



Sam Houston State University
Health Care Policy Course Syllabus

Course Specifics:	HLTH 4365, Section 1, Fall 2017 College of Health Sciences, Department of Population Health
Course Prerequisites:	Junior Standing
Credit Hours:	3
Time & Location:	ONLINE
Professor Details:	Christine Cardinal, MPH, JD, (936) 294-2735, cardinal@shsu.edu Office Hours: Monday: By appointment, Woodlands Center Tuesday: 9:15 am – 10:45 am, CHSS 432G Wednesday: 9:15 am - 1:45 pm, CHSS 432G Thursday: 9:15 am -10:45 am, CHSS 432 G Friday: By appointment, Woodlands Center

COURSE DESCRIPTION

HLTH 4365 Health Care Policy.

This course prepares students in the essential health policy and law, and the policies and legal issues impacting health care and public health systems. Also included are the methods used to formulate health policies and laws. What is "population health" and why does it matter? How does the U.S. health care system compare to health systems in other countries? Why are U.S. health care costs so high? How is the U.S. health system financed? What are the basic principles of health insurance? Who are the uninsured? What is the state of U.S. health care reform? It is critical that public health professionals be able to answer these questions and understand the components of the U.S. health care system. This course will answer these questions through an introduction to the delivery, quality, and costs of health care for individuals and populations in the U.S. Introduction to Health Management and Policy will prepare you for future study and work in the public health field and provide foundational knowledge of the structure, processes and outcomes related to U.S. health services.

COURSE OVERVIEW

This class will explore the fundamentals of health policy and the U.S. health-care system. Health care is a complex interaction of health services, distinctive economic forces and sophisticated technology. It is subject to a high degree of government regulation, which is reflected in this course. Health policy is also controversial, with few clear-cut answers. Politicians find health care lends itself to demagoguery because it is so personal to constituents' lives. The course will reflect that as well. Weekly course materials and activities include:

REQUIRED TEXTBOOK

Health care in 2020: Where uncertain reform, bad habits, too few doctors, and skyrocketing costs are taking us, Steve Jacob, Dorsam Publishing, 2012, ISBN-978-0-9839950-0-5. The book is available on Amazon.com – The book is not available from the University Bookstore.
https://www.amazon.com/Health-Care-2020-Uncertain-Skyrocketing/dp/0983995001/ref=sr_1_1?ie=UTF8&qid=1484690311&sr=8-1&keywords=health+care+2020

REQUIRED MATERIALS

The following video materials are intermittently offered for free online and in local city libraries. If you cannot locate them in this manner, you are required to purchase them to view them.

Please note: There will be questions on all of these films in the final exam. You can watch them at any point in the semester before they are listed in the syllabus. You will have pertinent discussion board assignments after they are listed on the syllabus.

Palfreman, J. & Reid, T. (Writers), & Palfreman, J. (Director) (2008). *Sick Around the World*, [Season 26, Episode 8]. Palfreman, J. (Executive Producer), *Frontline*. Boston, MA: ProPublica/NPR.
<http://www.pbs.org/wgbh/frontline/film/sickaroundtheworld/>

Nicks, P. (2013). *The Waiting Room*. United States: Docurama. Purchase https://www.amazon.com/Waiting-Room-DemiaBruce/dp/B00FGR5WAA/ref=tmm_aiv_title_1?encoding=UTF8&qid=1483986562&sr=1-2

Soechtig, S. (2014). *Fed Up*. United States: Atlas Films. NETFLIX

Byker, C. & Bergman, L. (Writers), & Stauffer, Z. (Director) (2011). *Post Mortem*, [Season 29, Episode 4]. In Bergman, L. (Executive Producer), *Frontline*. Boston, MA: ProPublica/NPR. Stream <http://www.pbs.org/wgbh/pages/frontline/post-mortem/> OR

BOOK CLUB SELECTION OPTIONS

Please choose one of the following books to read throughout the course of the semester. Please note, if it comes to light, that you have read your selection for the book club prior to this class, this will result in academic discipline & a failing course grade.

