

**University of Florida  
College of Public Health & Health Professions Syllabus**

**Course Number: HSA 7106 (credit hours: 3)**  
**Course Name: Health Services Access & Utilization**  
Semester: 2018 Spring  
Class Times: Tuesday, 1:55PM-4:55PM  
Delivery Format: On-Campus  
Course Website available on Canvas

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Instructor Name: Jinhai (Stephen) Huo, PhD, MD, MsPH  
Room Number: HPNP 3111  
Phone Number: 352-273-5059  
Email Address: hjh54@ufl.edu  
Office Hours: By appointment  
Preferred Course Communications (e.g., email, office phone): Message through Canvas or Email

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**Prerequisites: None**

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This course explores the effectiveness, efficiency, and equity of the U.S. health care system. Students are introduced to definitions, concepts, and methods used in health services research and policy analysis and given an opportunity to use them to evaluate and improve the system. The course is organized to stimulate critical thinking of students on health issues in the United States. The course consists of 3- hour weekly sessions. Basic understanding from this course will help students in the future development of their career in health services research. At the end of the semester, students from this class complete a research proposal concerned with a student-nominated healthcare issues corresponding to segments of the course.

### **Course Objectives and Goals**

Upon completion of the course, students should be able to:

- Understand the variation in the degree to which individuals have access to health care services (usually meaning they have the means and opportunity to obtain health care) and variation in the degree and manner in which that access is realized ;
- Understand how to evaluate the contribution of individual and community-based health services to the health of the population and how it can be improved;
- Understand the major questions that economics addresses in the health care area;
- Be familiar with and able to apply various principles of equity in evaluating the distribution of health services; and
- Be able to apply health services research frameworks in evaluating specific policy proposals.

### **Instructional Methods**

Lecture in classroom

### **Disclaimer**

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

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## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Week	Date(s)	Topic(s)
1	9-Jan	Introduction to the course
2	16-Jan	Chapter 1 Introduction to Health Services Research and Policy Analysis Student Presentation/Group Discussion
3	23-Jan	Chapter 2 Effectiveness: Concepts and Methods Student Presentation/Group Discussion
4	30-Jan	Chapter 3 Effectiveness: Policy Strategies, Evidence, and Criteria Student Presentation/Group Discussion
5	6-Feb	First Assignment Due (Effectiveness) Student Presentation/Peer Workshop/Group Discussion
6	13-Feb	Chapter 4 Efficiency: Concepts and Methods Student Presentation/Group Discussion
7	20-Feb	Chapter 5 Efficiency: Evidence, Policy Strategies, and Criteria Student Presentation/Group Discussion
8	27-Feb	Second Assignment Due (Efficiency) Student Presentation/Peer Workshop/Group Discussion
9	6-Mar	Spring Break
10	13-Mar	Chapter 6 Equity: Concepts and Methods Student Presentation/Group Discussion
11	20-Mar	Chapter 7 Equity: Policy Strategies, Evidence, and Criteria Student Presentation/Group Discussion
12	27-Mar	Third Assignment Due (Equity) Student Presentation/Peer Workshop/Group Discussion
13	3-Apr	Chapter 8 Integrating Health Services Research and Policy Analysis Student Presentation/Group Discussion
14	10-Apr	Chapter 9 Applying Health Services Research to Policy Analysis Student Presentation/Group Discussion
15	17-Apr	Fourth Assignment Due (Proposal) Student Presentation/Peer Workshop/Group Discussion
16	24-Apr	No Class – Final Project Due

### Course Materials and Technology

**Required Textbook:** Evaluating the Healthcare System - Effectiveness, Efficiency, and Equity, Fourth Edition. Charles E. Begley, PhD, David R. Lairson, PhD, Robert O. Morgan, PhD, Paul J. Rowan, PhD, Rajesh Balkrishnan, PhD, ISBN: 978-1-56793-523-3, ISBN-10: 1567935230.  
<https://www.ache.org/Publications/Product.aspx?pc=2227>

**Other Reading:** (All reading materials below are accessible through Google Scholar or Google on campus)

**Week 1 Introduction to the course**

Textbook chapter 1

**Week 2 Chapter 1 Intro to HSR and PA****Required Readings:**

Textbook chapter 1

Andy Siddaway. What Is A Systematic Literature Review And How Do I Do One?

