appointment to present me with an accommodation letter and let me know anyway that I can help in your success.

11. This course is on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you.

12. Students are expected to have a calculator during all class periods. The instructor will not provide calculators during class or exam periods. **Sharing calculators is not permitted during an exam.**

13. Student seating may be randomized during testing periods.

14. During testing periods, students are only allowed to bring a pencil, scantron, and non-programmable calculator (if necessary) to the seating area. Book bags and cell phones (turned off) may be left in the front of the classroom.

15. If you need to contact me, please use jajones@georgiasouthern.edu . Please give me 48 hours to respond to emails, not including weekends. If I have not responded in 48 hours, please resend the email. Assignment grades will be available within 72 hours of submission date.

My Commitment to You:
As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to contact me at any time.

Professional Dispositions:

BSPH students are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
- Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
  - ☐ a salutation,
  - ☐ identify who you are,
  - ☐ what the contact is in reference to (i.e. PUBH 3132), and
  - ☐ what you would like me to do.

  At the bottom of the email, please type out your name.
- Oral and non-verbal communication skills:
  - ○ In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
  - ○ In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.

90% of success is showing up
(Woody Allen, 2007)

Course Etiquette

E-mail and Folio
E-mail is an official means of communication from the University. It is your responsibility to check your Georgia Southern e-mail addresses regularly and to open and read e-mails your professors and the University send.

If you need to contact me, please use the jajones@georgiasouthern.edu email address. Do not use the email message services on Folio. University Policy on faculty and staff email response time is 48 hours – which does not include weekends. The Graduate Assistant is always willing to help as well.

To write a **professional** email, please include the following:
> a salutation,
> identify who you are,
> what the contact is in reference too (i.e. PUBH 3132), and
> what you would like me to do.

At the bottom of the email, please type out your name. Please be careful of nick names that you have associated with the person because they might show up that way!

Most assignments will be posted to Folio. I expect you to seek help for any issues you may have with Folio through the Center for Academic Technology Support (912-478-2287). Except in cases where I can verify systematic problems with Folio, I will not accept technical problems as an excuse for late work. It is my recommendation is to use Firefox or Chrome for work in Folio, although most other updated browsers will work. Students struggle with my absolutely "no late" assignment policy and assignments not being accepted via email or attachments on emails. All assignments are open the first day of class and you always may turn them in early. I would suggest that you set a goal of not going to bed the night before an assignment is due until you have submitted something. You can always wake up the next morning and clean it up and resubmit by 9:15am. Something is better than nothing. Your goal should be no "goose eggs" this semester!

Weather and Internet Outages
Weather and Internet Outages – Weather and Internet outages are not accepted as an excuse for late papers or unsubmitted papers. The dropbox and all assignments are posted by the second week of class. You have ALL SEMESTER to turn them in. If you wait until the last moment and weather strikes or you have an internet outage – this is not excused and you will receive "0" points on the assignment.

Creating a Positive Environment for Learning:
Civility Statement for PUBH 3132:
Your individual success is my priority. I feel my job is to both shape you intellectually and professionally. Because this class needs to be participatory and students need to fulfill their potential for learning, people who disrupt this classroom environment by their words or actions disrupt this process. Talking out of turn, rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. When a person disrupts the class in these ways, the course instructor will ask the disruptive person to leave the class and meet with the student one-on-one prior to the next classroom meeting.*(Adapted from Department of Communication Arts, Language and Literature, WSC, Gunnison, CO)*

Georgia Southern Student Handbook (p.5.) defines "6) Classroom Disruption" as any classroom behavior that interferes with the instructor's ability to conduct class or the ability of other students to learn. Respect requires that when one person is talking, others remains quiet and listen. Cross-talking is disruptive. In this class, there will be times when I will need to talk while everyone listens or remains quiet, you will get opportunities to share and we will remain quiet and listening, and we will group share. Let's see how we can help each other with this.