Mountains Beyond Mountains –by Tracy Kidder –Watching the documentary is insufficient!!
<https://www.amazon.com/Mountains-Beyond-Tracy-Kidder/dp/0812973011>

Better: A Surgeon's Notes on Performance by Atul Gawande
https://www.amazon.com/Better-Surgeons-Performance-Atul-Gawande/dp/0312427654/ref=sr_1_1?s=books&ie=UTF8&qid=1502131921&sr=1-1&keywords=gawande+better

Brain on Fire: My Month of Madness -by Susannah Cahalan –Watching the movie is insufficient!!
https://www.amazon.com/Brain-Fire-My-Month-Madness-ebook/dp/B007EDOKZW/ref=sr_1_25?s=digital-text&ie=UTF8&qid=1502133052&sr=1-25&keywords=medical&refinements=p_72%3A1248987011

Being Mortal: Medicine and What Matters in the End Hardcover –by Atul Gawande
https://www.amazon.com/Being-Mortal-Medicine-What-Matters/dp/0805095152/ref=sr_1_1?s=books&ie=UTF8&qid=1471738777&sr=1-1&keywords=being+mortal

The Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus -Richard Preston
https://www.amazon.com/Hot-Zone-Terrifying-Story-Origins/dp/0385479565/ref=sr_1_1?s=books&ie=UTF8&qid=1502132482&sr=1-1&keywords=hot+zone

All of the books are available on audible.com & are under eleven hours in run time. I do not care if you choose to listen, read, or do a little of both as long as you complete the full book.

Optional Extra Credit -This is the only extra credit option for this course & it is available to all.

Read *When Breath Becomes Air* by Paul Kalinithi.-Audible run time is five and half hours.

https://www.amazon.com/s/?ie=UTF8&keywords=when+breath+becomes+air&tag=googhydr-20&index=aps&hvadid=177134488282&hvpos=1t2&hvnetw=s&hvrnd=5154180868367152209&hvpon e=&hvptwo=&hvqmt=e&hvdev=c&hvdvcm dl=&hvlocint=&hvlocphy=9027721&hvtargid=kwd-131214311094&ref=pd_sl_7fpgn006eg_e

Then, relate the book to the health policies we have reviewed in this course. Focus on patient treatment, IRB regulations, and system communication. This assignment may be completed as a short paper. It should be two to three pages, Times New Roman, double spaced, 12pt font. Completion of this assignment with less than 3 grammatical, spelling or punctuation errors and the inclusion of evidence that you have in fact read/listened to the book will result in the addition of ten points to your lowest assignment grade. The ten points will be added after the grading of your last assignment. The extra credit needs to be submitted before 11/16/17. -I will add the points in the place most advantageous to your overall grade.

COURSE TECHNOLOGY REQUIRED AND TECHNICAL SKILLS EXPECTED

The following technology is recommended to be successful in this course: Internet connection – high speed recommended (not dial-up) and Microsoft Word and PowerPoint. Students should be able to use the Blackboard website for the course to perform the class activities that include: taking Final Exam, posting messages to discussion boards, uploading and submitting assignments, and using group folders for activities

COURSE DELIVERY, REQUIREMENTS & ASSIGNMENTS

Each week you will be responsible for checking blackboard, participation, and completing the assigned readings as well as assignments. This is YOUR responsibility.

BOOK CLUB PAPER 11/06 11:59pm

This paper should be between four and six pages, double spaced, 12 pt font, Arial or Times New Roman, 1" Margins. Your heading should be on the page before your paper begins. Please do not reiterate the book. I have read them all multiple times. The purpose of this paper is to apply health policy analysis to your book in a unique and exciting way. You may cite the slides, Jacob, and scientific journal articles. While this paper may be relatively short, considerable analysis and consideration needs to be evident in the content. Please include an APA reference list and APA styled in-text citations. <https://owl.english.purdue.edu/owl/resource/560/01/> Every student that downloads saves and then uploads the purdue owl citation guidelines to blackboard will receive 1 extra point added to their final paper grade. For every four grammatical/punctuation/spelling errors, you will lose a letter grade. It is highly recommended that you visit the writing center!!! You will receive another extra credit point if you email me verification that you visited the writing center before submitting your paper for this class.

