

# PUBH 6724, SECTION 320

The Health Care System and Public Health  
 Spring 2019

## COURSE & CONTACT INFORMATION

**Credits:** 3 credits

**Meeting Day(s), Time, and Place:** This course is entirely web-based, delivered via [Moodle at <http://moodle.umn.edu>] [Canvas at <http://canvas.umn.edu>].

Contact Type	Contact Information	Role	When to Contact
Instructor	Andrew Ward Ward0230@umn.edu Phone: 609-703-4022	Primary instructor for this course	For questions or concerns about class requirements, assignments, deadlines and content.
Teaching Assistant(s)	Elle Talsma <a href="mailto:talsm004@umn.edu">talsm004@umn.edu</a>  Fredrick Ogugua <a href="mailto:ogugu001@umn.edu">ogugu001@umn.edu</a>	Assigns grades and provides individual feedback on assignments; Is available for questions relating to the course – mechanics and content.	For questions or concerns about the class, assignments, deadlines, etc. Your TA will respond promptly and is your first line of contact.
Technical Support	Technical support options are available on the SPH website. <a href="https://z.umn.edu/sphquickhelp">https://z.umn.edu/sphquickhelp</a>	Troubleshoots technical issues related to the course site or course content.	Technical issues with the course site, media, quizzes or assignments.

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

## Communication in Online Courses

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. Our goal is to respond to emails within 24 hours M-F.

## COURSE DESCRIPTION

The purpose of this course is to provide students with an overview of the U.S. health care finance and delivery systems within a public health context. To be effective practitioners, public health professionals must be able to link the theory of individual and social determinants of health status and outcomes with the changing structures and organizations of the U.S. health care systems. This course will examine the basic components of the U.S. health care systems, including, but not limited to, the following:

- The history and development of U.S. health care systems;
- The role issues of ethics and social justice play in making health care decisions;
- Financing;
- The role of public programs (e.g., Medicare and Medicaid), insurers, and employers;
- Health care delivery systems (e.g., Primary Care, Outpatient and Inpatient services);
- Integrated and managed care;

- Long-term health care;
- Health care delivery to special populations;
- Mental health care within the U.S. health care systems;
- The nature and scope of disparities within the U.S. health care systems;
- The future of U.S. health care systems

## COURSE PREREQUISITES

Public Health or graduate student

## COURSE GOALS & OBJECTIVES

Upon completing this course, students should be able to do the following:

1. Understand the roles that the parts of the current U.S. health care system play in improving health status;
2. Understand the historical and cultural contexts of the parts of the current U.S. health care system;
3. Identify the key components of the parts of the U.S. health care delivery system;
4. Identify funding sources and their relative contributions to health expenditures;
5. Identify disparities in access or availability to health care, and the reasons for those disparities;
6. Identify recent trends in U.S. health care finance and delivery;
7. Understand the basic elements of managed and integrated care;
8. Understand the health needs of special populations (e.g., those requiring long-term care or mental health care);
9. Describe collaborative methods and approaches to build on existing service delivery systems to maintain or improve the health status of diverse populations;
10. Understand key elements in the creation of health policy as it impacts the parts of the current U.S. Health Care System.

## METHODS OF INSTRUCTION AND WORK EXPECTATIONS

### Course Workload Expectations

PubH 6724, The Health Care System and Public Health, is a 3-credit course. A typical week consists of a total of 450 minutes (nine 50-minute credit hours) of academic time (work related specifically to the course). This time is divided below into instructional time and student time. There are approximately 175 minutes (three and one half 50-minute credit hours) of instructional time per week. Such instructional time will be made up by activities such as content delivery via instructor created videos/PowerPoints, etc., instructor created and monitored in-class synthesis activity designed to help students synthesize new material with previously learned material, instructor created content summarizing a research article, and monitoring and responding to student posts in an online discussion forum about an instructor provided topic. There are approximately 275 minutes (six 50-minute credit hours) of student time per week. Such student time will be made up activities such as reading or video–watching, taking a quiz, and working on other assigned projects (e.g., short papers, PowerPoint presentations, White Papers).

