



NORTHWESTERN
UNIVERSITY

SCHOOL OF
CONTINUING
STUDIES

MED_INF 401-DL: American Health Care Systems Syllabus

Winter 2014

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Andy - Mondays, 7pm – 8pm central (and as needed)

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Course Description

The course provides knowledge of the key components of health care in the United States—the policy, economic, and societal forces that shape health care delivery. The course serves as an introduction to elements of the American health care system, including the provider components, the financing of health care, the basic structure of public policy making and public health systems, a comparative analysis of the American system to health care systems of other countries, and the legal and regulatory framework within the American health care system functions. In addition to the structural components of the system, the course reviews current issues within the American health care system, including public health, preparedness, quality of health care, health reform, payment mechanisms, and consumerism.

Text

Kovner, A. R., & Knickman, J. R. (2011). *Jonas and Kovner's health care delivery in the United States* (10th ed.). New York, NY: Springer. [ISBN-13: 978-082610687-2]. You may order this text from the Northwestern University bookstore (<http://abbotthall.bncollege.com/>), or you may order it from the vendor of your choice.

Software

Students are expected to have access to the basic course software used by the Northwestern University School of Continuing Studies. This includes Blackboard and Adobe Connect. In addition, each student should have a headset and should check the functioning of the headset prior to any synchronous session. Alternatively, students may choose to access the synchronous sessions using a 'traditional' telephone device, e.g., landline, mobile phone, or VOIP.

Prerequisites

None.

Learning Goals

The goals of this course are to:

- Articulate key facts and issues of the American health care system.
- Examine the perspectives and roles of each of the entities within the American health care system and how they view their roles within the system.

- Assess the core health care financing and quality improvement mechanisms used in the United States.
- Discuss the drivers of change in the American health care system.
- Analyze the promises and complexities of achieving American health care system change.
- Develop a framework for analyzing major health care issues and proposing solutions to those issues.
- Assess the role of information technology in improving systems of care.

Grading Scale by Percent

A	= 93% or above
A-	= 90% - 92%
B+	= 88% - 89%
B	= 83% - 87%
B-	= 80% - 82%
C+	= 78% - 79%
C	= 73% - 77%
C-	= 70% - 72%
F	= 0 - 349

Evaluation

The student's final grade will be determined as follows:

- Class Participation/ Discussion Board: 15%
- 3 Quizzes: 10%
- Obesity Case Study and Analysis: 10%
- Patient Protection and Affordable Care Act: 10%
- Iron Triangle of Healthcare: 10%
- "Never Events" and Medical Apologies Case Study: 10%
- "Final" Exam: 15%
- Term Project: 20%

Participation Assessment Guidelines for Discussion Board

Students are expected to participate on the Discussion Board at least several times each week. This in the class discussion forum, and so is meant to be the learning space in which there is active interchange of research and insight. Participation should take place from the beginning of, and during, the week.

- **Outstanding Contributor:**
Contributions in class reflect exceptional preparation. Ideas offered are substantive, provide major insights, and help direct discussions. The student is eager to volunteer, interacts and negotiates with other students, always goes beyond what is expected, and is always well-prepared.
- **Good Contributor:**
Contributions reflect thorough preparation. Ideas offered are usually substantive; provide good insights, and sometimes direction for the class.
- **Adequate Contributor:** Contributions on the discussion board satisfactory preparation.
- **Non-Participant:** Contributes minimally to the discussion board. There is little effort to participate; the responses are generally incorrect or reflect little preparation or willingness to participate in online discussions.
- **Unsatisfactory Contributor:**
Contributions reflect inadequate preparation, erratic oral and written performance.

Discussion Board Etiquette

The purpose of the discussion boards is to allow students to freely exchange ideas. It is imperative to remain respectful of all viewpoints and positions and, when necessary, agree to respectfully disagree. While active and frequent participation is encouraged, cluttering a discussion board with inappropriate, irrelevant, or insignificant material will not earn additional points and may result in receiving less than full credit. Frequency is not unimportant, but content of the message is paramount. Please remember to cite all sources—when relevant—in order to avoid plagiarism.

Discussion Board Evaluation

You will receive three (3) sets of discussion board points for this course, covering session 1 – session 3, session 4 – session 6, and session 7 – session 10. Each distinct set of points accounts for 5% of your overall grade in the course, and we will evaluate your postings based on the frequency as well as the quality and substance of your post. Naturally, how often and how much you post will not be as important as the types of posts you are able to provide. Throughout the quarter, we'll provide hints and tips for how to best succeed on the board, but generally speaking, you should strive to: a) answer the prompt(s) from an objective manner, b) respond to your peers in a courteous manner either by providing your own literature-backed points of view as rebuttals, or expanding on something that caught your eye, and c) provide an abstract of an article that you have written that expands on the ideas presented by the prompt(s) or one of your peers' postings.

