Course Syllabus and Outline
HMP 602 881
School of Public Health
University of Michigan, Ann Arbor

Course Information
Course Number and Section: HMP 602 881 W14
Course Title: Survey of the US Health Care System

Prerequisites
Graduate standing.

Course Description
HMP 602 provides an overview of major issues in the organization of a health services system. The following topics are covered in this three credit-hour course:

1. The role of values in the development of health care policy;
2. The medical care process;
3. The health status of populations and the need for, access to, and use of health services (including racial and ethnic disparities in health and health care);
4. The current supply and distribution of, and policy issues related to, the professions comprising the health workforce (including physicians, the field of nursing, and PAs/NPs);
5. The current supply and distribution of—and policy issues related to—health facilities and programs (including regionalization and hospitals/integrated systems);
6. Health care financing, including managed care, private health insurance, and government programs (including Medicare, Medicaid and the Affordable Care Act of 2010 [Health Reform]).
7. Health care costs and cost containment;
8. Quality of care and quality assurance (including strategies to improve quality of care);
9. The current and emergent issues related to long term care, including population trends and long-term care institutions (such as nursing homes, home health care, and other programs);
10. The drug industry

This knowledge is considered critical to the development of effective health management and health policy. The learning objectives for the course are to develop a greater proficiency in each of these ten aspects.

Course Components:
**CTools**

CTools [https://ctools.umich.edu] is the online course management system used for CFPH courses. CTools is a UM web-based tool that requires authentication. To access your course and many other UM computing services you need to log in with your uniqname and Kerberos password.

The syllabus, videos, narrated presentations, readings, forums and miscellaneous course materials are located in your course’s CTools site.

Student orientation materials and additional resources are also located in CTools in the CFPH.StudentCenter site which can be referred to throughout your time in the program.

**To Do Lists**

Weekly To Do lists will be posted in the CTools course site which will provide you with the weekly course schedule, required readings and assignments, and links to recorded lectures and relevant resources. To Do lists are drawn from the Course Summary Schedule at the end of this document.

**Synchronous Saba Centra Meetings**

Weekly synchronous, online class meetings will be held using a web conferencing technology called Saba Centra. Participation in the online class sessions is required. The topics covered in these meetings are listed in the Course Summary Schedule at the end of this document. [This software is often referred to as simply ‘Centra’]. These meetings will either expand on material in the video lectures or address new material that was not covered elsewhere.

Dr. Lichtenstein will conduct weekly required 90-minute (one and a half hour) Centra meetings.

The synchronous Saba Centra meetings will be recorded and posted within 48 hours of taping for those students who are unable to participate or wish to revisit lecture material. This is not a substitute for attendance as participation greatly facilitates learning the material.

A wired, high-speed internet connection and USB headset with microphone are required for your full participation. Please refer to the Technical Requirements page for headset specifications [http://www.sph.umich.edu/distance/requirements.html].

**Asynchronous Forum Discussions**
You will have an opportunity to post your thoughts and opinions about various topics in the course and react to those of your classmates. Initial topics and/or questions will be posted by the instructor. You are encouraged to read and react to these items as well as to items posted by your classmates.

These written, asynchronous discussions provide an opportunity for you to engage site resources, other students and Dr. Lichtenstein. They allow for free expression of convergent and divergent ideas. They also allow time for reflective thinking and the development of ideas over time. Forums are accessed using the Forums Tool in the left hand menu bar of the CTools course site. The discussions are moderated by the instructor and feedback on the quality of input is given.

**Time Commitment**

Plan to participate in the course each day, following the course schedule. It’s difficult to predict how much time you will need to spend in this course each day. Some of you will be more comfortable working online than others. This course is not designed as an independent study course. Interaction with fellow students and instructional faculty and staff is an important component of this collaborative learning environment.

This distance learning program is based on a shared learning community, which encourages you to share in the learning process with your colleagues. Some of the CFPH program is based on group work where you will be expected to contribute your own knowledge, experience and effort to the group. It takes some practice and skill with technology to be successful working in a ‘virtual group’. As you go through the semester, be alert for announcements and email messages that prompt you on what to do next.

