

HPAA 600: Introduction and Overview of the United States Health Care System - Spring 2008

Faculty: Deborah E. Bender, PhD, MPH, Clinical Professor
Department of Health Policy and Administration
Office: 1103D McGavran-Greenberg Hall
E-mail: deborah_bender@unc.edu
Phone: 966-7383 (Office)
Fax: 966-6961 (Office)
Office Hours: by appointment

Course URL: <http://blackboard.unc.edu> 2008 Spring HPAA 600.001

Teaching Assistant: Yasuko Sasai, E-mail: <sasai@email.unc.edu>

Class Meetings: Friday; 10:00 am – 11:50 am; 1301 McGavran-Greenberg

Course Overview:

This 3.0 credit course is designed to provide students with an overview of the U.S. health system and some reference to global issues affecting health care and health care services in the U.S. Upon successful completion of the course, students will have a working knowledge of health services terminology, distinguish among various components of the health care delivery systems and be able to propose effective strategies for improving health services delivery.

The course begins with a description of the evolution of the US health care system, highlighting key trends and events that underpin the today's system. Subsequently, the course focuses on the three major components of the US health care system: financing, delivery and consumers. Knowledge of these distinct components is essential to understand how health services are provided, for whom, how well, and at what cost.

The course underscores the importance of public policy and administration in health services in the U.S. The roles of the policy process, interest groups, and the federal bureaucracy in shaping the health care system will also be reviewed. Administratively, we will examine how access, cost and quality of care are determined and managed. Additional lectures introduce the rationale for health policies and the role of law and ethics in the health care system.

Public health, in its broadest sense, is dedicated to assuring conditions in which populations can maintain good health status. Health policy professionals contribute to the public's health by advocating policies and programs for health care financing and delivery that will produce the greatest benefits for the most people at an acceptable cost and quality. Health administrators are responsible for determining the most effective and efficient approaches to implementing these policies and programs.

The course emphasizes concepts that are important to making effective health policy (e.g. knowing the players, the policy process, and the values that are important). The course links concepts of health policy and administration so that students can appreciate the relationship between good policy and effective administration. The material addressed this course is relevant to any public health professional interested in developing or administering public health programs and policies. If you are (or want to be) involved in developing policies and administrative systems that improve access to care, reduce health care costs and increase the quality of health care, this course will be of value to you.

Course Competencies:

(The learning objectives for HPAA 600 are designed to meet the ASPH core competencies).

By the end of this course you will be able to:

1. Identify major trends in the U.S. health care system

2. Interpret the consequences of key events on health care professions, organizations, and financing
3. Differentiate between various health care delivery and financing systems
4. Relate changes in access, cost and quality of health care to various perspectives and stakeholders
5. Identify concerns faced by the US health care system in the global context.
6. Evaluate and choose from a variety of health care perspectives and options when making decisions
7. Design alternative approaches to address significant health care issues

Grading and Assignments:

Assignment	% of Grade
Weekly reaction logs	36%
Case analysis and group work	18%
Attendance & quality of participation	14%
Discussion Forum: Paul Starr's Book	12%
Epilogue: Paul Starr's book	20%
Total	100%

Due Dates:

Reaction Logs	Thursday, each week, no later than 5 pm
Discussion Forums	
Intro & Chs 1,2,3 (Book One)	January 25-February 1
Chs. 4,5,6 (Book One)	February 22-February 29
Chs. 1,2,3, (Book Two)	March 21- March 28
Chs. 4 & 5 (Book Two)	April 11-April 18
Case Analysis	Wednesday, April 23, no later than 9 pm
Paul Starr Epilogue	Friday, April 25, no later than 9pm.

Grading Scale:

Completion of all required course components with a total score of 90% or greater earns an H (or an A at the undergraduate level).

Reaction logs: There are weekly textbook reading assignments in addition to supplementary readings on timely issues in health care. The assignment is to complete the weekly reading assignment and write a brief (not more than one single-spaced page) reaction. Papers should be reflective and may address such points as what you learned that surprised you, what you agreed or disagreed with, how you might apply what you've read to a work situation, how the information may have influenced your view on the topic, etc.

Papers should not simply summarize or reiterate what the author wrote. Papers can incorporate reactions to the previous week's guest lecture as well. Papers should be written in a Word doc. and submitted to the digital drop box in Blackboard before the class in which the readings are discussed.

Reaction logs cannot be accepted after the due date unless prior arrangements are made with the instructor.

Class Attendance/Participation: Individuals are expected to come to class prepared to participate in discussions with faculty and guest lecturers. Credit for this part of the course is divided into two aspects: attendance and participation. Scores for attendance are simply based on number of class days attended (a sign-in sheet will be available each day of class). Scores for participation are more subjective and reflect the quality of the contribution made in class discussions over the course of the term.