Proctored Assessment

None.

Attendance

This course will not meet at a particular time each week. All course goals, session learning objectives, and assessments are supported through classroom elements that can be accessed at any time. To measure class participation (or attendance), your participation in threaded discussion boards is required, graded, and paramount to your success in this class. Please note that any scheduled synchronous or "live" meetings are considered supplemental and optional. While your attendance is highly encouraged, it is not required and you will not be graded on your attendance or participation.

Late Work

A 10% reduction is applied for late assignments. Assignments are not accepted if submitted seven days or more after the due date (except for unusual and approved circumstances).

Learning Groups

Learning groups are utilized in this course. More information about learning groups will be provided by the instructor via the Blackboard course site.

Academic Integrity at Northwestern

Students are required to comply with University regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak with your instructor or graduate coordinator before the assignment is due and/or examine the University Web site. Academic dishonesty includes, but is not limited to, cheating on an exam, obtaining an unfair advantage, and plagiarism (e.g., using material from readings without citing or copying another student's paper). Failure to maintain academic integrity will result in a grade sanction, possibly as severe as failing and being required to retake the course, and could lead to a suspension or expulsion from the program. Further penalties may apply. For more information, visit <www.scs.northwestern.edu/student/issues/academic_integrity.cfm>.

Plagiarism is one form of academic dishonesty. Students can familiarize themselves with the definition and examples of plagiarism, by visiting <www.northwestern.edu/uacc/plagiar.html>. A myriad of other sources can be found online.

Some assignments in this course may be required to be submitted through SafeAssign, a plagiarism detection and education tool. You can find an explanation of the tool at <http://wiki.safeassign.com/display/SAFE/How+Does+SafeAssign+Work>. In brief, SafeAssign compares the submitted assignment to millions of documents in large databases. It then generates a report showing the extent to which text within a paper is similar to pre-existing sources. The user can see how or whether the flagged text is appropriately cited. SafeAssign also returns a percentage score, indicating the percentage of the submitted paper that is similar or identical to pre-existing sources. High scores are not necessarily bad, nor do they necessarily indicate plagiarism, since the score does not take into account how or whether material is cited. If a paper consisted of one long quote that was cited appropriately, it would score 100%. This would not be plagiarism, due to the appropriate citation. However, submitting one long quote would probably be a poor paper. Low scores are not necessarily good, nor do they necessarily indicate a lack of plagiarism. If a 50-page paper contained all original material, except for one short quote that was not cited, it might score around 1%. But, not citing a quotation is still plagiarism.

SafeAssign includes an option in which the student can submit a paper and see the resultant report before submitting a final copy to the instructor. This ideally will help students better understand and avoid plagiarism.

Other Processes and Policies

Please refer to your SCS student handbook at www.scs.northwestern.edu/grad/information/handbook.cfm for additional course and program processes and policies.

Course Schedule

Important Note: Changes may occur to the syllabus at the instructor's discretion. When changes are made, students will be notified via an announcement in Blackboard.

Learning Objectives

After this session, the student will be able to:

- Identify the key measures of health status in the United States and the factors that influence health status.
- Explain the scope, sources, and uses of health care spending in the United States.

Course Content

Textbook Reading

- Kovner & Knickman Chapters 1, 1A and 7

Online Reading

- Muennig, P. A., & Glied, S.A. (2010). What Changes In Survival Rates Tell Us About U.S. Health Care. *Health Affairs*. 29(11). 1–9. Available: http://www.commonwealthfund.org/~media/Files/Publications/In%20the%20Literature/2010/Oct/20100073_final.pdf

Websites

- CDC Obesity Map
Obesity Trends. (n.d.). Retrieved from the CDC Web site: www.cdc.gov/obesity/data/index.html
- Why Not the Best? Results from the National Scorecard on U.S. Health System Performance: <http://www.commonwealthfund.org/Maps-and-Data/State-Data-Center/State-Scorecard.aspx>

Discussion Board

For each session, you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments

You will have an individual case study to complete using the resources given to you in the CDC Obesity Map link. This assignment is due on Sunday, January 19 at 11:55pm central time. Please consult the assignments tab for the specifics related to this task.

