Syllabus
H124/S124 Overview of the U.S. Healthcare System (Sections 6199 and 5177)
O'Neill School of Public and Environmental Affairs
Spring 2020

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           Senior Lecturer
           Healthcare Management
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Class: MW 8:00 – 9:15 a.m.
Classroom: SPEA (PV) 167

Office Hours: MW 9:30 a.m. to 11:30 a.m. (and by appointment other times)

Admin Assistant: Charlie Abbott
Phone: (812) 855-4944
Email: clabbott@indiana.edu
Office: SPEA 430

Teaching Assistant: None
Email: None

COURSE OBJECTIVES

This is an introductory course presenting an overview of the U.S. healthcare delivery system. The course will summarize and explain key aspects of the U.S. healthcare delivery system, including the various provider types, funding mechanisms and public policy challenges. This course is required for the degree Bachelor of Science in Healthcare Management and Policy.

By the end of the course, students will be able to:

• Describe the key components of the U.S. healthcare delivery system;
• Describe the U.S. public and private healthcare financing mechanisms, together with their purposes and functions;
• Identify the major types of healthcare professionals and their education and training requirements;
• Summarize the historical, philosophical and political forces that shape current U.S. healthcare policy, in relation to other developed countries;
• Describe special healthcare needs populations, their challenges, and the delivery systems available to them.

Additionally, this course meets Indiana University’s criteria for “Social and Historical Studies” General Education (“GenEd”) course credit. For more information regarding the General Education requirements, refer to http://gened.indiana.edu/. Student learning outcomes for General Education courses that are addressed by this course include:
Knowledge of human cultures, based on an understanding of history, social situations, and social institutions;
- The ability to think critically and creatively;
- Skills of inquiry and analysis;
- Quantitative and or qualitative literacy through theory and methodology;
- Intercultural and/or civic knowledge.

REQUIRED RESOURCES


The textbook is available at the I.U. Bookstore.

Less expensive rental e-textbooks are available from other outlets, including https://www.vitalsource.com/products/sultz-amp-young-39-s-health-care-usa-kristina-m-young-v9781284142099

If you are comfortable studying from an e-textbook, this is an economical way to obtain all the necessary resources.
COURSE REQUIREMENTS AND BASIS FOR FINAL GRADE

Your final course grade is determined as follows:

- **Tests (85%)**

  Six (6) tests will comprise 85% of your final grade (15% each for Tests 1-5; 10% for Test 6). Tests are not cumulative. Contents of the tests will be based on lectures and reading assignments. Format of tests will include multiple choice and true/false questions.

  Tests must be taken during the scheduled time period. **Makeup tests are granted only in exceptional situations and ONLY if arranged in advance.**

  Verification from a physician or other licensed healthcare provider is required for absence during an exam for medical reasons. Documentation of medical absence must include the date of visit and a “return to school” date. You must complete the makeup exam on the “return to school” date.

  Verification of funeral attendance for an immediate family member is required for an excused absence during an exam, in order to be eligible for a makeup exam.

  No cumulative final examination will be given. Please note that **Test #6** is scheduled to take place during the official Final Examination period. This test will take place on **Wednesday, May 6, 2020, from 8:00 a.m. to 10:00 a.m. in our regular classroom.** The University’s final exam schedule is found here: [http://enrollmentbulletin.indiana.edu/pdf/spring-exam-schedule.pdf](http://enrollmentbulletin.indiana.edu/pdf/spring-exam-schedule.pdf)

- **Attendance (15%)**

  Attendance in class is essential for your understanding of the material and to perform satisfactorily on the examinations. Attendance tracking for credit will begin on **Wednesday, January 15, 2020.** Attendance will comprise 15% of your final grade. A total of two absences, for any reason, will be permitted without deducting attendance points. **It is your responsibility to sign the attendance roster each class session.** The instructor does not evaluate if an absence is considered excusable or not. Points are awarded simply based on the percentage of classes attended. Please do not ask me to grant additional excused absences.

