PubH 6724- Online
The Health Care System and Public Health
Spring 2014

Credits: 3 cr
Meeting Days: Online
Instructor: Andrew Ward, Ph.D., Ph.D\(^1\), MPH
E-mail: ward0230@umn.edu

Because this is an online course, all communications will occur via the Internet (either e-mail or the Moodle2 course platform). VIRTUAL OFFICE HOURS

After reading the syllabus, please do the following:

Go to the Discussion Board and, in the forum entitled “Acknowledgement of the Syllabus”, indicate that you have read and understood the syllabus.

Post a short “Autobiographical Statement” so that I and the other students in the course can “get to know you”.

Answer the “Beginning of the Course Knowledge” questions. I will NOT assign any grades to these answers. Instead, the answers give us both an indication of what you know and believe at the beginning of the semester regarding U.S. health care and its delivery.

All these posting are due no later than 11:59 p.m., January 26, 2014.

The “Acknowledgement of the Syllabus” may seem a bit jejune to some, but it is, according to online instructional guidelines, a “best practice”.

I. 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 teach 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;
- The Patient Protection and Affordable Care Act;
- 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;

\(^1\) I really do have two Ph.D.’s (it is not a “typo”): One in Health Services Research, Policy and Administration, and one in Philosophy.
II. Course Prerequisites

Registered Executive Public Health Administration & Policy Student

III. Course Goals and Objectives

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

1. Understand the role that U.S. health care systems play in improving health status
2. Identify the key components of the U.S. health care delivery systems
3. Identify funding sources and their relative contributions to health expenditures
4. Identify major gaps in access to care and the reasons for those gaps
5. Identify recent trends in U.S. health care finance and delivery
6. Understand the basic elements of managed and integrated care
7. Describe collaborative methods and approaches to build on existing service delivery systems to maintain or improve the health status of populations
8. Explain the essential elements of the Patient Protection and Affordable Care Act, and describe some of the ways that it will change the U.S. health care systems

IV. Methods of Instruction and Work Expectations

This is an online course. Students are expected to complete readings as scheduled and submit assignments on-time. Because this is an online course, all communications will occur via the Internet (either e-mail or the Moodle2 course platform).

V. Course Text and Readings

There is one required textbook for this course:


This is the most current edition of the book. Earlier editions of the book are different, and their use will not suffice for the course. Please make certain that you have the correct edition of the required book.

In addition to this book, there are online readings. Additional course readings will be available via the University of Minnesota Libraries’ E-reserves system. To access, go to the E-reserves main page at https://rd.lib.umn.edu. Use your University of Minnesota x500 and personal password to login and view course readings. Readings will be grouped by course topic/week. There are checkboxes located next to each reading for you to use as you complete them. It is optional to use this feature; it is there for your reference only and not accessible by the course instructor.
Week 1 (1/21 - 1/26)
Course Overview/Introductions

Required Readings:
Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 1: A Distinctive System of Health Care Delivery

Additional readings (available either directly via the Internet or through the University of Minnesota Library eReserves):


Supplemental Readings (available through the University of Minnesota Library eReserves):


You are not required to read the supplemental article, and there will be no quiz or test questions whose answers come exclusively from the supplemental article. However, it does contain information that you may find useful.

Assignments
1. Discussion Board posting acknowledging syllabus understanding: Due by 11:59 p.m., 1/26
2. Discussion Board posting with short autobiographical statement: Due by 11:59 p.m., 1/26
Week 2 (1/27 – 2/2)
Beliefs, Values, and Health

Required Readings:
Readings from Delivering Health Care In America: A Systems Approach, 5th edition:
   Chapter 2: Beliefs, Values and Health
   Chapter 13: Health Policy

Additional readings (available through the University of Minnesota Library eReserves):

Supplemental Readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

You are not required to read the supplemental articles, and there will be no quiz or test questions whose answers come exclusively from the supplemental articles. However, they do contain information that you may find useful.

