

University of Maryland, College Park

Department of Health Services Administration

HLSA 601- Introduction to Health Systems

Instructor: Judith A. Shinogle, PhD, MSc.
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Semester: Spring 2008
Classroom/Time: JMP 1109/ 4:00-6:45pm

OFFICE HOURS
 Tuesday 3-4pm
 Or by appointment

<p>Required Textbook & Other Readings</p>	<ul style="list-style-type: none"> • Barton. 2006. Understanding the US Health Services System. 3rd Edition. Health Administration Press. Chicago IL • Readings from the journals available on Blackboard or for download: <i>Health Affairs</i>, <i>Journal of American Medical Association</i>, <i>Modern Healthcare</i>, <i>New England Journal of Medicine</i> as well as other assignments.
<p>Course Description</p>	<p>This course provides an overview and a developmental summary of the American health care system and its driving forces. Through interactive discussion of assigned readings, individual projects, and guest speakers, students will learn about the major elements of the healthcare system and consider today's major health policy issues in a historical, economic and political context.</p>
<p>Course Objectives</p>	<p><u>At the conclusion of this course, the student will be able to:</u></p> <ol style="list-style-type: none"> 1. Describe the organization, administration and financing of the U.S. health care delivery system and the principal Maryland health programs and administering agencies identifying the major historical events that shaped the U.S. health care system; 2. Provide an analytical report and presentation of the principal causes and characteristics of health care utilization in the U.S.; 3. Draft policy analysis through the synthesis of health services professional literature on a specific health policy topic identifying and discussing major contemporary U.S. health care policy issues. 4. Understand the political process, how to influence health policy, including enactment, implementation and enforcement in the U.S. health care system.
<p>Course Organization</p>	<p>Course Organization: The class sessions will primarily review and reinforce main concepts of the health system. Students are expected to complete the assigned readings <u>prior</u> to the class for which they are assigned and be prepared to discuss those readings during class—this includes the class text reading <i>and</i> journal articles. The instructor welcomes meetings with students outside of class to discuss questions and health</p>

systems problems, as well as to gain more insight about the material presented in class. Students may e-mail, or ask during class for an appointment. Please be reminded, however, that the class will be taught during class time only. Material will not be presented again on a one-on-one basis at other times. Therefore, attendance at every class is expected. Excessive lateness or absence from class is disruptive to the class and your learning. Students who miss class are responsible for obtaining notes and hand-outs from other students or on Blackboard. The instructor will not meet with you to retrieve copies of hand-outs from past lectures.

Course Requirements:

News Report: Every student will sign up to present a news article dealing with health care system (not clinical issues or reports of research). The student will present 5 minute overview of the issue, and then present their views for 5 minutes and then assist in leading a discussion on the topic. Sign up for dates will be in second week of class. Articles will be cleared with Professor one week prior to presentation. Presentation will be worth **10%** of the final grade

Quizzes: Starting Week 3 and through Week 15, **3** pop quizzes will be administered at the start of class covering the reading for that class session. You may drop one quiz for a total of **2 quizzes at 10% with a total of 20%** of the final grade.

Examinations: There will be a **comprehensive final exam at the scheduled time during finals week and is worth 25 % of final grade**.

Paper: Each student will write a policy synthesis paper on a topic of their choice about the health system, health management or policy. You may consider policy implications and health systems issues that are relevant to your concentration in public health. **On Week 7**, you must provide a one page written summary and rationale for your topic. **Week 11** you will present an overview of topic to the class to garner other viewpoints and improve your topic through student feedback. This presentation will be utilized to improve the paper and present the basic overview of proposed policy for **20%** of your total grade. The paper will be a **referenced policy paper following the American Psychological Association style guide (<http://www.apastyle.org/faqs.html#8>)**. **The paper will include an executive summary in a form of a policy memo addressed to appropriate person (state delegate, governor, U.S. Senator). References besides the textbook are required (see <http://www.lib.umd.edu/guides/pubpol.html> for guide to public policy research)**. Choose subject areas that are related to systems, management and policy instead of exclusively clinical issues. Most of the journals are available in our online library. **Correct spelling, proper grammar, and flowing syntax are expected in your paper. Both pros and cons regarding the topic must be presented.** This is a good time to sharpen your writing skills. Seek help from campus resources to strengthen and enhance your written communication skills, such as the Writing Center. It is due on May 19th but subject to change. **The paper will be worth 25% of your grade.**

LATE WORK AND MAKE UP TESTS:

Course Requirements:

Course Policies:

All work is due when assigned. Any work not completed and handed in at the beginning of class on the due date will receive a reduction of one letter grade. Work not handed in by 5pm the following day will receive an additional letter grade reduction. Work will not be accepted beyond this point except in extreme circumstance approved by your instructor. You **must prearrange** with the instructor to miss a class deadline. There are no make-up tests unless they are prearranged.

