COURSE OBJECTIVES

This is an introductory course designed to present an overview of the U.S. healthcare delivery system. The course will examine the organization, functions and roles of the system. Current healthcare delivery programs are also studied and contemporary problems analyzed. 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:

- Define the components of the U.S. healthcare delivery system;
- Specify the roles and functions of each component;
- Analyze the performance of the healthcare delivery system and identify current problems;
- Discuss the role of government and private sector in the function of the system;
- Identify key stakeholders and their influences;
- Identify and discuss current initiatives designed to solve challenges

REQUIRED RESOURCES


Online: Navigate2 Advantage Access. It comes with the above textbook currently being sold at the bookstore.
NOTE: Used versions of the textbook (and previous versions) do not have the Navigate2 Advantage Access.

The Navigate2 Advantage Access is available for $46.95 through the publisher at http://www.jblearning.com/catalog/9781284065497/. This is an economical way to obtain all the necessary course resources in one place, as this option comes with the e-textbook included.

### COURSE REQUIREMENTS AND BASIS FOR FINAL GRADE

Your final course grade is determined as follows:

- **Tests (70%)**

  Six (6) tests will comprise 70% of your final grade (12.5% each for Tests 1-5; 7.5% 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. Tests must be taken during the scheduled time period. Makeup tests will be granted only in exceptional situations and ONLY if arranged in advance. Verification from a physician is required for absence during a test for medical reasons.

  No cumulative final examination will be given.

  Please note that Test #6 is scheduled to take place at the time scheduled by the University for the Final Examination Slot. This test will take place on **Friday, May 8, 2015, from 10:15 a.m. to 12:15 p.m.**

- **Chapter Assessments (20%)**

  You are required to complete online Chapter Assessments on the Navigate 2 Advantage Access website. Ten (10) Chapter Assessments will comprise 20% of your final grade (2% each). Assessments are time-limited and must be completed within a specified window of time. Refer to the following pages for a listing of those timeframes.

- **Attendance (10%)**

  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 21, 2015**. Attendance will comprise 10% 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, not including exam sessions.
OnCourse automatically calculates your attendance grade, including dropping your first two excused absences. OnCourse automatically drops your two lowest attendance scores. Dropped grades are indicated by a red strikethrough line for that grade. Please note that because OnCourse drops your two lowest attendance scores, if you have perfect attendance, your first two daily attendance grades (i.e., 100 scores) will be dropped as indicated by a strikethrough line for that grade.

Please 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>
</tr>
</thead>
<tbody>
<tr>
<td>Test #1</td>
<td>12.5%</td>
<td>A+</td>
<td>97.0%</td>
</tr>
<tr>
<td>Test #2</td>
<td>12.5%</td>
<td>A</td>
<td>93.0%</td>
</tr>
<tr>
<td>Test #3</td>
<td>12.5%</td>
<td>A-</td>
<td>90.0%</td>
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<tr>
<td>Test #4</td>
<td>12.5%</td>
<td>B+</td>
<td>87.0%</td>
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<tr>
<td>Test #5</td>
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</tr>
<tr>
<td>Test #6</td>
<td>7.5%</td>
<td>B-</td>
<td>80.0%</td>
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<tr>
<td>Online Chapter Assessments</td>
<td>20%</td>
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</tr>
<tr>
<td>Attendance</td>
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<tr>
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<td></td>
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<td></td>
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<tr>
<td></td>
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<td>F</td>
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</table>
Chapter Assessments