Optional Sync Session

Thursday, January 9, 2013 from 7:00 to 9:00 p.m. Central Time

Session 2 – The organization and structures in healthcare delivery**Learning Objectives**

After this session, the student will be able to:

- Identify the major components of health care delivery in the United States and the continuum of care.
- Analyze the value chain in health care delivery.
- Discuss the organizational structure of the “typical” health care system and hospital.
- Analyze the structure and challenges in the hospital/physician relationship.
- Discuss current strategies in evolving the hospital/physician relationship.

Course Content**Textbook Reading**

- Kovner & Knickman, Chapters 9, 10 and 14

Online Reading

- Gawande, A. (2009, June 1). The Cost Conundrum; What a Texas town can teach us about health care. The New Yorker, [Originally in Annals of Medicine], 85(16): 36.
- Buell, J.M. (May/June 2012). Accountable Care and Patient-Centered Medical Homes. Healthcare Executive. 30 – 37.
- Bloche, M.G. Tax Preferences For Nonprofits: From Per Se Exemption To Pay-For-Performance. Health Affairs Web Exclusive. June 20, 2006. W 304-307.

Websites

- Summary of PPACA. Kaiser Family Foundation. April 15, 2011.
<http://www.kff.org/healthreform/upload/8061.pdf>
- Major provisions of the Affordable Care Act and timeline for implementation.
<http://www.commonwealthfund.org/Health-Reform/Health-Reform-Resource.aspx>

Discussion Board

Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students’ comments is graded. For this session’s discussion topic(s), visit the discussion board in Blackboard.

Assignments

You will write a 3 to 4 page 12-point type, double-spaced paper on 3 major provisions of the Patient Protection and Affordable Care Act. The paper is due Sunday, January 26th, by 11:55 p.m. central time. Please consult the assignments tab for the specifics related to this task.

Sync Session

None.

Session 3 – The healthcare workforce

Learning Objectives

After this session, the student will be able to:

- Discuss the role of physicians in health care delivery.
- Discuss the challenges facing physicians.
- Discuss the drivers of change for practicing physicians.
- Discuss the forecasts of shortages in the primary care practitioner workforce.
- Distinguish the roles of the major specialties in the allied health workforce.
- Identify the key factors influencing the supply of nurses and their professional practice.
- List the forces for change in the overall health care workforce and in the health care IT sector.

Course Content

Textbook Reading

- Kovner & Knickman, Chapter 15

Online Reading

- Baron, R.J. (April 29, 2010). What's Keeping Us So Busy in Primary Care? A Snapshot From One Practice. New England Journal of Medicine, 362, 1632-1636.
- Chen, P.W. (2010, May 13). Delivering Better Primary Care. The New York Times. Available <http://www.nytimes.com/2010/05/13/health/13chen.html?hpw>
- Naylor, Mary D. (May 2010). The Role of Nurse Practitioners in Reinventing Primary Care. Health Affairs, 29(5):893-9

Discussion Board

Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Select term paper topics and teams using the discussion board (see related prompt). All teams and topics must be finalized by Sunday, February 2nd at 11:55pm central time.

You will also have the first of your quizzes this week. The link to the quiz will open some time on Wednesday, January 29th, and it will close on Sunday, February 2nd at 11:55pm central time.

Sync Session

None.

Session 4 – Financing healthcare

Learning Objectives

After this session, the student will be able to:

- Articulate the role and structure of the various payers in health care financing in the United States.
- Recognize the various provisions of the Patient Protection and Affordable Care Act (PPACA) and recent health care reform legislation.
- Assess the impact of the uninsured and underinsured and the challenges in financing their access to care.
- Analyze current and proposed strategies for reducing the rate of increase in the cost of care in the United States including, strategies related to fraud and abuse, International Statistical Classification of Diseases and Related Health Problems 10th Revision (ICD-10), and pay-for-performance.
- Identify the characteristics and expected outcomes of value-based purchasing.