  Canvas automatically calculates your attendance grade, including dropping your first two excused absences.

  Contact the Undergraduate Teaching Assistant for any questions you might have regarding your attendance record.
Basis for Final Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percent of Course Grade</th>
<th>Grade</th>
<th>Minimum</th>
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<tbody>
<tr>
<td>Test #1</td>
<td>15%</td>
<td>A+</td>
<td>97.0%</td>
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<tr>
<td>Test #2</td>
<td>15%</td>
<td>A</td>
<td>93.0%</td>
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<tr>
<td>Test #3</td>
<td>15%</td>
<td>A-</td>
<td>90.0%</td>
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<tr>
<td>Test #4</td>
<td>15%</td>
<td>B+</td>
<td>87.0%</td>
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<tr>
<td>Test #5</td>
<td>15%</td>
<td>B</td>
<td>83.0%</td>
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<tr>
<td>Test #6</td>
<td>10%</td>
<td>B-</td>
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<tr>
<td>Attendance</td>
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<td>F</td>
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Note: Your final letter grade is assigned by referring to the above chart. You must achieve the shown minimum score in order to earn that letter grade. This means a final score of 89.99% is assigned a letter grade of B+. I do not “round up” grades. At the end of the semester, please do not request me to “round up” your grade. Such requests will be ignored as it would be unfair to other students to adjust your grade based on request.

LECTURE RECORDINGS

Daily classroom sessions are recorded and provided to you as a key learning resource. I use the Kaltura classroom recording system, which captures the classroom audio, slides and video (certain classrooms) for your later review.

Lecture recordings may be accessed via the "Kaltura Media Gallery" tab on the left hand side of the Canvas page, and are easily accessible. Occasionally, technical issues outside my control occur which make recorded lectures inaccessible; therefore, the live lectures should be considered your primary resource.

