DEPARTMENT OF HEALTH CARE ADMINISTRATION AND POLICY
Course Syllabus
HCA 701 – The U.S. Health Care System, Programs, Politics and Policy
Spring 2018

I. **Course Information**

A. Description:
This course provides students an overview of the U.S. healthcare system including the programs, providers, policies and payment systems (4Ps). It also addresses key issues in health care services today. It provides a thorough survey of the policies and structures of the U.S. health care system, a historical analysis of the development of the current system, and the organization and administration of health care services today and for the future. Students will examine the health care system in terms of equity, appropriateness and effectiveness of the way health care services are delivered and how we pay for them.
Three credit hours.

B. Core or Elective: Core (MHA, MPH)

II. **Course Objectives:**

Upon completion of the course, it is expected that students will be able to:

1. Explain how health care policies are formed, from ideas to implementation and the activities in between at federal, state and local levels of government.
2. Be able to explain the barriers to health care access: differentiate among the availability, accessibility and acceptability of health care among diverse populations.
3. Describe the spectrum of the health care delivery system including organizations and the workforce.
4. Describe the various organizational and ownership structures of the health care delivery system.
5. Describe payment systems for health care: be able to discuss the different payers for health care services, how services are charged, and how health payment systems function.
6. Be able to compare and contrast the unique characteristics of the U.S. health care system with health care systems in other countries.
7. Address the role of technology on health care and its influence on treatment, cost and quality.
8. Explain health care quality in terms of performance, delivery, measurement and assessment.
9. Relate the role of ethics in health care delivery including the implementation of health care delivery and policies that test the role of ethics in health care for health care professionals and individuals.
10. Be able to develop and defend policies to improve the health care delivery system.

III. Course Objectives and Learning Competencies
A. MHA Learning Competencies and Assessment

Course Objectives	MHA Competencies	level	Teaching Method	Assessment Method
Explain how health care policies are formed from ideas to implementation and the activities in between at federal, state and local levels of government.	MHA A.2 - Standards & Regulations MHA D.14 - Health policy formulation, implementation and evaluation MHA C.4 – Writing Skills	Advanced	Readings, lecture with media, online discussions, class discussions, in-class presentations, team activities	Exams, Papers, class participation
Explain barriers to health care access: differentiate among the availability, accessibility and acceptability of health care among diverse populations.	MHA A.3 – Populations health and status assessment MHA C.2 – Presentation Skills MHA C.4 – Writing Skills	Lower	Readings, lecture with media, online discussions, class discussions, in-class presentations, team activities	Exams, Papers, class participation
Describe the spectrum of the health care delivery system including organizations and the workforce.	MHA A. 1. - Healthcare Issues and Trends	Advanced	Readings, lecture with media, online discussions, class discussions, in-class presentations, team activities	Exams, Papers, class participation
Describe the various organizational and ownership structures of the health care delivery system.	MHA A. 1. - Healthcare Issues and Trends	Advanced	Readings, lecture with media, online discussions, class discussions, team activities	Exams, Papers, class participation
Describe payment systems for health care: be able to discuss the different payers for health care services, how services are charged, and how health payment systems function.	MHA A. 5 – Health care payment system	Advanced	Readings, lecture with media, online discussions, class discussions, in-class presentations, team activities	Exams, Papers, class participation
Address the role of technology on health care and its influence on treatment, cost and quality.	MHA A. 1. - Healthcare Issues and Trends	Advanced	Readings, lecture with media, online discussions, class discussions, team activities	Exams, Papers, class participation

Be able to compare and contrast the unique characteristics of the U.S. health care system with health care systems in other countries.	MHA A. 1. - Health care Issues and Trends	Lower	Readings, lecture with media, online discussions, class discussions	Exams, class participation
Explain health care quality in terms of performance, delivery, measurement and assessment.	MHA B.12 – Quality Improvement/Performance Improvement	Lower	Readings, lecture with media, online discussions, class discussions	Exams, Papers, class participation
Relate the role of ethics in health care delivery including the implementation of health care delivery and policies that test the role of ethics in health care for health care professionals and individuals.	MHA D. 1. – Personal and Professional Ethics	Lower	Readings, lecture with media, class discussions	Exams, class participation
Be able to develop and defend policies to improve the health care delivery system.	MHA C.1 - Interpersonal Communication MHA C.2 – Presentation Skills MHA C.4 – Writing Skills	Advanced	Readings, lecture with media, online discussions, class discussions, in-class presentations, team activities	Exams, Papers, class participation

For a complete list of MHA competencies, please see the MHA website.