EXAMINATION

The final is cumulative. It is a multiple choice & essay exam based primarily on the course materials, quizzes, films and power point presentations. The main objective will be to ensure you can demonstrate an understanding of the major theories and concepts associated with health policy and administration. The final exam will be open book and note, but it will be timed; so relying on these items is discouraged. **The professor must be notified as soon as possible of any conflicts with the presentation or final exam dates. Exam make-ups will be scheduled in advance of the exam date, in the event of a conflict.**

COMMUNICATION AND FEEDBACK

If you have questions about anything in the course that is unclear, you can post them to the Q&A discussion board on Blackboard or email the professor cardinal@shsu.edu

ACADEMIC PERFORMANCE EXPECTATIONS

- Students are required to actively participate in classroom and online discussions as well as group and other assigned activities.
- Students are expected to complete all assignments by their assigned due date. Partial or no credit will be given for work completed after the due date at the discretion of the instructor.
- Students will be held accountable for all material assigned/covered in the course in the comprehensive final exam.
- Active Participation & Respectful Citizenship is expected.

PROFESSIONAL BEHAVIOR EXPECTATIONS – NETIQUETTE GUIDELINES¹

Certain behaviors are expected when you communicate with both your peers and instructors.

The following netiquette guidelines are required for this course:

- Treat instructor & peers with respect, even in e-mail or in any other online communication.
- Always use your professors' proper title: Dr. or Prof.
- All communication should have correct spelling. Utilize spell check.
- Avoid slang terms and texting abbreviations (such as "u" instead of "you")
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Use standard fonts and avoid using caps lock feature as it can be interpreted as yelling
- Limit the use of emoticons like ☺
- Be careful with personal information
- Do not begin emails with Hey, Hiya, Wassup or any vernacular greeting.
- Please sign your message with your name and return e-mail address especially if sent from BB.

Please review University Policies on Academic Honesty and Plagiarism.

*****DO NOT CHEAT or PLAGIARIZE!*****

IF A STUDENT IS DISCOVERED TO HAVE CHEATED/PLAGIARIZED, THE STUDENT WILL RECEIVE A GRADE OF ZERO FOR THE ASSIGNMENT AND WILL FAIL. CHEATING/PLAGIARISM OF ANY KIND WILL NOT BE TOLERATED AND WILL RESULT IN SEVERE DISCIPLINARY ACTION IN MY CLASS.

Talking to the former online class or on campus about their tests/quizzes to gain insight before your assessment is cheating!!

Looking at a student from a former semester's old quizzes or papers is also cheating!!

*****DO NOT CHEAT or PLAGIARIZE!*****

ATTENDANCE

Whether in the face-to-face or online portion, all students are expected to participate in class. The professor must be notified prior to exam time if an exam must be missed (due to illness, etc.). The absence must be considered excused by the university and written documentation provided. NOTE: It is strongly suggested that you do not wait until the module deadline to attempt exams, submit assignments, etc. Illness, computer issues, etc. will not be acceptable reasons for missing or late work.

DISABILITY/ADAAA

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her disability, be excluded from the participation

in, be denied the benefits of, or be subjected to discrimination under any academic program or activity. Students seeking academic accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 should register with Sam Houston State University Services for Students with Disabilities (SSD). In order for students with disabilities to be eligible for academic accommodations and adjustments, they need to provide documentation that shows evidence of a “substantially limiting” disability as defined by federal legislation noted above. Service and documentation guidelines are available in the SSD office. Students needing interpreter services should notify SSD at least two months in advance of the semester. Adaptive technology is located in the SSD, the Newton Gresham Library (NGL), and computer labs around campus. SSD and NGL have CCTVs, screen readers, and scanners. Each computer lab has a large monitor and Zoom Text – level 2. If you feel that you have been discriminated against, you may file a grievance. Prior to filing a formal grievance, students are encouraged to resolve the issue directly with the individual involved. Procedures for filing academic grievances are provided in this document. If you are not satisfied, you may appeal to the ADA Compliance and Oversight Committee. Students with disabilities may request admissions or registration assistance by calling the Undergraduate Admissions Office (936) 294-1828 or Registrar’s Office (936) 294-1040. Services for Students with Disabilities is located in the Counseling Center (936) 294-1720. Hours of operation are Monday through Friday, 8 a.m. to 5 p.m

