

**Health Policy & Management**  
EXHS 5931, Fall 2019  
Thursdays 7:00-9:50pm  
University of Houston Clear Lake

**Instructor Information**

Isabelle Kusters, PhD, MPH

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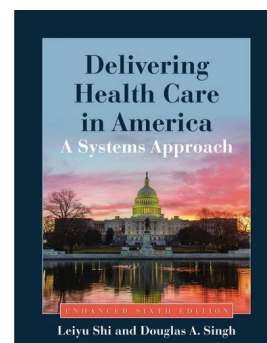
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\* Email is the best way to get in touch with me

Office Hours: - Mondays 4-5pm & Thursdays 6-7pm  
- By appointment (phone, Skype, in person)

**Required Text**

Shi, L., & Singh, D. A. (2015). *Delivering health care in America: a systems approach* (6<sup>th</sup> ed.). Burlington, MA: Jones & Bartlett Learning.



**Applied Critical Thinking Statement**



This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), critical thinking involves thinking for a purpose, asking questions, using information, applying concepts, drawing inferences and conclusions, identifying assumptions, anticipating implications and consequences, and recognizing points of view. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.

**Course Description**

In this course, you will learn to think critically about the theory and practice of health management and policy, as applied to the field of public health. Topics include: the history of health care delivery and public health, healthcare payment and reimbursement mechanisms, types of health care organizations, the Triple Aim, international health care systems, and policy-making decision processes. Public health and health-related information is prevalent in today's society; however, not all sources of information are accurate and valid. This course will not only

present relevant topics, but teach students the skills necessary to be a critical consumer of public health information.

### **Student Learning Objectives**

After completing this course, students will be able to...

1. \* Identify, evaluate, and **interpret** peer-reviewed **information** and results of data analysis relevant to public health, healthcare management, and policy.
2. \*\* Describe the complex history of US healthcare delivery (depth) and the **concepts** and **assumptions** inherent in how our healthcare system is designed (breadth).
3. Distinguish between the various health care organizations responsible for providing health care.
4. Describe the complex role of medical technology in the provision of health care.
5. Identify the payment mechanisms for providing health care.
6. Discuss the scope of federal, state, and local powers on health.
7. Discuss the means by which social inequities undermine health and create challenges to achieving health equity.
8. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
9. Discuss the importance of the social & physical environment on health behaviors and outcomes.
10. Identify the complex role that cost, quality, and access plays in US healthcare delivery.
11. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
12. \*\*\* Evaluate policies for their significance, fairness, and impact on public health and health equity (**implications & consequences**).

\*-\*\*\* These are the critical thinking objectives for which I will be turning in assessment data.

### **4 C's of Critical Thinking**

The UHCL Quality Enhancement Plan (QEP) endorsed by the university accrediting body is a plan to promote applied critical thinking (ACT) for lifelong learning and adaptability. In particular, the key learning outcomes of the UHCL applied critical thinking plan involve 4 C's: Curiosity, Connections, Creativity, and Communication. In this course, we will focus on one of these four C's: Connections. In particular, we will be learning about the depth and breadth of healthcare management & policy, and how these parts fit into a systems framework.

## Course Overview & Grading Information

Course Session	Date	Textbook Reading Due by Class Time *additional readings will be posted on Blackboard	Assignments Due by 12pm (noon) on Date Indicated
	Aug 28	--SCHOOL CLOSED--	
No Class <i>Labor Day</i>	Sept 4		
1	Sept 11	Chapters 1, 2	
2	Sept 18	Chapter 3	Homework #1 due 9/18
3	Sept 25	Chapters 4, 5	
4	Oct 2	Chapter 6	Homework #2 due 10/2
No Class	Oct 9	Online Exam 1	
5	Oct 16	Chapters 7, 8	
6	Oct 23	Chapters 9, 10	Homework #3 due 10/23
7	Oct 30	Chapter 11	Homework #4 due 10/30
8	Nov 6	Chapter 12	Homework #5 due 11/6
No Class	Nov 13	Online Exam 2	
9	Nov 20	TBA	Homework #6 due 11/20
10	Nov 27	Chapter 13	
11	Dec 4	Chapter 14	Paper due 12/4 + Presentations
	Exam Week	Online Exam 3	

20%	200	Exam 1
20%	200	Exam 2
20%	200	Exam 3
15%	150	Term Paper & Presentation
18%	180	Homework Assignments (6 at 30 points each)
7%	70	Class Participation & Attendance

1000 points possible

### Exams

- Exams are timed and will be taken through UHCL's Blackboard system.
- Questions may be asked in a variety of ways, including but not limited to: multiple-choice, true/false, fill-in-the-blank, matching, and short answer.

- All exams are to be closed-book and no peer collaboration is allowed. You are not to refer to your book, notes, the Internet, other people, or any other source other than your own mind while taking the exam. Please see the UHCL Honor Code for more information.
- You must take the exams within the indicated time frame in order to get credit. There will be NO late exams and NO make-up exams given.
- You will have only one chance at each exam.

