

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6114: Introduction to the US Health Care System
Summer C 2018 (3 Credits)
Delivery Format: Online Course
UF e-Learning: <http://elearning.ufl.edu/>

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PURPOSE AND OUTCOME

Course Overview

This course provides an overview of the evolving structure of the US health care delivery system. Since the US health care system has been periodically changed in diverse aspects over the decades, its dynamic mechanism should be understood. Particularly, the health care system encompasses organization, management, finance, policy and technology. Thus, comprehensive thinking is required.

Course Objectives and/or Goals

Upon completion of the course, students are expected to be able to,

1. Understand the basic nature of the US health care system such as structures and operations from its historical origins and resources, to its individual services, costs, and quality measures.
2. Analyze the impact of political decisions and reforms on the health care system from a consumer and provider point of view.
3. Identify challenges, features, and purposes associated with the 2010 Affordable Care Act.
4. Explain from a broad, as well as a specific, perspective how the U.S. health care system relates to different components of the system (public, private, consumers,

- providers,) and the emerging health care trends (aging population, electronic health records, quality measurements, and technology).
5. Develop a proposal for change, which demonstrates sensitivity to cultural, ethnic, and social characteristics based on your current understanding of the U.S. health care system.

Competencies

This course is designed to provide fundamental knowledge of US health care system.

Tasks	MHA Competencies	MPH competencies
Exams, quizzes, lectures	<p>Assess multiple dimensions of financial performance to measure and improve the financial viability of provider organizations</p> <p>Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public</p>	<p>6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels</p> <p>7. Assess population needs, assets and capacities that affect communities' health</p> <p>8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p> <p>10. Explain basic principles and tools of budget and resource management</p> <p>12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence</p> <p>14. Advocate for political, social or economic policies and programs that will improve health in diverse populations</p>
Case Study: ED demand and Policy	<p>Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment</p> <p>Apply effective and appropriate oral and written communication vehicles</p> <p>Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results</p> <p>Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public</p>	<p>4. Interpret results of data analysis for public health research, policy or practice</p> <p>12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence</p> <p>14. Advocate for political, social or economic policies and programs that will improve health in diverse populations</p> <p>15. Evaluate policies for their impact on public health and health equity</p> <p>16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making</p> <p>18. Select communication strategies for different audiences and sectors</p> <p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p> <p>20. Describe the importance of cultural competence in communicating public health content</p>
Research Proposal	<p>Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment</p>	<p>4. Interpret results of data analysis for public health research, policy or practice</p> <p>7. Assess population needs, assets and capacities that affect communities' health</p>

	Apply effective and appropriate oral and written communication vehicles	<p>8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p> <p>9. Design a population-based policy, program, project or intervention</p> <p>10. Explain basic principles and tools of budget and resource management</p> <p>11. Select methods to evaluate public health programs</p> <p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p> <p>20. Describe the importance of cultural competence in communicating public health content</p>
Compare International Health Care System	<p>Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services</p> <p>Apply effective and appropriate oral and written communication vehicles</p> <p>Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results</p>	<p>5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings</p> <p>6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels</p> <p>18. Select communication strategies for different audiences and sectors</p> <p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p> <p>20. Describe the importance of cultural competence in communicating public health content</p>

Instructional Methods

The course is served through UF e-Learning in Canvas. Readings, lectures, and discussion are the primary learning tools. Your participation in the class is vital to its success. Be prepared and ready to participate in each class

DESCRIPTION OF COURSE CONTENT

Course Schedule

Week	Topic(s)	Text Chapter
1	<p>An Overview of the US Health Care System, Health and the Future of Health Care Services Delivery</p> <ul style="list-style-type: none"> ▪ Video: Empathy-The Human Connection to Patient Care (https://www.youtube.com/watch?v=cDDWvj_q-o8&t=61s) ▪ Heiman& Artiga. 2015. Issue Brief-Beyond the Health Care: The Role of Social Determinants in Promoting Health and Health Equity. <i>KFF</i> ▪ Schroeder. 2007. We can do better-Improving the health of the American People. <i>NEJM</i> ▪ Porter. 2010. What is Value in Health Care? <i>NEJM</i> ▪ Burwell. 2016. Building A System That Works: The Future Of Health Care. <i>Health Affairs</i> 	1, 2, 3, 14
2	<p>Health Services Workforce</p> <ul style="list-style-type: none"> ▪ Sonenberg et al. 2015. Implementing the ACA: The Influence of Nurse Practitioner Regulatory Policies on Workforce, Access to Care, and Primary Care Health Outcomes. <i>Poverty & Public Policy</i> ▪ Carek. 2018. Potentially Alarming Trends in the Scope of Practice for Family Physicians. <i>JABFM</i> ▪ Polsky et al., 2017. Changes in Primary Care Access Between 2012 and 2016 for New Patients With Medicaid and Private Coverage. <i>JAMA Internal Medicine</i> 	4
3	<p>Health Services Costs and Financing</p> <ul style="list-style-type: none"> ▪ Papanicolas et al. 2018. Health Care Spending in the United States and Other High-Income Countries. <i>JAMA</i> ▪ Rothberg et al. 2014. The Cost of Defensive Medicine on 3 Hospital Medicine Services. <i>JAMA Internal Medicine</i> 	6, 12
4	<p>Health Insurance and Managed care</p> <ul style="list-style-type: none"> ▪ Nyman JA. 2004. Is 'moral hazard' inefficient? The policy implications of a new theory. <i>Health Affairs</i>. ▪ KFF. 2017. Key Facts about the Uninsured Population. <i>KFF</i> ▪ Wherry & Miller. 2016. Early Coverage, Access, Utilization, and Health Effects Associated With the Affordable Care Act Medicaid Expansions: a Quasi-experimental Study. <i>Annals of Internal Medicine</i> 	6, 9