Discussion Forum: Each Student will read **The Social Transformation of American Medicine**, a Pulitzer Prize-winning book by Paul Starr. During the semester, you will be asked to participate in four 8-

day on-line discussions. For the on-line discussion groups, you will be assigned to one of two groups. You are required to post 3 substantive posts during each *discussion period* (see *due dates for open dates*). In writing your posting, you are encouraged to assume a disciplinary, social, or political perspective. Explain your perspective in your first post.

Space is available on the Blackboard course site for the "discussion forum." *Starr's book is rich in historical detail which underpins the successes and dilemmas of today's health care system.* The purpose of this is three-fold; first, to help you identify themes, and related questions of interest to you in Starr's text; to help you prepare to write the Epilogue, and, to assist you in pacing yourself in reading the book during the semester. Reading the book regularly during the semester will provide a deeper understanding of William's and Torren's text and raise questions for discussion in class.

Case questions: Reading materials and a set of case questions are available on the course web site (<http://blackboard.unc.edu>). Students will conduct a simple case analysis focusing on policy and administrative aspects of the cryptosporidium outbreak in Milwaukee in 1993 or the Katrina Hurricane Disaster of 2005. Approximately half the class will be assigned to each case. Students will also send the instructor and the teaching assistant via email individual written answers to the case questions no later than 9 pm on Wednesday, April 23.

Epilogue: In writing the Epilogue, students will finish the story that currently ends at the time of the book's publication in 1982. In your writing, you may take some creative license in crafting a "final chapter" of the book, but are encouraged to focus on a specific aspect of US health care of particular interest (prescription drugs, managed care, health insurance or health care reform, etc). In the Epilogue, describe and comment on its evolution from 1982 to 2007 and on the current – and possible future -- state of the US health care system.

You may take a point of view or express an opinion, but it must be supported in the paper. You may discuss your approach with the instructor and get additional guidance as needed. The paper will be graded on organization, substance, clarity and logical flow, grammar, spelling, and punctuation. Length may vary but most papers will be approximately five single-spaced pages and should be *sent in a Word doc. via email to the TA and instructor.* Papers delivered up to 2 days after the due date will earn no more than a P grade. Papers more than 2 days late cannot be accepted unless prior arrangements were made with the instructor. All work must be completed and delivered to the instructor by 9 pm on the last day of class, Friday, April 25th in order to receive credit.

Course Evaluation

The Department of Health Policy and Administration is participating in the Carolina Course Evaluation System (CES), the university's new online course evaluation tool, enabled at the end of each semester. Your responses will be anonymous, with feedback provided in the aggregate; open-ended comments will be shared with instructors, but not identified with individual students. Your participation in CES is a course requirement, as providing constructive feedback is a professional expectation. Such feedback is critical to improving quality of our courses, as well as providing input to the assessment of instructors.

HPAA is committed to developing and testing alternatives for continuing classes in the face of various disruptions. During this semester we may run such a test. If this course participates, you will be informed in advance about the nature of the exercise and actions to take. We appreciate your full cooperation in this very important endeavor.

Required Reading:

Williams, Stephen J. and Paul R. Torrens, ***Introduction to Health Services***, Seventh (or Sixth) Edition, Albany, NY: Delmar Publishers Inc., 2008 or 2002.

Starr, Paul, ***The Social Transformation of American Medicine***, New York: Basic Books, 1982. The book is available for purchase at the Health Affairs Bookstore.

Supplemental readings will be handed out in class or will be available online at <http://blackboard.unc.edu>.

Also Highly Recommended:

The New York Times <<http://www.nytimes.com/>>

Wall Street Journal <www.wallstreetjournal.com>

The Washington Post <www.washingtonpost.com/>

UNC HONOR CODE: The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work & student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct & respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Class Schedule:

Unit 1: Overview of the United States Health Care System

January 11, 2008 Session 1

Introduction to Goals and Objectives of Course

Welcome to HPAA 600

Introductions; professional experience and questions of interest

Course overview and suggestions for open sessions

Readings: W&T 7th Ed: Ch 3: Population and Disease Patterns and Trends or, 6th Ed: Ch 4: Historical Patterns of Illness and Disease and Access to Health Care in the United States. (review in Session 11)

January 18, 2008 Session 2

Historical Evolution and Overview of Health Services in the United States

Competencies:

1. Define health, disease, and illness
2. Identify factors contributing to health and disease
3. Understand events and trends in the history of the US health system
4. Explore the relationship of social history to the evolution of the US health system
5. Compare the US health system to other health systems in the world