#### Exam 1

- Available online Oct 8 at 12:01am to Oct 10 at 11:59pm.
- Exam 1 will cover materials assigned for and discussed during the August 28 *through* October 2 class sessions.

#### Exam 2

- Available online Nov 12 at 12:01am to Nov 14 at 11:59pm.
- Exam 2 will cover materials assigned for and discussed during the October 16 *through* November 6 class sessions.

#### Exam 3

- Available online Dec 10 at 12:01am to Dec 12 at 11:59pm.
- Exam 3 will cover materials assigned for and discussed during the November 20 *through* December 4 class sessions. Concepts discussed during the first two exams may also be generally covered.

#### Term Paper & Presentation

- Students will write a paper synthesizing knowledge gained during the semester. Students are expected to work independently on this assignment. More details will be provided as the assignment nears.

Assessment data will be pulled from this assignment; rubric included in attachment.

#### Homework Assignments

- Students are expected to work independently on these assignments. There will be 6 homework assignments, covering textbook chapters and other assigned readings.

#### Class Participation & Attendance

- Attendance will be encouraged by crediting students for attending all lectures. Each student may miss one class and still receive full attendance points. Students must notify the professor prior to class if absence is expected.

### Course Policies

#### Reading Assignments

- Textbook readings will be assigned prior to each class. Students are **required to** complete the assigned readings in the textbooks **before each lecture**. (Completion of the study exercises at the end of each chapter is also recommended). For some lectures, there will be published research articles selected for students to read that are related to

the lecture topic. In most cases, these will optional but will greatly enhance student learning and performance in the course. If a selected article reading is mandatory, i.e., planned for discussion in class, students will be notified.

#### Classroom Conduct

- I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.
- Cell phones and other electronic equipment should be set on silent and remain in your bag. Students are permitted to use computers during class for note-taking and other class-related work only. If I notice that laptops are being used for other purposes, I reserve the right to ban laptops in the classroom.
- Electronic video and/or audio recording is not permitted during class unless the student obtains advance permission from the instructor. If permission is granted, any distribution of the recording is prohibited.

#### Attendance & Emergencies

- Your failure to attend class or make contact with me to adequately explain your absence by the 10<sup>th</sup> class calendar day of the semester will result in your being administratively dropped from this course. Being dropped from this course may affect your enrollment status and/or your financial aid eligibility.
- In the case of emergency or other issues, you should contact me as soon as is reasonably possible, and we will work together to devise a completion plan for any coursework you may have missed.

#### Grading

- No late assignments will be accepted. Exams must be taken during the stated period.
- Extra Credit may be given during the semester but is solely at the discretion of the instructor. All extra credit will be offered to the class as a whole—do not ask for individual extra credit. If offered, all extra credit must be submitted on the date requested—no late extra credit will be accepted.
- I only calculate grades at the end of the semester. Please do not ask me to calculate your grade prior to the end of the semester – the grading policy is clearly outlined in this syllabus.

#### Academic Honesty

- All UHCL students are responsible for knowing the standards of academic honesty. Please refer to the UHCL catalog and the Student Life Handbook for the University

#### Academic Honesty Policy.

- Plagiarism, that is, using research without citations, or using a created product without crediting the source, will result in a grade penalty or failure of the course. All sources must be appropriately cited. Please use discretion when deciding if a source is credible (e.g. Wikipedia is not an acceptable source). Papers or parts of papers a student has written for other courses may not be used in this course.

#### Disabilities

- If you believe you have a disability requiring an accommodation, contact Disability Services at 281-283-2648 or [disability@uhcl.edu](mailto:disability@uhcl.edu) as soon as possible and complete the registration process. To ensure your accommodations are in place for the entire semester, please request your accommodation letters from Disability Services and provide them to me at the beginning of the semester.
- The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

#### Incompletes

- A grade of Incomplete ('I') may be given at the discretion of the instructor to students who are making satisfactory progress in a course. Incompletes are typically given for emergency situations which occur after the withdrawal date but prior to the end of the semester, and which prevent the student from completing course requirements. When assigning the grade of 'I,' instructors provide students with an Incomplete Grade Contract that outlines the work to be accomplished before the 'I' can be converted to a final grade and specifies a deadline date.

#### Message from the Writing Center

- The UHCL Writing Center offers tutoring services to all university students, staff, and faculty on any type of writing project. You may come for a tutoring session during any stage of the writing process, whether you need help brainstorming, narrowing a topic, clarifying a thesis, organizing your thoughts, documenting your sources, or improving the flow of your language. All of our tutors are trained to give you thoughtful feedback and advice on a variety of writing concerns. Students may make an appointment by coming in person to SSCB 2105, by calling 281-283-2910, or by visiting our website [www.uhcl.edu/writingcenter](http://www.uhcl.edu/writingcenter) and clicking "Make an Appointment".

***The instructor reserves the right to make appropriate changes in the syllabus.  
It is the student's responsibility to keep updated on course information.***