Week	Topic(s)	Text Chapter
5	<p>Health Care Access and Quality</p> <ul style="list-style-type: none"> ▪ Andersen. 1995. Revisiting the Behavioral Model and Access to Medical Care: Does it Matter? ▪ Miller S. & Wherry LR. 2017. Health and Access to Care during the First 2 Years of the ACA Medicaid Expansions. <i>NEJM</i> ▪ Gawande A. Jan 24, 2011. The Hot Spotters. <i>The New Yorker</i> ▪ Video: Frontline “Doctor Hotspot”. PBS https://www.youtube.com/watch?v=0DiwTjeF5AU ▪ Video: Minority Health Disparities. Michelle’s story. Johns Hopkins Medicine. https://www.youtube.com/watch?v=vIVZKZNXyBA 	12
6	<p>Mid-term (Available between June 18(Mon) 12am to 23(Sat) 11:59pm)</p>	
7	Summer Break	
8	<p>Comparative International Examples of Healthcare Delivery</p> <ul style="list-style-type: none"> ▪ Somaye Afshari, Elahe Khorasani, Mohammad Hossein Yarmohammadian, Golrokh Atighechian, and Mohsen Ghaffari Darab. Electronic health indicators in the selected countries: Are these indicators the best? <i>J Educ Health Promot.</i> 2013; 2: 31. 	-
9	<p>Health Policy</p> <ul style="list-style-type: none"> ▪ Weeks E. State’s rights and Health Care Reform. <i>Debates on US Health Care</i> 2012:121-131. Sage Reference, Los Angeles CA ▪ Duncan, RP, Hall, AG et al. Medicaid Program Flexibility. <i>Debates on US Health Care</i> 2012:368-383. Sage Reference, Los Angeles CA ▪ Sherry Glied, and Adlan Jackson. The Future of the Affordable Care Act and Insurance Coverage. <i>Am J Public Health.</i> 2017 April; 107(4): 538–540. 	13

Week	Topic(s)	Text Chapter
10	<p>Medical Technology</p> <ul style="list-style-type: none"> ▪ Carbo A, Gupta M, Tamariz L, Palacio A, Levis S, Nemeth Z, Dang S. Mobile Technologies for Managing Heart Failure: A Systematic Review and Meta-analysis. <i>Telemed J E Health</i>. 2018 Apr 2. ▪ Witry M, Comellas A, Simmering J, Polgreen P. The Association Between Technology Use and Health Status in a Chronic Obstructive Pulmonary Disease Cohort: Multi-Method Study. <i>J Med Internet Res</i>. 2018 Apr 2;20(4):e125. ▪ Hoogeveen IJ, Peeks F, de Boer F, Lubout CMA, de Koning TJ, Te Boekhorst S, Zandvoort RJ, Burghard R, van Spronsen FJ, Derks TGJ. A preliminary study of telemedicine for patients with hepatic glycogen storage disease and their healthcare providers: from bedside to home site monitoring. <i>J Inher Metab Dis</i>. 2018 Mar 29. 	5
11	<p>Outpatient and primary care services/ Inpatient facilities and services</p> <ul style="list-style-type: none"> ▪ Buerhaus P, Perloff J, Clarke S, O'Reilly-Jacob M, Zolotusky G, DesRoches CM. Quality of Primary Care Provided to Medicare Beneficiaries by Nurse Practitioners and Physicians. <i>Med Care</i>. 2018 Apr 2. ▪ Pearson H, Fleming T, Chhoun P, Tuot S, Brody C, Yi S. Prevalence of and factors associated with utilization of herbal medicines among outpatients in primary health centers in Cambodia. <i>BMC Complement Altern Med</i>. 2018 Apr 2;18(1):114. ▪ Minami H, Bloom EL, Brinkman HR, Abrantes AM, Young CC, Brown RA. Factors related to cigarette smoking and intent to quit among adolescent inpatients with psychiatric and substance use disorders. <i>Drug Alcohol Depend</i>. 2018 Mar 26;186:215-218. ▪ Attias S, Schiff E, Arnon Z, Ben-Arye E, Keshet Y, Sroka G, Matter I, Boker LK. Development and validation of a tool to evaluate Inpatient Beliefs, Expectations and Attitudes toward Reflexology (IBEAR-16). <i>Complement Ther Med</i>. 2018 Apr;37:69-76. 	7, 8
12	<p>Long-term care/ Health Service for Special Population</p> <ul style="list-style-type: none"> ▪ Paula M. Minihan, Aviva Must, Betsy Anderson, Barbara Popper, and Beth Dworetzky. Children With Special Health Care Needs: Acknowledging the Dilemma of Difference in Policy Responses to Obesity. <i>Prev Chronic Dis</i>. 2011 Sep; 8(5): A95. 	10, 11
13	<p>Final Exam (Available between Aug 5(Sun) 12am to 10(Fri) 11:59pm)</p>	