ASSESSMENT AND GRADING POLICY

Course grades will be based on the course director’s/instructor’s evaluation of each student’s or group’s performance on the required components of the course according to the following scale:

Discussion Board/Quizzes	40 percent	Review Syllabus for Dates	A = 90-100%
Final exam	20 percent	<u>11/28/17-11/30/17</u>	
Book Club Paper	20 percent	<u>Now - 11/06/17 by 11:59pm</u>	B = 80-89%
Reflection Paper	10 percent	<u>After 11/28/17 Before 12/04/17 by 11:59pm</u>	C = 70-79%
Participation/Citizenship	10 percent	<u>Every Week!!</u>	
Extra Credit		<u>11/16/17 by 11:59pm</u>	D = 60-79%

Please note, all assignments may be turned in early. Please note midnight is the beginning of a new day. If it is due on November second, 11:59 pm is the latest you can turn it in. [You would be surprised how many of your peers wish to argue this point.] F = <60%

COURSE SCHEDULE

Week One: August 23 Welcome

Learning Outcomes	Gain understanding of the syllabus & schedule for the upcoming semester. Decide on your book club book.	Assessments: Discussion Board. Please introduce yourself and list your book club selection by Sunday 8/27.
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Week Two: 8/28 Global Health Policy

Learning Outcomes	<ul style="list-style-type: none"> Review the PowerPoint Slides Read the Health Affairs Article Know the 3 core functions of public health. Know the 4 health determinants and give an example of each. Discuss global special populations/refugees 	Assessments: <ul style="list-style-type: none"> Discussion Board Due by 09/03
Assigned Readings	Watch <i>Sick Around the World</i> Health Affairs article: Hussey, Anderson, Osborn, et al. "How Does The Quality Of Care Compare In Five Countries?" Please skim Jacob's Chapter 15 & begin reading your book club book (BCB).	

Week Three: 09/04 Insurance: Past & Present

Learning Outcomes	<ul style="list-style-type: none"> Know the political history of public insurance Know the concept on which insurance is based Know terms underinsurance, cost-sharing, & VBID 	Assessments: Discussion Board due by 9/10
Assigned Readings	Jacob Chapters 19 & BCB What is your take on the <i>solutions galore</i> section? Pages (270-272)	

Week Four: 09/11 Managed Care & Employer-Sponsored Health Insurance

Learning Outcomes	<ul style="list-style-type: none"> Understand the role of employer-sponsored insurance (ESI) Explain why employers are investing in workplace wellness programs Describe advantages and Drawbacks to ESI 	1 Quiz: Cumulative over Weeks 1-4 Please take between 09/15 - 09/17.
Assigned Readings	<ul style="list-style-type: none"> Jacob Chapter 18 pages 245-247 Will post PPACA look similar to pre-PPACA? Discuss the Potential for Employment Discrimination and Health Status http://www.npr.org/2013/08/07/209585018/paying-till-it-hurts-why-american-health-care-is-so-pricey 	

Week Five: 09/18 Public healthcare: Medicaid & Medicare & PPACA

Learning Outcomes	Describe what groups and are eligible to receive Medicaid and Medicare, respectively. Understand the difference between "categorical eligibility", "means-tested eligibility", and "entitlement". Know the difference between the 4 parts of Medicare. Discuss how public insurance is funded and how the economy affects funding.	2 Quiz Medicaid Medicare Please take between 09/22 - 09/24.
Assigned Readings	Jacob Chapter 16 (219-224) Health Care Bankruptcy Article http://content.healthaffairs.org/content/25/2/w74	