**Readings**

Required readings will be available in CTools, the course management system used for your course. The readings can be read online or printed individually. You will be responsible for the material in all of the required readings and exams will include questions covering the major points made in some of them.

**Evaluation/Grading**

<table>
<thead>
<tr>
<th>Examination I</th>
<th>30% of grade</th>
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<tbody>
<tr>
<td>Examination II</td>
<td>30% of grade</td>
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<tr>
<td>Examination III</td>
<td>30% of grade</td>
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<tr>
<td>Participation in Centra &amp; Forum</td>
<td>10% of grade</td>
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**Participation**
All students will be expected to participate in the Forums and Centra sessions and 10% of your grade will be based on participation. If you feel reluctant to participate “live” on Centra, you can contribute to the Forum discussions by doing the readings and/or applying your own experiences/backgrounds to the material.

**Exams**

Three examinations will be given. Each exam will be approximately 1.5 hours in length. The exams will be available on the CTools site using the Test Center tool. The exams focus on your knowledge of the ten learning objectives of the class. Each exam will be worth 30% of your grade. Content for the examinations will come from lecture videos, Centra meetings, and the required readings.

A range of dates will be given during which the exams may be taken with a remote proctor. This will allow you to take the test at a convenient time. Exams will be proctored on campus for those wishing and able to travel to campus.

**Remote Proctored Exam Information**

Students who are unable to travel to the UM Ann Arbor campus for testing must designate an appropriate remote proctor and testing site.

Who can be approved to serve as a proctor? An acceptable proctor is someone with no conflict of interest in upholding UM’s Academic Integrity Policy. Relatives, friends, spouses, neighbors, and co-workers are not acceptable proctors. Examples of acceptable proctors are:

- Human Resources Department staff in the company where the student is currently employed
- Direct supervisor at the place of employment, providing the setting is suitable for academic testing.
- An employee in an educational administrator's office or community college library, university, or high school
- Librarian or staff member at a public library
- An employee at a recognized professional learning center
- An officer of higher rank than the student, if in the military
- An employee at a college, university, or private testing center (in this case, the testing center director should be listed as your proctor)

It is your responsibility to identify an acceptable proctor and confirm arrangements regarding the scheduling and administration of the exam directly with the proctor. If an appropriate proctor cannot be arranged with the necessary internet access for student testing, a paper-based exam may be provided.

The proctor must meet the School of Public Health staff approval. A copy of the Academic Integrity Policy will be included with the testing materials. Both the student and the proctor must review, sign and return the policy with the examination and a copy of the proctor’s photo ID. A student in violation of the Academic Integrity Policy is subject to disciplinary action.

*Exam Registration Database:*
Whether you plan to take your exams on campus or with a remote proctor, you must register your plans and proctor information in the CFPH Program’s Exam Registration Database. [https://www.sph.umich.edu/iscr/cfph-exams/]. Plans must be registered at least two weeks before each exam to allow the CFPH Program adequate time to communicate with your proctor.

Exam or Assignment Conflicts

If you think you need an accommodation for different abilities or a disability, please let us know at your earliest convenience. Some aspects of this course, such as the assignments, in-class activities, or the way we teach may be modified to facilitate your participation and progress. As soon as you make us aware of your needs we can work with you, the Office of Services for Students with Disabilities, or the Adaptive Technologies Computing Site to help determine appropriate accommodations. We will treat any information about your disability confidentially and with discretion.

Persons who have religious or cultural observations or personal needs that conflict with class, assignments or exams should let instructors know by Friday, January 24th. We encourage you to honor your cultural and religious holidays. However, if we do not hear from you by January 24th we will assume that you plan to follow the schedule without change.

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. 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) or the office for Counseling and Psychological Services (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.