<https://www.stir.ac.uk/media/schools/management/documents/centregradresearch/How%20to%20do%20a%20systematic%20literature%20review%20and%20meta-analysis.pdf>

Preferred Reporting Items For Systematic Review And Meta-Analysis Protocols (PRISMA-P) 2015 Statement

<https://systematicreviewsjournal.biomedcentral.com/track/pdf/10.1186/2046-4053-4-1?site=systematicreviewsjournal.biomedcentral.com>

Consolidated Health Economic Evaluation Reporting Standards (CHEERS) Statement

<https://www.ispor.org/TaskForces/documents/CHEERS-Statement.pdf>

**Week 3 Chapter 2 Effectiveness: Concepts and Methods****Required Readings:**

Textbook chapter 2.

National Lung Screening Trial Research Team. "Reduced lung-cancer mortality with low-dose computed tomographic screening." *N Engl J Med* 2011.365 (2011): 395-409.

<http://www.nejm.org/doi/full/10.1056/NEJMoa1102873#t=article>

Shirvani, Shervin M., et al. "Comparative effectiveness of 5 treatment strategies for early-stage non-small cell lung cancer in the elderly." *International Journal of Radiation Oncology\* Biology\* Physics* 84.5 (2012): 1060-1070.

<http://www.sciencedirect.com/science/article/pii/S0360301612032981>

**Optional Readings:**

Chang, Su-Hsin, et al. "The effectiveness and risks of bariatric surgery: an updated systematic review and meta-analysis, 2003-2012." *JAMA surgery* 149.3 (2014): 275-287.

<https://jamanetwork.com/journals/jamasurgery/fullarticle/1790378>

**Week 4 Chapter 3 Effectiveness: Policy Strategies, Evidence, and Criteria****Required Readings:**

Textbook chapter 3.

Smith, Grace L., et al. "Association between treatment with brachytherapy vs whole-breast irradiation and subsequent mastectomy, complications, and survival among older women with invasive breast cancer." *Jama* 307.17 (2012): 1827-1837.

<https://jamanetwork.com/journals/jama/fullarticle/1150095>

Temel, Jennifer S., et al. "Early palliative care for patients with metastatic non-small-cell lung cancer." *New England Journal of Medicine* 363.8 (2010): 733-742.

<http://www.nejm.org/doi/full/10.1056/NEJMoa1000678#t=article>

**Optional Readings:**

Smith, Thomas J., et al. "American Society of Clinical Oncology provisional clinical opinion: the integration of palliative care into standard oncology care." *Journal of clinical oncology* 30.8 (2012): 880-887.  
<http://ascopubs.org/doi/abs/10.1200/JCO.2011.38.5161>

**Week 5            First Assignment Due (Effectiveness)**

**Week 6            Chapter 4 Efficiency: Concepts and Methods**

**Required Readings:**

Textbook chapter 4.

Yabroff, K. Robin, et al. "Economic burden of cancer in the United States: estimates, projections, and future research." *Cancer Epidemiology and Prevention Biomarkers* 20.10 (2011): 2006-2014.  
<http://cebp.aacrjournals.org/content/20/10/2006.full-text.pdf>

Greenberg, Paul E., et al. "The economic burden of adults with major depressive disorder in the United States (2005 and 2010)." *The Journal of clinical psychiatry* 76.2 (2015): 155-162.  
<https://pdfs.semanticscholar.org/2a0f/0218f857e39e2576a024e1c484c9edc1a9e7.pdf>

**Optional Readings:**

Wang, Y. Claire, et al. "Health and economic burden of the projected obesity trends in the USA and the UK." *The Lancet* 378.9793 (2011): 815-825.  
<http://www.sciencedirect.com/science/article/pii/S0140673611608143>

**Week 7            Chapter 5 Efficiency: Evidence, Policy Strategies, and Criteria**

**Required Readings:**

Textbook chapter 5.

Goulart, Bernardo HL, et al. "Lung cancer screening with low-dose computed tomography: costs, national expenditures, and cost-effectiveness." *Journal of the National Comprehensive Cancer Network* 10.2 (2012): 267-275.  
<http://www.jnccn.org/content/10/2/267.short>

Cecchini, Michele, et al. "Tackling of unhealthy diets, physical inactivity, and obesity: health effects and cost-effectiveness." *The Lancet* 376.9754 (2010): 1775-1784.  
<http://www.sciencedirect.com/science/article/pii/S0140673610615140>

**Optional Readings:**

Schnipper, Lowell E., et al. "American Society of Clinical Oncology statement: a conceptual framework to assess the value of cancer treatment options." *Journal of Clinical Oncology* 33.23 (2015): 2563-2577.  
<http://ascopubs.org/doi/full/10.1200/jco.2015.61.6706>

**Week 8            Second Assignment Due (Efficiency)**

**Week 9            Spring Break**

**Week 10          Chapter 6 Equity: Concepts and Methods**

**Required Readings:**

Textbook chapter 6.