Assignments
1. Selection of Insurance Comparison Paper Topic: Due by 11:59 p.m., 2/2
2. Quiz 1: Available from 5:00 p.m., 1/29 through 11:59 p.m., 2/2
3. Discussion Posting and Response to at least one other student: Both due by 11:59 p.m., 2/2
Week 3 (2/3 - 2/9)
The Evolution of Health Services in the United States

Required Readings:
Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 3: The Evolution of Health Services in the United States

Additional readings (available either directly via the Internet or through the University of Minnesota Library eReserves):


Supplemental Readings (available through the University of Minnesota Library eReserves):


You are not required to read the supplemental article, and there will be no quiz or test questions whose answers come exclusively from the supplemental article. However, it does contain information that you may find useful.

Assignments

1. Quiz 2: Available from 5:00 p.m., 2/5 through 11:59 p.m., 2/9
**Week 4 (2/10 - 2/16)**

**The Patient Protection and Affordable Care Act**

**Required Readings**

Readings from *Delivering Health Care In America: A Systems Approach*, 5th edition:

Chapter 13: Health Policy

Additional readings (available either directly via the Internet or through the University of Minnesota Library eReserves):


**Supplemental Readings** (available either directly via the Internet or through the University of Minnesota Library eReserves):


The Patient Protection and Affordable Care Act (PPACA) was passed on March 23, 2010 and was subsequently modified by the Health Care Education (HCERA) and reconciliation Act (Public Law 111-152) on March 30, 2010. A consolidated version of PPACA with the amendments made by HCERA incorporated within the text is available from the U.S. Department of Health and Human Services (DHHS) at http://www.hhs.gov/healthcare/rights/law/index.html.

You are **not** required to read the supplemental texts, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental texts. However, it does contain important information that you may find useful.

**Assignments**

1. **Quiz 3:** This quiz is a “data analysis quiz”. You will be asked to access three data sources (Current Population Survey (CPS), the American Community Survey (ACS), and the State Health Access Data Assistance Center (SHADAC)) and to answer questions based on these data sources. The questions will be provided in advance of the quiz so that you can find the answers in advance of taking the quiz. The Quiz will be available from 5:00 p.m., 2/12 through 11:59 p.m., 2/16.

2. **Discussion Posting and Response to at least one other student:** Both due by 11:59 p.m., 2/16. This will be a GROUP Discussion activity with instructions posted on the course Webpage.
Week 5 (2/17 - 2/23)
Health Services Professionals
Medical Technology

**Required Readings** (available through the University of Minnesota Library eReserves):

Readings from *Delivering Health Care In America: A Systems Approach*, 5th edition:
- Chapter 4: Health Services Professionals
- Chapter 5: Medical Technology

Additional readings (either online, available through the University of Minnesota Library, or on the Moodle course site as a .pdf file):

**Supplemental Readings** (available through the University of Minnesota Library eReserves):

You are not required to read the supplemental article, and there will be no quiz or test questions whose answers come exclusively from the supplemental article. However, it does contain information that you may find useful.

**Assignments**

1. Post on the appropriate Discussion Board Forum your choice for the “PowerPoint Presentation”/Whitepaper: Due by 11:59 p.m., 2/23
2. Quiz 4: Available from 5:00 p.m., 2/19 through 11:59 p.m., 2/23
3. Discussion Posting and Response to at least one other student: Both due by 11:59 p.m., 2/23
**Required Readings** (available through the University of Minnesota Library eReserves):

Readings from *Delivering Health Care In America: A Systems Approach*, 5th edition:

Chapter 6: Health Services Financing

Additional readings (available either directly via the Internet or through the University of Minnesota Library, or on the Moodle course site as a .pdf file):


**Supplemental Readings** (available either directly via the Internet or through the University of Minnesota Library eReserves):


You are not required to read either supplemental article, and there will be no quiz or test questions whose answers come exclusively from either supplemental article. However, the articles do contain information that you may find useful.