B. MPH Competencies Covered in this Course
1) Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings (MPH 05);
2) Assess population needs, assets and capacities that affect communities' health (MPH 07);
3) Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence (MPH 12);
4) Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (MPH 13);
5) Advocate for political, social or economic policies and programs that will improve health in diverse populations (MPH 14);
6) Evaluate policies for their impact on public health and health equity (MPH 15);
7) Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making (MPH 16);

IV. **Instructional Support**
  A. Reading assignments:
  - Text: Delivering Health Care In America: A Systems Approach, 6th Edition. Leiyu Shi and Douglas Singh, 2015. Jones and Bartlett. ISBN-13: 978-1284074635. Available through online bookstore purchases. Information from this text will be incorporated into many of the lectures.
  - Additional readings are assigned to students throughout the course. For the most part, these readings will be available through web campus in a PDF file that you can upload or print. Please make sure that the article assigned to you is available.

  B. Web-Campus Support Materials – This course includes web materials such as video lectures and health care videos. The video lectures are optional, but useful if you missed a class. In addition, in the event of faculty travel, relative videos will be substituted. Each learning module will include the following:
  - Slides used in lectures - it is recommended that you print these out before viewing lectures
  - Articles assigned for group discussion exercises, exams and debates.
  - Assignment guides will be posted by the instructor will carry detailed instructions for completing class assignments (debates, exams, paper) and provide grading rubrics related to specific assignments.
  - Discussion forums with distinct threads will facilitate posting group and individual assignments such as debate arguments and rebuttals.
  - Exams.
  - Video lectures - select the corresponding lecture from a list of lectures in the module

  C. Other support materials
  - Frontline videos
  - Films on Demand

D. Important Web Link Sources (select a link below to take you to the website)
Kaiser Family Foundation
Centers for Disease Control and Prevention
Centers for Medicare and Medicaid Services
AARP Public Policy Institute
National Library of Medicine
Rand (Health Division) Public Agenda
KFF State Health Facts

E. Useful Journals for Research

Abstracts of Health Care Management Studies *Ambulatory Care* *Ambulatory Care Management* *American Journal of Public Health* *Frontiers of Health Services Management* *Harvard Business Review* *Health Affairs* *Health Care Management* *Health Care Management Review* *Health Policy Quarterly* *Health Services Management Research* *Health Services Research* *Journal of Medical Practice Management*	*Journal of Long Term Care Administration* *Journal of Public Health Policy* *Journal of Rural Health* *Medical Care* *Medical Care Research and Review* *Milbank Memorial Fund Quarterly/Health and Society* *New England Journal of Medicine* *Public Health Reports* *International Journal of Health Services Inquiry: The Journal of Health Care Organization and Management* *Journal of Health and Human Resources Administration* *Journal of Health Politics, Policy, and Law*

VI   Grading and assignments

A. Grading Scale

Points in %	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
70-79	C
<70	F

B. Grading components (See class schedule for due dates for all exams, debates, and other assignments).

Item	Number of Units	Points per Unit	Total
Debates	2	15	30
Exams	2	15	30
Policy paper (Literature Review for PhD students)	1	20	20
Class participation	1	20	20
Total			100

C. Assignment Overviews

Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

1. Exams 30% (15% X 2 exams)

   Students will be given two <u>online</u> exams. Exams will cover the material for the assigned learning sections. Each exam will be posted on the date listed in the class schedule and learning sections. Students will be notified of any changes in postings and due dates of exams via email. Exams will be <u>developed from</u> the reading assignments, *any* material presented during the lectures, student discussion questions and videos. Students who miss an exam must provide a written physician's note to be excused. Personal or family excuses will be considered on a case-by-case basis. Excused students are responsible to schedule a convenient time for their make-up exam. Students who fail to take the exam at the scheduled time without advanced instructor notice will be given a '0' on that exam.