This course is entirely online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of online discussions, lectures, assigned readings, etc.

### Technology

You will use the following technology tools in this course. Please make yourself familiar with them.

- MS Word or a similar word-processing software;
- PowerPoint;
- An internet search engine such as Google;
- Google Docs -- training is available via OIT <https://it.umn.edu/self-help-guide/google-drive-work-files-folders>.

### Learning Community

Because this is an online class, there are **no** scheduled “face-to-face” meetings. However, there are required Discussion Board postings due approximately every two weeks. The Discussion Board postings (which are responses to posted topics and responses to the postings of other students) are an important part of your participation in this course. I expect everyone to participate in **all** of the (roughly) bi-weekly discussions, and to ask questions if something is unclear or otherwise not understood. Grades will be assigned to you on the clarity and thoughtfulness of your responses. I expect you to write thoughtful, critically reflective responses to the views of other students while, at the same time, being respectful of other students’ opinions. There are many differences of opinion on how the

U.S. health care delivery systems should be structured and financed, as well as whether and to what degree they adequately and fairly serve the entire U.S. population. Indeed, you will notice that I have used the plural 'systems'; many people believe that the claim that there is a single, unified U.S. health care "system" is a provocative claim. It is very important that whenever you respond to another student's posting, you do so in a thoughtful and respectful manner. You may disagree with the views expressed in a posting, and you may express your disagreement, but your expression of disagreement must be thoughtful and respectful of the other person's views. Our goal in this class is to work together, and to help one another better understand the U.S. health care systems.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

### General Comments

If you have taken a Web-based course before, you know that computer-mediated interactions are, in many ways, quite different from the kinds of interactions you have (or can have) in an on-site classroom. For those who have not taken a Web-based course before, you will quickly discover some of the differences. Because the information we use in our interactions with one another comes almost entirely through typed words and symbols, it is sometimes easy for miscommunications to occur. I know that there have been times when I was asked a question and typed what I thought was an amazingly witty answer (I laughed and laughed at my own cleverness as I typed) only to have the person who received the message not be helped and not find the response at all witty. My point is that while I try to be helpful, respectful and, at least occasionally, witty, sometimes that does not come across very well in typed exchanges. My intention is NOT to be offensive, or curt, or cold, or demeaning; indeed, I truly try to avoid all these things and to be genuinely helpful. However, as you will discover, the limitations of computer-mediated communications sometimes pose challenges.

I tend to be direct and concise in my comments, but please know that my focus is on helping you, the student. Please feel free to let me know if you need more information or if the information I am sending is too much information (lots of "noise"), or if you believe I am being too direct and concise. As you know, instructors vary in how they try to help and encourage students, and if my feedback is not helpful, please let me know. I will work with you to give you the kind of feedback that is most helpful for you.

Finally, please do not go through the semester being dissatisfied with the course and feeling that your money is ill spent, and your time is wasted. If it is at all possible, I will work with you to find ways to correct the problem and make the course educationally valuable for you. My goal is to create an educationally productive and supportive environment in which learning can and does occur. However, I cannot help you or work with you if you do not give me feedback. My goal, truly, is to be a resource for your learning and to provide the best environment I can to facilitate and enhance your learning.

## COURSE TEXT & READINGS

There are three required texts for this course. The books may be purchased at the University of Minnesota Bookstore, or online through online retailers such as Amazon.

Leiyu Shi and Douglas A. Singh, Delivering Health Care in America: A Systems Approach, 7th edition (Burlington, MA: Jones and Bartlett Learning, 2019). ISBN: 9781284124491

Meryl Comer, Slow Dancing with a Stranger: Lost and Found in the Age of Alzheimer's (New York, NY: HarperCollins, 2014). ISBN: 978-0-0-06-213082-2

John C. Rubisch, Christopher's Story: An Indictment of the American Mental Health System (Sarasota, FL: First Edition Design Publishing, Inc., 2015). ISBN: 978-1622-879-2

The 7<sup>th</sup> edition of Delivering Health Care in America: A Systems Approach is the most current edition of that book. Earlier editions of the book are significantly different, and their use will **not** suffice for the course. Please make certain that you have the correct edition of the required book by Shi and Singh.