Online Chapter Assessments will be available for you to complete within a time window, according to the following table. Generally, Chapter Assessments are available to you at the end of the last day’s lecture on that chapter. Please do not request an extension as this is a hard deadline.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Open Date/Time</th>
<th>Close Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>2:15 p.m., Wednesday, January 21</td>
<td>1:00 p.m., Thursday, January 29</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>2:15 p.m., Wednesday, January 28</td>
<td>1:00 p.m., Tuesday, February 3</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>2:15 p.m., Monday, February 9</td>
<td>1:00 p.m., Thursday, February 12</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>2:15 p.m., Monday, February 16</td>
<td>1:00 p.m., Thursday, February 19</td>
</tr>
<tr>
<td>Chapter 6</td>
<td>2:15 p.m., Wednesday, February 25</td>
<td>1:00 p.m., Tuesday, March 3</td>
</tr>
<tr>
<td>Chapter 7</td>
<td>2:15 p.m., Wednesday, March 4</td>
<td>1:00 p.m., Tuesday, March 10</td>
</tr>
<tr>
<td>Chapter 8</td>
<td>2:15 p.m., Monday, March 30</td>
<td>1:00 p.m., Thursday, April 2</td>
</tr>
<tr>
<td>Chapter 9</td>
<td>2:15 p.m., Wednesday, April 8</td>
<td>1:00 p.m., Tuesday, April 14</td>
</tr>
<tr>
<td>Chapter 10</td>
<td>2:15 p.m., Wednesday, April 15</td>
<td>1:00 p.m., Tuesday, April 21</td>
</tr>
<tr>
<td>Chapter 11</td>
<td>2:15 p.m., Monday, April 27</td>
<td>1:00 p.m., Thursday, April 30</td>
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<td>Dates</td>
<td>Topic</td>
<td>Reading</td>
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<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
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<tr>
<td>Mon, Jan 12</td>
<td>Introduction, Course Overview &amp; Syllabus</td>
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<tr>
<td>Wed, Jan 14</td>
<td>Overview of Health Care</td>
<td>Chapter 1</td>
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<tr>
<td>Mon, Jan 19</td>
<td><strong>No Class</strong></td>
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</tr>
<tr>
<td>Wed, Jan 21</td>
<td>Overview of Health Care (continued)</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Mon, Jan 26</td>
<td>History of Health Care Developments in USA</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Wed, Jan 28</td>
<td>History of Health Care Developments in USA (continued)</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Mon, Feb 2</td>
<td><strong>Test #1</strong></td>
<td></td>
</tr>
<tr>
<td>Wed, Feb 4</td>
<td>Hospitals and Health Systems</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Mon, Feb 9</td>
<td>Hospitals and Health Systems (continued)</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Wed, Feb 11</td>
<td>Ambulatory Care</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Mon, Feb 16</td>
<td>Ambulatory Care (continued)</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Wed, Feb 18</td>
<td><strong>Test #2</strong></td>
<td></td>
</tr>
<tr>
<td>Mon, Feb 23</td>
<td>Physicians and their Roles</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Wed, Feb 25</td>
<td>Physicians and their Roles (continued)</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Mon, Mar 2</td>
<td>The Healthcare Workforce</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Wed, Mar 4</td>
<td>The Healthcare Workforce (continued)</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Mon, Mar 9</td>
<td><strong>Test #3</strong></td>
<td></td>
</tr>
<tr>
<td>Wed, Mar 11</td>
<td>Financing of Healthcare</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Mon, Mar 16</td>
<td><strong>Spring Break – No Class</strong></td>
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</tr>
<tr>
<td>Wed, Mar 18</td>
<td><strong>Spring Break – No Class</strong></td>
<td></td>
</tr>
<tr>
<td>Mon, Mar 23</td>
<td>Financing of Healthcare (continued)</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Wed, Mar 25</td>
<td>Financing of Healthcare (continued)</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Mon, Mar 30</td>
<td>Financing of Healthcare (continued)</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Wed, Apr 1</td>
<td><strong>Test #4</strong></td>
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</tr>
<tr>
<td>Mon, Apr 6</td>
<td>Long Term Care</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Wed, Apr 8</td>
<td>Long Term Care (continued)</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Mon, Apr 13</td>
<td>Mental Health Services</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Wed, Apr 15</td>
<td>Mental Health Services (continued)</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Mon, Apr 20</td>
<td><strong>Test #5</strong></td>
<td></td>
</tr>
<tr>
<td>Wed, Apr 22</td>
<td>Public Health and Health Promotion/Wellness</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Mon, Apr 27</td>
<td>Public Health and Health Promotion/Wellness (continued)</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Wed, Apr 29</td>
<td>Wrap-Up/Review (or Makeup Date if necessary)</td>
<td></td>
</tr>
<tr>
<td>Friday, May 8</td>
<td><strong>Test #6 (10:15 a.m. to 12:15 p.m.), Cedar Hall C102</strong></td>
<td>-</td>
</tr>
</tbody>
</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.
LECTURE RECORDINGS

Daily classroom sessions are recorded and provided to you as a key learning resource. I use the Echo360 classroom recording system, which captures the classroom audio, slides and video (certain classrooms) for your later review.

The recordings may be accessed via a tab “Echo Center” on the left hand side of the OnCourse page, and are easily accessible. Occasionally, I have experienced technical issues outside my control which make recorded lectures inaccessible; therefore, the live lectures should be considered your primary resource.

GENERAL EXPECTATIONS

1. Attendance and participation at class is 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 copy lecture notes from other students.

2. Lectures will be recorded and posted to OnCourse using the Echo360 system. Many students are not taking enough notes in class, so I am providing these recordings as a primary learning tool to enable you to perform better on the 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. Turn off cell phones and electronic devices while in class. Do not bring electronic devices to class on days an exam is scheduled.

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, OnCourse 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 DISHONESTY

Cheating *in any form* is a violation of the terms of completion for this course.

University policy states that *all* incidents involving academic dishonesty *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/](http://studentaffairs.iub.edu/ethics/academic-misconduct/am-reporting/)
H124 Healthcare Management and Policy
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
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 Healthcare Management and Policy
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
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/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

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