**Assignments**

1. Quiz 5: Available from 5:00 p.m., 2/26 through 11:59 p.m., 3/2
Week 7 (3/3 - 3/09)
Public Financing of Health Care Services – Medicare, Medicaid and SCHIP

Required Readings:
Readings from Delivered Health Care In America: A Systems Approach, 5th edition:
   Chapter 6: Health Services Financing
Additional readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

Supplemental Readings (available either directly via the Internet or through the University of Minnesota Library eReserves):
   "Medicare”. Online at: http://www.cms.gov/Medicare/Medicare.html
   "Medicaid/CHIP”. Online at: http://www.medicaid.gov/

You are not required to read the supplemental articles, and there will be no quiz or test questions whose answers come exclusively from the supplemental articles. However, they do contain information that you may find useful.

Assignments
1. Quiz 6: Available from 5:00 p.m., 3/5 through 11:59 p.m., 3/9
2. Discussion Posting and Response to at least one other student: Both due by 11:59 p.m., 3/09

Week 8 (3/10, 8:00 a.m. - 3/16, 11:59 p.m.)
Mid-term Examination

The Midterm Examination is online. Has two parts. True/False and Multiple-choice questions constitute part one of the mid-term examination. This part of the mid-term examination is entirely online. Once you begin, you will have two (2) hours to complete this portion of the mid-term examination. Several (no fewer than two and no more than five) essay questions constitute part two of the mid-term examination. The essay questions will be available beginning at
8:00 a.m., March 10. You must submit completed answers (combined into a single .doc or .docx file) to the appropriate assignment drop-box no later than 11:59 p.m., March 16, 2014.

The true/false and multiple-choice question portion of the examination will constitute 60% of the midterm grade, while the essay questions will constitute 40% of the midterm grade.

### Week 9 (3/17 - 3/21)

**Spring Break**

### Week 10 (3/24 - 3/30)

**Outpatient and Primary Care Services**

**Required Readings:**
Readings from *Delivering Health Care In America: A Systems Approach*, 5th edition:

- Chapter 7: Outpatient and Primary Care Services

Additional readings (available through the University of Minnesota Library eReserves):


- Pham, Hoangmai H., Grossman, Joy M., Cohen, Genna, and Bodenheimer, Thomas, “Hospitalists and Care Transitions: The Divorce of Inpatient and Outpatient Care,” *Health Affairs*, v. 27, n. 5 (September/October, 2008), pp. 1315-1327.


**Supplemental Readings** (available through the University of Minnesota Library eReserves):


You are **not** required to read the supplemental articles, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental articles. However, the articles do contain information that you may find useful.

**Assignments**

1. Quiz 7: Available from 5:00 p.m., 3/26 through 11:59 p.m., 3/30
Week 11 (3/31 - 4/6)
Inpatient Facilities and Services

Required Readings:
Readings from Delivering Health Care In America: A Systems Approach, 5th edition:
   Chapter 8:  Inpatient Facilities and Services

Additional readings (available through the University of Minnesota Library eReserves):
   Mor, Vincent, Intrator, Orna, Feng, Zhanlian, and Grabowski, David C., “The Revolving Door of Rehospitalization from Skilled Nursing Facilities,” Health Affairs, v. 29, n. 1 (2010), pp. 57-64.

Supplemental Readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

Assignments
1. Rough Draft of Insurance Comparison Paper: Due by 11:59 p.m., Wednesday, 4/2
2. Discussion Posting and Response to at least one other student: Both due by 11:59 p.m., 4/6. This will be a GROUP Discussion activity with instructions posted on the course Webpage.
Week 12 (4/7 - 4/13)

Managed Care and Integrated Organizations

Required Readings:
Readings from *Delivering Health Care In America: A Systems Approach*, 5th edition:

- Chapter 9: Managed Care and Integrated Organizations

Additional readings (available through the University of Minnesota Library eReserves):


Supplemental Readings (available through the University of Minnesota Library eReserves):


You are **not** required to read the supplemental articles, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental articles. However, the articles do contain information that you may find useful.