**In addition to these books**, this course uses journal articles, which are available via the University Libraries' E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>.

## COURSE OUTLINE/WEEKLY SCHEDULE

**This course has specific deadlines.** All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments are due by 11:55pm Minneapolis/Saint Paul, MN time unless indicated otherwise.**

Week	Topic(s)	Readings	Activities/Assignments
<b>Week 1:</b> 1/22 – 1/27 (Short Week)	<ul style="list-style-type: none"> <li>Overview of U.S. Health Care Delivery</li> </ul>	<ul style="list-style-type: none"> <li><u>Delivering Health Care In America: A Systems Approach</u>, 7th edition, Chapter 1.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board posting acknowledging syllabus understanding: Due by 11:55 p.m., 1/27.</li> <li>Discussion Board posting with short autobiographical statement: Due by 11:55 p.m., 1/27</li> </ul>
<b>Week 2:</b> 1/28 – 2/3	<ul style="list-style-type: none"> <li>Beliefs, Values, and Health;</li> <li>Health Policy</li> </ul>	<ul style="list-style-type: none"> <li><u>Delivering Health Care In America: A Systems Approach</u>, 7th edition, Chapter 2 and Chapter 13.</li> <li>Chapman, Audrey R., Forman, Lisa, and Lamprea, Everaldo, "Evaluating Essential Health Packages from a Human Rights Perspective," <u>Journal of Human Rights</u>, v. 16, n. 2 (2017), pp. 142-159.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2 Quiz: Due by 11:55 p.m., 2/3.</li> </ul>
<b>Week 3:</b> 2/4 – 2/10	<ul style="list-style-type: none"> <li>The Evolution of Health Services in the United States</li> </ul>	<ul style="list-style-type: none"> <li><u>Delivering Health Care In America: A Systems Approach</u>, 7th edition, Chapter 3.</li> <li>Blumenthal, David, "Employer-Sponsored Health Insurance in the United States – Origins and Implications," <u>The New England Journal of Medicine</u>, v. 355, n. 1 (July 6, 2006), pp. 82-88.</li> <li>Starr, Paul, "Transformation in Defeat: The Changing Objectives of National Health Insurance, 1915-1980," <u>American Journal of Public Health</u>, v. 72, n. 1 (January, 1982), pp. 78-88.</li> <li>"Universal Health Coverage? Why?," <u>Health Affairs Blog</u>, (July 25, 2017), online.</li> </ul>	<ul style="list-style-type: none"> <li>Week 3 Quiz: Due by 11:55 p.m., 2/10.</li> <li>Discussion Posting and Response to at least one other student: Both due by 11:55 p.m., post on 2/7, response on 2/10.</li> </ul>

