



DEPARTMENT OF HEALTH CARE ADMINISTRATION AND POLICY

Course Syllabus

HCA 701 – The U.S. Health Care System: Programs and Policies

Course Information:

Meeting times: Thursday 7:00-9:45pm PST

Classroom: WHI 105

Core or Elective: Core (MHA, MPH)

Course 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. 3 credit hours.

MHA Competencies:

- A1. Health Care Issues and Trends (Demonstrate a broad knowledge of the health care industry and trends involved in provision, coverage, and access to care)
- A2. Standards and Regulations (Identify standards, laws, regulatory and accreditation criteria applicable to health care organization)
- A3. Populations' Health and Status Assessment (Identify basic theory, concepts and models of health promotion, disease causation and prevention; analyze trends using primary and/or secondary community and health status data)
- A5. Health Care Payment System (Develop a strong understanding of the reimbursement process for health care in the United States including the private and public sector payers)
- C1. Personal and Professional Ethics (Adhere to ethical personal and business principles; exhibit ethical behaviors)
- C2. Professional and Community Contribution (Participate in community service; balance professional and personal pursuits)
- C4. Assess Individual Strengths and Weaknesses (Evaluate personal and professional values; participate in continuing education and lifelong learning)
- D1. Health Economics (Analysis and application of economic theory and concepts to business decisions)
- D12. Quality Improvement/Performance Improvement (Define and assess quality and performance)
- D14. Health Policy Formulation, Implementation and Evaluation (Identify policy issues and key stakeholders; design and evaluate policy strategies)

UNLV's School of Community Health Sciences

Syllabus is tentative and is subject to change – updated 9/25/17

For a complete list of MHA competencies, please see the [MHA website](#).

MPH Competencies:

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 performance improvement concepts to address organizational performance issues aligned with quality, cost, and access. (HCA 02)

Course Objectives:

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

- Explain how health care policies are formed, from ideas to implementation and the activities in between at federal, state and local levels of government.
- Be able to explain the barriers to health care access: differentiate among the availability, accessibility and acceptability of health care among diverse populations.
- Describe the spectrum of the health care delivery system including organizations and the workforce.
- Describe the various organizational and ownership structures of the health care delivery system.
- 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.
- Be able to compare and contrast the unique characteristics of the U.S. health care system with health care systems in other countries.
- Address the role of technology on health care and its influence on treatment, cost and quality.
- Explain health care quality in terms of performance, delivery, measurement and assessment.
- 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.
- Be able to develop and defend policies to improve the health care delivery system.

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 A2: Standards and Regulations MHA D14: Health Policy Formulation, Implementation and Evaluation MHA C4: Writing Skills	Higher	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 A3: Populations' Health and Status Assessment MHA C2: Presentation Skills MHA C4: 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 A1: Healthcare Issues and Trends	Higher	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 A1: Health Care Issues and Trends	Higher	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 A5: Health Care Payment System	Higher	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	MHA A1: Health Care Issues and Trends	Higher	Readings, lecture with media, online discussions, class discussions, team	Exams, Papers, class participation

treatment, cost and quality.			activities	
Be able to compare and contrast the unique characteristics of the U.S. health care system with health care systems in other countries.	MHA A1: 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 D12: 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 D1: 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 C1: Interpersonal Communication MHA C2: Presentation Skills MHA C4: Writing Skills	Higher	Readings, lecture with media, online discussions, class discussions, in-class presentations, team activities	Exams, Papers, class participation
* Lower Level Attainment – Knowledge. From an introductory perspective, the student will be exposed to basic concepts toward the competency to develop an understanding. Measurements for achieving the competency will include examinations, discussions and term papers.				
* Higher Level Attainment – Interpretation and application. Builds on their knowledge of the concept, where students apply their knowledge base of the competency through discussions, assignments, group projects, case studies and class presentations. Students should be able to integrate knowledge and skills into a wide variety of situations, consistently and independently, demonstrating a command of the professional function in decision-making to the point of being able to teach others about the competency learned. Students can expect group projects, case studies, and real world projects such as internships and team projects with “real world” application.				