Assignments

1. Quiz 8: Available from 5:00 p.m., 4/9 through 11:59 p.m., 4/13
Required Readings:
Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

- Chapter 10: Long-Term Care

Additional readings (available through the University of Minnesota Library eReserves):

- Smith, David Barton, and Feng, Zhanlian, “The Accumulated Challenges of Long-Term Care,” Health Affairs, v. 29, n. 1 (January, 2010), pp. 29-34.

Supplemental Readings (available through the University of Minnesota Library eReserves):


You are not required to read the supplemental articles, and there will be no quiz or test questions whose answers come exclusively from the supplemental articles. However, the articles do contain information that you may find useful.

Assignments

1. Rough draft of “PowerPoint Presentation”/Whitepaper: Due by 11:59 p.m., Wednesday, 4/16
2. Discussion Posting and Response to at least one other student: Both due by 11:59 p.m., 4/20
Required Readings:
Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 11: Health Services for Special Populations

Additional readings (available either directly via the Internet or through the University of Minnesota Library eReserves):


Supplemental Readings (available through the University of Minnesota Library eReserves):


You are not required to read the supplemental articles, and there will be no quiz or test questions whose answers come exclusively from the supplemental articles. However, the articles do contain information that you may find useful.

Assignments

1. Final version of Insurance Comparison Paper: Due by 11:59 p.m., 4/27
Week 15 (4/28 - 5/4)
Cost, Access and Quality

Required Readings:
Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 12: Cost, Access and Quality

Additional readings (available through the University of Minnesota Library eReserves):


Supplemental Readings (available through the University of Minnesota Library eReserves):


You are not required to read the supplemental article, and there will be no quiz or test questions whose answers come exclusively from the supplemental article. However, the article does contain information that you may find useful.

Assignments

1. Quiz 9: Available from 5:00 p.m., 4/30 through 11:59 p.m., 5/4
2. Discussion Posting and Response to at least one other student: Both due by 11:59 p.m., 5/4
Week 16 (5/5 – 5/9): Note that this is a short week
The Future of Health Services Delivery

Required Readings:
Readings from Delivering Health Care In America: A Systems Approach, 5th edition:
  Chapter 14: The Future of Health Services Delivery
Additional readings (available through the University of Minnesota Library eReserves):
  Griffiths, Frances, Cave, Jonathan A. K., Boardman, Felicity K., Ren, Justin, Pawlikowska, T., Ball, R. C.,
  Clarke, Aileen, and Cohen, Alan B., "Social Networks: The Future for Health Care Delivery," Social
  Science & Medicine, v. 75, n. 12 (December, 2012), pp. 2233-2241.
  Institute for Alternative Futures, Health and Health Care in 2032: Report from the RWJF Futures
  Porter, Michael E., and Teisberg, Elizabeth Olmsted, "How Physicians Can Change the Future of Health

Supplemental Readings (available through the University of Minnesota Library eReserves):
  Bezold, Clement, "The Future of Patient-Centered Care: Scenarios, Visions, and Audacious Goals," The
  Journal of Alternative and Complementary Medicine, v. 11, supplement 1 (2005), pp. s77-s84.
  Kocher, Robert, Emanuel, Ezekiel J., and DeParle, Nancy-Ann M., "The Affordable Care Act and the Future
  of Clinical Medicine: The Opportunities and Challenges," Annals of Internal Medicine, v. 153, n. 8
  (October 19, 2010), pp. 536-539.
  Newhouse, Joseph P., "Assessing Health Reform's Impact on Four Key Groups of Americans," Health
  Affairs, v. 29, n. 9 (September, 2010), pp. 1714-1724

You are not required to read the supplemental article, and there will be no quiz or test questions whose answers come exclusively from the supplemental article. However, the article does contain information that you may find useful.