<p><b>Week 4:</b> 2/11 – 2/17</p>	<ul style="list-style-type: none"> <li>• Health Services Professionals</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Delivering Health Care In America: A Systems Approach</u>, 7th edition, Chapter 4.</li> <li>• Barnes, Hilary, Richards, Michael R., McHugh, Matthew D., and Martsol, Grant, “Rural and Nonrural Primary Care Physician Practices Increasingly Rely on Nurse Practitioners,” <u>Health Affairs</u>, v. 37, n. 6 (June, 2018), pp. 908-914.</li> <li>• Lipstein, Steven H., Kellermann, Arthur L., Berkowitz, Bobbie, Phillips, Robert, Sklar, David, Steele, Glenn D., and Thibault, George E., “Workforce for 21st Century Health and Health Care,” <u>Vital Directions for Health and Health Care Series – Discussion Paper</u> (Washington, D.C.: National Academy of Medicine, 2016). Online at: <a href="https://nam.edu/wp-content/uploads/2016/09/Workforce-for-21st-Century-Health-and-Health-Care.pdf">https://nam.edu/wp-content/uploads/2016/09/Workforce-for-21st-Century-Health-and-Health-Care.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Week 4 Quiz: Due by 11:55 p.m., 2/17.</li> </ul>
<p><b>Week 5:</b> 2/18 – 2/24</p>	<ul style="list-style-type: none"> <li>• Medical Technology</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Delivering Health Care In America: A Systems Approach</u>, 7th edition, Chapter 5.</li> <li>• Huberfeld, Nicole, “Instrumental and Transformative Medical Technology,” <u>University of Kentucky Law Faculty Publications</u>, v.19, n. 2 (Winter, 2017), pp. 267-283.</li> <li>• deShazo, Richard D., and Parker, Sara Bolen, “Lessons Learned from Mississippi’s Telehealth Approach to Health Disparities,” <u>The American Journal of Medicine</u>, v. 130, n. 4 (April, 2017), pp. 403-408.</li> <li>• Saunders, Carol, and Cendan, Juan, “Sensory Overload,” <u>Pegasus: The Magazine of the University of Central Florida</u>, (Summer, 2015), online</li> </ul>	<ul style="list-style-type: none"> <li>• Week 5 Quiz: Due by 11:55 p.m., 2/24.</li> <li>• Discussion Posting and Response to at least one other student: Both due by 11:55 p.m., post on 2/21, response on 2/24.</li> </ul>
<p><b>Week 6:</b> 2/25 – 3/3</p>	<ul style="list-style-type: none"> <li>• Health Care Financing – Public and Private</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Delivering Health Care In America: A Systems Approach</u>, 7th edition, Chapter 6.</li> <li>• Waldo, Daniel, “National Health Accounts: A Framework for Understanding Health Care Financing,” <u>Health Affairs</u>, v. 37, n. 3 (March, 2018), pp. 498-503.</li> </ul>	<ul style="list-style-type: none"> <li>• Short Paper: Due by 11:55 p.m., 3/3.</li> </ul>

<p><b>Week 7:</b> 3/4 – 3/10</p>	<ul style="list-style-type: none"> <li>• Medicare and Medicaid</li> </ul>	<ul style="list-style-type: none"> <li>• Centers for Medicare and Medicaid Services, <u>Medicare and You – 2019</u>, (2019): Online at: <a href="https://www.medicare.gov/sites/default/files/2018-09/10050-medicare-and-you.pdf">https://www.medicare.gov/sites/default/files/2018-09/10050-medicare-and-you.pdf</a></li> <li>• Huffman, Katie F., and Upchurch, Gina, “The Health of Older Americans: A Primer on Medicare and a Local Perspective,” <u>Journal of the American Geriatrics Society</u>, v.66, n. 1 (January, 2018), pp. 25-32.</li> <li>• The Henry J. Kaiser Family Foundation, “Why Does the Medicaid Debate Matter? National Data and Voice of People with Medicaid Highlight’s Medicaid’s Role,” Fact Sheet. The Henry J. Kaiser Family Foundation, (June, 2017), online.</li> </ul>	<ul style="list-style-type: none"> <li>• Post on the appropriate Discussion Board Forum your choice for the “PowerPoint Presentation”/Whitepaper: Due by 11:55 p.m., 3/10.</li> <li>• Week 7 Quiz: Due by 11:55 p.m., 3/10.</li> <li>• Discussion Posting and Response to at least one other student: Both due by 11:55 p.m., post on 3/7, response on 3/10.</li> </ul>
<p><b>Week 8:</b> 3/11 – 3/17</p>	<p><b>Mid-Term Examination</b></p>		<ul style="list-style-type: none"> <li>• Exam available 8:00 a.m. 3/11, and due by 11:55 p.m., 3/15</li> </ul>
<p>3/18 – 3/24</p>	<p><b>Spring Break</b></p>		
<p><b>Week 9:</b> 3/25 – 3/31</p>	<ul style="list-style-type: none"> <li>• Outpatient and Primary Care Services</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Delivering Health Care In America: A Systems Approach</u>, 7th edition, Chapter 7.</li> <li>• Ross, Michael A., and Granovsky, Michael, “History, Principles, and Policies of Observation Medicine,” <u>Emergency Medicine Clinics of North America</u>, v. 35, n. 3 (August, 2017), pp. 503-518.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 9 Quiz: Due by 11:55 p.m., 3/31.</li> </ul>

