## Course Information

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>HMP 600 Section: 001</th>
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<tbody>
<tr>
<td>Course Title:</td>
<td>The Health Services System</td>
</tr>
<tr>
<td>Term:</td>
<td>Fall, 2012</td>
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</tbody>
</table>

**Professor:**
Richard Lichtenstein, PhD, MPH  
E-mail: lichto@umich.edu  
Phone: (734) 936-1316  
Office Hours: Tuesdays, 2:30-4:00 PM, M3124 SPH II.

**Graduate Student Instructors:**
Ruth Brown ([rubrown@umich.edu](mailto:rubrown@umich.edu)), Michelle Osterman ([mosterma@umich.edu](mailto:mosterma@umich.edu))

**Other contact information and office addresses TBD**

**Course Materials:**  
**Required:** Readings and PowerPoint Slides  
Available on the C-Tools website: [https://ctools.umich.edu/portal](https://ctools.umich.edu/portal) (log in, then go to HMP 600 tab. The readings and PowerPoint slides will be in the “Resources” section of CTools, and will be organized according to the Topic)  
**There will also be a series of Weekly “To Do” lists presented along the left side of the CTools site that will enable you to access all of the recorded lectures, readings, PowerPoint slides, and other required assignments with a single click. Dates for each week are presented at the top of the To Do list.**

For those who would like hard copy versions of the required readings, they will also be available for purchase at:  
Dollar Bill’s Copying  
611 Church St., Ann Arbor, MI; phone: (734) 665-9200  
The price is: $129.13. Please call in advance if you would like to purchase a course pack.
Course Description:

This course focuses on major issues in the organization and financing of the health services system in the US. The following topics are covered: the role of values in the development of health care policy; methods for assessing the health status of populations; techniques for analyzing the need for, access to, and use of health services; racial and ethnic disparities in health and health care; the current supply and distribution of, and policy issues related to, the professions comprising the health workforce; the current supply and distribution of, and policy issues related to, hospitals, ambulatory care facilities, nursing homes, home health care, and other long-term care programs; health care costs and expenditures; and public and private health care financing programs including private health insurance, managed care, Medicare, Medicaid and the Affordable Care Act of 2010 (Health Reform).

Course Format

This semester (Fall, 2012), the course will be offered in a new format for the first time. After the first three classes, all of the lecture material in this course will be provided in recorded form online. Students will be responsible for watching all of the lectures and doing all the readings on their own, and at their own pace. After Tuesday, September 11, the class will be divided into two randomly assigned groups, and each group will be assigned to attend a one-hour discussion section on either Tuesdays or Thursdays at 1PM in the same room in which we will begin the course (The SPH II Auditorium). The list of students in each section is included in CTools under "Resources/Syllabus/HMP 600 Discussion Session Assignments." The hope is that once the students have watched the lectures and done the readings, they will be able to bring questions to these discussion sessions and will be able to talk about the topic areas in greater depth. This format places more responsibility for learning on the students, but it will also enable us to discuss the material much more comprehensively and will allow students to bring their experience into the classroom.

There is also a schedule for weekly discussion topics in CTools under "Resources/Syllabus/"Schedule of HMP 600 Discussion Topics". NOTE: there are a few weeks during the semester when the entire class will meet in one session. This will happen when we have quizzes on Tuesdays and during the week of Fall Break. There will be no discussion sessions during the week of Quiz #2 and Thanksgiving.
Course Objectives and Competencies

Objectives

The objective of the course is to provide the student with a systematic approach for examining and evaluating a health care system, with special emphasis on selected components and features. The health care system in the United States is used to illustrate this descriptive, analytic, and evaluative approach. (The general approach, however, is designed to apply to other health care systems as well.) The student will thus learn both the conceptual approaches and techniques needed to analyze the performance of a health services system and, at the same time, the student will obtain a thorough understanding of the US health services system.