   Once posted, the exam will be available for a period of days, but once an exam is opened, the clock is ticking and students are expected to complete the exam in the time given (typically three hours).

2. Debating Health Topics: 30% (15% X 2 debates)

   The course instructor will assign debate teams to participate in two debates during the semester. Debate topics are listed in the class schedule (see VII class schedule). The number of students assigned to the debate teams will depend on the number of students enrolled in the class. Each team will take a "pro"(support the position) or a "con" (oppose the position) stance. Each student on the team

must prepare a separate argument that will support or reject the debate statement (based on team assignment). Debate topics will focus on current events in the health care field.

Debate presenters must dress in proper business attire when arguing the debates. Each team member will present their argument, those in favor of the position going first and alternating until each member has presented. Following the presentation, the class will break as each group develops their rebuttal and closing statements with the opposition group going first. The non-debating students in the class will be given an opportunity to select the team that they believe made the best arguments.

Debate groups will also post their arguments and their rebuttals on web campus discussion and the remainder of the class will participate in the discussion. This portion of discussion will count towards class participation. For extra credit, debate presenters may respond to individual student postings. Revision of rebuttal arguments will include presenter's responses to online class participation.

Class participation in debates: <u>Each non-debating student is expected to post a discussion on at least one debater's posts on both sides of the issue.</u> All participants should also have at least one reference to support their comments.

3. Class participation 20%
Class participation will be based on participation in the debate discussions (those debates to which you were not assigned), classroom discussions, and any other discussion topics posted by the instructor. Non-debating students are required to post a well-thought out comment or criticism of each team's original presentation. Each post should include at least one citation in support of your comment. Students should participate by the deadlines for full credit.

4. Health Policy Paper 20%.
Identify a current policy or propose a new health care policy to improve the distribution of health care services. Consider a topic that covers one of the covered areas in the course. Try to limit paper to 2500 words. To understand what constitutes a policy topic go to: https://www.healthaffairs.org/healthpolicybriefs/archives.php. Note, since this is a health services and policy course, topics should relate to service delivery, financing, ethics or quality of care. Papers will be submitted <u>online</u>, but must follow APA formatting. Although no grading will be assigned to the posting of the topic, deductions to final grade will be made for each day late after the topic deadline. Topic should be well thought out and include at least two references: Present description of the topic and why this topic is an important health care topic. Include at least two references to support the topic. The paper should not exceed 5 pages single space with double space between paragraphs, 10-point font minimum, 12-point font maximum, Ariel Font.
PHD students enrolled in this class will be required to do a comprehensive literature review of their chosen topic instead of a health policy paper.

VII Class Schedule

The instructor reserves the right to amend this syllabus. Any changes will be announced and/or distributed in class. It is your responsibility to keep abreast of changes.

Period	Topics	Assignments
Section 1	**Overview to Understanding the U.S. Health Care System**	
January 16	**Overview and organization of the US healthcare system**	**Agenda:** 5.30 PM – 6.00 PM Faculty and student introductions 6.00 PM – 6.45 PM Review course syllabus and student expectations 6.45 PM – 8.00 PM Group discussion exercise **Readings:** 1. Don't Leave Health Care to a Free Market https://www.nytimes.com/2017/07/10/opinion/health-insurance-free-market.html?mcubz=3 2. Is Health Care Special? https://economix.blogs.nytimes.com/2010/08/06/is-health-care-special/?mcubz=3 3. There Is Never A 'Free Market' In Health Care https://www.forbes.com/sites/chrisladd/2017/03/07/there-is-never-a-free-market-in-health-care/#a17f58c1147f 4. What's Better: Medicare For All, Or A Free-Market Health-Care System? http://thefederalist.com/2017/03/31/whats-better-medicare-free-market-health-care-system/ 5. Shi and Singh Chapter 1-3
January 23	**Health Care Policy: Introduction to Policy making**	**Agenda:** 5.30 PM – 7.00 PM Discuss Class Topic with PP slides 7.00 PM – 7.10 PM Break 7.10 PM – 8.15 PM Student group discussion exercise **Readings:** 1. Morone, J. A. (2010). Presidents and health reform: from Franklin D. Roosevelt to Barack Obama. *Health Affairs*, *29*(6), 1096-1100. http://content.healthaffairs.org/content/29/6/1096.full.pdf+html 2. EYE ON HEALTH REFORM: Health Care Reform In The Senate's Hands http://content.healthaffairs.org/content/36/8/1365.full.pdf+html 3. Are There Natural Human Rights?

