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Office: SPEA 233 (unoccupied during Fall 2020 term)



Class: Online (Asynchronous recorded sessions)

Teaching assistant: Filip Kosel, fakosel@iu.edu

Office Hours: To arrange a Zoom appointment, contact me via email or Canvas message. Please indicate a desired date and time for your appointment, as well as a brief statement of the purpose for the appointment.

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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.

COURSE FORMAT

Due to current restriction on face-to-face interactions, this course will be conducted online through recorded lectures. You will need access to a computer with audio, microphone and video camera, web browser and reliable high-speed Internet connectivity.

GENERAL EDUCATION CREDIT

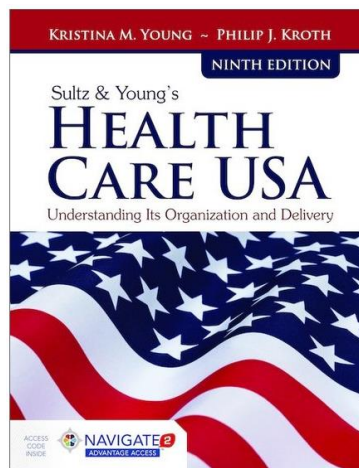
This course meets Indiana University's criteria for "Social and Historical Studies" General Education ("GenEd") course credit. For more information regarding the General Education requirements, refer to <http://gened.indiana.edu/>. Student learning outcomes for General Education courses that are addressed 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

Textbook: Young, KM and Kroth, PJ, *Health Care USA: Understanding Its Organization and Delivery*. United States: Ninth Edition, Jones & Bartlett Learning, 2018, ISBN 9781284208177.

The textbook is available at the I.U. Bookstore, or from the publisher at www.jblearning.com using coupon code **PassSave20** to save 25% and obtain free shipping. Less expensive rental e-textbooks are available from other outlets.



Electronic Device: You will need access to a computer with audio, microphone and video camera, web browser and reliable high-speed Internet connectivity.

COURSE REQUIREMENTS AND BASIS FOR FINAL GRADE

Your final course grade is determined as follows:

- **Tests (100%)**

Six (6) tests will comprise 100% of your final grade. Tests are **not** cumulative. Contents of the tests will be based on lectures and reading assignments. Format of each test will include approximately 40-50 multiple choice and true/false questions.

Tests **must** be taken during the indicated 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.

Respondus LockDown Browser and Monitor

This course requires the use of *Respondus LockDown Browser* and *Respondus Monitor*, together with a webcam for taking online exams. Your webcam can be the type that is built into your computer or one that plugs in with a USB cable.

LockDown Browser ensures your device does not browse other websites during a test in this course. *Monitor* is an artificial intelligence (AI) application that uses your webcam to record you as you take the test. It detects and reports “flagged events” and other metrics to identify any events of concern to academic integrity.

Here is a video to get a basic understanding of LockDown Browser and the webcam feature:

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions

Download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=658544439>

Once Installed:

Start LockDown Browser > Log into to Canvas >Navigate to the quiz

Note: You will not be able to access a quiz that requires LockDown Browser with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

Guidelines

When taking an online quiz, follow these guidelines:

- Ensure you are in a location where you will not be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
 - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
 - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- Contact [University Information Technology Services](#).
- Respondus has a Knowledge Base available from support.respondus.com. Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as the product. If your problem is with a webcam, select "Respondus Monitor" as your product
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

Basis for Final Grade

Component	Percent of Course Grade	Grade	Minimum
Test #1	15%	A+	97.0%
Test #2	20%	A	93.0%
Test #3	20%	A-	90.0%
Test #4	20%	B+	87.0%
Test #5	15%	B	83.0%
Test #6	10%	B-	80.0%
		C+	77.0%
		C	73.0%
		C-	70.0%
		D+	67.0%
		D	63.0%
		D-	60.0%
		F	<60.0%
Total	100%		

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.

LECTURES

Daily lectures are recorded using the Kaltura system and posted to your Canvas site. Kaltura lecture recordings may be accessed via links on the front Canvas page, or through the “Kaltura Media Gallery” tab on the left-hand side of your Canvas page.

Lectures follow the chapters of the textbook. As a former healthcare executive, I introduce additional subject matter that is more practical in nature, and useful if you find yourself pursuing a career in healthcare management.

