

**DEPARTMENT OF HEALTH CARE ADMINISTRATION AND POLICY**  
**Course Syllabus**  
**HCA 791 – Policy Analysis of Health Care Delivery and Financing**

**I. Course Information**

**A. Description:**

This course provides a review and examination of selected research topics related to the U.S. Health Care System and policy making. Focus is on evaluating delivery components; public and private financing and reimbursement; managed care and other delivery systems; costs/expenditures; availability and organization of health resources; quality and patient safety and health policy. Enrollment priority for Health Services PhD students.

**B. Core or Elective:** Core (PhD)

**C. Pre-requisites.** Ph.D. major or permission of instructor. HCA 701 or equivalent.

**D. Meeting times:** TBD

**E. Curriculum Integration:** This course provides students the foundation for understanding the delivery and financing of health care and evaluating its effectiveness.

**II. Course competencies (PhD/HCA)**

**Ph.D. HCA 02** - Demonstrate excellence in applying the theoretical and problem solving aspects of public health within health care organizations and systems. **Competency will be assessed through Policy Evaluation Project and Group Presentations.**

**Ph.D. HCA 03** - Apply content specialization to the critical analysis of research literature and the development of independent research questions in healthcare organizations and systems. **Competency will be assessed through article presentations and policy Evaluation Project.**

**III. Course Objectives applied to Competencies**

<b>Course Objectives</b>	<b>Course Competencies</b>
1. Evaluate the effectiveness of the U.S. health care delivery system.	Apply content specialization to the critical analysis of research literature and the development of independent research questions in healthcare organizations and systems.
2. Compare and contrast the different payment and reimbursement mechanisms used to pay for healthcare and their effects on consumers and providers.	Apply content specialization to the critical analysis of research literature and the development of independent research questions in healthcare organizations and systems.
3. Identify strategies to remove barriers to health care access among diverse populations.	Demonstrate excellence in applying the theoretical and problem solving aspects of public health within health care organizations and systems.
4. Analyze the components of maintaining and building an effective health care workforce.	Demonstrate excellence in applying the theoretical and problem solving aspects of public health within health care organizations and systems.
5. Describe technology assessment methods and how this considers influence on treatment, cost and quality.	Apply content specialization to the critical analysis of research literature and the development of independent research questions in healthcare organizations and systems.
6. Demonstrate methods of assessing quality and performance for delivery and safety.	Apply content specialization to the critical analysis of research literature and the development of independent research

Course Objectives	Course Competencies
	questions in healthcare organizations and systems.
7. Evaluate emerging delivery systems.	Demonstrate excellence in applying the theoretical and problem solving aspects of public health within health care organizations and systems.
8. Be able to develop and defend policies to improve the health care delivery system.	Apply content specialization to the critical analysis of research literature and the development of independent research questions in healthcare organizations and systems.

**IV. Instructional Support**

**A. Instructor availability** – Instructor is available during office hours and via email. Students will be notified if the instructor is out of town on university or other service business.

**B. Reading assignments:**

- Text: Barr, Donald. Introduction to US Health Policy: The Organization, Financing, and Delivery of Health Care in America, 4<sup>th</sup> Edition ISBN: 9781421420721
- 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 which you can upload or print. Please make sure that the article assigned to you is available.

**C. Web-Campus Support Materials** – This course will be web supplemental for furthering discussions on article presentations group projects and participating in discussion policy evaluation projects. Additional course material including lecture material, Ted Talks or other online media will supplement the course and should be part of the discussions. 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;
- Discussion for lectures - these discussions are optional; however, discussion links are provided for students to discuss the material and ask questions about lecture material. Students can also ask lecture questions via email, responses will be copied to all students for clarification.
- Discussion topic for the articles assigned for class participation.
- Learning Activities - these will be questions and terms that students should know related to the learning module. Keep in mind that there may be additional terms or questions that students may need to research on their own (reading material or added web sources). It is recommended that students research these terms and questions using presented material to prepare for exams.

**D. Other support materials**

- Frontline videos
- Films on Demand

**E. 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](#)

**F. Useful Journals for Research**

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

**A. Grading scale**

- A 90-100
- B 80-89
- C 70-79
- F <70

**B. Grading components:** See class schedule for due dates for all discussions, presentations and major assignments. Note: although assignments will be part of class presentations, all assignments must be posted on Web Campus to facilitate further discussion.

Note: *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. **Presentation of Articles 20%.** Students will be assigned an article from the reading list included in the syllabus to present to the class. Students will lead a discussion group for the article, highlighting the major topics presented in each article and responding to student comments as necessary. Grading for article discussions will be based on the following:
  - a. Statement of the problem
  - b. The relationship of this article to the lecture topic
  - c. Major outcomes or recommendations of the article
  - d. Assess the article in terms of equity, appropriateness and effectiveness of health care services or the way they are delivered
  - e. Present an evaluation or research alternative for studying the problem, including:
    - 1) Congressional budget office review of a similar program;
    - 2) Top journal article research idea for further study (how would you design the study?)
  - f. Monitor the discussion and include a summary of the discussions at the end of the discussion period.