Put another way, the course is intended to provide the future health services administrator, planner, policy analyst, or researcher with the fundamentals that are necessary for being able to anticipate -- within the limits of what is possible with the available tools -- how changes in one part of the health services system are likely to affect its other parts. The hope is that approaches learned in the class will be of future value regardless of the changes that may occur in the US system or the systems of other countries.

Overall Competencies

As a result of taking this class, the student will be able to:

1) Demonstrate a deep and broad knowledge and understanding of the history and development of the US health services system.
2) Understand and apply basic epidemiologic principles, measures, and methods to assess the health status of a population; identify risk factors in individuals and communities; evaluate the impact of population-based interventions and initiatives.
3) Assess the extent to which different racial and ethnic sub-populations confront disparities in health status and health care.
4) Demonstrate broad understanding of the various patient-related, provider-related, and system-related factors that are related to the volume and type of health care used by a population.
5) Recognize the interdependence of the different professions within the health workforce, and assess the degree to which each profession is meeting the health needs of the population and the goals of an effective, efficient health services system.
6) Identify the various facilities and programs that exist in a health services system, and assess the degree to which each form of organization, individually and in combination with other types of organizations, is meeting the health needs of the population and the goals of an effective, efficient health services system.
7) Evaluate the degree to which the various types of health care expenditures made by a nation are efficient, effective and sustainable over time.
8) Identify the major characteristics of various health financing programs in the US, including: private insurance and managed care, Medicare, Medicaid and Health Reform.
9) Evaluate the likely effect that different models of health insurance and different levels of coverage are likely to have on patients, providers, and the overall health system.
10) Work collaboratively with others as part of a team or group, demonstrating commitment to the team’s goal and encouraging individuals to put forth their best effort.
Course Requirements and grading:

Your course grade will be based on your performance on 4 short papers, three short-answer exams, and your participation in class. The following table indicates how these activities relate to your course grade:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Papers:</th>
<th>4 @10 percent of total each</th>
<th>40%</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Short Quizzes:</td>
<td>3 @15 percent each</td>
<td>45%</td>
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<tr>
<td></td>
<td>Class Participation</td>
<td>15 percent</td>
<td>15%</td>
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Assignments:

Paper Deadlines, Dates of Examinations, and Other Activities
The first exercise (Values), and all of the team papers should be submitted via the CTools Drop Box. All students must submit the Values Exercise (which will not be graded). For the team papers, only one member of the team should submit the paper (with all team members’ ID numbers at the top of the first page). If you have any questions about submitting papers, please contact my assistant, Barbara Klumpp, at baklumpp@umich.edu (Ms. Klumpp's office is M 3148 SPH II)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
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<tbody>
<tr>
<td>Watch Video: My Right Knee (Don Berwick)</td>
<td>Thursday, Sept. 6 (watch before class)</td>
</tr>
<tr>
<td>Access the video at: <a href="http://www.sph.umich.edu/richmedia/HMP602-881/Disc_1_web/IntroVid/MyRightKnee.html">http://www.sph.umich.edu/richmedia/HMP602-881/Disc_1_web/IntroVid/MyRightKnee.html</a></td>
<td></td>
</tr>
<tr>
<td>Paper on Values (not graded) <strong>Submit via Drop Box</strong></td>
<td>Friday, Sept. 7 <strong>(Due at 11:00 a.m.)</strong></td>
</tr>
<tr>
<td>Paper on Health Status (One copy per team should <strong>Submitted via Drop Box by one team member</strong>)</td>
<td>Tues. September 18 (at 1:00 p.m.)</td>
</tr>
<tr>
<td><strong>First Quiz</strong></td>
<td><strong>Tues. October 2 (1:00-2:30)</strong></td>
</tr>
<tr>
<td>Paper on the Health Workforce</td>
<td>Friday, October 12 (at 1:00 p.m.)</td>
</tr>
<tr>
<td>Paper on Hospitals</td>
<td>Thurs. November 8 (at 1:00 p.m.)</td>
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<tr>
<td><strong>Second Quiz</strong></td>
<td><strong>Tues. November 20 (1:00-2:30)</strong></td>
</tr>
<tr>
<td>Paper on Health Financing/Health Reform</td>
<td>Tues. December 11 (at 1:00 p.m.)</td>
</tr>
<tr>
<td><strong>Third Quiz (During Final Exam Time)</strong></td>
<td><strong>Wed. December 19: 4:00-5:30 P.M.</strong></td>
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* All Quizzes will be held in the SPH II Auditorium. All students in the class will take the quiz at the stated date and time.