Course Withdrawal

Late registration and withdrawal deadlines are posted on the University’s Academic Calendar [http://www.ro.umich.edu/calendar/]. Students are advised to check for late registration fees or tuition penalties before making a change to course registration. Should you need to withdraw from the course or the term, please email a request to CFPHinquiries@umich.edu and a CFPH Program staff member will assist you.

Course Communication

To ensure that your questions are answered as promptly as possible, please follow the communications guidelines below:

- **CTools Forum**: A special section of the discussion board has been set up with discussion topics and for general questions/answers about the course. This area will be regularly monitored by the instructors. You are strongly encouraged to participate in the Forums.
- **Personal email to the instructor and graduate student instructors**: For all emails, please allow 48 hours for response time. Answers to frequently asked questions may be posted via a CTools Announcement rather than sent via email.
- **Technical Support**: Do not contact the Instructor regarding technical issues. Questions regarding technical support should be sent to cfph-help@umich.edu.
- **CTools Announcements**: The instructor may post announcements via CTools that will be delivered to your UM Email account as well as displayed in the CTools course site Announcements section.
- **University of Michigan Email**: To ensure security and the privacy of each student, please use your UM email to communicate with your instructor and classmates. UM Email is accessed via http://email.umich.edu. To have your UM email forwarded to another account, please see http://www.itcs.umich.edu/itcsdocs/s4384/.

Technical Support

If you encounter any technical difficulties regarding the course content or accessing University resources, please send an email to cfph-help@umich.edu. This account is monitored prior to and during all synchronous Saba Centra session as well as during regular business hours.

Technical Requirements
In addition to meeting the recommended system requirements, students must understand basic computer and Internet usage to ensure a successful learning experience. Please review the requirements at http://www.sph.umich.edu/distance/requirements.html

General Guidelines and Suggestions

Assignment Deadlines: Assignments are due at 11:59 p.m. Eastern Standard/Daylight Time unless otherwise stated by your instructor and/or the course syllabus and schedule.

Late assignments: To benefit the most from this course, you should complete assignments by the due date. Instructors may reduce points or not accept assignments posted after the deadline.

Backing up work: Technology is not 100% reliable. Plan ahead for unexpected interruptions. We recommend the following:

- Compose assignment and discussion responses in Word or another text editor, save them, then copy and paste them into the appropriate area.
- Keep a backup copy of all assignments, forum discussions or questions you post to the course site. Always check the forum areas after you have posted to make sure that your message is displayed. (Sometimes there is a short delay before messages are displayed by CTools)
- Download and/or print out assignments before you plan to work on them. That way, if your Internet connection is slow, or if you temporarily cannot reach the course site, you will have the assignments in hard copy or on your hard drive and can continue to work. Online readings should also be downloaded and saved or printed out ahead of time so you have them at your disposal when you are ready to read them.
- If you can’t reach the course site, don’t panic. Wait a few minutes and try again. Notices of planned maintenance are posted to the CTools gateway home page, so be sure to make a note of these announcements.
- Before contacting central UM ITS Help, it is best to first send an email to cfph-help@umich.edu. If the CFPH staff can resolve an issue for you directly it will be faster.

Frequently Asked Questions (FAQ’s)

A list of FAQs is located at http://www.sph.umich.edu/distance/faqs.html.

Course Evaluations

Instructors may conduct mid-course surveys or gather informal feedback from you throughout the course. Electronic final course evaluations will be available through CTools towards the end of the semester.

We strongly encourage you to submit all evaluations as requested. Your opinion helps us to make necessary changes throughout the semester, and to plan better for future cohorts in the CFPH program.
Readings and Competencies

Week 1: Introduction and Overview

Required Readings:

Introduction


  [http://content.healthaffairs.org.proxy.lib.umich.edu/cgi/content/full/27/3/759?maxtosearchid=1&FIRSTINDEX=0&resourcetype=HWCIT](http://content.healthaffairs.org.proxy.lib.umich.edu/cgi/content/full/27/3/759?maxtosearchid=1&FIRSTINDEX=0&resourcetype=HWCIT)

