

**Department of Health Care Administration and Policy
School of Community Health Sciences
UNIVERSITY OF NEVADA IN LAS VEGAS**

**HCA 701 (3-credits)
Survey of U.S. Health Care System: Programs, Policies and Politics
Fall, 2014**

Instructor: Olena Mazurenko, Ph.D., M.D., M.S.

Phone: (702)-706-5256

E-mail: olena.mazurenko@unlv.edu

Office: BHS 538

Office Hours: By appointment.

Course-related questions will be answered via Web-CT e-mail within 24-48 hours

Required Text: Bodenheimer and Grumbach, *Understanding Health Policy*, 6th edition; McGraw Publishers

Course Description: The objective of this course is to provide students an introductory overview of U.S. health care system and health care policy making. The course introduces core concepts and basic tools used in health policy and management. Students will examine the health care system in terms of access, quality, equity, appropriateness and effectiveness of the way health care services are delivered and how we pay for them.

Course Objectives:

After successfully completing HCA 701, you will be able to:

1. Describe the components of the health care delivery systems in the United States.
2. Discuss the main political and economic forces influencing U.S. health care financing and delivery.
3. Identify and categorize the main questions about the future of health care financing and delivery, and present reasonable responses to each contingency.
4. Identify and discuss the different organizational structures among health care providers.
5. Distinguish between different actors in the health care workforce.
6. Differentiate between various payment systems in health care: payers for health care services, how services are charged, and how health payment systems function.
7. Determine the effects of technology in health care: benefits and limitations of technology on health care organizations; role of health information systems in improving health care.
8. Identify the barriers to health care: availability, accessibility and acceptability of health care among diverse populations.
9. Demonstrate practical understanding of the importance of ethical behavior in health care and the delivery of services.

MHA Competencies Covered in the Course

Competency	Coverage Level
<u>Knowledge of healthcare environment</u>	
1. Health care Issues and Trends (Demonstrate a broad knowledge of the health care industry and trends involved in provision, coverage, and access to care)	Major Coverage
2. Standards & Regulations (Identify standards, laws, regulatory and accreditation criteria applicable to health care organization)	Major Coverage
3. 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)	
4. Health care Personnel (Define and assess clinical and nonclinical roles and practice; related to human resources management in health care)	Average Coverage
<u>Business knowledge and skills</u>	
5. Health Economics (Analysis and application of economic theory and concepts to business decisions)	
6. Organizational Dynamics and Governance (Apply organizational theory and behavior to develop, assess, design or redesign health care organizations)	
7. Problem-solving and Decision-making (Formulate questions and apply models to address issues and problems)	Average Coverage
8. Time Management (Ability to balance multiple tasks and responsibilities; set and meet deadlines)	Average Coverage
9. Financial Management (Ability to compile and analyze financial data; develop capital, operating and cash flow budgets; analyze investment data; pro forma development)	
10. Strategic Planning (Ability to perform environmental analysis; discern competitive strategy; formulate business strategy based on evidence)	
11. Information Management/Understanding and Using Technology Skills (Apply techniques and methods to plan, design, implement and assess information flow and communication)	
12. Risk Management (Assessment of risk exposure; apply methods to ensure patient and staff safety; resolution of ethical and legal issues)	
13. Quantitative Skills (Analyze data and interpret quantitative information)	
14. Legal principles development, application and assessment (Analyze managerial issues related to the law governing health care; compliance; fiduciary responsibility)	Average Coverage
15. Marketing (Analysis and assessment of markets, market segmentation, strategy, change and innovation)	
16. Quality Improvement/Performance Improvement (Define and assess quality and performance)	
17. Planning and Managing Projects (Able to design, plan, implement and	