**NOTE: THERE WILL BE NO CLASS ON TUESDAY, OCT. 16 (FALL BREAK)**
Format for (Two-Page) Papers:

You will be asked to write four two-page papers for this course. In order to promote your skills at working in teams, and to enhance learning and discussion of the issues presented in these papers, **these exercises will be done as team projects**. Students should form teams of 3-4 people and work collectively in completing the assignment. **The same team should remain together for all papers in the course (except the first - which is an individual assignment)**. The student ID numbers (not names) of all people on the team should be listed on the front of the paper and **all students on the team will receive the same grade on the paper**. The grading scheme and other guidelines for these papers are provided on a separate sheet (**“Writing Guidelines” under Resources/Syllabus in CTools**). The first exercise and all team papers are to be submitted via CTools Drop Box. The assignment for the first (individual) paper (Values) should be submitted by everyone via the CTools Drop Box. For the team papers, each team should designate one member who will submit the paper via CTools Drop Box.

It is expected that all members of the team will participate actively in developing and/or writing each paper. If there is someone in your group who, in the opinion of other members of the group, is not pulling his/her weight (i.e. is a “free rider”), please contact Dr. Lichtenstein.

If you need help in finding a team, please see Dr. Lichtenstein at the beginning of class during the first three sessions of the semester.

Format for Quizzes:

The two mid-term quizzes and the final will be in-class, closed book examinations. They will each consist of approximately 25 short answer questions, worth 4 points each, that require you to either agree or disagree with a statement (2 points) and then to provide an explanation for your answer (2 points). You are not to write your name on quizzes either. Instead, you should write your student ID # on every page of the exam. **Be sure to bring your student ID # with you to the exam!**

Academic Conduct

The conduct of all students taking this course should be consistent with that expected of a public health professional. Courtesy, honesty, and respect should be shown by students toward fellow students, faculty, visitors to the course, and administrative support staff. Similarly, students should expect me, as the instructor, to treat them fairly; to exhibit respect for their ideas and opinions; and to strive to assist them in maximizing the value of their experience in this course and, more generally, in their SPH education.

“**Student academic misconduct**” refers to behavior that includes plagiarism, cheating on exams or assignments, fabrication of data, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), or aiding and abetting the perpetration of such acts. All members of student teams established for the purpose of writing papers in this course must contribute to every paper. If a given student does not pull his or her own weight in the writing of a paper, it is the responsibility of other team members to report that fact to the instructor. Papers turned in by a student team must
reflect that team’s own work. Any sources used to obtain information for the paper must be cited on the paper. It is not permissible to use student papers written in previous years in the preparation of a paper for this class.

The three examinations are to be written “in class” and no notes, electronic devices or other aids may be ever used during an exam.

**Academic misconduct of any kind is unacceptable.** Detected violations of proper academic conduct will be dealt with firmly. For example, **any form of cheating on an assignment or exam will result in the student's failing that assignment or exam, with no opportunity to make up the work.** If a student is determined to have violated proper academic conduct twice during the course, he or she will fail the course and his or her behavior will be reported to the student's department chair and to the Associate Dean for Academic Affairs. **I expect other students to notify me if they observe, or otherwise detect, academic misconduct on the part of another student or students.** Such disclosures will be held in strict confidence.

**Academic Well-being**
Physical, psychological, and emotional well-being is vital for effective learning. Students are encouraged to contact the University's office for Services for Students with Disabilities (SSWD; [http://www.umich.edu/~sswd](http://www.umich.edu/~sswd)) or the office for Counseling and Psychological Services (CAPS; [http://www.umich.edu/~caps](http://www.umich.edu/~caps)). Any student who feels that he/she may need special accommodation for any sort of disability or wishes to discuss any relevant and/or confidential information is encouraged to make an appointment with the Instructor.