All students are expected to participate in the discussion of the articles. Discussion articles will be chosen on a first come/first served basis. Professor will set up discussion link for each topic. Discussion leaders must have discussion posted by midnight the night before the discussion.

2. **Group Policy Discussions 20%.** Students will prepare a group presentation on a policy analysis using a Congressional Budget Office (CBO) study or some comparable analysis of a health care policy topic. The policy must describe the purpose of the policy, financial implications of the policy, advantages and disadvantages,

implementation, and policy evaluation recommendations. Groups will be given a list of prospective topics and those topics will be presented during their related class topic.

### 3. **Final Policy Analysis 40 %**

Health Policy Discussion. From the list of topics covered in the course, identify a current policy or propose a new health care policy to improve the distribution of health care services. To understand what constitutes a policy topic go to: <https://www.healthaffairs.org/healthpolicybriefs/archives.php>. Students must present a topic for review on a date to be assigned early in the semester. Topic should be well thought out and include at least three references to support the topic: Present description of the topic and why this topic is an important health care topic. ***Papers should be posted in assigned online discussion board.***

APA 6<sup>th</sup> edition format required. NOTE: Paper, should not exceed 10 pages.

Students use the following as a guideline:

- Statement of the Problem (why has this issue become a focal point for a new policy/policy change). Opportunity for literature review. (10%)
- Overview of the policy change. (Explanation of the law change, e.g., using health care exchanges to Increase access to care. Identify the type of policy proposed (legislative, regulatory, operational or policy modifications) Key interest groups or stakeholders affected by the change (for/against the policy). (20%)
- Advantages and disadvantages of the change. (10%)
- Implementation requirements. (10%)
- Develop an evaluation methodology for the policy. (20%)
- Effects of the change on improving access to care and/or improving the cost of health care. (5%)
- Potential unintended consequences of the proposed change. (5%)
- Grammatical presentation (APA formatting). (5%)
- 15 quality references, at least 10 of which must be peer review articles. (5%)
- Critical evaluation of peer presentations (10%)

Each criteria of this assignment will be graded based on the following: Needs Improvement (75%); Competent (80%); Proficient (90%); Excellent (100%);

4. **Class Participation/Discussions (20%).** Students are expected to participate substantively on policy discussions presented by students. Participation in the discussions should be substantive and add to the discussion topic. The professor reserves the right to determine what constitutes a substantive response. If the response does not pass the substantive test, the student will not receive credit for the posting and must still meet the requirement for the postings. Students may also ask presenters of the articles questions as part of the participation. Students have until 11:59pm on Friday evening of that week's posting to make discussion comments.

**How to use the Class Schedule**

The course schedule is intended to provide brief background on the specific subject areas and more focus on the development and analysis of policy. Group presentations and article discussions will vary by semester, but may cover any of the topics listed below. Final assignments will be determined based on class enrollment.

**Class Schedule (subject to change).**

Period	Topics	Assignments
Week 1	Overview to Understanding the U.S. Health Care System	Coverage of the major health care topics of the day. Barr, Chapter 1-2
Week 2	Health Care Policy streams	Article Presentation
Week 3	Government evaluation of health policy.	Article and/or Group Presentation
Week 4	The impact of legal decisions on driving health policy	Article and/or Group Presentation, Barr Chapter 3 Policy topic due.
Week 5	Evaluating an effective health care delivery system: outpatient care	Article and/or Group Presentation Barr, Chapter 4
Week 6	Private Insurance and Managing patient care	Article and/or Group Presentation Barr, Chapter 5
Week 7	Medicare payment system: Estimating current and future costs	Article and/or Group Presentation, Barr, Chapter 6
Week 8	The financial impact of Medicaid on state government	Article and/or Group Presentation Barr, Chapter 7
Week 9	Evaluating an effective health care delivery system: Inpatient care	Article and/or Group Presentation Barr, Chapter 8
Week 10	Designing an effective mental health treatment policy	Article and/or Group Presentation Barr, Chapter 11 - 12
Week 11	Long-term care: determining cost of home care vs. institutional care	Article and/or Group Presentation, Barr, Chapter 10
Week 12	Measuring patient safety	Article and/or Group Presentation
Week 13	Technology Assessment	Article and/or Group Presentation, Barr, Chapter 9
Week 14	Policy Presentations	
Week 15	Policy Presentations	
Week 16	Policy Presentations	

University Policies

**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>.

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

**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/>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)