HONORS SECTION (S124) STUDENTS

Honors section students meet concurrently with the regular section, and complete the exams as shown on this syllabus during the regular class period. Honors students must meet additional requirements in order to successfully complete the course. I will contact honors enrollees during the first week of class to explain the requirements.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Required Reading(*)</th>
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</thead>
<tbody>
<tr>
<td>Mon, Jan 13</td>
<td>Introduction, Course Overview &amp; Syllabus</td>
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<tr>
<td>Wed, Jan 15</td>
<td>Overview of Health Care</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Mon, Jan 20</td>
<td><strong>MLK Day - No Class</strong></td>
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<tr>
<td>Wed, Jan 22</td>
<td>Overview of Health Care (continued)</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Mon, Jan 27</td>
<td>History of Health Care Developments in USA</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Wed, Jan 29</td>
<td>History of Health Care Developments in USA (continued)</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Mon, Feb 3</td>
<td><strong>Test #1</strong></td>
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<tr>
<td>Wed, Feb 5</td>
<td>Hospitals and Health Systems</td>
<td>Chapter 4(1)</td>
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<tr>
<td>Mon, Feb 10</td>
<td>Hospitals and Health Systems (continued)</td>
<td>Chapter 4(1)</td>
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<tr>
<td>Wed, Feb 12</td>
<td>Hospitals and Health Systems (continued)</td>
<td>Chapter 4(1)</td>
</tr>
<tr>
<td>Mon, Feb 17</td>
<td>Hospitals and Health Systems (continued)</td>
<td>Chapter 4(1)</td>
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<tr>
<td>Wed, Feb 19</td>
<td>Ambulatory Care</td>
<td>Chapter 5</td>
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<tr>
<td>Mon, Feb 24</td>
<td>Ambulatory Care (continued)</td>
<td>Chapter 5</td>
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<tr>
<td>Wed, Feb 26</td>
<td><strong>Test #2</strong></td>
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<tr>
<td>Mon, Mar 2</td>
<td>Physicians and their Roles</td>
<td>Chapter 6(2)</td>
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<tr>
<td>Wed, Mar 4</td>
<td>Physicians and their Roles (continued)</td>
<td>Chapter 6(2)</td>
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<tr>
<td>Mon, Mar 9</td>
<td>The Healthcare Workforce</td>
<td>Chapter 7(3)</td>
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<tr>
<td>Wed, Mar 11</td>
<td>The Healthcare Workforce (continued)</td>
<td>Chapter 7(3)</td>
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<td>Mon, Mar 16</td>
<td><strong>Spring Break - No Classes</strong></td>
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<tr>
<td>Wed, Mar 18</td>
<td><strong>Spring Break - No Classes</strong></td>
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</tr>
<tr>
<td>Mon, Mar 23</td>
<td><strong>Test #3</strong></td>
<td></td>
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<tr>
<td>Wed, Mar 25</td>
<td>Financing of Healthcare</td>
<td>Chapter 8(4)</td>
</tr>
<tr>
<td>Mon, Mar 30</td>
<td>Financing of Healthcare (continued)</td>
<td>Chapter 8(4)</td>
</tr>
<tr>
<td>Wed, Apr 1</td>
<td>Financing of Healthcare (continued)</td>
<td>Chapter 8(4)</td>
</tr>
<tr>
<td>Mon, Apr 6</td>
<td>Financing of Healthcare (continued)</td>
<td>Chapter 8(4)</td>
</tr>
<tr>
<td>Wed, Apr 8</td>
<td><strong>Test #4</strong></td>
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</tr>
<tr>
<td>Mon, Apr 13</td>
<td>Long Term Care</td>
<td>Chapter 9(5)</td>
</tr>
<tr>
<td>Wed, Apr 15</td>
<td>Long Term Care (continued)</td>
<td>Chapter 9(5)</td>
</tr>
<tr>
<td>Mon, Apr 20</td>
<td>Behavioral Health Services</td>
<td>Chapter 10(6)</td>
</tr>
<tr>
<td>Wed, Apr 22</td>
<td>Behavioral Health Services (continued)</td>
<td>Chapter 10(6)</td>
</tr>
<tr>
<td>Mon, Apr 27</td>
<td><strong>Test #5</strong></td>
<td></td>
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<tr>
<td>Wed, Apr 29</td>
<td>Public Health and Health Promotion/Wellness (continued)</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Wed, May 6</td>
<td><strong>Test #6 (8:00 a.m. to 10:00 a.m.), SPEA 167</strong></td>
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</table>

*No cumulative final exam will be given. Please note the special time for Examination #6, which is the University-designated time period for this class’ final exam. Refer to [http://enrollmentbulletin.indiana.edu/pdf/spring-exam-schedule.pdf](http://enrollmentbulletin.indiana.edu/pdf/spring-exam-schedule.pdf)*

(*) Superscripts indicate a supplemental reading resource is available. See the next page for information.
SUPPLEMENTAL RESOURCES

Supplemental readings are provided for students who wish to expand their knowledge in topic areas covered in this course. These readings are optional and encouraged for motivated students majoring in Healthcare Management and Policy at Indiana University. I have copies in my office, available for loan on request, or you may order the materials at the links provided as follows:

(1) Belleview: Three Centuries of Medicine and Mayhem at America’s Most Storied Hospital; Oshinsky, David (2016)
(2) Informed Consent: The U.S. Medical Education System Explained; Brown, B.J., (2011)
(3) Introduction to the Health Professions; Stanfield, P.S. (2012)
(6) Mental Health and Social Policy: Beyond Managed Care; Mechanic, David (2013)

GENERAL EXPECTATIONS

1. Attendance and participation in class are essential. Experience shows that students who do not attend class regularly tend to perform poorly, as exam questions will come from lectures/discussions as well as the textbook. If you have to miss a class, you are strongly advised to obtain lecture notes from other students and review the lecture recordings.

2. Lectures will be recorded and posted to Canvas using the Echo360 system. Many students do not take sufficient notes in class, so I am providing these recordings as a learning tool to enable you to perform better on exams. The best performing students indicate that reviewing the recordings is essential to performing well on the exams.