**Classroom Expectations/Etiquette:**

**Class Participation**

Although even when we divide the class into two discussion groups, the groups will still be large, I want to encourage everyone to participate in the discussion sessions by asking or answering questions, and by contributing your knowledge and experience to the class. Some students have had very rich experiences in the health care system and their contributions in class are often a key aspect of other students’ learning. Similarly, students who have done the readings or class exercises carefully can often make significant contributions to the class. Class participation will account for 15% of your grade. The quality of your participation counts more than quantity! As described in a previous section, “Courtesy, honesty, and respect should be shown by students toward fellow students, faculty, visitors to the course, and administrative support staff.” **NOTE:** The way this portion of the grade is calculated, positive class participation generally will help increase your overall grade, but it will not, in most cases, reduce it.

**Use of Laptop Computers**
Students are welcome to bring their laptops to lectures and the discussion sessions so that they can follow along with the PowerPoint presentations, or can look up articles or concepts mentioned in class. Students are **not** to use their laptops during the class to check
e-mail, to read the newspaper, to play games, to do their internet shopping, or anything else unrelated to class! Such practices not only reflect bad manners, but also are very distracting to other students in the class! I reserve the right to outlaw computers in the classroom if I find that students are abusing this privilege.

Additional Information:

Obtaining the Readings and PowerPoint Slides

Readings and Course packs

Readings for HMP 600 are divided into seven parts, which are organized according to the major topics in the Course Outline. The readings are available on the Internet (in CTools); and for purchase as a printed and bound course pack at Dollar Bill Copying (see below).

Readings via CTools

All of the HMP 600 readings are available electronically (as pdfs) via CTools. Once you are on the HMP 600 site, go to the TO DO links (arranged by week number) (on the left side of the site) and then look for the appropriate week of the course. Once you click on the To Do link, you will see everything you need to get done during the identified week. You can download and print the readings for the course using a fast internet connection and a good printer for just the monetary cost of paper and ink. This will save you the cost of the printed course pack (explained below), but will require a larger input of your time.

Readings at Dollar Bill Copying

Dollar Bill’s Copying at 611 Church St. in Ann Arbor, phone: (734) 665-9200, has all of the readings available as a course pack (divided into three bound parts). The cost of the entire course pack is: $129.13 (I suggest you call Dollar Bill’s and order the bound course pack in advance to ensure that they will have a copy available.) Note, there are a few articles on the reading list that are not contained in the course pack because their publishers charged ridiculously high royalty fees for the article. You will have to download those articles and print them yourself even if you buy the course pack.

Required and Not Required Readings on the Reading Lists

I have listed two groups of readings for each topic on the reading list of each section of the course: “Required” and “Not Required” readings. The reading lists are included in each topic section of the course and also in a separate section (“Reading Lists”) under Resources in CTools. The “Required” Readings are the articles I consider to be the most important and these are the only readings contained in this syllabus (see below), included in the
course packs, and provided as pdfs in on the To Do lists in CTools. I will feel free to ask questions about the Required Readings on exams. To get the most out of the readings, I strongly suggest that students not only read the articles individually, but also form study groups for the purpose of discussing readings, outlining the articles and sharing notes on the articles.

Since health care in the US is changing so rapidly these days and so much is being written about various aspects of the system, I have also included the additional “Not Required” readings on each reading list. These readings are provided purely as a service to students who might want to read more about a particular topic.

**PowerPoint Presentations**
The PowerPoint presentations that I use in class will be available on the HMP 600 site in CTools, under Resources (and in the TO DO lists). The PowerPoint slides for each topic (section) of the course are clearly indicated by a PowerPoint icon inside the topic folders. You can download the PowerPoint presentations to your laptop computer and bring that to classes/discussion sessions, and/or print out the slides on paper. Note: If you are going to print out the slides, I would suggest you go to the CTools Resources section called **Printable Slides** and print those out. (I recommend using the "handout" print function, and printing 3 slides to a page in grayscale or black and white.)