Ramey, Stephen J., and Steve H. Chin. "Disparity in hospice utilization by African American patients with cancer." *American Journal of Hospice and Palliative Medicine* 29.5 (2012): 346-354.  
<http://journals.sagepub.com/doi/pdf/10.1177/1049909111423804>

Silber, Jeffrey H., et al. "Characteristics associated with differences in survival among black and white women with breast cancer." *Jama* 310.4 (2013): 389-397.

<https://jamanetwork.com/journals/jama/fullarticle/1719739>

### **Optional Readings:**

Scher, Kevin S., and Arti Hurria. "Under-representation of older adults in cancer registration trials: known problem, little progress." *Journal of Clinical Oncology* 30.17 (2012): 2036-2038.

<http://ascopubs.org/doi/full/10.1200/JCO.2012.41.6727>

## **Week 11 Chapter 7 Equity: Policy Strategies, Evidence, and Criteria**

### **Required Readings:**

Textbook chapter 7.

Wong, Jonathan, et al. "Age disparity in palliative radiation therapy among patients with advanced cancer." *International Journal of Radiation Oncology\* Biology\* Physics* 90.1 (2014): 224-230.

<http://www.sciencedirect.com/science/article/pii/S0360301614006889>

Dorak, M. Tevfik, and Ebru Karpuzoglu. "Gender differences in cancer susceptibility: an inadequately addressed issue." *Frontiers in genetics* 3 (2012).

<https://link.springer.com/article/10.1007/s00345-011-0709-9>

### **Optional Readings:**

Moy, Beverly, et al. "American Society of Clinical Oncology policy statement: opportunities in the patient protection and affordable care act to reduce cancer care disparities." *Journal of Clinical Oncology* 29.28 (2011): 3816-3824.

<http://ascopubs.org/doi/full/10.1200/JCO.2011.35.8903>

## **Week 12 Third Assignment Due (Equity)**

## **Week 13 Chapter 8 Integrating Health Services Research and Policy Analysis**

### **Required Readings:**

Textbook chapter 8.

Centers for Medicare & Medicaid Services (CMS): Decision Memo for Screening for Lung Cancer with Low Dose Computed Tomography (LDCT) (CAG-00439N)

<https://www.cms.gov/medicare-coverage-database/details/nca-decision-memo.aspx?NCAId=274>

### **Optional Readings:**

U.S. Preventive Services Task Force: Published Recommendations. Final Summary: Lung Cancer Screening

<https://www.uspreventiveservicestaskforce.org/Page/Document/RecommendationStatementFinal/lung-cancer-screening>

## **Week 14 Chapter 9 Applying Health Services Research to Policy Analysis**

### **Required Readings:**

U.S. Preventive Services Task Force: Published Recommendations. Final Summary: Breast Cancer Screening

<https://www.uspreventiveservicestaskforce.org/Page/Document/RecommendationStatementFinal/breast-cancer-screening1>

### **Optional Readings:**

Breast Cancer Screening for Women at Average Risk: 2015 Guideline Update from the American Cancer Society

<https://jamanetwork.com/journals/jama/fullarticle/2463262>

**Week 15 Fourth Assignment Due (Proposal)**

**Week 16 Final Project Due**

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

#### 1. Seminar Preparation and Presentation (20%)

At each class at least two students (possibly more depending on enrollment in the class) will present and play a leadership role in the discussion of a specific research paper assigned in the first class. The selected students for that class will organize the presentation for the paper for that week, consider the subtopics for discussion, etc. They will prepare questions for class discussion. The articles eligible for inclusion in the class discussion have already been collected for each segment of the course – see “Course Materials and Technology” section for complete list of articles for each topic. Use PowerPoint Slides for a 20 minutes presentation is required per article, followed by 15 minutes discussion.

#### 2. Term Paper and Oral Presentations (60%)

In the first class, each student will need to pick a disease to work on during the semester to complete the four term papers and a final project. The term papers could be very difficult to write if a rare disease is picked since the availability of literature is every limited. Therefore, below common diseases are recommended, such as lung cancer, breast cancer, prostate cancer, colorectal cancer, bladder cancer, diabetes mellitus, chronic obstructive pulmonary disease, depression, obesity, and pain. The other research topic can be considered are smoking cessation, palliative care or end-of-life care.