Course Materials

Materials

Leiyu Shi and Douglas A. Singh, *Delivering Health Care in America* 7th Ed., 2017. (Required)

PowerPoint slides and additional readings used for lectures will be posted on Canvas a week before each class.

ACADEMIC REQUIREMENTS AND GRADING

Exam and Quiz

Exam: This course has two exams: mid-term and final. Exam dates are given on the course schedule. Exams covers the course materials, lectures, assigned readings, textbooks. The exams are not cumulative.

Mid-term: Exam will open between June 18(Mon) 12am to 23(Sat) 11:59pm

Final: Exam will open between Aug 5(Sun) 12am to 10(Fri) 11:59pm

Quiz: There will be 10 quizzes in this course. Quizzes will consist of true/false, multiple choice, or short answer questions probing the content of that week's lecture and/or readings. Students may not discuss any aspect of a quiz with classmates or others until after the quiz due date/time has passed. Potential schedule conflicts preventing a student from completing a quiz by the due date should be reported to the TA as soon as possible before the quiz becomes available on the course website. Any technical issues should be initially reported via email to the TA prior to the quiz end date/time. Make-up quizzes due to technical difficulties will not be considered otherwise. The lowest two quizzes will be dropped.

Assignments

1. **Case Study (Group assignment):** Emergency Department Demand Under the Emergency Medical Treatment and Labor Act (EMTALA)
 - a. The purpose of this case study is to have you think critically about a problem facing the health care delivery system. The problem may not always be readily apparent based on an initial set of facts. As a health care investigator, you will propose a feasible solution to CEOs of CMH or City Hospital based on your research proposal. To formulate a reasonable solution you need to generate a hypothesis (a theory or premise). You will need data to support your hypothesis and to evaluate a potential solution.
 - b. You will need to respond the following questions below.
 - i. **Review the facts of the case**

- As CEO of CMH what do you see as the key problem? What are the reasons for the key problem? You may wish to consider reasons that are not directly described in the case narrative.
- Now...shift your perspective. As CEO of City Hospital, what is the key problem? What are the reasons for the problem? How are the problems and the underlying reasons different once you change your vantage point?
- Finally, consider the role of the Mayor. Does the Mayor have a major problem on his hands? Why or why not? If you think the Mayor has a problem, what are the underlying reasons from his perspective?

ii. Consider solutions

- If you were the CEO of CMH, what would you do? Hint: consider thinking about why people may go to the ED. Are there other sources of revenue that you could generate to help reduce the expected shortfall? What are these other potential sources?
- What kinds of data would you need to figure out a solution? What data would you need to evaluate the solution?
- Now consider City Hospital. You have found a solution to your problem? Is there more you could do or should do?
- What additional kinds of data would you need to assess whether your theory about the problem is correct

c. Format

- i. The case study should be up to 4 pages in length (excluding reference), double spaced, 1-inch margins and 12-point Arial font.
- ii. In-text citations and references should be formatted using AMA style (<https://www.lib.jmu.edu/citation/amaguide.pdf>)
- iii. Require at least 3 references

iv. Deadline: July 5 (Friday) 5pm submit via Canvas

d. Rubric (15pts)

- i. Summary/overview (7pts): respond to questions above and summarize current issue. You should address why current ED policy is associated with this circumstance.
- ii. Solutions (8pts): respond to questions above and proposal feasible and reasonable solutions to CEOs. Should give data sources and illustrate what you assess with this data.