3. Anyone attending class is expected to conduct him or herself appropriately. Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Code of Students Ethics. You are responsible for being familiar with this code and all other relevant SPEA and University policies.

4. In addition to attending class there is an expectation that you will spend approximately three to four hours a week reading.

5. Silence cell phones and electronic devices while in class. You may use laptops to take notes or follow the PowerPoints in class. Electronic devices, including smart phones and watches, must be put away during exams.

6. If you have a disability which requires accommodation, it is your responsibility to inform the instructor at the beginning of the course. Official supporting documents are required.

7. Along with information given in class, Canvas will be an important source of information for the course, including any class cancellation notices, exam date changes and clarifications concerning course expectations.

8. If you have questions about your grade, you must inquire in person or in writing.
STUDENTS WITH DISABILITIES

Students needing accommodations because of disability will need to register with the Office of Disability Services for Students (DSS) and complete the appropriate forms issued by DSS before accommodations will be given. The DSS office may be accessed as follows:

Office of Disability Services for Students
Herman B. Wells Library, Room W302
http://studentaffairs.iub.edu/dss/
(812) 855-7578

The Office of Disability Services for Students (DSS) assists students with physical, learning, and temporary disabilities achieve their academic goals. We work with students and instructors to facilitate accommodation delivery and to link our students to resources – transportation service, mentoring and internship programs, and housing – essential to success.

ACADEMIC MISCONDUCT

Academic misconduct in any form is a violation of the terms of completion for this course. The IU Code of Student Rights, Responsibilities, and Conduct defines academic misconduct as “any activity that tends to undermine the academic integrity of the institution.” Cheating, fabrication, and plagiarism are a few examples.

University policy states that all incidents involving academic misconduct shall be reported to the Office of Student Ethics. I will report any effort to gain an unfair advantage through cheating or academic dishonesty to the Office of Student Ethics. If you are aware of any incident of academic dishonesty, you are required to report such incidents to the Office of Student Ethics at http://studentaffairs.iub.edu/ethics/academic-misconduct/am-reporting/
H124 Overview of the U.S. Healthcare System
Course Outline

Overview of Healthcare
- Basic healthcare management terms
- U.S. healthcare system complexity and size
- Problems of U.S. healthcare
- Challenges to reform
- Entrepreneurial motive
- U.S. healthcare spending vs. other countries
- Major healthcare stakeholder groups and influencers
- Emerging challenges

Benchmark Developments in U.S. Healthcare
- Shift from personal to insurance payments
- Origins of health insurance
- Emergence of Federal government as payor (Social Security, Medicare, Medicaid)
- Unintended consequences: The cost problem
- Responses to the cost problem: Regulatory, market
- Biomedical advances and implications
- Stakeholder organizations
- Uninsured and access to healthcare services

Hospitals
- Early history and origins in U.S.
- Factors shaping hospital industry 1890-present
- Growth in hospital industry
- Types/categorization of hospitals
- Financial condition
- Teaching mission
- Structure and organization
- Managerial performance metrics
- Patient Rights and Responsibilities; Informed Consent
- Retrospective vs. Prospective payment
- Responses to market pressures 1980-present
- Hospital quality and hazards
- Cost-Quality-Access
H124 Overview of the U.S. Healthcare System
Course Outline (continued)

Medical Education and Physicians
Colonial training/medical education
Medical education reform 1890-1920 (Flexner, Mills reports)
Allopathic vs. osteopathic physicians
Funding for medical education and training
Medical specialties
Residency selection (simulation exercise)
Primary care vs. specialty training and careers
Physician economic behavior and incentives
Medical malpractice
Physician dissatisfaction factors

Healthcare Personnel
Catalog major healthcare professions
Understand roles and responsibilities in the system
Understand healthcare workforce issues
Licensure, certification, registration
Independent vs. dependent practitioners