assess projects related to performance, structure and outcomes of health services)	
18. Health policy formulation, implementation and evaluation (Identify policy issues and key stakeholders; design and evaluate policy strategies)	Major Coverage
19. Human Resources (Apply methods and techniques related to the management of health care organization employees and professional staff)	
<u>Communication and Relationship Management</u>	
20. Interpersonal Communication (Build collaborative relationships)	Average Coverage
21. Presentation Skills (Demonstrate effective oral communication and presentation skills)	
22. Working in Teams (Create, participate in, and lead teams)	Major Coverage
23. Writing Skills (Prepare effective written and business communications)	Average Coverage
<u>Professionalism</u>	
24. Personal and Professional Ethics (Adhere to ethical personal and business principles; exhibit ethical behaviors)	Minimal Coverage
25. Professional & Community Contribution (Participate in community service; balance professional and personal pursuits)	
26. Continuing Education & Lifelong Learning (Participate in continuing education and career planning)	
<u>Leadership</u>	
27. Leading and Managing Others (Hold self and others accountable for Organizational goal attainment)	Average Coverage
28. Ability for Honest Self-assessment (Demonstrate reflection through self assessment)	
29. Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations)	Average Coverage
30. Planning and Implementing Change (Promote and manage change)	
31. Ability to assess needs of communities and have a visionary perspective for the own organization.	

Course Grading:

Exam (100*3): 300

Debate questions (20*5): 100

Health Policy Project: 40

Group Project: 40

Reflection Paper: 20

Total Points: 500

Grading Scale:

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

Course Schedule

Week	Module	Topics	Assignments& Due-By Dates
Unit 1: Overview of the U.S. Health Care System			
1	1	Introduction Overview of the U.S. Health Care System	Personal introduction posting Review of the syllabus posting Learning on-line posting Due Date: 08/31/2014 (midnight)
2	2-3	Health Care Policy Health Care and the Law	<u>Debate Question #1</u>
3	4	Access to care; who gets it, why? The Affordable Care Act	Select topic for Policy Presentation Exam #1: 09/14/14 (midnight)
Unit 2: Health Care Providers			
4	5	Health Care Professionals	Group Project (Part 1)
5	6	The Hospitals as health delivery systems	Group Project (Part 2)
6	7	Other Sites of care: Ambulatory care; Mental health and addiction; Long term care	<u>Debate Question #2</u>
7	8	Pharmaceutical Industry	Exam #2: 10/12/14 (midnight)
Unit 3: Paying for Health Care			
8	9	Private Health Insurance	NO ASSIGNMENTS
9	10	Medicare and Medicaid	<u>Debate Question #3</u>
10	11	Managed Care Types of managed care programs Negotiated health care	Exam #3: 11/02/14 (midnight)
Unit 4: Cost, Quality of care			
11	12	Health care costs; why and how to “contain” them	<u>Debate Question #4</u>
12	13	Organization, coordination and delivery of care Health Information Technology	Policy Presentation Due Date: 11/16/14
13	14	Understanding and measuring the quality and appropriateness of health care	Discussion posting on Policy Presentation
Unit 5: Affordable health care for all			
14	15	Ethical Issues International health care policy differences and outcomes	<u>Debate Question #5</u>
15	STUDY WEEK		
16	16-17	Ethical Issues International health care policy differences and outcomes Achieving affordable health care for all: people, money& politics	<u>Reflection Paper</u> Due Date: 12/13/14

ASSIGNMENTS: DESCRIPTION AND INSTRUCTIONS

Exams

Students will be given three exams. Exams will cover the material for the assigned modules. Each exam will be posted on the date listed in the class schedule and learning modules. 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 video. A list of questions and terminology for each lecture topic covered will be available through web campus. Some questions may require additional research from the student by using articles, text or recommended web links. 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 advance instructor notice will be given a '0' on that exam.

Health Policy Presentation and Discussion

On March 23, 2010 President Barack Obama signed the Patient Protection and Affordable Care Act (PPACA). On June 28 2012, the Supreme Court made the decision to affirm the majority of PPACA's provisions. The changes to the health care delivery started to take place in 2010 (e.g. elimination of lifetime limits on preexisting conditions), however several of planned/proposed policy changes are broadly defined and left to the interpretation of the public.

Select one of the upcoming policy changes that will take effect in 2014 and beyond. Some of the examples could be: Medicaid expansion in Nevada, or establishment of the Silver State Exchange Program. Note, since this is a health services and policy course topics should relate to service delivery, financing, ethics or quality of care. Follow the guideline to illustrate the potential implementation of the selected policy change.