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

SPECIAL NEEDS:

If you follow religious observances, have a documented disability, or have some other important commitments for which you need special academic accommodations, please contact the instructor *in advance*. Accommodations must be prearranged. If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

Religious Observances:

The University System of Maryland policy provides that students *should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.*

ACADEMIC INTEGRITY:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- ✓ **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- ✓ **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- ✓ **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- ✓ **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see:

<http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html>

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

The following list includes examples news sources for your news presentation:

Washington Post
Washington Times
New York Times
USA Today
LA Times
Wall Street Journal
Congressional Quarterly
Roll Call
Chicago Sun-Times

The following are government websites that provide information:

Federal/Congressional

U.S. Department of Health and Human Services www.hhs.gov
Centers on Medicare and Medicaid Services www.cms.hhs.gov
Centers for Disease Control and Prevention. www.cdc.gov
National Center for Healthcare Statistics www.cdc.gov/nchs
Agency for Healthcare Research and Quality www.ahrq.gov
Medicare Payment Advisory Commission. www.medpac.gov
Health Resources Services Administration www.hrsa.gov
Food and Drug Administration www.fda.gov
U.S. Congressional Budget Office www.cbo.gov
Library of Congress (Thomson service)
U.S. Department of Health and Human Services' Assistant Secretary for Planning and Evaluation
www.aspe.hhs.gov
U.S. Government Accountability Office www.gao.gov

State:

Maryland Dept. of Health and Hygiene www.dhmh.state.md.us
Maryland Health Services Cost and Review Commission www.hsrc.state.md.us

International:

World Health Organization www.who.int/en
World Bank www.worldbank.org
Organisation for Economic and Co-operative Development www.oecd.org

The following are health policy websites that may provide resources. Some of these are nonprofits, think tanks or research contract organizations. Remember that some may be biased.

Kaiser Family Foundation www.kff.org
The Commonwealth Fund www.commonwealthfund.org
The Urban Institute www.urban.org
Brooking Institute www.brookings.edu
AEI www.aei.org
Heritage Foundation www.heritage.org
RAND www.rand.org
National Academy of Social Insurance www.nasi.org
RWJ Foundation www.rwj.org

You may use websites with proper documentation, but be sure to examine the reliability of the source. Ask yourself: Is there any bias that the author(s) or webmaster(s) might have with regard to the issue under discussion?

The following list includes *examples of journals* that you may use to write your paper:

American Journal of Managed Care	American Journal of Medical Quality
American Journal of Public Health	Business and Health
Harvard Business Review	Cambridge Quarterly of Healthcare Ethics
Evaluation and the Health Professions	Health Education & Behavior
Health Affairs	Health Care Financing Review
Health Policy	Health Services Research
Health Technology Trends	Inquiry
International Journal of Health Services	J of the American Medical Association (JAMA)
J of Behavioral Health Svcs. & Research	J of Health Services Research & Policy
Journal of Community Health	Journal of Health and Social Behavior
Journal of Health, Politics, Policy and Law	Medical Care
Medicine and Health	Milbank Memorial Fund Quarterly
New England Journal of Medicine	Qualitative Health Research
Journal of Health Care Finance	Family & Community Health
Frontiers of Health Services Management	Hospital & Health Services Administration
Journal of Ambulatory Care Management	J of Health Care for the Poor & Underserved
Public Health Reports	Journal of Public Health Policy

Bibliography (also may be used in paper)

Aday L. 2001. *At Risk in America: The Health and Health Care Needs of Vulnerable Populations in the United States*. Jossey-Bass. San Francisco, CA.

Cutler DM. 2004. *Your Money or Your Life: Strong Medicine for America's Health Care System*. Oxford University Press. New York, NY.

Dranove D. 2000. *The Economic Evolution of American Health Care: From Marcus Welby to Managed Care*. Princeton University Press. Princeton, NJ.

Feldstein PJ. 2003. Health Policy Issues: An Economic Perspective, Third Edition. Health Administration Press. Chicago, IL.

Fuchs VR. 1999. Who Shall Live? : Health, Economics and Social Choice. World Scientific Publishing. River Edge, NJ.

Herzlinger, R. and McPherson NR. 1999. Market-driven Health Care. Perseus Books. New York, NY.

Illich I. 1975. Medical Nemesis: The Expropriation of Health. Pantheon. New York, NY.

Marmor, TR. 2000. The Politics of Medicare. Second edition. Aldine DeGruyter. New York, NY

Skocpol T. 1999. Boomerang: Health Care Reform and the Turn against Government. W.W. Norton. New York, NY.

Starr P. 1982. The Social Transformation of American Medicine. Basic Books. New York, NY.

Stevens R and Stevens R. 2003. Welfare Medicine in America: A Case Study of Medicaid. Transaction Publishers. New Brunswick, NJ.