**You should always bring the appropriate slide presentation to class with you.**

**Please note:** Use of the HMP 600 PowerPoint slides for any purpose other than activities connected to this class, by any student or other person, without proper academic citation to Dr. Lichtenstein, or his written permission, will be considered a copyright violation and a breach of the University’s Code of Academic Conduct.

**Course Outline, Readings, and Competencies**
The next two pages contain the Course Outline, which includes the topics covered and the general dates on which you should be watching the lectures and doing the readings on a given topic. This should help you prepare for the discussion sessions in advance.

Following the outline is the entire course reading list, provided on a topic-by-topic basis. All of the required readings are included on these lists. You will also see that I have provided URLs to access the actual articles in most cases. These readings and links to the articles are also provided in the To Do lists for each week of the course. I have also included specific **competencies** students should acquire in each section of the course.

The University of Michigan
School of Public Health
Department of Health Management and Policy

HMP 600: The Health Services System
Fall, 2012

Richard Lichtenstein, Ph.D., MPH
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DATES</th>
<th>SESSIONS</th>
<th>Reading List #</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction and Overview</td>
<td>September. 4-6</td>
<td>1-2</td>
<td>1</td>
</tr>
<tr>
<td>IA. Social Values in Medical Care</td>
<td>Sept. 11</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>II. The Medical Care Process</td>
<td>(September 13 – 27)</td>
<td>4-8</td>
<td>2</td>
</tr>
<tr>
<td>A. Overview</td>
<td>Sept. 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Health Status and Need</td>
<td>Sept. 18-20</td>
<td></td>
<td></td>
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<tr>
<td>C. Utilization of Services</td>
<td>Sept. 20-27</td>
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</table>

**Quiz #1**  Tuesday, Oct.2 (1.5 hour, in class, closed book)  
Covers Sessions 1-8

| III. Workforce Issues                      | (October. 4-30)     | 9-15     | 3              |
| A. Introduction                            | Oct. 4              | 9        |                |
| B. Physicians                              | Oct. 9-11           | 9-12     |                |
| C. Nursing                                 | Oct. 18-23          | 12-13    |                |
| D. Non-physician clinicians               | Oct. 25-Oct. 30     | 14-15    |                |

**NOTE:** There will be no class on October 16 due to the Fall Study Break.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DATES</th>
<th>SESSIONS</th>
<th>COURSEPACK SECTION</th>
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<tbody>
<tr>
<td>IV. Facilities and Programs</td>
<td>Nov. 1- Nov. 13</td>
<td>16-19</td>
<td>4</td>
</tr>
<tr>
<td>A. Intro; Regional Systems</td>
<td>Nov. 1</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>B. Hospitals/Health Systems</td>
<td>Nov. 1-Nov. 6</td>
<td>16-18</td>
<td></td>
</tr>
<tr>
<td>C. Int. Org of Hosp./Hosp.-</td>
<td>Nov. 8</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>
### Physician Integration

| D.   Long Term Care | Nov 13 | 18-19 | 4 |

### V. Health Expenditures and Costs

- Readings Only
- Not covered in class 5

### VI. The Drug Industry

- Nov. 15  
- 20  
- 6

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**Quiz #2**  
**Tuesday, Nov. 20**  
(1.5 hour, in class, closed book)  
**Covers Sessions 9-19**

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**THANKSGIVING BREAK**  
Nov. 22

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### VII. Health Care Financing

| Nov. 27-Dec.11 | 21-25 | 7 |

- A. Private Health Insurance  
  Nov. 27-29  
  21-22

- B. Government Involvement in Medical Care  
  NOV. 29  
  22

- C. Medicare  
  NOV. 29-Dec 4  
  23

- D. Medicaid  
  Dec. 4-6  
  24

- E. Health Reform  
  Dec. 11  
  25

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**Quiz #3**  
**Wednesday, Dec. 19, 4:00-5:30 P.M., SPH II Aud.**  
(During Final Exam Time)
Readings, and Specific Competencies