Required Text:

- 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.

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

Other support materials:

- Frontline videos
- Films on Demand

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](#)

Useful Journals for Research:

<i>Abstracts of Health Care Management Studies</i>	<i>Journal of Long Term Care Administration</i>
<i>Ambulatory Care</i>	<i>Journal of Public Health Policy</i>
<i>Ambulatory Care Management</i>	<i>Journal of Rural Health</i>
<i>American Journal of Public Health</i>	<i>Medical Care</i>
<i>Frontiers of Health Services Management</i>	<i>Medical Care Research and Review</i>
<i>Harvard Business Review</i>	<i>Milbank Memorial Fund</i>
<i>Health Affairs</i>	<i>Quarterly/Health and Society</i>
<i>Health Care Management</i>	<i>New England Journal of Medicine</i>
<i>Health Care Management Review</i>	<i>Public Health Reports</i>
<i>Health Policy Quarterly</i>	<i>International Journal of Health</i>

<i>Health Services Management Research</i> <i>Health Services Research</i> <i>Journal of Medical Practice Management</i>	<i>Services Inquiry: The Journal of Health Care Organization and Management</i> <i>Journal of Health and Human Resources Administration</i> <i>Journal of Health Politics, Policy, and Law</i>
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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

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

Assignment Overview:

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

Students will be given two online 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 developed from 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: Each non-debating student is expected to post a discussion on at least one debater’s posts on both sides of the issue. 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 online, 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.*

Additional Considerations:

Program Use of Student Work: 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.

Other UNLV Policies: You are also responsible for reviewing and complying with the policies found within “Syllabi Appendix: General University Policies and Resources 2017-18”, found on WebCampus.

HCA 701 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
Module 1 Overview to Understanding the U.S. Health Care System		
Week 1 August 31	Overview and organization of the US healthcare system	<p>Agenda: 7.00 PM – 7.30 PM Faculty and student introductions 7.30 PM – 8.30 PM Review course syllabus and student expectations 8.30 PM – 9.30 PM Group discussion exercise 9.30 PM – 9.45 PM Complete student survey</p> <p>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</p>
Week 2 September 7	Health Care Policy: Introduction to Policy making	<p>Agenda: 7.00 PM – 8.30 PM Discuss Class Topic with PP slides 8.30 PM – 8.40 PM Break 8.40 PM – 9.45 PM Student group discussion exercise</p> <p>Readings: 1. Morone, J. A. (2010). Presidents and health reform: from Franklin D. Roosevelt to Barack Obama. <i>Health Affairs</i>, 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</p>

	<p>3. Are There Natural Human Rights? https://opinionator.blogs.nytimes.com/2011/05/29/are-there-natural-human-rights/?mcubz=3</p> <p>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</p> <p>5. How Women Helped Save Obamacare http://time.com/4878724/donald-trump-gop-health-care-women/</p> <p>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</p> <p>7. Shi and Singh Chapter 13</p>
<p>Week 3 September 14</p> <p>Health Care Policy: Implementation and modification Health care and the law</p>	<p>Agenda: 7.00 PM – 8.30 PM Discuss Class Topic with PP slides 8.30 PM – 8.40 PM Break 8.40 PM – 9.45 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/</p> <p>Readings: 5. Shi and Singh Chapter 13</p> <p>Suggested exercise: Watch video: http://www.intelligencesquaredus.org/debates/universal-health-coverage-should-be-federal-governments-responsibility</p>
<p>Week 4 September 21</p> <p>Access to Care and at-risk populations</p>	<p>Assignment: Debate 1: ACA has fulfilled its promise of improving access to healthcare Original post due: 09/20/17 11.59 PM Presentation: 09/21/17 In class Rebuttal post due: 09/23/17 11.59 PM Group 1 supports the proposition Group 2 opposes the proposition</p> <p>Agenda: 7.00 PM – 8.50 PM Student presentations</p>

