**A. Overview**

**Course Description**

This course provides a survey of health policy and management, a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. The course is designed to give students a basic understanding of American health care organization, financing and policy. We will begin by considering the evolution of public and private health services, including the economic, political, social and historical underpinnings of the US health care system, and the individual and social factors that influence health care utilization, including how and why people access health care. Next, we will examine national health care expenditures and the organization and financing of private and public insurance. We will then consider the roles of different providers in the health care system, including outpatient clinical settings, hospitals, long term and palliative care facilities, nurses and physicians. Finally, we will explore the trends and forces shaping the future direction of the US health services delivery system, including the current health care reform debate at the state and national levels.

**Prerequisites**

None.

**Instructors**

- **Professor**
  
  Burton O. Cowgill, PhD  
  Assistant Adjunct Professor  
  UCLA Fielding School of Public Health (FSPH)  
  A2-125 CHS  
  Phone: (310) 794-3569  
  Email: bcowgill@ucla.edu

- **TA**
  
  Arielle (Ari) Sharfstein  
  UCLA Fielding School of Public Health (FSPH)  
  arisharf@ucla.edu

**Class Days, Times, Location**

*Lectures*: Mondays and Wednesdays, 3:00pm-4:50pm | Room 51-279 CHS  

*Discussion Section*: Fridays, 12:00pm-12:50pm | Room 51-279 CHS

**Office Hours**

Dr. Cowgill’s office hours are by appointment and held at A2-125 CHS.  
Ari Sharfstein’s office hours are by appointment, location TBD.
Course: HLT POL 100: Introduction to Health Policy and Management  
Term: Winter 2019  
Units: 4

*Additional reading materials will be made available on the class website.* |
| Required Readings |  
- Other readings, including journal articles, book chapters, newspaper articles and policy briefs, may be assigned and will be made available on the class website. Readings are subject to change—please check the course website at least once a week.  
- Students are encouraged to subscribe to CaliforniaHealthline—a daily listserv that summarizes the current headlines related to local, state, and national health care news, policy, and opinion. Go to: http://www.californiahealthline.org/. |
| Course Format | The course format will include a lecture in class twice a week and a discussion session once a week. The lecture will be supplemented with small group discussions, out-of-class exercises, and examples from the public health literature. |
| Course Website | www.ccole.ucla.edu |
| UCLA ADA Policy | Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu. |
| ADA Contact | Nickey Woods  
Center for Accessible Education  
A255 Murphy Hall  
Phone: (310) 825-1501  
TTY / TTD: (310) 206-6083  
Fax: (310) 825-9656 |
| Inclusivity | UCLA’s Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity Diversity, and Inclusion on their website (https://equity.ucla.edu/). |
**B. Learning Objectives:**

Students will be expected to develop a basic familiarity with the following concepts and their use in health policy and practice discussions.