Week Six: 09/25 Special Populations

Learning Outcomes	<ul style="list-style-type: none"> Describe the reasons why the elderly are especially vulnerable to health care costs despite having Medicare Describe special challenges facing the homeless in obtaining health care coverage. Demonstrate how health reform has affected women in the US 	Assessments: Waiting Room Quiz 09/29-10/01
Assigned Readings	<p>Watch <i>The Waiting Room</i></p> <p>Please skim Kaiser Family Foundation: Women's Health Insurance Coverage http://kff.org/womens-health-policy/fact-sheet/womens-health-insurance-coverage-fact-sheet/</p> <p>Jacob Chapter 23 (333-335) & Title VII</p>	

Week Seven: 10/02 Geographic Variation

Learning Outcomes	<ul style="list-style-type: none"> -Explain geographic variation and how it relates to health care delivery -Discuss the influence of supplier-induced demand in health care utilization and whether its effect on health is more likely to be positive or negative -Link the understanding of geographic variation to promotion of evidence-based practices -Give examples of the three kinds of waste in health care spending -Describe pros & cons of health policy "made" by the Courts. -Define precedence and stare decisis. 	Assessments: Discussion Board Due by 10/08
Assigned Readings	<ul style="list-style-type: none"> • Maximum Medicine, Lubbock Heart Hospital http://www.tldp.com/issue/174/In%20Lubbock%20Texas.html • Gawande, The Cost Conundrum http://www.newyorker.com/magazine/2009/06/01/the-cost-conundrum 	

Week Eight: 10/09 IRB and Improving Health Care Quality

Learning Outcomes	<ul style="list-style-type: none"> --List the three factors driving the patient safety and quality of care movement -Discuss the role of data & algorithms in improving quality of care -Explain and apply the IOM's Six Essential Aims to health care settings -Apply Donabedian's model to real-life health care organizations -Discuss Patient & Family Centered Care Movement -Describe Doctor vs. Patient-Centered Care 	Assessments: QUIZ 10/13-10/15
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Assigned Readings	<ul style="list-style-type: none"> • Laine, C. & Davidoff, F. (1996). Patient-Centered Medicine: A Professional Evolution. JAMA, 275(2):152-156. doi:10.1001/jama.1996.03530260066035. (available through the library) http://jama.jamanetwork.com/article.aspx?articleid=394007 • Maximum Medicine, Lubbock Heart Hospital http://www.tldp.com/issue/174/In%20Lubbock%20Texas.html • Jacob Chapter 13
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Week Nine: 10/16 CH-CH-CHANGES: Motivational Interviewing & Chronic Illness

Learning Outcomes	<ul style="list-style-type: none"> • Motivational Interviewing & Chronic Illness • Know the importance of preventative services without cost sharing • Understand why/how people change 	Assessments: Discussion board 10/22
Assigned Readings	<ul style="list-style-type: none"> • Watch <i>Fed Up</i> • Jacob Chapter 14 	

Week Ten: 10/23 Leadership & Bias

Learning Outcomes	<ul style="list-style-type: none"> • Define Different Types of Leadership Styles • Define Bias and health disparities. • 	Assessments: Participate in Project Implicit Discussion Board 10/29
Assigned Readings	<ul style="list-style-type: none"> • Zaleznik, "Managers and Leaders: Are They Different?" • Schwartz, R. W. & Tumblin, T. F. (2002). The power of servant leadership to transform health care organizations for the 21st-century economy, Arch Surg. 137(12):1419-1427. doi:10.1001/archsurg.137.12.1419. http://archsurg.jamanetwork.com/article.aspx?articleid=213222 <p>Review previous PowerPoints, Notes, & Assigned Readings</p>	

Week Eleven: 10/30 Happy Halloween: Murder & Genetics

Learning Outcomes	<ul style="list-style-type: none"> • Murder/GINA/Future Health Care/ Ethics • Discuss if the murder gene is a valid defense • Discuss genetic discrimination • How are coroners chosen? Do you think the coroners in the film are competent? How does this affect health care organizations? 	Assessments: Discussion Board Due 11/5 11:59 pm
Assigned Readings	<ul style="list-style-type: none"> • Watch <i>Post Mordem</i> • Listen to NPR selections listed in the powerpoint 	