It is my experience after teaching this course for almost a decade that students do not take complete notes on the lecture material. If you miss the finer details covered in lecture, you will surely surrender points on your weekly tests.

**H124 Overview of the U.S. Healthcare System (Sec 6694)
Fall 2020 - Schedule of Topics**

<i>Dates</i>	<i>Topic</i>	<i>Required Reading^(*)</i>
Tues, Aug 25	Introduction, Course Overview & Syllabus	-
Thurs, Aug 27	Overview of Health Care	Chapter 1
Tues, Sep 1	Overview of Health Care (continued)	Chapter 1
Thurs, Sep 3	History of Health Care Developments in USA	Chapter 2
Tues, Sep 8	History of Health Care Developments in USA (continued)	Chapter 2
Thurs, Sep 10	Test #1	-
Tues, Sep 15	Hospitals and Health Systems	Chapter 4 ⁽¹⁾
Thurs, Sep 17	Hospitals and Health Systems (continued)	Chapter 4 ⁽¹⁾
Tues, Sep 22	Hospitals and Health Systems (continued)	Chapter 4 ⁽¹⁾
Thurs, Sep 24	Ambulatory Care	Chapter 5
Tues, Sep 29	Ambulatory Care (continued)	Chapter 5
Thurs, Oct 1	Test #2	-
Tues, Oct 6	Physicians and their Roles	Chapter 6 ⁽²⁾
Thurs, Oct 8	Physicians and their Roles (continued)	Chapter 6 ⁽²⁾
Tues, Oct 13	Physicians and their Roles (continued)	Chapter 6 ⁽²⁾
Thurs, Oct 15	The Healthcare Workforce	Chapter 7 ⁽³⁾
Tues, Oct 20	The Healthcare Workforce (continued)	Chapter 7 ⁽³⁾
Thurs, Oct 22	Test #3	-
Tues, Oct 27	Financing of Healthcare	Chapter 8 ⁽⁴⁾
Thurs, Oct 29	Financing of Healthcare (continued)	Chapter 8 ⁽⁴⁾
Tues, Nov 3	Financing of Healthcare (continued)	Chapter 8 ⁽⁴⁾
Thurs, Nov 5	Financing of Healthcare (continued)	Chapter 8 ⁽⁴⁾
Tues, Nov 10	Test #4	-
Thurs, Nov 12	Long Term Care	Chapter 9 ⁽⁵⁾
Tues, Nov 17	Long Term Care (continued)	Chapter 9 ⁽⁵⁾
Thurs, Nov 19	Behavioral Health Services	Chapter 10 ⁽⁶⁾
Tues, Nov 23	Thanksgiving Break – No Class	
Thurs, Nov 25	Thanksgiving Break – No Class	
Tues, Dec 1	Behavioral Health Services (continued)	Chapter 10 ⁽⁶⁾
Thurs, Dec 3	Test #5	-
Tues, Dec 8	Public Health and Health Promotion/Wellness	Chapter 11
Thurs, Dec 10	Public Health and Health Promotion/Wellness (continued)	
Thurs, Dec 17 12:30–2:30p.m.	Test #6 (No cumulative final exam will be given)	-

(*) 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.

- (1) [Bellevue: 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.L. \(2011\)](#)
- (3) [Introduction to the Health Professions; Stanfield, P.S. \(2012\)](#)
- (4) [Ensuring America's Health: The Public Creation of the Corporate Healthcare System; Ford Chapin, C. \(2015\)](#)
- (5) [The Upside of Aging: How Long Life is Changing the World of Health, Work, Innovation, Policy and Purpose; Irving, Paul H. \(2014\)](#)
- (6) [Mental Health and Social Policy: Beyond Managed Care; Mechanic, David \(2013\)](#)

GENERAL EXPECTATIONS

1. Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the [Code of Student Conduct](#). You are responsible for being familiar with this code and all other relevant University policies.
2. Along with information given in class, Canvas will be an important source of information for the course, including any schedule changes, exam date changes and clarifications concerning course expectations.
3. If you have questions about your grade, you must inquire via email or Canvas message.

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
- 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)

- Medicare and its various parts
- Medicaid as 50 different programs
- 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

H124 Overview of the U.S. Healthcare System

Course Outline (continued)

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 (Canvas, email, 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/beoj.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 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