Section 1: Introduction and Overview (Sessions 1 and 2), and Social Values (Session 3)

Required Readings

Introduction


http://jama.ama-assn.org.proxy.lib.umich.edu/cgi/reprint/303/18/1859


http://content.healthaffairs.org.proxy.lib.umich.edu/cgi/content/full/27/3/759?maxtoshow=&hits=10&RESULTFORMAT=&fulltext=the+triple+aim&searchid=1&FIRSTINDEX=0&resourcetype=HWCIT


http://www.nytimes.com/2012/07/22/opinion/sunday/a-formula-for-cutting-health-costs.html?pagewanted=all

Health Reform


http://jama.ama-assn.org/content/303/24/2521.full.pdf+html


http://www.nytimes.com/2012/06/03/opinion/sunday/treating-you-better-for-less.html


Values


http://www.jpands.org/hacienda/article20.html


Required Video to Watch

- Watch the video: My Right Knee, which features a wonderful presentation made by Don Berwick, the Director of the Centers for Medicare and Medicaid Services, and former President of The Institute for HealthCare Improvement (IHI). Berwick raises a series of important issues about how healthcare is provided in the US today. We will refer to many of these issues throughout the course. The video is available at:

  http://www.sph.umich.edu/richmedia/HMP602-881/Disc_1_web/IntroVid/MyRightKnee.html

Required Exercise:

- Read the Exercise on Values (in CTools/Resources/Introduction and Orientation) or in the To Do List for Week 1, which deals with the horrible case of baby Jubilee Holloway. Assign a number to the case on the scale that is provided in the exercise and bring that number to class. (Additional instructions will be provided on campus)

Competencies for Introduction and Overview and Values:

1. Understand the scope of this course—what is and is not included in the course content
2. Examine the major issues that are currently facing the US Health Care System
3. Review the major trends and terminology in the current US Health Care System
4. Appreciate the role of costs, quality and access in the US Health Care System
5. Recognize the central role of social values in health policy
6. Examine how societal values are related to the provision of care on an individual and societal level
7. Distinguish between Libertarian and Egalitarian value positions
Section 2A: The Medical Care Process: Health Status (Sessions 4 - 6)

Required Readings:

Health Status

http://content.nejm.org/cgi/reprint/362/18/1653.pdf?ssource=hcrc

http://content.healthaffairs.org.proxy.lib.umich.edu/content/30/10/1822.full

http://content.healthaffairs.org.proxy.lib.umich.edu/content/30/10/1852.full

Measuring Health Status


Competencies for Health Status:

1. Define health status and need for health care
2. Examine different approaches to measuring health status
3. Discuss the determinants of health status
4. Examine how the health status of individuals relates to their social environments
5. Define health disparities and identify the primary determinants of these disparities
6. Examine several ways of measuring health status, including measures of mortality, morbidity, dysfunction, and self-rated health

Section 2B: The Medical Care Process: Use of Services (Sessions 7-8)
Required Readings

Utilization of Services

Edwards, R. “Access: Reform will boost health care coverage, but the consequences won’t be nearly as cut and dried as you might expect.” *Hospitals and Health Networks*. August 2010: 16.

http://digital.hhnmag.com/RIDE/%28S%28zr30k445gn0ijaj2h5znch45%29%29/viewer.aspx?id=15&pageId=1&lang=&lid=0

*(READ 1016-1024; SKIM 1024-1035).*


http://biolmedonline.com/Articles/vol2_1_1-5.pdf


http://www.nap.edu/openbook.php?record_id=12875&page=1


http://content.healthaffairs.org/cgi/reprint/hlthaff.w2.96v1?maxtoshow=&hits=10&RESULTFORMAT=&fulltext=geography+and+the+debate+over+medicare+reform&searchid=1&FIRSTINDEX=0&resourcetype=HWCIT


http://www.newyorker.com/reporting/2009/06/01/090601fa_fact_gawande?currentPage=all
Competencies for Use of Services:
1. Understand the correlates of health care utilization
2. Determine reasons why utilization might differ in geographic regions
3. Examine why utilization differs among different populations
4. Understand the role that provider and system factors play in the use of services
5. Understand the existence of, and reasons for, “unequal treatment” in the US health care system
First Quiz
Covers Sessions 1-8
October 2, 2012 @ 1:00
Section 3A: The Health Care Workforce: Physicians (Sessions 9-10)