Assignments
1. Final copy of “PowerPoint Presentation”/Whitepaper: Due by 11:59 p.m., FRIDAY 5/9
**FINAL EXAM:** The final examination will be available on Saturday, May 10, at 8:00 a.m. The availability will last until Saturday, May 17, 11:59 p.m. Each student must combine her or his answers to the final examination questions into a single .doc or .docx file and submit that file to the appropriate assignment drop-box no later than Saturday, May 17, 11:59 p.m. My intention is to give you as much flexibility as possible for the final examination (but do, please, remember to check the availability of the Moodle Platform --- the University of Minnesota does do maintenance at some times during May 10th – May 17th). The final examination is comprehensive and is entirely essay in format. You may not confer with other people when taking the examination, but you may use any books and notes that you want.
## Summary of Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>January 26, by 11:59 p.m.</td>
<td>Discussion Board posting acknowledging having read and understood the syllabus</td>
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<tr>
<td></td>
<td>Discussion Board posting of a short autobiographical statement</td>
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<tr>
<td>February 2, by 11:59 p.m.</td>
<td>Selection of Insurance Comparison Paper Topic</td>
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<td>Quiz 1</td>
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<td>Discussion Board posting and response to at least one other student</td>
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<tr>
<td>February 9, by 11:59 p.m.</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>February 16; by 11:59 p.m.</td>
<td>Discussion Board posting at response to at least one other student. This will be a GROUP Discussion activity with instructions posted on the course Webpage.</td>
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<td>Quiz 3</td>
</tr>
<tr>
<td>February 23, by 11:59 p.m.</td>
<td>Selection of “PowerPoint Presentation”/Whitepaper topic – choice to be indicated on appropriate Discussion Board forum</td>
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<td>Quiz 4</td>
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<tr>
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<td>Discussion Board posting and response to at least one other student</td>
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<tr>
<td>March 2, by 11:59 p.m.</td>
<td>Quiz 5</td>
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<tr>
<td>March 9, by 11:59 p.m.</td>
<td>Quiz 6</td>
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<td>Discussion Board posting and response to at least one other student</td>
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<tr>
<td>March 10 (8:00 a.m.) – March 16 (11:59 p.m.)</td>
<td><strong>Mid-term Examination</strong></td>
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<td>March 17 – March 21</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>March 30, by 11:59 p.m.</td>
<td>Quiz 7</td>
</tr>
<tr>
<td>April 2, by 11:59 p.m.</td>
<td>Rough draft of Insurance Comparison Paper (submitting the draft is optional)</td>
</tr>
<tr>
<td>April 6, by 11:59 p.m.</td>
<td>Discussion Board posting and response to at least one other student. This will be a GROUP Discussion activity with instructions posted on the course Webpage.</td>
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<tr>
<td>April 13, by 11:59 p.m.</td>
<td>Quiz 8</td>
</tr>
<tr>
<td>April 16, by 11:59 p.m.</td>
<td>Rough draft of “PowerPoint Presentation”/Whitepaper (submitting the draft is optional)</td>
</tr>
<tr>
<td>April 20, by 11:59 p.m.</td>
<td>Discussion Board posting and response to at least one other student</td>
</tr>
<tr>
<td>April 27, by 11:59 p.m.</td>
<td>Final version of Insurance Comparison Paper</td>
</tr>
<tr>
<td>May 4, by 11:59 p.m.</td>
<td>Quiz 9</td>
</tr>
<tr>
<td></td>
<td>Discussion Board posting and response to at least one other student</td>
</tr>
<tr>
<td>May 9, by 11:59 p.m.</td>
<td>Final copy of “PowerPoint Presentation”/Whitepaper</td>
</tr>
<tr>
<td>May 11 (8:00 a.m.) – May 18 (11:59 p.m.)</td>
<td><strong>Final Examination</strong></td>
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### VII. Evaluation and Grading
<table>
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<tr>
<th>Item</th>
<th>Percent of Grade</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>This will be an essay exam available during finals week. The final examination is comprehensive and entirely essay in format. I will make the final examination available no later than May 10 at 8:00 a.m., and it will then be due no later than 11:59 p.m., May 17. This will give you several days to complete the examination and return it for grading. When you have completed it, you will submit it as a single .doc or .docx file in the appropriate assignment drop-box. Do NOT submit your single file as a .pdf document. <strong>This is an open book examination</strong> – You may <strong>not</strong> confer with other people when taking the examination, but you may use any books and notes that you want.</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
<td>This examination will occur approximately halfway through the course (see the detailed schedule below). Essay questions and some true/false and multiple-choice questions constitute the mid-term examination. You will have 2 hours to complete the true/false and multiple-choice question portion of the examination. There will be no fewer than 20 and no more than 40 true/false and multiple-choice questions. <strong>The true/false and multiple-choice question portion of the examination will constitute 60% of the midterm grade, while the essay questions will constitute 40% of the midterm grade.</strong> The essay questions will be available no later than 8:00 a.m. on Monday, March 10th. When you have completed the essay portion of the mid-term examination, you will submit it as a single .doc or .docx file to the appropriate assignment drop-box no later than 11:59 p.m., Sunday, March 16th. Do NOT submit your single file as a .pdf document. <strong>The midterm examination (both parts) is an open book examination</strong> – You may <strong>not</strong> confer with other people when taking the examination, but you may use any books and notes that you want.</td>
</tr>
<tr>
<td>Written Insurance Comparison Assignment</td>
<td>15%</td>
<td>See the description and grading criteria on the Moodle course homepage under “Assignments”.</td>
</tr>
<tr>
<td>PowerPoint Presentation/Whitepaper</td>
<td>15%</td>
<td>See the description and grading criteria on the Moodle course homepage under “Assignments”.</td>
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</table>
### Quizzes

