HED 583-001
U.S. HEALTH SYSTEM: ORGANIZATION, DELIVERY & POLICY
Department of Health Education and Recreation
Southern Illinois University Carbondale
Spring 2016

Instructor: Aaron J Diehr, PhD, CHES
Course Location and Meeting Time: Pulliam Hall 310, R 5:00–7:30 PM
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Email: aaron@siu.edu
Office Hours: TR 2:00–5:00 PM
(Please email for alternate times.)

Course Description: “This course examines dynamics and trends in organization, financing, and delivery of health care in the United States. Specific current health policy issues and the political, social, and economic forces that affect them are analyzed. Practical implications for public health professionals will be considered.” (SIUC Graduate Catalog, 2015-2016, p. 232).

Course Objectives: Objectives are aligned with competencies identified by the results of the 2015 Health Education Specialist Practice Analysis (HESPA) project conducted by the National Commission for Health Education Credentialing, Inc. (NCHEC), as well as the Association of Schools of Public Health (ASPH) discipline-specific competencies (HPM = Health Policy & Management; SBS = Social & Behavioral Sciences) and cross-cutting competencies (DC = Diversity & Culture; ST = Systems Thinking). Upon successful completion of this course, students will be able to:

1. Identify major trends in the organization and delivery of health care in the U.S and the stakeholders in the change process (HESPA 7.2.1; HPM1; DC7; SBS4);
2. Describe major and emerging political, ethical, financial, and service delivery issues facing the U.S. health care system, along with their genesis and possible strategies for resolving them (HESPA 7.2.1; HPM2);
3. Understand legislative and policy-making processes, and analyze the effect of policy decisions at various levels on public health and health education programs (HESPA 7.3.1, 7.3.3, 7.3.7; HPM4, ST9);
4. Describe the relationships among local, state, and national entities in health care financing, policymaking, and quality control (ST8);
5. Articulate the difference between “Public Health” and “public health” with regards to their goals, values, and centrality to the health care system (SBS6);
6. Conduct a policy analysis of health related issues, including the use of relevant bibliographic resources (HESPA 7.3.1–7.3.5; HPM4, SBS4, SBS6); and
7. Articulate the political and practical realities of establishing and maintaining health care organizations, with special emphasis on public health. (HESPA 7.3.4; HPM1)

**Methods:** Class activities might include, but will not necessarily be limited to, the following learning and teaching strategies: brainstorming, discussion (both full-class and in small groups), cooperative learning, debate, policy analysis, media presentations, individual presentations, and lecture.

**Required Course Texts:**

4) Other readings will be made available via D2L throughout the semester.

**Teaching Statement:** Firstly, I consider myself a facilitator. Though, naturally, my role as a professor is to teach you new information, I see perhaps greater value in directing student discussion. Graduate students come from diverse educational and cultural backgrounds, and it is my goal that you all learn from each other as much as you learn from me. Ultimately, I want this class to be both insightful and enjoyable.

**Late Assignments:** All major assignments will be turned in via D2L and will be automatically checked for plagiarism. Unless you are physically incapacitated and can provide documentation (e.g., medical procedure, jury duty, etc.), you will be expected to turn in all assignments **on time.** Late assignments for any other reason will **not** be accepted.

**Extra Credit:** Should I choose to provide extra credit, these assignments will be offered at my discretion, and under no circumstance will I assign or allow extra credit projects that are not afforded to the entire class (i.e., no “individualized” extra credit). The availability of extra credit is not guaranteed and should not be expected.

**Electronic Devices:** Your cell phone should be put away (not on your desk) and placed on vibrate for the class duration. If you use your computer to take notes, please be aware that I teach from all angles of the classroom to ensure full participation.

**Classroom Visitors:** Without prior approval, you are not permitted to bring visitors into the classroom.
Evaluation Criteria/Assignments:

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<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>“Mini” exams (3 x 15% each)</td>
<td>45%</td>
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<tr>
<td>Homework Assignments (4 x 5% each)</td>
<td>20%</td>
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<tr>
<td>Written Policy Analysis</td>
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Grading Scale:

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<td>≥ 90</td>
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<td>89-80</td>
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<td>≤ 59</td>
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Description of Assignments:

1) **Class Participation**: As graduate students and future professionals, you are expected to attend every class session, unless you have contacted me to make prior arrangements. Accordingly, your communications—across all media, in class and out—should be delivered professionally and respectfully. When your absences become noticeable, they will negatively affect your grade, just as regular absence at work would negatively impact your career. This class is built on discussion and interaction; when you are absent, you are not participating sufficiently. Furthermore, I understand that not every student is comfortable participating in full-class discussion, and I will account for these nuances (though each student will be expected to participate in full-class discussions at least occasionally). Every student, however, will be expected to participate fully in small group discussion, and I will monitor your participation and factor it into your final percentage score.

2) **“Mini” Exams**: Each exam will be worth 15% of the final grade and will consist of short answer, multiple choice, true-false and short essay questions. Exam questions will be based on reading assignments, classroom activities, and any relevant current events discussed in class. “Mini” exams must be taken when scheduled. If you are unable to take the exam when it is scheduled, notify me immediately. Only documented emergencies will justify a make-up exam.

3) **Homework Assignments**: Several assignments will require a review of selected sexuality education-related websites or online resources. Students should prepare clear and concise written responses to the questions posed in the assignment. All Internet assignments will be found in D2L and will be submitted in a D2L Dropbox. When an assignment is to be submitted in D2L, it will be accepted up until class meeting time on the date it is due. Be prepared to discuss findings/results from your work in class. For D2L assignments, scoring rubrics will be posted in D2L.
4) **Written Policy Analysis:** In groups of 3-4, you will conduct an in-depth analysis of a single health policy issue and present the results in a final, written policy memo (10-12 pages in length plus appendices) following Bardach’s policy analysis process. Before you write your analysis, each group is to submit a brief abstract outlining the health policy issue or problem they plan to address as well as describing the setting in which the policy “takes place.” Your papers will follow the steps as outlined by Bardach and will include a definition of the problem, evidence, alternative solutions, criteria, possible outcomes, tradeoffs, your suggested decision, and how you would plan on telling your story. The main body of each group’s paper will clearly and concisely describe the salient points of the analysis. Any additional information to support your analysis (e.g., stakeholder or political analysis, cost/benefit analysis, etc.) should be included in appendices. *A complete assignment sheet, as well as a rubric, will be distributed around the beginning of March.*

Please note: The Department of Health Education and Recreation Academic Honesty Policy is in effect for this course. Make sure to read through and become familiar with the policies.