Required Readings:

General


http://content.healthaffairs.org/content/30/2/191.full.pdf+html

Physicians


http://www.annals.org/content/153/8/536.full.pdf+html


http://www.nihcr.org/PCP_Workforce.html


http://content.healthaffairs.org.proxy.lib.umich.edu/cgi/reprint/29/5/799


http://content.healthaffairs.org.proxy.lib.umich.edu/cgi/content/full/21/1/158


http://www.nytimes.com/2012/03/11/magazine/america-is-stealing-foreign-doctors.html?pagewanted=all

Competencies for Workforce, General, and Physicians:
1. Understand the overall composition of the health care workforce.
2. Identify various methods for determining the adequacy of supply of various health professionals.
3. Understand the role and function of physicians within the larger health care system
4. Understand the impact of various laws and reports on the supply of physicians in the US
5. Examine factors influencing a perceived shortage or surplus of physicians
6. Determine the socio-demographic composition of physicians and how that influences the practice of medicine
7. Assess the extent of the mal-distribution of physicians by specialty and geographic area in the US
Section 3B: The Health Care Workforce: Nursing (Session 11-12)

Required Readings

Nursing


http://content.healthaffairs.org.proxy.lib.umich.edu/content/30/12/2286.full


http://journals.lww.com/ajnonline/Fulltext/2011/07000/Nurse_Staffing_Matters_Again.8.aspx


http://content.healthaffairs.org/content/30/2/202.full.pdf+html


Competencies for Nursing:

1. Understand the nature of the nursing profession and the role of nurses in the US Health Care System
2. Recognize the different educational pathways that lead to the RN designation and how these have changed over time.
3. Identify the factors that are leading to the shortage of nurses in the US.
4. Discuss the impact of the nursing shortage on the quality of care provided by nurses
Section 3C: The Health Care Workforce: NPs, PAs, and Non-Physician Clinicians (Session 13-14)

Required Readings:


http://content.healthaffairs.org.proxy.lib.umich.edu/cgi/reprint/29/5/893


http://managedhealthcareexecutive.modernmedicine.com/mhe/article/articleDetail.jsp?id=663845


Competencies for Non-Physician Clinicians:

1. Identify the health professions that fall under the term “Non-Physician Clinicians” and the scope of practice of these providers

2. Differentiate between the training and practice requirements of nurse practitioners (NPs) and physician assistants (PAs)

3. Define the demographic and practice characteristics of NPs and PAs

4. Examine these health professions as complements to, and substitutes for, physicians
Section 4A: Health Facilities and Programs: Hospitals (Sessions 15 and 16)

Required Readings:

Hospitals and Integrated Delivery Systems


https://ctools.umich.edu/access/content/group/e82f085c-bd6e-4099-a8a6-f77318cbd290/E%20Hospitals%20and%20Long%20Term%20Care/Gourevitch_Acute_Care_1.pdf


Carrier ER, Dowling M, Berenson RA. (2012). Hospitals’ geographic expansion in quest of well-insured patients: will the outcome be better care, more cost, or both? Health Affairs, 31(4): 827-35.

http://content.healthaffairs.org.proxy.lib.umich.edu/content/31/4/827.full


http://online.wsj.com/article/SB10001424052748703618504575459823259071294.html


Hospital-Physician Relationships


[http://online.wsj.com/article/SB100014240529702047204577128901714576054.html](http://online.wsj.com/article/SB100014240529702047204577128901714576054.html)

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**Competencies for Hospitals:**