The student must turn in a 5- to 10-page paper based on the literature review before each due date. There are four term papers in total, including a literature review on ‘Effectiveness,’ a literature review on ‘Efficiency,’ a literature review on ‘Equity,’ and a research proposal. Each literature review should include at least 10 papers published in scientific journals. If reviewed more than 10 papers for each literature review paper, 0.5 points per additional reviewed paper will be added into the final score. For example, your original score is 89, and you reviewed 12 papers on ‘Effectiveness,’ 15 papers on ‘Efficiency,’ and 10 papers on ‘Equity,’ your final score is  $(2 + 5 + 0) * 0.5 + 89 = 92.5$ .

Oral presentation on the term papers and research proposal will be 30 minutes long following Q and A and discussion. Students will present their term papers in the class on the week 5, 8, 12, and 15 of this semester. Students should use PowerPoint slides for the presentation.

#### 3. Final Project (10%)

For the final project, each student will need to submit a 20- to 40- page long research proposal in using the knowledge they acquire in this class and four term papers they have written during the semester. Students are expected to complete a full-length research proposal and write an in-depth, critical evaluation of several research questions on one disease based on the four term papers completed during the semester. Students are required to discuss health-related issues taking into account effectiveness, efficiency, equity, and then discuss a policy implication for their final project. Students are recommended to choose any disease from the list provided in the first class. Changing the diseases being researched during the middle of the semester for

the final project is not recommended since considerable load will be added if the final project has a focus on a disease other than the ones for the four term papers.

#### Elements of Final Project:

- i. Title
- ii. Abstract (300 words)
- iii. The Introduction (Term paper 4)
- iv. Research Questions (Term paper 4)
- v. Literature Synthesis or Review (Term paper 1, 2, 3)
- vi. Theoretical Background (Term paper 4)
- vii. Significance of your Research Question (Term paper 4)
- viii. Policy Implication (Term paper 4)
- ix. Research Method (study design, sample, data collection, variables) (Term paper 4)
- x. References

Your term papers and research proposal for the final project should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use 12 pt. Times New Roman font.

#### 4. Class participation (10%)

Attendance is mandatory. All students are expected to read each assigned article and participate actively in the discussion. Please prepare discussion questions as you will be called upon for questions as time permits each week. Students who contribute more to class discussion will earn more bonus points on final grades.

#### Grading

Requirement	Due date	% of final grade
Seminar Preparation and Presentation	Each class	20%
Term Paper and Oral Presentations		60%
Effectiveness	Feb 6 9:00AM	(15%)
Efficiency	Feb 27 9:00AM	(15%)
Equity	March 27 9:00AM	(15%)
Research Proposal	April 17 9:00AM	(15%)
Final Project	April 24 5:00PM	10%
Class participation - Attendance is required	Each class	10%

Point system used (i.e., how do course points translate into letter grades).

Points earned	95-100	90-94.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Policy Related to Make up Exams or Other Work

Please note: Students are expected to complete all assignments by the due date. 10% penalty for late submission, additional 10% penalty for every 24 hours.

Example:

Score calculated based on the 'Grading'	Assignment Due date	Submission date	Final Score
95	Feb. 6, 5:00PM	Feb. 6, 5:00PM	95
95	Feb. 6, 5:00PM	Feb. 6, 6:00PM	$95*(1-10\%) = 85.5$
95	Feb. 6, 5:00PM	Feb. 7, 6:00PM	$95*(1-10%)*(1-10\%) = 76.95$
95	Feb. 6, 5:00PM	Feb. 8, 6:00PM	$95*(1-10%)*(1-10\%)*(1-10\%) = 69.25$

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

The course instructor must be given notice before the start time of class via email or Canvas message. The time stamp of the email will be used to determine if the notification was before the start of the class.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

Students are expected to:

- Attend all classes
- Complete reading assignments before class
- Participate in class discussions
- Be an active member of your group
- Exhibit professional behavior
- Laptops may be used in class only for taking notes, viewing slides, or accessing course assigned materials
- Cell phones not allowed to use during class time.

### Communication Guidelines



Students will be expected to communicate via the Canvas messaging system.

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect the diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

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Note: This syllabus is subject to revision in the event of extenuating circumstances.

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