<p><b>Week 10:</b> 4/1 – 4/7</p>	<ul style="list-style-type: none"> <li>• Inpatient Facilities and Services</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Delivering Health Care In America: A Systems Approach</u>, 7th edition, Chapter 8.</li> <li>• Evans, Wendy G., Custon, Toni M., Steinhauer, Karen E., and Tulsy, James A., “Is There No Place Like Home? Caregivers Recall Reasons for and Experience Upon Transfer from Home Hospice to Inpatient Facilities,” <u>Journal of Palliative Medicine</u>, v. 9, n. 1 (February, 2006), pp. 100-110.</li> <li>• Goldstein, Elizabeth, Elliott, Marc N., Lehrman, William G., Hambarsoomian, Katrin, and Giordano, Laura A., “Racial/Ethnic Differences in Patients’ Perceptions of Inpatient Care Using the HCAHPS Survey,” <u>Medical Care Research and Review</u>, v. 67, n. 1 (February, 2010), pp. 74-92.</li> <li>• Andrews, Michelle, “From the ER to Inpatient Care – At Home,” <u>Kaiser Health News</u>, (March, 2018), online.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Posting and Response to at least one other student. Both due by 11:55 p.m., post on 4/4, response on 4/7.</li> </ul>
<p><b>Week 11:</b> 4/8 – 4/14</p>	<ul style="list-style-type: none"> <li>• Managed Care and Integrated Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Delivering Health Care In America: A Systems Approach</u>, 7th edition, Chapter 9.</li> <li>• Zirui, Song, “Accountable Care Organizations in the U.S. Health Care System,” <u>Journal of Clinical Outcomes Management</u>, v. 21, n. 8 (August, 2014), pp. 364-371.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 11 Quiz: Due by 11:55 p.m., 4/14.</li> </ul>
<p><b>Week 12:</b> 4/15 – 4/21</p>	<ul style="list-style-type: none"> <li>• Long-Term Care</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Delivering Health Care In America: A Systems Approach</u>, 7th edition, Chapter 10.</li> <li>• Maryl Comer, <u>Slow Dancing with a Stranger: Lost and Found in the Age of Alzheimer’s</u>.</li> <li>• Bynum, Julie P.W., “The Long Reach Of Alzheimer’s Disease: Patients, Practice, And Policy,” <u>Health Affairs</u>, v. 33, n. 4 (April, 2014), pp. 534-540</li> <li>• Macfarquhar, Larissa. “The Comforting Fictions of Dementia Care,” <u>The New Yorker</u>, v. 94 i. 31, (October 8, 2018), pp. 42-55.</li> </ul>	<ul style="list-style-type: none"> <li>• Rough draft (Optional) of “PowerPoint Presentation”/Whitepaper: Due by 11:55 p.m., 4/21.</li> <li>• Discussion Posting and Response to at least one other student. Both due by 11:55 p.m., post on 4/18, response on 4/21.</li> </ul>