Week Twelve: 11/6 Book Paper Due; Week Thirteen: 11/13 Author-Based Discussion

Learning Outcomes	<p>Please submit your book club paper according to the due date in the syllabus.</p> <p>Discuss with your peers that also selected your book their perspectives on it.</p>	Assessments: Book Club Paper Due by 11/06 11:59 pm Book Club Discussion Board Due by 11/19 at 11:59 pm [just post under your author]
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Assigned Readings	Please read your peers Discussion Board Posts and Correspond according to the guidelines on Blackboard.
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Week Fourteen: 11/20 No Classes this week –Review for Final- No Discussion Board.

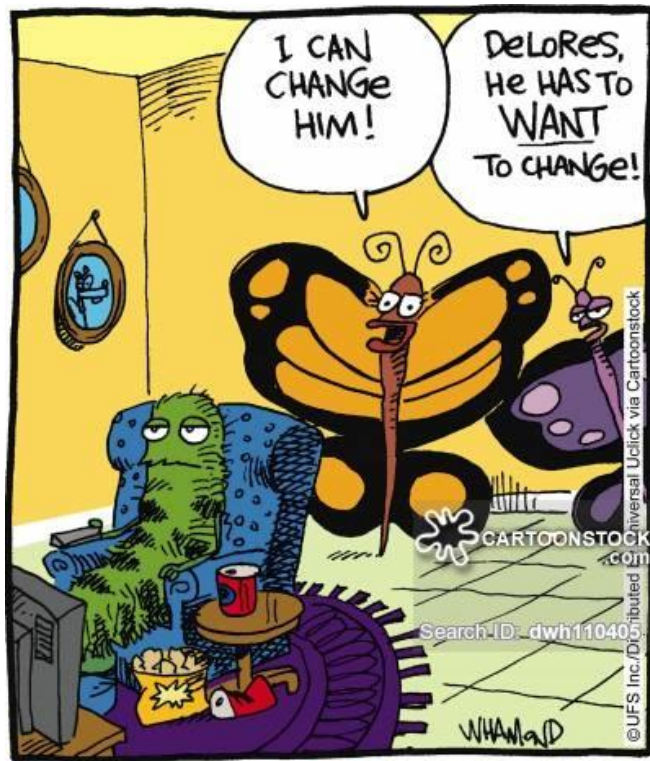
Week Fifteen: 11/28 – 11/30 Window for Final Exam

Learning Outcomes	Final Exam Preparation & Exam Make sure you have viewed all the films and read all the articles. Make sure you have reviewed all the slides. Start Early & Good Luck!!	Assessments: Final Exam 11/28-11/30
Assigned Readings	Review previous PowerPoints, Notes, Guest Lecturers & Assigned Readings	
Participation Required	Final Exam due by 11:59 pm 11/30 –This is a firm deadline. Computer glitches are not viable excuses. Start early!!!	

Week Sixteen: 12/04

Learning Outcomes	Reflections on the Semester & Final Paper	Assessments: Final Reflection Paper Due 12/04
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The course syllabus is a guide for this class, but it is subject to change.
Students will be informed of any change in content or exam/assignment dates.
Study hard & good luck!



When you feel like quitting, think about why you started. –Motivation Interviewing 101

The secret of getting ahead is getting started. -Mark Twain

Optimism is the one quality more associated with success & happiness than any other. -Brian Tracy

"When eating an elephant take one bite at a time. –Creighton Abrams

"I know it's motivational, but is anyone else creeped out that we're discussing eating elephant meat like it's an important goal? Start studying early!" –Professor Cardinal

"The best scientists and explorers have the attributes of kids! They ask question and have a sense of wonder. They have curiosity. 'Who, what, where, why, when, and how!' They never stop asking questions, and I never stop asking questions, just like a five year old." -Sylvia Earle