Course Content

Textbook Reading

- Kovner & Knickman , Chapter 3 and 8

Other Reading

- Goldsmith, K. (2010) Analyzing shifts in economic risks to providers in proposed payment and delivery system reforms. Health Affairs, 29(7), 1299–1304.
- Norman, J. (2012) After the Court Ruling, a Day of Reckoning for States on Exchanges. Washington Health Policy Week in Review. Retrievable at: www.commonwealthfund.org/Newsletters/Washington-Health-Policy-in-Review/2012/Jul/July-2-2012/After-the-Court-Ruling.aspx

Websites

- CMS EHR Meaningful Use Overview:
https://www.cms.gov/ehrincentiveprograms/30_Meaningful_Use.asp#BOOKMARK1

Supplemental reading

- The Kaiser Commission on Medicaid and the Uninsured. (2010). Medicaid: A Primer. Key Information on Our Nation’s Health Coverage Program for Low-Income People. Kaiser Family Foundation. 2010. Available: <http://www.kff.org/medicaid/7334.cfm>
- The Kaiser Commission on Medicaid and the Uninsured. (2010). Medicare: A Primer. Kaiser Family Foundation. Available: <http://www.kff.org/medicare/7615.cfm>
- Crawford, P.K. (2008). Medicaid 101: The Basics. NASN Newsletter, 18–19.
- Davis, K. (Mar. 2001). Universal Coverage in the United States: Lessons from Experience of the 20th Century. Journal of Urban Health: Bulletin of the New York Academy of Medicine. 78(1). 46-58.

Discussion Board

Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students’ comments is graded. For this session’s discussion topic(s), visit the discussion board in Blackboard.

Assignments

You will have an assignment related to the Iron Triangle of Healthcare and its ties to Value Based Purchasing. This assignment will be due on Sunday, February 9th at 11:55pm central time. Please consult the assignments tab for specific metrics associated with this task.

Sync Session: None

Session 5 – Healthcare Quality

Learning Objectives

After this session, the student will be able to:

- Assess the scope of the quality, patient safety, and medical error issues in health care.
- Explain major quality initiatives implemented by health care providers.
- Explain how to find and assess comparative quality information relative to health care providers.
- Determine the role of health care IT in improving the quality of health care.

Course Content

Textbook Reading

- Kovner & Knickman, Chapters 11, 12, and 13

Other Reading

- Yunjie Song, Y., Skinner, J., Bynum, J., Sutherland, J., Wennberg, J. E., & Fisher, E. S. (May 12, 2010). Regional Variations in Diagnostic Practices. New England Journal of Medicine. Retrieved from www.nejm.org
- Institutes of Medicine (1999) To Err is human: Building a Safer Health System. Summary available at: <http://iom.edu/~media/Files/Report%20Files/1999/To-Err-is-Human/To%20Err%20is%20Human%201999%20%20report%20brief.pdf>
- Berwick, D. (May 19, 2009). What Patient-centered Should Mean: Confessions of an Extremist. Health Affairs Web Exclusive. W555-565.

Website

- Hospital Compare
<http://www.medicare.gov/hospitalcompare/>

Discussion Board

Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Your group's term paper outline is due this week. One submission per group is fine, and it should be in by Sunday, February 16th at 11:55pm central time. Please refer to the assignments tab for specific metrics associated with this task.

Optional Sync Session

Thursday, February 13th from 7:00pm to 9:00pm central time.

Session 6 – Legislation and Regulation of Healthcare

Learning Objectives

After this session, the student will be able to:

- Identify the roles of the federal, state, and local governments in health care.
- Identify major federal policy impacting health care.
- Assess key aspects of medical malpractice.
- Analyze the role of medical apology policies and practices.

Course Content

Textbook Reading

- Kovner & Knickman, Chapter 2

Other Reading

- DeBakey, M. E. (2006). The Role of Government in Health Care: A Societal Issue. The American Journal of Surgery, 191(2), 145– 57.
- Leape, L. (Spring 2012). Apology for Errors: Whose Responsibility? Frontiers of Health Services Management, 28(3): 3–12.
- Boothman, R.C. A Better Approach to Medical Malpractice Claims?: The University of Michigan experience. Journal of Health and Life Sciences Law, 2(2), 127–159.
- Page, L. & Fields, R. (March 14, 2011). 13 Legal Issues for Hospitals and Health Systems. Becker's Hospital Review. Retrieved February 26, 2013 from: <http://www.beckershospitalreview.com/hospital-management-administration/13-legal-issues-for-hospitals-and-health-systems.html>

Discussion Board

Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments

You will have an assignment that looks at “Never Events” and in corollary, medical apologies. Please consult the assignments tab for specific metrics associated with this task. It is due on Sunday, February 23rd at 11:55pm central.

Sync Session

None.

Session 7 – Public Health and Population Health

Learning Objectives

After this session, the student will be able to:

- Discuss the role of public health in the United States and globally.
- Identify population health concepts.
- Identify the major goals of public health.
- Identify areas of integration of public health with private health care delivery in the United States, particularly as related to the use of IT.
- Assess the scope of chronic care and of obesity within the United States population and measures to address the growing crisis related to these health issues.