8.50 PM – 9.00 PM Break
9.00 PM – 9.45 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.
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.
7. Shi and Singh, Chap. 11

Assignment:

Debate 2: ACA should be expanded to cover undocumented workers in the United States

Original post due: 09/27/17 11.59 PM

Presentation: 09/28/17 In class

Rebuttal post due: 09/30/17 11.59 PM

Group 3 supports the proposition

Group 4 opposes the proposition

Agenda:

7.00 PM – 8.50 PM Student presentations

8.50 PM – 9.00 PM Break

9.00 PM – 9.45 PM Develop rebuttal and respond to opposing arguments

Week 5
September
28

Comparative
Systems in Health
Care

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.
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.
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.
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.
5. Sommers, B. D. (2013). Stuck between health and immigration reform—care for undocumented immigrants. *New England Journal of Medicine*, 369(7), 593-595.
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.
7. Faden, R. (2009). Denying Care To Illegal Immigrants Raises Ethical Concerns. *Kaiser Health News*, 31.
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>

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	
Exam 1 posted on September 29 covering lectures 1-5 due by 11.59 PM Oct. 6 Friday	
Section 2	Health Care Providers
Week 6 October 5	<p style="text-align: center;">Health Care Professionals</p> <p>Agenda: 7.00 PM – 8.30 PM Discuss Class Topic with PP slides 8.30 PM – 8.40 PM Break 8.40 PM – 9.45 PM Student group discussion exercise</p> <p>Readings: 1. TBD 2. TBD 3. TBD 4. TBD 5. Shi and Singh Chapter 4,7</p>
Week 7 October 12	<p style="text-align: center;">The Hospitals as health delivery systems</p> <p>Agenda: 7.00 PM – 8.30 PM Discuss Class Topic with PP slides 8.30 PM – 8.40 PM Break 8.40 PM – 9.45 PM Student group discussion exercise</p> <p>Readings: 1. TBD 2. TBD 3. TBD 4. TBD 5. Shi and Singh Chapter 8</p>
Week 8 October 19	<p style="text-align: center;">Long-term care/Mental Health Care</p> <p>Agenda: 7.00 PM – 8.30 PM Discuss Class Topic with PP slides 8.30 PM – 8.40 PM Break 8.40 PM – 9.45 PM Student group discussion exercise</p> <p>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. <i>Health Affairs</i>, 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</p>

**Week 9
October
26**

**Pharmaceutical
Industry and HC
Technology**

Debate 3: The federal government should regulate the cost of pharmaceuticals.

Original post due: 10/25/17 11.59 PM

Presentation: 10/26/17 In class

Rebuttal post due: 10/28/17 11.59 PM

Group 2 supports the proposition

Group 3 opposes the proposition

Agenda:

7.00 PM – 8.50 PM Student presentations

8.50 PM – 9.00 PM Break

9.00 PM – 9.45 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

<p>Week 10 November 2</p>	<p>Private Health Insurance</p>	<p>Agenda: 7.00 PM – 8.30 PM Discuss Class Topic with PP slides 8.30 PM – 8.40 PM Break 8.40 PM – 9.45 PM Student group discussion exercise</p> <p>Readings: 1. Blumenthal, David. MD. “ESI-Riding the Health Care Tiger”, <i>New England Journal of Medicine</i>, 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. <i>Health Affairs</i>, 31(5), 982-989. 3. TBD 4. TBD 5. Shi and Singh Chapter 6 pp. 195-213</p>
<p>Week 11 November 9</p>	<p>Medicare and Medicaid</p>	<p>Debate 4: AHCA is an improvement over the ACA for the US health care system Original post due: 11/8/17 11.59 PM Presentation: 11/9/17 In class Rebuttal post due: 11/11/17 11.59 PM Group 4 supports the proposition Group 1 opposes the proposition</p> <p>Agenda: 7.00 PM – 8.50 PM Student presentations 8.50 PM – 9.00 PM Break 9.00 PM – 9.45 PM Develop rebuttal and respond to opposing arguments</p> <p>Readings: 1. American Health Care Act Budget Reconciliation Recommendations of the House Committees on Ways and Means and Energy and Commerce, March 9, 2017 https://www.cbo.gov/system/files/115th-congress-2017-2018/costestimate/americanhealthcareact.pdf 2. The House GOP Leadership’s Health Care Bill Is ObamaCare-Lite — Or Worse https://www.cato.org/blog/house-gop-leaderships-health-care-bill-obamacare-lite-or-worse 3. How the House GOP Health Plan Compares to the ACA http://www.wsj.com/graphics/compare-aca-vs-gop-healthcare/</p>