  [http://content.healthaffairs.org/content/26/5/1253.full.pdf+html](http://content.healthaffairs.org/content/26/5/1253.full.pdf+html)

Health Reform


Required Video to Watch

- Watch the video: My Right Knee, which features a wonderful presentation made by Don Berwick, the 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.
Required Exercise:

• *Read the Exercise on Values* linked to on the To Do Week 1 and Week 2 pages in CTools, which deals with the horrible case of baby Jubilee Holloway, and write a two page paper that answers the question asked in that exercise. This paper is required, but it will not be graded. Your paper should deal with your thoughts about what makes a society strong, not the details of the case or its legal implications. The assignment will be uploaded to the Assignment tool in the course CTools site.

Competencies:

1. Examine why we are learning about the Health Care System
2. Understand the scope of this course—what is and is not included in the course content
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
Week 2: Overview (continued) and Social Values in Medical Care

Required Readings:

Values


Competencies:

1. Recognize the central role of social values in health policy
2. Examine how societal values are related to the provision of care on an individual and societal level
3. Distinguish between Libertarian and Egalitarian value positions
Week 3: The Medical Care Process: Health Status

Required Readings:

• Koh, HK. (2010). “A 2020 vision for healthy people.” *NEJM.*


  [http://content.healthaffairs.org.proxy.lib.umich.edu/content/30/10/1852.full.pdf+html](http://content.healthaffairs.org.proxy.lib.umich.edu/content/30/10/1852.full.pdf+html)

Competencies:
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
Week 4: The Medical Care Process: Use of Services

Required Readings:
Utilization of Services


  [http://content.healthaffairs.org/content/early/2002/02/13/hlthaff.w2.96.full.pdf](http://content.healthaffairs.org/content/early/2002/02/13/hlthaff.w2.96.full.pdf)


Competencies:
1. Understand the predictors 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
Week 5: Health Care Financing: Health Insurance

Required Readings:

Overview


Private Health Insurance


Competencies:

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
Weeks 6 & 7: Health Care Financing: Public Programs

Required Readings:

Medicare


Medicaid


Health Reform

**Competencies:**

1. Understand the historical development of Medicare, Medicaid, and CHIP
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. Understand the major sections of the “Affordable Care Act of 2010” and how these will likely impact the US health care system.
Week 8: The Health Care Workforce: Physicians

Required Readings:

General


Physicians


Competencies:

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
Week 9: The Health Care Workforce: Nursing

Required Readings:

Nursing


NPs, PAs, and Other Non-Physician Clinicians


Competencies:
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
5. Identify the health professions that fall under the term “Non-Physician Clinicians” and the scope of practice of these providers
6. Differentiate between the training and practice requirements of nurse practitioners (NPs) and physician assistants (PAs)
7. Define the demographic and practice characteristics of NPs and PAs
8. Examine these health professions as complements to, and substitutes for, physicians
Weeks 10 and 11: Health Facilities and Programs: Hospitals

Required Readings:

Hospitals and Integrated Delivery Systems

  https://ctools.umich.edu/access/content/group/64acb35e-bca6-4787-922b-9dcb29ca74f2/Weeks%2010%20%2011%20%20%20%20Health%20Facilities-%20Hospitals/Gourevitch%20%20Acute%20Care.pdf


Hospital-Physician Relationships


  http://online.wsj.com/article/SB10001424052970204720204577128901714576054.html

Competencies:

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
Week 12: Long-Term Care

Required Readings:

Long-Term Care


Competencies:
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
Week 13: Quality of Health Care

Required Readings


Competencies:

1. Examine different definitions and interpretations of health care quality
2. Determine how quality can be assessed differently by different stakeholders
3. Understand Donabedian’s three approaches to assessing quality: structure, process and outcomes
4. Examine the relationship between quality and cost of care
5. Understand challenges and constraints to provision and receipt of high quality care
6. Examine various approaches to improving quality of care and reducing medical errors
Week 14: The Drug Industry

Required Readings:


  [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:

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