		https://opinionator.blogs.nytimes.com/2011/05/29/are-there-natural-human-rights/?mcubz=3 4. Despite critics' claims, the GOP health bill doesn't classify rape or sexual assault as a preexisting condition https://www.washingtonpost.com/news/fact-checker/wp/2017/05/06/no-the-gop-health-bill-doesnt-classify-rape-or-sexual-assault-as-a-preexisting-condition/?utm_term=.da5c66f620f9 5. How Women Helped Save Obamacare http://time.com/4878724/donald-trump-gop-health-care-women/ 6. Jimmy Kimmel's powerful, poignant Obamacare plea crystallizes the GOP's dilemma https://www.washingtonpost.com/news/the-fix/wp/2017/05/02/jimmy-kimmels-powerful-heartfelt-obamacare-plea-crystallizes-the-gops-dilemma/?utm_term=.3a660cec56b17. 7. Shi and Singh Chapter 13
January 30	**Health Care Policy: Implementation and modification** **Health care and the law**	**Agenda:** 5.30 PM – 7.00 PM Discuss Class Topic with PP slides 7.00 PM – 7.10 PM Break 7.10 PM – 8.15 PM Watch Video: Obama's Deal Watch the Frontline Video of the passage of the Affordable Care Act of 2010 http://www.pbs.org/wgbh/pages/frontline/obamasdeal/ **Readings:** 5. Shi and Singh Chapter 13 **Suggested exercise:** Watch video: http://www.intelligencesquaredus.org/debates/universal-health-coverage-should-be-federal-governments-responsibility
February 6	**Access to Care and at-risk populations**	**Assignment:** **Debate 1: ACA has fulfilled its promise of improving access to healthcare** Original post due: 2/5/18 11.59 PM Presentation: 2/6/18 In class Rebuttal post due: 2/8/18 11.59 PM Group 1 supports the proposition Group 2 opposes the proposition **Agenda:** 5.30 PM – 7.00 PM Student presentations 7.00 PM – 7.10 PM Break 7.10 PM – 8.15 PM Develop rebuttal and respond to opposing arguments **Readings:** 1. Contrary to goals, ER visits rise under Obamacare http://www.usatoday.com/story/news/nation/2015/05/04/emergency-room-visits-rise-under-affordable-care-act/26625571/ 2. Doctors, Hospitals Say 'No' to Obamacare Plans http://www.usnews.com/news/articles/2015/11/04/doctors-hospitals-wont-accept-obamacare-marketplace-plans 3. The federal health care law: What came true and what didn't http://www.politifact.com/truth-o-

meter/article/2015/mar/20/federal-health-care-law-what-came-true-and-what-di/
4. How Is Obamacare Working?
https://www.cato.org/publications/commentary/how-obamacare-working-0
5. Sommers, B. D., Gunja, M. Z., Finegold, K., & Musco, T. (2015). Changes in self-reported insurance coverage, access to care, and health under the Affordable Care Act. Jama, 314(4), 366-374.
http://jamanetwork.com/journals/jama/fullarticle/2411283
6. Sommers, B. D., Buchmueller, T., Decker, S. L., Carey, C., & Kronick, R. (2013). The Affordable Care Act has led to significant gains in health insurance and access to care for young adults. Health affairs, 32(1), 165-174.
http://content.healthaffairs.org/content/32/1/165.full.pdf+html
7. Shi and Singh, Chap. 11

| February 13 | **Comparative Systems in Health Care** | **Assignment:**
Debate 2: ACA should be expanded to cover undocumented workers in the United States
Original post due: 2/12/18 11.59 PM
Presentation: 2/13/18 In class
Rebuttal post due: 2/15/18 11.59 PM
Group 3 supports the proposition
Group 4 opposes the proposition