<p><b>Week 13:</b> 4/22 – 4/28</p>	<ul style="list-style-type: none"> <li>Health Services for Special Populations and Health Disparities</li> </ul>	<ul style="list-style-type: none"> <li><u>Delivering Health Care In America: A Systems Approach</u>, 7th edition, Chapter 11.</li> <li>Hsieh, Ning, and Ruther, Matt, "Despite Increased Insurance Coverage, Nonwhite Sexual Minorities Still Experience Disparities In Access To Care," <u>Health Affairs</u>, v. 36, n. 10 (October, 2017), pp. 1786-1794.</li> <li>Wame, Donald, and Frizzell, Linda Bane, "American Indian Health Policy: Historical Trends and Contemporary Issues," <u>American Journal of Public Health</u>, v. 104, Supplement 3 (2014), pp. S263-S267.</li> <li>"New Dangers for Immigrants and the Health Care System," <u>Health Affairs Blog</u> (April 20, 2018), online.</li> </ul>	<ul style="list-style-type: none"> <li>Week 13 Quiz: Due by 11:55 p.m., 4/28.</li> <li>Discussion Posting and Response to at least one other student. Both due by 11:55 p.m., post 4/25, response on 4/28.</li> </ul>
<p><b>Week 14:</b> 4/29 – 5/5</p>	<ul style="list-style-type: none"> <li>Cost, Access and Quality</li> </ul>	<ul style="list-style-type: none"> <li><u>Delivering Health Care In America: A Systems Approach</u>, 7th edition, Chapter 12.</li> <li>John C. Rubisch, <u>Christopher's Story: An Indictment of the American Mental Health System</u>.</li> <li>Berwick, Donald M., Nolan, Thomas W., and Whittington, John, "The Triple Aim: Care, Health, and Cost," <u>Health Affairs</u>, v. 27, n. 3 (2008), pp. 759-769.</li> </ul>	<ul style="list-style-type: none"> <li>Final copy of "PowerPoint Presentation"/Whitepaper: Due by 11:55 p.m., 5/5</li> </ul>
<p><b>Final Examination:</b> 5/6 – 5/14</p>	<p><b>FINAL EXAMINATION</b></p>		<ul style="list-style-type: none"> <li>Exam available no later than 8:00 a.m., 5/6, and due by 11:55 p.m., 5/14.</li> </ul>

## SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at [www.sph.umn.edu/student-policies/](http://www.sph.umn.edu/student-policies/). Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

## EVALUATION & GRADING

Item	Percent of Grade	Comments
Final Exam	20%	<p>This will be an essay exam available during finals week. The final examination is comprehensive and <u>entirely essay in format</u>. I will make the final examination available no later than Thursday, May 9 at 8:00 a.m. (Minneapolis/Saint Paul time), and it will then be due no later than Tuesday, May 14 at 11:55 p.m. (Minneapolis/Saint Paul time). This will give you several days to complete the examination and return it for grading. <b>Two essays</b> will constitute the final examination. The answer to each essay question must be 1000-1200 words (excluding endnotes). That amounts to a total for the combination of both answers of about 6 typed, double-spaced pages, 12-point font, 1" margins. Each essay counts for 100 points. There is a grading rubric for the final examination available on the course homepage.</p> <p>When you have completed it, you will submit it as a <u>single</u> .doc or.docx file in the appropriate assignment drop-box. Do NOT submit your single file as a .pdf document.</p> <p><u>This final examination is an open book examination</u> – You may <b>not</b> confer with other people when taking the examination, but you may use any books and notes that you want.</p>
Midterm	20%	<p>This examination will occur approximately halfway through the course (see the detailed reading schedule). <b>One</b> essay <u>and</u> <b>25</b> true/false and/or multiple-choice questions constitute the mid-term examination.</p> <p>You will have 2 hours to complete the true/false and multiple-choice question portion of the examination. There will be 25 true/false and multiple-choice questions. The true/false and multiple-choice question portion of the examination will constitute 50% of the midterm grade, while the essay will constitute the other 50% of the midterm grade. Each portion of the mid-term is worth 100 points (which means that each of the true/false and multiple-choice questions are worth 4 points).</p> <p>The essay will be available no later than 8:00 a.m. (Minneapolis/Saint Paul</p>