Reading: W&T 7th Ed: Ch 1: Understanding Health Systems,

or, 6th Ed: Chs 1 & 2: Historical Evolution and Overview of Health Services in the United States & Overview of the Organization of Health Services in the United States

January 25, 2008 Session 3

Ambulatory Care and Physician Practice

Guest Speaker: Mike Lunceford, Director, Kernodle Clinic, Burlington, NC, mike.lunceford@kernodle.com

Competencies:

1. Describe the range of ambulatory care providers
2. Understand the role of ambulatory care services and challenges to coordination and integration in the context of the health care system
3. Become familiar with management of group practices

Reading: W&T 7th Ed: Ch 7: Ambulatory Health Care Services and Organizations

or, 6th Ed: Ch 9: Ambulatory Health Care Services

February 1, 2008 Session 4

Hospitals and Health Care Systems under Managed Care

Guest Speaker: Oscar Aylor, MSHA, Department of Health Policy and Administration

Competencies:

1. Describe the emergence & present role of managed care in the US health care system
2. Understand the underlying mechanisms and key roles of all players of managed care
3. Evaluate the impact of competitive pressures on the structure and operation of hospitals and health systems

Reading: W&T 7th Ed: Chs 8 & 2: Hospitals and Health Systems, and Technology in the US Health Care System or, 6th Ed: Chs 6, 10 & 3: Managed Care: Restructuring the System and Hospitals, Health Systems and Medicine and Technology

February 8, 2008 Session 5

Financing Health Care in the United States

Guest Speaker: Jonathan Oberlander, PhD, Department of Health Policy and Administration

Competencies:

1. Identify public and private sources of revenue that finance health services in the US
2. Describe key principles of insurance
3. Discuss the types, eligibility and services of major public insurance programs
4. Review options for private health insurance available to individuals and groups in the US

Readings: W&T 7th Ed: Chs 4 & 5: Financing Health Systems and Private Health Insurance and Managed Care, or, 6th Ed: Chs 5 & 7: Financing Health Services, and Private Health Insurance and Employee Benefits.

Restructuring the System *How Private Insurance Works: A Primer* (Kaiser Family Foundation) Reading is available online: <http://www.kff.org/insurance/2255-index.cfm> 2 (key Words: Kaiser Private Insurance)

Unit 2: Public Policy for Health Services in the United States

February 15, 2008 Session 6

The Mental Health Service System in the U.S.: Financing and other Changes

Guest Speaker: Marisa Domino, PhD, Department of Health Policy and Administration

Competencies:

1. Be familiar with historical trends in mental health services and its relationship to the epidemiology of mental illness
2. Understand financing mechanisms for the provision of mental health services
3. Identify current and future challenges to the health care system and the community

Readings: W&T 7th Ed: Ch 10: Mental and Behavioral Health Services or, 6th Ed: Ch 12: Mental Health Services

February 22, 2008 Session 7

Long-Term Care in the Context of the Life Cycle

Guest Speaker: Jane A. Baker, Executive Director (to be confirmed)

NC State Board of Examiners for Nursing Home Administrators <ncbenha@mindspring.com>

Competencies:

1. Explain the organization, role and scope of long-term care services
2. Describe how cultural factors shape care giver choices with respect to long-term care
3. Consider challenges to national policy pertinent to long term care in the next 25 years

Reading: W&T 7th Ed: Ch 9: The Continuum of Long-Term Care or 6th Ed: Ch 11: The Continuum of Long-Term Care

February 29, 2008 Session 8

Oral Health Services and Health Status

Guest Speaker: Jessica Lee, DDS, PhD, Department of Pediatric Dentistry, UNC

Competencies:

1. Be familiar with issues related to dental care service access for low-income children
2. Know trends in dental referral patterns and their importance in providing care
3. Understand the relationship between early preventive care and later reduced dental related costs.

Readings: Lee JY, Bouwens TJ, Savage MF, Vann WF Jr. Examining the cost-effectiveness of early dental visits. *Pediatr Dent*. 2006 Mar-Apr;28(2):102-5; discussion 192-8 and, Mofidi M, Rozier RG, King RS. Problems with access to dental care for Medicaid-insured children: what caregivers think. *Am J Public Health*. 2002 Jan;92 (1):53-8.