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<tr>
<th>Quizzes</th>
<th>20%</th>
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<tbody>
<tr>
<td>There will be 9 quizzes throughout the semester. True/False and/or Multiple-Choice questions will constitute each quiz. There will be no more than 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 not stop the timer. Thus, please make certain that you have allocated a single block of 60 minutes (1 hour) to complete the quiz. Although there may be some variation in the number of questions each quiz has, each quiz will count for approximately 2.2% of the course grade. The quizzes are all open book quizzes – You may not confer with other people when taking any of the quizzes, but you may use any books and notes that you want.</td>
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### Discussion Questions

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<tr>
<th>Discussion Questions</th>
<th>5%</th>
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<tbody>
<tr>
<td>Approximately every two weeks you will be required to respond to a discussion question posted by the instructor. In addition to posting your response, you are required to respond to at least one of your classmates’ postings. Please see the schedule (below) in section XI of the syllabus for weeks when discussion postings are due. In two (but only two) of the weeks in which Discussion Postings are due, I will divide you up into teams (4-6 students per team) and have you work together in your team to respond to a discussion question. There will be detailed instructions on what to do, who is in your group, etc. at least one week before that particular discussion assignment is due.</td>
<td></td>
</tr>
</tbody>
</table>

### Class Participation

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 (see the schedule in section XI below). 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 you to participate in all of the (roughly) bi-weekly discussions, and to ask questions if you do not understand something. I will grade 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. 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. Please see section XI of the syllabus for a schedule of the Discussion Board postings.

### Assignments/Due Dates

Section XI of the syllabus (below) contains the due dates and times for all assignments. Late work 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.

If you anticipate having difficulty meeting due date deadline(s), you must make prior arrangements with the instructor to be eligible for receiving full credit on your work (i.e., assignments, quizzes, final exam). Students with
disabilities are also encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations (see below).