		<p>time) Monday, March 11. Your answer to the essay topic must be between 1000 and 1200 words (excluding endnotes). That amounts to about 3 typed, double-spaced pages, 12-point font, 1" margins. When you have completed the essay portion of the mid-term examination, you will submit it as a .doc or .docx file to the appropriate assignment drop-box no later than 11:59 p.m. (Minneapolis/Saint Paul time), Friday, March 22. Do NOT submit your file as a .pdf document. The essay must be 800-1000 words (excluding references and endnotes). There is a grading rubric for the essay portion of the mid-term examination available on the course homepage.</p> <p><u>The midterm examination (both parts) is an open book examination</u> – You may <b>not</b> confer with other people when taking the examination, but you may use any books and notes that you want.</p>
Short Paper	<b>20%</b>	<p>There is <b>one</b> short paper assignment in the course. The short paper is worth 15% of the course grade. The short paper must be between 1200 and 1500 words (excluding endnotes). The short paper is worth 100 points.</p> <p>See the description and grading criteria on the Moodle course homepage under "Assignments".</p> <p>The function of the short paper is to permit you to synthesize facts that you have learned in the course, and to apply critical reasoning to those synthesized facts. Another function of the short paper is to help you work on writing short, succinct presentations of complex facts and ideas.</p>
PowerPoint Presentation/ Whitepaper	<b>20%</b>	<p>Students are required to <b>either</b> create a PowerPoint presentation <b>or</b> write a Whitepaper. Do NOT do both. See the description and grading criteria on the Moodle course homepage under "Assignments". The PowerPoint/White Paper is worth 100 points.</p> <p>The function of the PowerPoint Presentation/White Paper is to permit you to explore ideas relevant to the course that are of especial interest to you, to permit you to create an original deliverable that reflects your own investigation and critical analysis, and to help you in researching and appropriately presenting the results of your research.</p>
Quizzes	<b>10%</b>	<p>There will be 8 quizzes throughout the semester. True/False and/or Multiple-Choice questions will constitute each quiz. There will be <u>no more than</u> 25 questions per quiz. Each quiz is a timed quiz. Once you begin a quiz, you will have 60 minutes (1 hour) to complete the quiz. Logging out of the system will <b>not</b> stop the timer. Thus, please make certain that you have allocated a single block of 60 minutes (1 hour) to complete the quiz.</p> <p>Although there <u>may</u> be some variation in the number of questions each quiz has, each quiz will count for 1.25% of the course grade.</p> <p><u>The quizzes are all open book quizzes</u> – You may <b>not</b> confer with other people when taking any of the quizzes, but you may use any books and notes that you want.</p> <p>The function of the quizzes is to provide evidence that you are reading the required texts, and to make certain that everyone shares a common, <u>basic understanding</u> of the information presented in the course.</p>
Discussion Questions	<b>10%</b>	<p>Approximately every two weeks (but check the schedule) you will be required to respond to a discussion question posted by the instructor. <u>In addition to posting your response</u>, you are required to respond to at least one of your classmates' postings. Please see the schedule of the syllabus for weeks when discussion postings are due.</p>

## Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Non-PHAP majors may elect the Satisfactory/Not Satisfactory Grading Option. PHAP majors must take the course for a letter grade. S/N option must complete all assignments and pass with a C- letter grade determined by total effort.