March 7, 2008 Session 9

Pharmaceuticals: Development and Outcomes Research

Guest Speaker: John Paul, PhD, Department of Health Policy and Administration

Competencies:

1. Describe the role of the pharmaceutical industry in the health care system
2. Be cognizant of the complex processes accompanying development and FDA approval
3. Understand the role of public demand and public policy with respect to drugs

Readings: W&T 7th Ed: Chs11 & 2: The Pharmaceutical Industry, and Technology in the US Health Care System or, 6th Ed: Ch 13 & 3: Pharmaceuticals, and Hospitals, Health Systems and Medicine and Technology

March 14, 2008 No Class: Spring Break (March 7-March 16)

Unit 3: Administrative Overview of the United States Health System

March 21, 2008 No Class: University Holiday (Good Friday)

March 28, 2008 Session 10

Public Health Ethics

Guest Speaker: Jim Thomas, PhD, Department of Epidemiology

Competencies:

1. List major legal issues in health administration
2. Describe state and federal legal responsibilities for health services
3. Illustrate ethical issues in health administration
4. Provide framework for ethical health administration

Reading: W&T 7th Ed: Ch 15: Ethical Issues in Public Health and Health Services or, 6th Ed: Ch 17: Ethical Issues in Public Health and Health Services

Also see: <http://www.apha.org/codeofethics/ethics.htm>

April 4, 2008 Session 12

The Quality of Health Care in the United States

Guest Speaker: Meera Kelley, Vice President for Quality and Patient Safety

WakeMed Health and Hospital Systems

Competencies:

1. Describe the evolution of quality measurement and reporting.
2. Illustrate the multiple and competing factors involved in quality programs.
3. Demonstrate how scientific evidence must guide selection of quality initiatives.
4. Evaluate how improvements in quality affect healthcare costs.

Reading: W&T 7th Ed: Ch 14 The Quality of Health Care or, 6th Ed: Ch 16: Assessing and Improving Quality of Care

April 11, 2008

Session 11

Access to Health Care for Special Populations in the U.S. Health System

Guest Speaker: Deborah Bender, PhD, MPH

Competencies:

1. List major demographic and socioeconomic characteristics of the US
2. Explain variations in health status of distinct populations within the US
3. Recognize barriers to health service use for ethnic and language minorities
4. Consider the role of interpreters in the patient-provider encounter
5. Describe several barriers to access to care and suggest possible solutions

Readings: W&T 7th Ed: Chs 3 & 13: Population and Disease Patterns and Trends and Understanding Health Policy, or, 6th Ed: Chs 4 & 15: Historical Patterns of Illness and Disease and Access to Health Care in the United States and Health Policy and the Politics of Health Care.

National Standards for Culturally and Linguistically Appropriate Services in Health Care: Executive Summary (Office of Minority Health, U.S. Department of Health & Human Services).

<http://www.omhrc.gov/omh/programs/2pgprograms/executive.pdf>

Unequal Treatment: What Health Care System Administrators Need to Know About Racial and Ethnic Disparities in Healthcare. <http://www.iom.edu/Object.File/Master/14/973/0.pdf>

April 18, 2008

Session 13

Physician Assistants: Their Role in Extending Health Care Services

Guest Speaker: Justine Strand, MPH, PA-C, Chief, Physician Assistant Division & Associate Professor Department of Community and Family Medicine, Duke University Medical Center

Competencies:

1. Comprehend the importance and potential of physician assistants and nurse practitioners in extending health care services
2. Understand the extent to which the composition of the health care work force is in transition, with emphasis on shortages and strategies for filling these gaps

Reading: W&T 7th Ed: Ch 12 & 6: Health Care Professionals and, Public Health: Joint Public Private Responsibility in an Era of New Threats or, 6th Ed: Ch 14 & 8: Health Care Professionals, and The Evolution of Public Health: A Joint Public-Private Responsibility; also, American Academy of Physicians Assistants at <http://www.aapa.org/glance.html> and <http://www.aapa.org/geninfo1.html>

April 25, 2008 Session 14

Policy and Administrative Aspects of the Cryptosporidium Outbreak or Hurricane Katrina Case

Policy Objectives:

1. Identify the types of interest groups involved in the Cryptosporidium case.
2. Discuss the motivations of various groups in the case.
3. Describe the ways in which stakeholders influenced the policymaking process.
4. Evaluate the impact that stakeholders had on the policy process.

Readings: Review readings in Unit 2 & read case study materials within the course web site.

Competencies:

1. Discuss the impact of the cryptosporidium outbreak in Milwaukee on access to care, cost and quality of health services.
2. Explain how stakeholders exercised power and control over access, cost and quality in this case.
3. Explore alternative administrative options in Milwaukee as related to the cryptosporidium case.
4. Evaluate various stakeholders' responses to the outbreak of cryptosporidium in this case.

Readings: Review readings in Unit 3 and read the case study materials linked within the unit.

Note: Crypto case readings and discussion (case) questions are linked on the course web site.

Due: Case response write-ups and Paul Starr paper

All coursework must be delivered by 9 pm today.

April 25

Last Day of Classes