**Flexibility with due dates:** I want students to be successful in learning the course material; therefore, I try to be flexible about due dates, but it is not always possible to consider every student’s individual personal issues or honor every request. **Just as I would in any class, I will ALWAYS be flexible for individuals with documented disabilities, illnesses, and family emergencies.**

**Grade Disputes**
If you wish to dispute the grade assigned to a paper, presentation, or a question on an exam, you must do so in **writing**. You must include a specific rationale (explanation) for why your answer is correct, or why the paper deserves a higher grade.

**Grading Scale/System**
The following grading scale is adapted from Teaching at the University of Minnesota: A Handbook for Faculty and Instructional Staff. University of Minnesota, Center for Teaching and Learning Services, [http://www1.umn.edu/ohr/teachlearn/facbook.pdf](http://www1.umn.edu/ohr/teachlearn/facbook.pdf)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B+</td>
<td>85 - 89</td>
<td>Represents achievement that meets the course requirements in every respect</td>
</tr>
<tr>
<td>B</td>
<td>80 - 84</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>B-</td>
<td>75 - 79</td>
<td>Represents failure and signifies that the 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 “Incomplete.”</td>
</tr>
<tr>
<td>C+</td>
<td>70 - 74</td>
<td>Represents achievement that is satisfactory, which is equivalent to a C- or better unless specifically designated in writing by the instructor at a higher level of acceptable performance.</td>
</tr>
<tr>
<td>C</td>
<td>65 - 69</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>C-</td>
<td>60 - 64</td>
<td>Represents achievement that is satisfactory, which is equivalent to a C- or better unless specifically designated in writing by the instructor at a higher level of acceptable performance.</td>
</tr>
<tr>
<td>D+</td>
<td>55 - 59</td>
<td>Represents no credit and signifies that the work was not completed at a level of achievement and carries no grade points.</td>
</tr>
<tr>
<td>D</td>
<td>50 - 54</td>
<td>Represents failure and signifies that the 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 “Incomplete.”</td>
</tr>
</tbody>
</table>

Non-PHAP majors may elect the Pass/Fail 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.

S Represents achievement that is satisfactory, which is equivalent to a C- or better unless specifically designated in writing by the instructor at a higher level of acceptable performance.

N Represents no credit and signifies that the work was not completed at a level of achievement and carries no grade points.

**Course Evaluation**
Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/courseval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**
A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary
circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty
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. (Student Conduct Code:
If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. 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.

Makeup Work for Legitimate Absences
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility: for courses that do not involve students in research
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled."

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

Course Feedback
I have worked very hard to make the online course as complete and accurate as possible. However, the online course is constantly under development. I continually and actively seek out ways to facilitate and enhance your learning. If you notice inconsistencies or misspellings, if you have trouble accessing anything, or if you would simply like to suggest improvements, please let me know. Constructive feedback is always welcome!

A Final Remark about Internet Interactions and Grading
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 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 all we have to go on in our interactions with one another are 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 or less information, or if you believe I am being too direct and concise. As you know, instructors vary (maybe a lot) 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 (well, for now), I once had a student who, in his or her student evaluation, wrote that she or he learned nothing from the class and that the entire class was a waste of her or his time. I was very disheartened to read this, and felt (and still feel) that I did a dis-service to the student. I both know and appreciate that you pay a considerable sum of money for the class, and that your time is very valuable. While I cannot go back in time and "make things right" for the student, I can try to make certain that now and in the future no student in the class ends the semester feeling and believing that she or he learned nothing and that the class was a waste. Thus, if you believe that the readings are not providing information that is new for you, or if you believe that the course is covering what you already know and understand, then please contact me as soon as possible. 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, really, is to be a resource for your learning and to provide the best environment I can to facilitate and enhance your learning.
* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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