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p><b>Scholastic Dishonesty, Plagiarism, Cheating, etc.</b></p>	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a></p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<a href="http://z.umn.edu/iuplagiarism">http://z.umn.edu/iuplagiarism</a>).</p>
<p><b>Late Assignments</b></p>	<p>Required work that is late for a reason other than a legitimate reason (see below) may be penalized 10% for each day it is late. Please make certain that you understand when the due dates are and, if you are uncertain, ask.</p>
<p><b>Attendance Requirements</b></p>	<p>The course is an entirely online course. That means other than the assignment due dates, there are no “attendance requirements” as there would be in an on-site course.</p>
<p><b>Makeup Work for Legitimate Reasons</b></p>	<p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours <b>prior</b> if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> <li>• illness</li> <li>• serious accident or personal injury</li> <li>• hospitalization</li> <li>• death or serious illness within the family</li> <li>• bereavement</li> <li>• religious observances</li> <li>• subpoenas</li> <li>• jury duty</li> <li>• military service</li> <li>• participation in intercollegiate athletic events</li> </ul> <p>Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. Minneapolis/Saint Paul time, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (<a href="http://z.umn.edu/sphmakeupwork">http://z.umn.edu/sphmakeupwork</a>).</p>
<p><b>Extra Credit</b></p>	<p>There is no extra credit in the course.</p>
<p><b>Saving &amp; Submitting Coursework</b></p>	<p><b>Documents that students submit are considered final;</b> students may not submit more than one version or draft of each assignment. It is strongly suggested that students retain a copy of any work submitted.</p>

<b>Technical Issues with Course Materials</b>	<p>You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.</p> <p>If you experience technical difficulties while navigating through the course site or attempting to submit coursework:</p> <ul style="list-style-type: none"><li>• Go to Quick Help: <a href="http://z.umn.edu/sphquickhelp">http://z.umn.edu/sphquickhelp</a>.</li><li>• Connect with the appropriate person or office within 30 minutes of the problem's occurrence.<ul style="list-style-type: none"><li>○ Provide as much information as possible, so the tech team can best help you as soon as possible.</li><li>○ You can expect a response within 1-2 business days to help resolve the problem.</li></ul></li></ul>
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## CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
Evidence-based Approaches to Public Health	<ul style="list-style-type: none"> <li>Select quantitative and qualitative data collection methods appropriate for a given health context;</li> <li>Interpret results of data analysis for public health research, policy or practice.</li> </ul>	<ul style="list-style-type: none"> <li>Required Discussion Postings;</li> <li>Short Essay;</li> <li>Creation of PowerPoint Presentation/White Paper;</li> <li>Mid-term and Final Exam Essays.</li> </ul>
Public Health & Health Care Systems	<ul style="list-style-type: none"> <li>Compare the organization, structure and function of health care and public health systems across national and international settings;</li> <li>Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at the organizational, community and societal levels.</li> </ul>	<ul style="list-style-type: none"> <li>Required Discussion Postings;</li> <li>Short Essay;</li> <li>Creation of PowerPoint Presentation/White Paper;</li> <li>Mid-term and Final Exam Essays.</li> </ul>
Program Planning & Management to Promote Health	<ul style="list-style-type: none"> <li>Assess population needs, assets and capacities that affect communities' health;</li> <li>Apply awareness of cultural values and practices to the design or implementation of public health programs;</li> <li>Select methods to evaluate public health programs or policies.</li> </ul>	<ul style="list-style-type: none"> <li>Required Discussion Postings;</li> <li>Short Essay;</li> <li>Creation of PowerPoint Presentation/White Paper;</li> <li>Mid-term and Final Exam Essays.</li> </ul>
Policy in Public Health	<ul style="list-style-type: none"> <li>Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence;</li> <li>Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes;</li> <li>Evaluate policies for their impact on public health and health equity.</li> </ul>	<ul style="list-style-type: none"> <li>Required Discussion Postings;</li> <li>Short Essay;</li> <li>Creation of PowerPoint Presentation/White Paper;</li> <li>Mid-term and Final Exam Essays.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Select communication strategies for different audiences and sectors;</li> <li>Communicate audience-appropriate public health content, both in writing and through oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Required Discussion Postings;</li> <li>Short Essay;</li> <li>Creation of PowerPoint Presentation/White Paper;</li> </ul>
Systems Thinking	<ul style="list-style-type: none"> <li>Apply systems thinking tools to a public health issue.</li> </ul>	<ul style="list-style-type: none"> <li>Required Discussion Postings;</li> <li>Short Essay;</li> <li>Creation of PowerPoint Presentation/White Paper;</li> <li>Mid-term and Final Exam Essays.</li> </ul>