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<tr>
<th>Course Learning Objectives</th>
<th>MPH Competency/Learning Experience</th>
<th>Assessment</th>
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| 1. Describe the history and evolution of the US healthcare system into the fragmented delivery system that exists today. | LE1: Explain public health history, philosophy, and value  
C15: Evaluate policies for their impact on public health and health equity                   | • Midterm #1 (Q4)  
• Midterm #2 (Q29, 30)                                                                           |
| 2. Define access to health care using the Andersen Model by relating contextual characteristics, individual characteristics, and health behaviors to outcomes. | C8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs | • Health Promotion/Prevention Write-up and Oral Report                      |
| 3. Explain methods of advancing and promoting population health through health promotion and disease prevention strategies. | LE5: Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc. | • Health Promotion/Prevention Write-up and Oral Report                      |
| 4. Discuss the basics of the US healthcare system’s costs and financing and compare to international experiences with healthcare cost and cost containment. | C5: Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings  
C:10 Explain basic principles and tools of budget and resource management | • Midterm #1 (Q21, 22)  
• Midterm #1 (Q8)  
• Midterm #2 (Q19)                                                                           |
<p>| 5. Understand the roles of public and private health insurance in the United States.          | C:10 Explain basic principles and tools of budget and resource management                           | See above                                                                  |</p>
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<th>Course Learning Objectives</th>
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<td>6. Describe past and present trends in hospital and ambulatory care costs and utilization and their related health professions.</td>
<td>C10: Explain basic principles and tools of budget and resource management</td>
<td>See above</td>
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<td>7. Apply an understanding of disparities in health status and health care utilization in the US.</td>
<td>C8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</td>
<td>See above</td>
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<td>8. Discuss the policy process at the state and federal level for establishing the laws and regulations that govern the US healthcare system.</td>
<td>C12: Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence</td>
<td>• Health Policy Write-up and Oral Report</td>
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<td>9. Understand how quality is perceived and measured in the US healthcare system from the perspective of the patient, provider, and payor.</td>
<td>C10: Explain basic principles and tools of budget and resource management</td>
<td>See above</td>
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<td>10. Define the need for and delivery of health care services to special populations, including children, the disabled, and mentally ill.</td>
<td>C15: Evaluate policies for their impact on public health and health equity</td>
<td>• Midterm #1 (Q4)</td>
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<td>• Midterm #2 (Q29, 30)</td>
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<td>11. Understand the history of health care reform in the United States, including current and future implications of the Affordable Care Act.</td>
<td>C13: Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</td>
<td>• Midterm #2 (Q22)</td>
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C. Course Assignments

1. Participation in class discussions. Students must be prepared to comment on readings as they relate to the lecture and present an informed viewpoint on issues arising in discussion.
2. Attendance in class and discussion section.
3. Students will prepare a 2-page description of a health promotion/prevention program/activity or a national/state/local/organizational health policy and prepare a brief report to be presented in class during 5th week or 10th week.
4. Two in-class Midterm Examinations, including multiple choice, short-answer, and short-essay questions

Health Promotion/Prevention or Policy Write-up and Oral Report:

Students will identify a health promotion/prevention program/activity or a recent (adopted after 2000) national/state/local/organizational health-related policy and write a 3-page report (double-spaced, 12 point font, 1 inch margins). Your write-up is meant to be brief and concise. Reports on health promotion/prevention programs/activities should describe the program, its target population, its components, its intended impact on health and how it achieves its goal/s. For example, students may choose flu vaccination programs, physical activity interventions, or health screenings. Reports on a health-related policy should describe the policy components, its target population, its intended impact on health, and its economic implications. For example, students may choose to discuss components of the Affordable Care Act, changes to the Medi-Cal program, local ordinances to promote healthy neighborhoods, or school/worksite policies related to health. A fourth page should be used to list references (no more than 5 citations). In addition, students will conduct a short (~5-10 minute) presentation to be done during lecture. More detail will be given during the first Discussion Section and a handout provided on the course website. Students will be divided into 2 groups. The first group will turn in their 3-page report and present their oral report in class during week 5 – the second group will turn in their 3-page report and present their oral report in class during week 10.

Grading:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>10%</td>
<td>Participation in class discussions</td>
</tr>
<tr>
<td>10%</td>
<td>Attendance in class lecture and discussion section</td>
</tr>
<tr>
<td>15%</td>
<td>Health Promotion/Policy Report</td>
</tr>
<tr>
<td>25%</td>
<td>Midterm #1</td>
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<tr>
<td>40%</td>
<td>Midterm #2</td>
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<td>100%</td>
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**D. Course Policies & UCLA Policies**

**Message about Academic Integrity to all UCLA Students from UCLA Dean of Students:** UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal.

**Forms of Academic Dishonesty:** As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

**Cheating:** Unauthorized acquiring of knowledge of an examination or part of an examination
- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else’s data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

**Plagiarism:** Presenting another’s words or ideas as if they were one’s own
- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else’s computer file as your own
- Unauthorized use of someone else’s data in completing a computer exercise

**Multiple Submissions:** Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

**Facilitating Academic Dishonesty:** Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty
- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
Course: HLT POL 100: Introduction to Health Policy and Management  
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- Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

Fabrication: Falsification or invention of any information in an academic exercise

- Altering data to support research
- Presenting results from research that was not performed
- Crediting source material that was not used for research

While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, don’t take chances—ask your professor. In addition, avoid placing yourself in situations which might lead your professor to suspect you of cheating.