	<p>4. Believe It Or Not, CBO's Score Of House GOP Obamacare Replacement Is Better Than Expected https://www.forbes.com/sites/theapothecary/2017/03/14/believe-it-or-not-cbos-score-of-house-gop-obamacare-replacement-is-better-than-expected/#4aede75c5951</p> <p>5. Medicaid Is Free. So Why Does It Require a Mandate? https://www.wsj.com/articles/medicaid-is-free-so-why-does-it-require-a-mandate-1489529946</p> <p>6. Republicans Should Take The Time Necessary To Improve The American Health Care Act http://healthaffairs.org/blog/2017/03/10/republicans-should-take-the-time-necessary-to-improve-the-american-health-care-act/</p> <p>7. Trio of GOP proposals would overhaul Medicaid dramatically, starting with job requirement https://www.washingtonpost.com/national/health-science/trio-of-gop-proposals-would-overhaul-medicaid-dramatically-including-adding-job-requirement/2017/03/17/1309d248-0a80-11e7-b77c-0047d15a24e0_story.html?utm_term=.48c62da98ae0</p> <p>8. The Lessons of Obamacare http://www.vox.com/policy-and-politics/2017/3/15/14908524/obamacare-lessons-ahca-gop</p> <p>9. Should healthy people have to pay for chronic illnesses? https://www.washingtonpost.com/posteverything/wp/2017/03/17/should-healthy-people-have-to-pay-for-chronic-illnesses/?utm_term=.7e660b0853bb</p>
<p>Week 12 November 16</p> <p>Managed Care</p>	<p>Agenda: 7.00 PM – 8.30 PM Discuss Class Topic with PP slides 8.30 PM – 8.40 PM Break 8.40 PM – 9.45 PM Student group discussion exercise</p> <p>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. <i>Health Affairs</i>, 34(1), 87-94. 2. Emerging Medicaid Accountable Care Organizations: The Role of Managed Care. Kaiser Family Foundation Brief May 2012 3. TBD</p>

		4. TBD 5. Shi and Singh Chap. 9
Exam 2 posted on November 17 covering lectures 6-12, due by 11.59 PM November 24 Friday		
November 23-26 Thanksgiving Break		
Section 4 Health And Healthcare Outcomes		
Week 13 November 30	Controlling Costs: Why and How to contain them	<p>Agenda: 7.00 PM – 8.30 PM Discuss Class Topic with PP slides 8.30 PM – 8.40 PM Break 8.40 PM – 9.45 PM Student group discussion exercise</p> <p>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.</p>
Week 14 December 7	Quality of Care Issues in Health Care	<p>Agenda: 7.00 PM – 8.30 PM Discuss Class Topic with PP slides 8.30 PM – 8.40 PM Break 8.40 PM – 9.45 PM Student group discussion exercise</p> <p>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. <i>Am J Manag Care</i>, 21(3), 236-44. 3. TBD 4. TBD 5. Shi and Singh Chap.</p>
Health Policy Paper Due by December 10, 11.59 PM		

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>.

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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](https://www.library.unlv.edu/contact/librarians%20by%20subject). 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/>.

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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 application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

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](tel: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.

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