1. Understand the hierarchy of health services facilities, i.e. primary, secondary, and tertiary levels of care
2. Recognize the extent to which regionalization has occurred in the US
3. Identify the classifications that are used to describe hospitals in the US (e.g. ownership, function, teaching status, size, location, etc.)
4. Understand how the role of the community hospital has evolved in the US health care system
5. Examine the internal organization of community hospitals and relationships between the hospital Board, the Medical Staff and the Executive Office
6. Understand how hospital-physician alignment in community hospitals has changed over the years
7. Examine the role of Accountable Care Organizations (ACOs) in integrating hospitals and physicians.
8. Assess the role of Community Health Centers (CHCs) in treating low-income populations.
Section 4B: Long-Term Care (Sessions 17 and 18)

Required Readings:

**Long-Term Care**

[http://content.healthaffairs.org.proxy.lib.umich.edu/cgi/reprint/29/1/11](http://content.healthaffairs.org.proxy.lib.umich.edu/cgi/reprint/29/1/11)


[http://content.nejm.org/cgi/content/full/357/4/321](http://content.nejm.org/cgi/content/full/357/4/321)

Competencies for Long-Term Care:

1. Define long-term care and contrast it with acute care
2. Identify the array of programs that comprise the long-term care continuum
3. Understand societal changes in the needs for long-term care
4. Identify differences between institutions that provide long-term care such as nursing homes and home health agencies
5. Assess efforts to expand the long-term care continuum beyond the nursing home
6. Examine the role of Hospices in the US Health System
Section 5: The Drug Industry (Session 19)

Required Readings:


[http://content.healthaffairs.org/content/29/7/1331.full.pdf+html](http://content.healthaffairs.org/content/29/7/1331.full.pdf+html)


[http://jama.ama-assn.org/content/283/3/373.full.pdf+html](http://jama.ama-assn.org/content/283/3/373.full.pdf+html)
Competencies for the Drug Industry:

1. Identify different institutional entities in the pharmaceutical industry
2. Assess the role that regulation plays in protecting the public’s health
3. Understand the phases of drug development and the role that the FDA plays
4. Understand direct-to-consumer (DTC) and other types of pharmaceutical marketing
5. Identify the factors that have led to rising drug costs in the US
Second Quiz
Covers Sessions 9-20
November 20, 2012 @ 1:00
Section 6: Health Care Costs and Expenditures (May not be covered by a lecture)

Required Readings:

Expenditures


[http://www.kff.org/insurance/upload/7670-03.pdf](http://www.kff.org/insurance/upload/7670-03.pdf)


Competencies for Costs and Expenditures:
1. Understand how health care costs are measured
2. Examine the effects of rapidly rising costs on various stakeholders
3. Examine trends in, and reasons for, the explosion of health care costs
4. Compare costs of care between the US and other countries
5. Define different approaches to cost containment in the US

Section 7A: Health Care Financing: Private Health Insurance (Sessions 21-22)
Overview


Required Readings:

Private Health Insurance


Competencies for Private Health Insurance and Managed Care:

1. Understand historical factors determining how private health insurance was shaped in the United States
2. Examine the effects that insurance has on patient/consumer behavior
3. Examine populations with—and without—access to health insurance in the United States
4. Define managed care and assess different models of managed care
Section 7B: Health Care Financing: Public Programs (Sessions 23-25)

Medicare

Required Readings:


http://www.kff.org/medicare/upload/7615-03.pdf


Medicaid

Required Readings


Health Reform

Required Readings

http://content.healthaffairs.org.proxy.lib.umich.edu/cgi/reprint/29/6/1112


More to come!

Competencies for Medicare, Medicaid and Health Reform:

1. Understand the historical development of Medicare, Medicaid, and SCHIP
2. Understand the differences between Medicare and Medicaid in terms of social values, populations covered, benefits covered, and the administration of the programs
3. Identify historical attempts to achieve universal coverage in the United States, as well as the stakeholders proposing—and opposing—such coverage
4. Become familiar with the major sections of the “Affordable Care Act” (Health Reform) and discuss its potential impact on the US Health Care System
Final Examination
Will cover sessions 21-25
December 19 @ 4PM