Coping with Disruptive Students

Do Not Fight a Battle

- Accept that dealing with disruptive students is no fun
- Assume student doesn't know how much behavior impacts you/class
- Have a vision of success for the student

Then . . .

- Make an appointment with student
- Explain how his/her actions affects you/class
- Listen actively to his/her point-of-view
- Jointly look for ways to prevent problem from happening again
- Offer help—prearranged signal or referral
- **File a report** with the Dean of Student

Kerry Greenstein

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Academic Integrity

It is important for your future to understand that instructors at Georgia Southern treat cases of academic dishonesty seriously, including plagiarism, self-plagiarism, and cheating on tests, quizzes and assignments. Violations of the Honor Code will be reported to the Dean of Students Office.   Please know that these violations can be made by any person and can be made anonymously. Please understand at that we will treat cases of academic dishonesty seriously. If you ever have questions about what is permissible, ask me in advance.

Be aware of the Georgia Southern Honor Code and Honor Pledge:
"I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others."
> The Georgia Southern University Honor Code was proposed and jointly adopted by the Student Government Association and the Faculty Senate in 1998 to enhance the University's academic integrity standards.

"On my honor, I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others. I also pledge to engage in ethical behavior on-campus and off- campus, to live an honorable lifestyle, and to create a campus environment that is characterized by individual responsibility, civility, and integrity."
> (Georgia Southern University Campus Honor Pledge, an expansion of the Honor Code, approved by the Student Government Association in Spring 2014).

What is ACADEMIC DISHONESTY ? (As defined by the Georgia Southern Student Handbook):

Cheating-	collaborating with others on assignments without the faculty's consent
Cheating-	cooperating with and/or helping another student to cheat
Cheating-	demonstrating any other forms of dishonest behavior
Cheating-	fabricating information, research, and/or results
Cheating-	obtaining and/or using unauthorized materials
Cheating-	submitting material that is not yours as part of your course performance
Cheating-	using information or devices that are not allowed by the faculty
Cheating-	violating procedures prescribed to protect the integrity of an assignment, test, or other Classroom Copyright Infringement
Plagiarism-	directly quoting the words of others without using quotation marks or indented format
Plagiarism-	paraphrasing materials or ideas without identifying the source
Plagiarism-	purchase and/or use of unauthorized material
Plagiarism-	using sources of information (published or unpublished) without identifying them

New to the Student Conduct Code:
Student Code of Conduct specifically prohibits "**self-plagiarism**" defined as "resubmitting work previously submitted without explicit approval from the instructor."

Originality Checker
All assignments that I post to Folio are graded with "originality checker". This checker is a software device in Folio that tells me what percentile of your work is copied from others – it could be a paper you have turned in for a different class,

verbage that you copies off of internet sources without proper citation or words that you have copied (or "collaborated" with) from another student within the university system. Please make sure that everything you submit is your original thoughts, ideas and expressions. ANY paper that has 55% or more listed by the originality checker – gets and automatic "0" points and I will not grade it. Repeated instances will be reported to Georgia Southern University's Judicial Board.

Academic Misconduct
As members of the campus community, students are encouraged to actively support academic honesty and integrity in both the classroom and on-line.
Academic misconduct will be dealt with according to Georgia Southern University policy. Students are encouraged to read and be familiar with such policies. These policies can be found in the *GSU Student Code of Conduct Policies and Procedures, 2015-2016.*

Policies and Procedures:
- *Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at (912) 478-1566 or TDD: 478-0666*
- *Special Needs:* If you have a special need (a physical or learning disability) that requires special assistance, please let me know as soon as possible, and in no case later than the second week of classes. I'll work with the SDRC (Student Disability Resource Center) to meet your needs.

STUDENT CONDUCT CODE
The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at http://students.georgiasouthern.edu/conduct. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY
The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, quiz, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at http://students.georgiasouthern.edu/conduct. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

_____   _____   _____
Student Name (print)   Student Signature   Date