Students use the following as a guideline:

- Overview of the policy change. (Explanation of the law change, e.g., using health care exchanges to Increase access to care). 10%
- Advantages and disadvantages of the change. 10%
- Effects of the change on improving access to care and/or improving the cost of health care 20%
- Implementation requirements. 10%
- Potential unintended consequences of the proposed change. 5%
- Type of policy proposed (legislative, regulatory, operational or policy modifications)? 10%
- Key interest groups or stakeholders affected by the change (for/against the policy). 10%
- Educated personal assessment of the effectiveness of the change. 5%
- Participation in four other policy discussions. 10%
- Grammatical presentation. 5%
- 8 quality references, at least 5 of which must be peer review articles. 5%

Presentations will be made online, *but must follow APA formatting.*

NOTE: If you were writing this as a paper, it should not exceed 5 pages single space with double space between paragraphs, 10 point font minimum, 12 point font maximum, Ariel Font.

THIS ASSIGNMENT CONSIST OF 2 PARTS:

Part 1: Submission of individual presentations by each student in the class

Part 2: Discussion of the students' presentations posted during previous week.

Each student should comment on at least one presentation to get full credit for this assignment. Students who received a comment from the peer should provide a response by the end of the week.

Debate Question

The instructor will assign each student to the “affirmative” or “negative” teams. Each student should post at least 1 argument that will support or reject the debate statement (based on the team assignment). Incorporate evidence to support your statement.

Compose a 250-400 words posting that adequately supports your argument. Please follow these guidelines:

- Post your initial personal posting by Tuesday.
- Respond to the post from the opposing team by Thursday.
- Respond to the comment on your personal post by Saturday.
- If you fail to respond you will lose 50% of the points awarded for that Debate question.
- Discussion threads will have a deadline. If you miss the deadline you will lose participation points for that week.

Original Post:

Did the student post a response to the instructors Debate Question in a timely manner?

- * Is the original post: a) supported by references from the text or reading assignments (please include the reference and page number), b) thought-provoking, original, i.e. introduces a new or original concept into the conversation versus a rewording of something already posted; and c) professionally written, e.g. good use of spelling, grammar.

Response Post to Peers:

- Do the response posts add new ideas to the discussion?
- Comments to your peer's posting should not be limited to “I agree”, or “Great idea”. If you agree or disagree with a posting, indicate why by supporting your statement with concepts from readings or by bringing a related example or experience

Participation:

- * Does the student appear to be engaged with peers in the discussion throughout the week?
- * Does the student read at least 80% of all posts?
- * Does the student post all their information at the last minute of the deadline (which doesn't allow peers much opportunity to provide feedback)?
- * Does the student demonstrate quality by concise presentation of ideas and critical analysis?

Reflection Paper

This is to be a 2-3 page paper, 12-point font, double-spaced, describing the primary lessons you learned from the course and written in your own words. The paper can address the following areas/questions (Please note this is your paper and these questions are not mandatory. You have freedom to think.)

- What have you learned about yourself in this class? List and discuss what you perceive as your strengths and weakness. How will you address your perceived weaknesses?
- Describe specific examples of how you have or might apply concepts and principles addressed in this course in other areas. These examples can include many applications such as: in a job setting, extracurricular activities, family and social interaction, school committees or student activities, academic course work, church activities or other interpersonal activities.
- How else will you employ the principles of operations management you have learned in this course? How might you use what you have learned in future courses?
- Is there a subject in the course you would like to pursue further?

Group Project

Each student will be assigned to a Group. You can find your group in the “Your Groups” area. Detailed instructions for the group project will be posted on WebCampus.

UNLV 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 in 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: <http://studentconduct.unlv.edu/misconduct/policy.html>.

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 me during office hours so that we 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 me before or after class to discuss your accommodation needs.

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 no later than the end of the first two weeks of classes 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>.

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. 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.

Tutoring - The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at:

<http://academicsuccess.unlv.edu/tutoring/>.

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/>

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.

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>.