2. Research Proposal (Individual assignment)

- a. The purpose of the proposal is to investigate a current phenomenon or issue in the health care sector with existing health-relevant data. You will address significance of your research question in introduction/backgrounds and illustrate scientific methods to demonstrate your question. A suggested proposal outline corresponds to literatures in peer-reviewed journals.
- b. Format

- i. The paper should be up to 5 pages in length (excluding reference), double spaced, 1-inch margins and 12-point Arial font.
 - ii. In-text citations and references should be formatted using AMA style (<https://www.lib.jmu.edu/citation/amaguide.pdf>)
 - iii. Require at least 7 references from peer reviewed journals
 - iv. **Deadline: August 3 (Friday) 5pm submit via Canvas**
- c. Rubric (15pts)
 - i. Title: indicate the research question and study's design (1pts)
 - ii. Introduction/overview: explain the scientific background and logical rationale for the investigation and should state specific objectives and hypotheses. You can apply any theory if needed. (8pts)
 - iii. Methods (5pts)
 - 1. Study design: present your study design and study setting if needed
 - 2. Study population: describe the eligibility criteria and the sources and methods of selection of study population
 - 3. Variables: clearly define all outcome and relevant variables
 - 4. Data sources: give sources of data and details of data structure (i.e., survey design or strength of the dataset)
 - 5. Statistical methods: describe all statistical methods and explain how to operate your variables (i.e., continuous variable, counting variable, etc)
 - iv. Reference (1pts)
 - 1. Should be formatted using AMA style

3. **Comparative International Examples of Healthcare Delivery (Group Assignment)- Design the Ideal USA Healthcare System**

- a. Overview: Considering the current state of health care in the US, this project requires you to design an ideal US health care system delivery that would address key issues that will improve the US health indicators. This project is based on the knowledge gained throughout the semester on health care in the USA such as system financing, service provision, equity, access, insurance type and management. Each country's healthcare system is unique and is influenced by the local culture as well as per capita income and government spending for healthcare. Some elements in international healthcare can be served as a base approach to bring a transportable solution for the healthcare system issues faced in the US.
- b. With that in mind, you are asked to:
 - i. Identify in the US health care system 2 key problems according to your understanding of that system
 - ii. Propose a solution for each identified problem that will improve US health care indicators.

- iii. Find a proposed solution or best approach to improve US health care indicators from an international health care system using strategies from your choice of developing and developed countries.
 - iv. For each identified problem within the US health care system explain why do you think that is a problem and justify your proposed solution in the context of an international health care system. Take into account the political, social, economic and culture aspect and factors of the international health care system with respect to implementation of your proposed USA health care system.
- c. Paper format
- i. Paper should be 5 page long (not including tables and references), double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. Paper should follow APA professional format writing style of using 12 pt. font (Arial, Times New Roman).
 - ii. **Deadline: July 29 (Friday) 5pm submit via Canvas**
- d. Rubric (15 pts)
- i. Introduction (5pts): In-depth reflection on identifying key issues of US health care and justify reasons for your choices are well demonstrated and supported in the design of the ideal US health care system; that is feasible and applicable to improve the current system.
 - ii. Development (7pts): Proposed solutions for implementation of the design in considering all vital components. Very clear examples with well-organized analysis describing practical steps to improve the US health care with evidence base from the international health care and knowledge gained throughout the semester on health care.
 - iii. Conclusion/Recommendations (3pts): Concise and well organized summary strong evidence of applicability of transportable solution to improve identified US health care issues.

Participation

You are expected to be actively engaged in the course through the semester.

Grading

Final grades will reflect your performance in these areas:

Requirement		Number of Points
Exams	Mid-term	20
	Final	25
	Quiz	10
Assignments	Case Study: ED and EMTALA	15
	Research Proposal	15
	Comparative International Examples of Healthcare Delivery	15
Total points		100

*** Times and dates will be posted on the syllabus and Canvas**

Here are the **approximate** point score to letter grade translations:

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60.99
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

- There will be no rounding up for grade increments, for example a 92.99 is an A-

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Finally, note that the assignment of letter grades will be influenced by the overall performance of the class. In other words, a rising tide lifts all boats.

Late Policy

Only in extreme circumstances will the instructor accept late assignment. If you anticipate turning an assignment in late, please discuss with the instructor or teaching assistant beforehand.

Submitting an assignment is your responsibility to check that the correct assignment has been submitted to Canvas on time. Always review your submission after turning in. If your assignment is late, 10% of assigned grade will be deducted each day.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to arrive for class on time, and be prepared and ready to participate in class discussions. Students are required to silence all cell phones and close all laptop computers during class unless they are to be used to support directed class activities.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> so make sure you include a statement regarding the value and expectation for student participation in course evaluations. We suggest you include a comment regarding how you will use the evaluations (e.g. to make specific improvements to the course and teaching style,

assignments, etc.). It is also important to make some statement regarding the direct influence they have on faculty tenure and promotion, so your input is valuable. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

Crisis intervention is always available 24/7 from the Alachua County Crisis Center: (352) 264-6789 or

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