Agenda:
5.30 PM – 7.00 PM Student presentations
7.00 PM – 7.10 PM Break
7.10 PM – 8.15 PM Develop rebuttal and respond to opposing arguments

Readings:
1. Young, J., Flores, G., & Berman, S. (2004). Providing life-saving health care to undocumented children: controversies and ethical issues. Pediatrics, 114(5), 1316-1320.
http://pediatrics.aappublications.org/content/pediatrics/114/5/1316.full.pdf
2. Sanchez, G. R., Sanchez-Youngman, S., Murphy, A. A., Goodin, A. S., Santos, R., & Valdez, R. B. (2011). Explaining public support (or lack thereof) for extending health coverage to undocumented immigrants. Journal of health care for the poor and underserved, 22(2), 683-699.
http://muse.jhu.edu/article/430680/pdf
3. Wallace, S. P., Torres, J., Sadegh-Nobari, T., Pourat, N., & Brown, E. R. (2012). Undocumented immigrants and health care reform. Los Angeles, CA: UCLA Center for Health Policy Research.
http://healthpolicy.ucla.edu/publications/Documents/PDF/undocumentedreport-aug2013.pdf
4. Rodríguez, M. A., Bustamante, A. V., & Ang, A. (2009). Perceived quality of care, receipt of preventive care, and usual source of health care among undocumented and other Latinos. Journal of General Internal Medicine, 24(3), 508-513.
https://link.springer.com/content/pdf/10.1007%2Fs11606- |

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5. Sommers, B. D. (2013). Stuck between health and immigration reform—care for undocumented immigrants. New England Journal of Medicine, 369(7), 593-595. http://www.nejm.org/doi/pdf/10.1056/NEJMp1306636

6. Ruark, E., & Martin, J. (2009). The sinking lifeboat: Uncontrolled immigration and the US health care system in 2009. Washington, DC: Federation for American Immigration Reform. https://fairus.org/issue/publications-resources/sinking-lifeboat-uncontrolled-immigration-and-us-health-care-system

7. Faden, R. (2009). Denying Care To Illegal Immigrants Raises Ethical Concerns. Kaiser Health News, 31. http://khn.org/news/123109faden/

8. California Moves Toward Extending Obamacare to Illegal Immigrants http://www.usnews.com/news/articles/2016-06-03/california-moves-toward-extending-obamacare-to-illegal-immigrants

9. So What Is the Fiscal and Economic Impact of Immigration?
Read more at:
http://www.nationalreview.com/article/440305/us-immigration-policy-economic-fiscal-impact-essentially-redistributive

10. Unauthorized Immigrants Spend Less Than Other Immigrants And US Natives http://content.healthaffairs.org/content/32/7/1313.full.pdf+html

11. Seeing Today's Immigrants Straight https://www.city-journal.org/html/seeing-today's-immigrants-straight-12947.html

For preparation for Exam 1, make sure to have watched the video:
Video: Obama's Deal (see link above)
Watch the Frontline Video of the passage of the Affordable Care Act of 2010

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Exam 1 posted on February 20 covering lectures 1-5 due by 11.59 PM Feb. 27 Tuesday

Section 2	Health Care Providers	
February 20	Health Care Professionals	**Agenda:** 5.30 PM – 7.00 PM Discuss Class Topic with PP slides 7.00 PM – 7.10 PM Break 7.10 PM – 8.15 PM Student group discussion exercise **Readings:** 1. TBD 2. TBD 3. TBD 4. TBD 5. Shi and Singh Chapter 4,7