Alternatives to Academic Dishonesty

- **Seek out help** – Meet with your professor, ask for assistance as needed.
- **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see us at the Dean of Students’ Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at [www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu).
E. Course Outline

This schedule may change as the semester progresses, according to student enrollment and needs.

WEEK 1

Monday, January 7th

Topic: Course Introduction and Overview
Speaker: Cowgill
Reading(s): Changing the US Health Care System, Introduction and Overview

Wednesday, January 9th

Topic: Historical Development of the U.S. Health Care System and Subsystems/Access to Health Care
Speaker: Cowgill


Changing the US Health Care System, Chapter 2.

WEEK 2

Monday, January 14th

Topic: Health Promotion and Disease Prevention with an Emphasis on the Role of Cultural Norms and Values
Speaker: Cowgill


Changing the U.S. Health Care System, Ch. 22 pp.685-689.

Wednesday, January 16th

Speaker: Cowgill
Readings: Changing the U.S. Health Care System, Chapters 8 and 9

WEEK 3

Monday, January 21st  NO CLASS, Martin Luther King Holiday

WEDNESDAY, JANUARY 23rd

Topic: Care Delivery: Hospitals, Doctors, and Nurses
Speaker: Cowgill
Reading(s): American Association of Colleges of Nursing. Nursing Shortage Fact Sheet. Updated April, 2014.


A prescription for the future: How hospitals could be rebuilt, better than before. The Economist. April 8, 2017.


WEEK 4

Monday, January 28th

Topic: Health Insurance – Public and Private Perspectives
Speaker: Cowgill
Reading(s): Changing the US Health Care System, Chapters 6 and 7
Wednesday, January 30th

Topic: Disparities in Health Status and Health Care in the United States and Approaches to Improve Health Equity
Speaker: Glenn
Reading(s): Changing the US Health Care System, Chapters 3 and 4

WEEK 5

Monday, February 4th

Topic: Health Promotion/Prevention Oral Reports (first half of class)

Wednesday, February 6th  Midterm #1

WEEK 6

Monday, February 11th

Topic: The Basics of Health Policy in the US and the Role of Ethics and Evidence in the Policy Making Process
Speaker: Cowgill
Heymann SJ, Health and social policy, Ch 16.


Wednesday, February 13th

Topic: Medicare – Then and Now; Pharmaceuticals
Speaker: Cowgill
Reading(s): Changing the US Health Care System, Chs. 10 & 21


WEEK 7

Monday, February 18th  NO CLASS, President's Day Holiday

Wednesday, February 20th
Topic: Child and Adolescent Health Care
Speaker: Chung
Reading(s): Changing the US Health Care System, Chapter 18

WEEK 8

Monday, February 25th
Topic: Health Reform and the Affordable Care Act: Identification of Key Stakeholders and the Development of Coalitions and Partnerships to Address Health Reform in the United States
Speaker: Kominski
Reading(s): Changing the US Healthcare System, Chapter 1

Wednesday, February 27th
Topic: Long-term and Palliative Care
Speaker: Cain
Reading(s): Changing the US Health Care System, Chapter 16

WEEK 9

Monday, March 4th
Topic: Mental Health Services and Policy Issues
Speaker: Ettner
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Reading(s): Changing the US Health Care System, 3rd Edition, Chapter 16 [Note that this chapter is not found in the current edition of the course textbook; however, a pdf of the assigned chapter is available on the course website.]

Wednesday, March 6th
Topic: Health Care Quality – Outcomes, Evaluation, and Public Information
Speaker: Cowgill
Reading(s): Changing the US Health Care System, Chapters 11-13

WEEK 10

Monday, March 11th
Topic: Health Policy Oral Reports (second half of class)

Wednesday, March 13th Midterm #2