Course Content

Textbook Reading

- Kovner & Knickman , Chapters 5, 6, and 7

Other Reading

- Chen, P.W. (March 10, 2011). When Doctor's Advice is Ignored at Home. New York Times. Available: well.blogs.nytimes.com/2011/03/10/when-home-life-trumps-health-care/
- Kindig, D., & Stoddart, G. (2003). What is Population Health? American Journal of Public Health, 93(3), 380–383.
- Wilper, P. et al., (2008). A National Study of Chronic Disease Prevalence and Access to Care in Uninsured U.S. Adults. Annals of Internal Medicine, 149(3), 170–176.

Websites

- Center for Disease Control. Healthy People Program Initiatives. www.healthypeople.gov
- Review the website of Improving Chronic Care and listen to “The Model Talk” at http://www.improvingchroniccare.org/index.php?p=The_Chronic_Care_Model&s=2
- Video: The Model Talk. Retrieved from the Improving Chronic Care Web site: http://www.improvingchroniccare.org/index.php?p=The_Model_Talk&s=27

Discussion Board

Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students’ comments is graded. For this session’s discussion topic(s), visit the discussion board in Blackboard.

Assignments

The second of your quizzes will be taken during this week. The link for the quiz will open up on Wednesday, February 26th and close on Sunday, March 2nd at 11:55pm central time.

Sync Session

None.

Session 8 – Healthcare in the Global Context

Learning Objectives

After this session, the student will be able to:

- Discuss the commonalities and differences between health care delivery in the United States and in selected other countries around the globe.
- Articulate key points about health care delivery systems in major countries.
- Assess the role and growth of medical tourism.

Course Content

Textbook Reading

- Kovner & Knickman, Chapter 4

Reading

- Davis, K. (2007). Learning from High Performance Systems Around the Globe. The Commonwealth Fund. Available: <http://www.commonwealthfund.org/Search.aspx?search=Learning+from+High+Performance+Health+Systems>
- Davis, K (2010). Mirror, mirror, on the wall: How the Performance of the U.S. Health Care System Compares Internationally. The Commonwealth Fund. Available: <http://www.commonwealthfund.org/Publications/Fund-Reports/2010/Jun/Mirror-Mirror-Update.aspx>
- Schoen, C. Why Not the Best? Results from the National Scorecard on U.S. Health System Performance. The Commonwealth Fund. October 18, 2011. Available: <http://www.commonwealthfund.org/Publications/Fund-Reports/2011/Oct/Why-Not-the-Best-2011.aspx>

Online Video

- PBS. (2008). Sick Around the World. Available <http://video.pbs.org/video/1050712790/>

Discussion Board

Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Your "final" exam will be released this week. The timed portion will open up on Wednesday, March 5th and remain open until Wednesday, March 12th at 11:55pm central time. You may take it at any point during this time frame so long as you set aside 80 minutes in one sitting with internet access. There will also be an untimed portion of the exam consisting of essay questions; your answers will be due on Wednesday, March 12th at 11:55pm central time. More information will be disseminated as the quarter progresses on this task. The exam will cover course content materials from Session 1 through Session 8.

Sync Session

None.

Session 9 – Technology and its Impact on Healthcare

Learning Objectives

After this session, the student will be able to:

- Assess drivers of change in the future direction of health care delivery.
- Identify selected new technologies in medical delivery.
- Construct a model for the future of American health care delivery.

Course Content

Textbook Reading

- Kovner & Knickman, Chapters 16 & 17
- Robert Wood Johnson Foundation. (June 23, 2011). Brave New World: Technology Transforms the Medical Workplace. RWJF Research and Publications. Available: www.rwjf.org/pr/product.jsp?id=72538

Online Reading

- *My Health Tech Blog*. (n.d.) Retrieved from <http://www.myhealthtechblog.com>

Discussion Board

Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Post your group's final presentation slides (slides only for this week) in the appropriate discussion board thread by Sunday, March 16th at 11:55pm central time. Your group may choose to post the slides earlier should they choose to do so.

Sync Session

TBD

Session 10

Learning Objectives

No new learning objectives will be introduced.

Course Content

None.

Discussion Board

Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments

The accompanying paper for your final term project will be due on Friday, March 21st at 11:55pm central time. Please consult the assignments task for specific metrics associated with this task.

You will also take one last quiz for this class. The link will open on Monday, March 17th and will close on Friday, March 21st at 11:55pm central time.

Sync Session

TBD