February 27	**The Hospitals as health delivery systems**	**Agenda:** 5.30 PM – 7.00 PM Discuss Class Topic with PP slides 7.00 PM – 7.10 PM Break 7.10 PM – 8.15 PM Student group discussion exercise **Readings:** 1. TBD 2. TBD 3. TBD 4. TBD 5. Shi and Singh Chapter 8
March 6	**Long-term care/Mental Health Care**	**Agenda:** 5.30 PM – 7.00 PM Discuss Class Topic with PP slides 7.00 PM – 7.10 PM Break 7.10 PM – 8.15 PM Student group discussion exercise **Readings:** 1. Brown, J. R., Goda, G. S., & McGarry, K. (2012). Long-term care insurance demand limited by beliefs about needs, concerns about insurers, and care available from family. *Health Affairs*, *31*(6), 1294-1302. 2. David Mechanic. (2012). Affordable Care Act For Transforming The Mental And Behavioral Health System Health Aff February 2012 31:376-382; doi:10.1377/hlthaff.2011.0623 3. TBD 4. TBD 5. Shi and Singh Chapter 10
March 13	**Pharmaceutical Industry and HC Technology**	**Debate 3: The federal government should regulate the cost of pharmaceuticals.** Original post due: 3/12/18 11.59 PM Presentation: 3/13/18 In class Rebuttal post due: 3/15/18 11.59 PM Group 2 supports the proposition Group 3 opposes the proposition **Agenda:** 5.30 PM – 7.00 PM Student presentations 7.00 PM – 7.10 PM Break 7.10 PM – 8.15 PM Develop rebuttal and respond to opposing arguments **Readings:** 1. Robinson, J. C., & Howell, S. (2014). Specialty

		pharmaceuticals: policy initiatives to improve assessment, pricing, prescription, and use. Health Affairs, 33(10), 1745-1750. 2. Frank, R. G., & Newhouse, J. P. (2008). Should drug prices be negotiated under Part D of Medicare? And if so, how? Health Affairs, 27(1), 33-43. 3. Berndt, E. R., Nass, D., Kleinrock, M., & Aitken, M. (2015). Decline in economic returns from new drugs raises questions about sustaining innovations. Health Affairs, 34(2), 245-252. 4. Kapczynski, A., & Kesselheim, A. S. (2016). 'Government Patent Use': A Legal Approach To Reducing Drug Spending. Health Affairs, 35(5), 791-797. 5. EpiPen Price Rise Sparks Concern for Allergy Sufferers http://well.blogs.nytimes.com/2016/08/22/epipen-price-rise-sparks-concern-for-allergy-sufferers/?_r=0 6. Old Drugs, New Prices http://ldi.upenn.edu/old-drugs-new-prices 7. Should the Government Impose Drug Price Controls? http://www.nytimes.com/roomfordebate/2015/09/23/should-the-government-impose-drug-price-controls 8. Want Cheaper Drugs? https://object.cato.org/sites/cato.org/files/serials/files/regulation/2016/4/regulation-v39n1-2.pdf 9. Shi and Singh, Chap. 5
Section 3	**Paying for Health Care**	
March 20	**Private Health Insurance**	**Agenda:** 5.30 PM – 7.00 PM Discuss Class Topic with PP slides 7.00 PM – 7.10 PM Break 7.10 PM – 8.15 PM Student group discussion exercise **Readings:** 1. Blumenthal, David. MD. "ESI-Riding the Health Care Tiger", New England Journal of Medicine, July 13, 2006: 195-202. 2. Day, R., & Nadash, P. (2012). New state insurance exchanges should follow the example of Massachusetts by simplifying choices among health plans. *Health Affairs*, *31*(5), 982-989. 3. TBD 4. TBD 5. Shi and Singh Chapter 6 pp. 195-213
March 26 – April 2 Spring Break		
April 3	**Medicare and Medicaid**	**Debate 4: A Single payer system will cure most ills of US healthcare system** Original post due: 4/2/18 11.59 PM Presentation: 4/3/18 In class Rebuttal post due: 4/5/18 11.59 PM Group 4 supports the proposition Group 1 opposes the proposition **Agenda:** 5.30 PM – 7.00 PM Student presentations 7.00 PM – 7.10 PM Break