Financing of Healthcare
Scope and magnitude of U.S. healthcare spending vs. other countries and reasons
How the U.S. healthcare payment system evolved
    Blue Cross, Blue Shield
    Commercial indemnity
How health insurance works (Indemnity, HMO, PPO)
Role of Federal government
    Medicare history and function
    Medicaid
    Changing policies
    BBA 1997
Sources and uses of healthcare funds
Linking costs and quality
Managed care
Self-funded Insurance programs
Waste, fraud and abuse
Effect of new technology of cost, access
Incentive structures of each model
H124 Overview of the U.S. Healthcare System
Course Outline (continued)

Government role and influence in setting incentives through payment policy
Health insurance from the consumer perspective
  Premiums, terms of coverage, deductible and copayments
  How the money flows when you receive medical services
  Consumer Directed Health Plan (CDHP)
Insurance industry
  NCQA
  HEDIS

Long Term Care
  Defined
  Social/economic issues influencing demand
  Abuses and reforms 1970s
  Medicare and Medicaid role in financing
  Movement through the LTC system and the “spend-down”
Identify and define types of long term care providers and payment sources
  Informal long term care settings
  Skilled nursing
  Assisted living
  Home care
  Hospice
  Respite care
  Adult day care

Mental Health Services
  Historical overview of institutional resources
  Historical treatments
  Federal involvement 1960s
  Deinstitutionalization and shift to outpatient flawed
  NAMI
  Wellstone-Domenici Parity Act of 2008
  Federal support: SAMHSA, Veterans Affairs
  Prevalence of mental illness
  Stigmatization
  Diagnosis and treatment: DSM
  Special populations at risk
  Mental health provider types
Managed behavioral health
Barriers/access issues

Public Health
- Distinguish from medical care system; overlaps
- Common public health terms
- England models and influencers from 1600-1850
- Origins of U.S. public health agencies
- U.S. Public Health Service
- Federal public health organization: HHS and its divisions
- Military healthcare and its payors
- State responsibilities
- City and County responsibilities
- Declining influence and funding for public health
- *Healthy People* and public health planning efforts
- Relationship of public health with private medicine
- Public health and challenges related to aging
SPEA Academic Policies

Academic Dishonesty
SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB Code of Student Rights, Responsibilities, and Conduct, which can be accessed at http://www.iu.edu/~code/code/index.shtml so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Plagiarism is using another person’s words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he/she does any of the following:

a. Quotes another person’s actual words, either oral or written;
b. Paraphrases another person’s words, either oral or written;
c. Uses another person’s idea, opinion, or theory; or
d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Civility
Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual’s and community’s goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Communication between Faculty and Students
In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors’ preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUB email to another account can be found at: http://kb.indiana.edu/data/beoi.html?cust=687481.87815.30

Course Withdrawals
Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. Poor performance in a course is not grounds for a late withdrawal.

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.
Withdrawal Deadlines

| Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required) | Week 1 (last day) |
| Withdrawal with automatic grade of W (Advisor signature IS required) | Week 2–Week 7 (regular session)  
Week 2 – Week 3 (summer session) |
| Withdrawal with grade of W or F (Advisor and instructor signatures ARE required) | Week 8 – Week 12 (regular session)  
Week 3 – Week 4 (summer session) |

Incompletes

A grade of incomplete (I) indicates that a 'substantial portion' of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student's work must be of passing quality, and the student must have completed 75% of the course requirements. Poor performance in a course is not grounds for an incomplete. SPEA follows the campus guidelines in awarding incompletes which may be accessed at the Office of the Registrar’s website at:

http://registrar.indiana.edu/stu_grades.shtml

Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted timeframe established by the instructor.

Students Called to Active Duty

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar’s website at:

http://registrar.indiana.edu/stu_infopoli.shtml

Final Exam Schedule

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams may not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate or Graduate programs. The final exam week schedule can be found at the Office of the Registrar’s website at:

http://registrar.indiana.edu/stu_calsche.shtml