C l a s s A s s i g n m e n t s -

Class One Jan. 30	<p>Introductions, Class Structure, and Overview of US Health System, Federal Policy</p> <ul style="list-style-type: none"> • Welcome and Introductions • Review syllabus, class structure, requirements • Basic introduction and overview of U.S. Health Care System • Health Policy Formation • International Comparisons • http://thomas.loc.gov/home/lawsmade.toc.html • Ch 1-2, 11
Class Two Feb. 6	<p>State Policy Formation, Continuation of Class One</p> <ul style="list-style-type: none"> • Ch 1-2, 11 • http://mhcc.maryland.gov/health_care_expenditures/sheao5/report.pdf • Blendon, Robert J., and John M. Benson. 2001. Americans' Views on Health Policy: A Fifty-Year Historical Perspective. <i>Health Affairs</i>, 20(2): 33-46. • Weissert, Carol S., and William G. Weissert. 2000. State Legislative Staff Influence in Health Policy Making. <i>Journal of Health Politics, Policy and Law</i>, 25(6): 1121-1148.
Class Three Feb 13	<p>Access to Health Care Services</p> <ul style="list-style-type: none"> • Chapter 3 • http://www.census.gov/prod/2007pubs/p60-233.pdf focus on pages 18-25, health insurance pages but the rest is interesting!
Class Four Feb 20	<p>Management of Health and Public Health System</p> <ul style="list-style-type: none"> • Chapter 4 -5 • Lambrew, J., Shalala, D. (2006). Federal health policy response to Hurricane Katrina: What it was and what it could have been. <i>JAMA</i>, 296;11, pp. 1394-1397.

Class Five Feb. 27	Health Care Financing and Insurance <ul style="list-style-type: none"> • Chapter 6-7 • Hoffman Jr., Earl D., Barbara S. Klees, and Catherine A. Curtis. 2000. Overview of the Medicare and Medicaid Programs. <i>Health Care Financing Review</i>, 22(1): 175-193. • Claxton, G. (2002). How private insurance works: A primer. Kaiser Family Foundation. Retrieved from: www.kff.org/insurance/upload/How-Private-Insurance-Works-A-Primer-Report.pdf.
Class Six March 5	Health Care Financing and Insurance (continued) Managed Care <ul style="list-style-type: none"> • Chapter 19 • ONE PAGE SUMMARY DUE OF PAPER TOPIC
Class Seven March 19	Biotechnology, Pharmaceutical Industry, Health Care Work Force <ul style="list-style-type: none"> • Chapter 10 • Cutler D.M. and M. McClellan. 2001. "Is technological change in medicine worth it?" <i>Health Affairs</i> 20: 11-29.
Class Eight March 26	Health Care Work Force, Primary Care <ul style="list-style-type: none"> • Chapter 8, 11 • Shi L. et al. 2002. Primary Care, Self-rated Health, and Reductions in Social Disparities in Health. <i>Health Services Research</i>. 37(3):529-550
Class Nine April 2	Hospitals, Secondary Care, Tertiary Care Chapter 9, 14, 14
Class Ten April 9	Health Promotion and Disease Prevention <ul style="list-style-type: none"> • Chapter 12 • Short PF, Lefkowitz DC. 1992. Encouraging Preventive Services for Low-Income Children: The Effect of Expanding Medicaid. <i>Medical Care</i>. 30(9):766-780
Class Eleven April 16	PAPER DISCUSSIONS
Class Twelve April 23	Long term Care, Palliative Care <ul style="list-style-type: none"> • Chapter 15, 17 • Knickman JR and Snell EK. 2002. The 2030 Problem: Caring for Aging Baby Boomers. <i>Health Services Research</i>. 37(4):849-884.
Class Thirteen April 30	Care of Special Populations, and Special Disorders <ul style="list-style-type: none"> • Chapter 18
Class Fourteen May 7	Quality of Care, Future Directions, Candidates Health Care Proposals <ul style="list-style-type: none"> • Chapter 20, 21 • See http://www.health08.org/ --- I will pull info from here but bring your own impressions!
May 19	FINAL PAPER DUE

Final Exam	Cumulative covering readings, lectures, guest speakers, and class discussion			
Evaluation	Points	Grading		
<u>Grade Weights and Policies.</u> The newspaper presentation (10%), pop quizzes (20%), paper (25%) paper presentation (20%) and final (25%) will be summed to calculate the earned course grade.		<u>Number Grade</u>	<u>Letter Grade</u>	<u>Points</u>
Newspaper Presentation	40	90-100%	A	360-400
		80-89%	B	320-359
		70-79%	C	280-319
		60-69%	D	240-279
Pop Quiz One	40	96-100%	A+	384-400
		93-95%	A	372-383
Pop Quiz Two	40	90-92%	A-	360-371
Paper Presentation	80	86-89%	B+	344-359
		83-85%	B	332-343
Paper	100	80-82%	B-	320-331
Final Exam	100	76-79%	C+	304-319
		73-75%	C	292-303
		70-72%	C-	280-291
		66-69%	D+	264-279
		63-65%	D	252-263
		60-62%	D-	240-251