		7.10 PM – 8.15 PM Develop rebuttal and respond to opposing arguments **Readings:** 1. TBD 2. TBD 3. TBD 4. TBD
April 10	**Managed Care**	**Agenda:** 5.30 PM – 7.00 PM Discuss Class Topic with PP slides 7.00 PM – 7.10 PM Break 7.10 PM – 8.15 PM Student group discussion exercise **Readings:** 1. Cole, E. S., Campbell, C., Diana, M. L., Webber, L., & Culbertson, R. (2015). Patient-centered medical homes in Louisiana had minimal impact on Medicaid population's use of acute care and costs. Health Affairs, 34(1), 87-94. 2. Emerging Medicaid Accountable Care Organizations: The Role of Managed Care. Kaiser Family Foundation Brief May 2012 3. TBD 4. TBD 5. Shi and Singh Chap. 9
**Exam 2 posted on April 11 covering lectures 6-12, due by 11.59 PM April 18 Wednesday**
Section 4		**Health And Healthcare Outcomes**
April 17	**Controlling Costs: Why and How to contain them**	**Agenda:** 5.30 PM – 7.00 PM Discuss Class Topic with PP slides 7.00 PM – 7.10 PM Break 7.10 PM – 8.15 PM Student group discussion exercise **Readings:** 1. Porter, Michael (2010). What is Value in Health Care? NEJM. 363(26); pp. 2477-81 2. Health Policy Brief (2012) Reducing waste in health care. Health Affairs, 31(12): 1-4. 3. Reinhardt, U. (2008, September 26). In Defense of a Giant (and Growing) Health Care Industry. NY Times 4. TBD 5. Shi and Singh Chap.

April 24	**Quality of Care Issues in Health Care**	**Agenda:** 5.30 PM – 7.00 PM Discuss Class Topic with PP slides 7.00 PM – 7.10 PM Break 7.10 PM – 8.15 PM Student group discussion exercise **Readings:** 1. Werner, Rachel M; Kolstad, Jonathan T; Stuart, Elizabeth A; Polsky, Daniel (2011) The Effect Of Pay-For-Performance In Hospitals: Lessons For Quality Improvement Health Affairs; 30, 4: 690-98 2. Scanlon, D. P., Shi, Y., Bhandari, N., & Christianson, J. B. (2015). Are health care quality "report cards" reaching consumers? awareness in the chronically ill population. *Am J Manag Care*, *21*(3), 236-44. 3. TBD 4. TBD 5. Shi and Singh Chap.
May 1	**Ethics in healthcare delivery**	**Agenda:** 5.30 PM – 7.00 PM Discuss Class Topic with PP slides 7.00 PM – 7.10 PM Break 7.10 PM – 8.15 PM Student group discussion exercise **Readings:** TBD
Health Policy Paper Due by May 10, 11.59 PM		

ADDITIONAL COURSE INFORMATION

Missed Assignments
A grade of zero will be given for any student missing an assignment due date without a satisfactory excuse. An example of a satisfactory excuse would be work commitments, serious personal injury or illness to the student or a family member that can be documented. In the event the absence is excused, at his discretion, the instructor will allow a makeup or weight the other assignments more heavily.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Classroom Conduct—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

Classroom Surveillance—Nevada Revised Statutes (State Law) 396.970 Surreptitious electronic surveillance on campus; exceptions. [Effective January 1, 2017.]
   1.   Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the System without the knowledge of the person being
   observed.
   2.   Subsection 1 does not apply to any electronic surveillance:
   (a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance;
   (b) By a law enforcement agency pursuant to a criminal investigation;
   (c) By a peace officer pursuant to NRS 289.830;
   (d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety
   pursuant to NRS 480.365;
   (e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on
   the campus; or
   (f) Of a class or laboratory when authorized by the teacher of the class or laboratory.
   (Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could

subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages students to use a transparency template to discuss with their instructors how assignments and course activities benefit student success: https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.