Because this is an online course, all communications will occur via the Internet (either e-mail or the course Webpage on the Moodle platform).

After reading the syllabus, please go to the Discussion Board and, in the forum entitled “Acknowledgement of the Syllabus”, indicate that you have read and understood the syllabus. In addition, please post a short “Autobiographical Statement” so that I and the other students in the course can “get to know you”. You must make both of these postings no later than 22 January 2012.

The “Acknowledgement of the Syllabus” may seem a bit jejune to some, but it is, according to online instructional guidelines, a “best practice”.

I. Course Overview

The purpose of this course is to provide students with an overview of the U.S. health care finance and delivery systems within a public health context. To be effective practitioners, public health professionals must be able to link the theory of individual and social determinants of health status and outcomes with the changing structures and organizations of the U.S. health care systems. This course will teach the basic components of the U.S. health care systems, including:

- The history and development of U.S. health care systems;
- Financing;
- The role of public programs (e.g., Medicare and Medicaid), insurers, and employers;
- Health care delivery systems (e.g., Primary Care, Outpatient and Inpatient services);
- Integrated and managed care;
- Long-term care and health care delivery to special populations;
- The future of U.S. health care systems

II. Course Objectives

Upon completing this course, students should be able to meet the following objectives:

1. Understand the role that U.S. health care systems play in improving health status

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1 I really do have two Ph.D.’s (it is not a “typo”): One in Health Services Research, Policy and Administration, and one in Philosophy.
2. Identify the key components of the U.S. health care delivery systems
3. Identify funding sources and their relative contributions to health expenditures
4. Identify major gaps in access to care and the reasons for those gaps
5. Identify recent trends in U.S. health care finance and delivery
6. Understand the basic elements of managed and integrated care
7. Describe collaborative methods and approaches to build on existing service delivery systems to maintain or improve the health status of populations

III. Reading Materials/Text Books

There is one required textbook for this course:


This is the most current edition of the book. Earlier editions of the book are different, and their use will not suffice for the course. Please make certain that you have the correct edition of the required book.

In addition to this book, there are online readings. Some of the online readings are publicly accessible from any computer with a reliable Internet connection (see section IX of the syllabus for the URLs). Some of the readings come from journals that you can access using the University of Minnesota library system. I have provided complete bibliographical information for these articles. Thus, if you so choose, you can access the online readings via the University of Minnesota library system. Sometimes even if you know the journal name, the author name, the article name, etc., it can be challenging to find articles using the databases provided by the University of Minnesota library. This is not a criticism of the library – it is simply that sometimes you have to navigate through many different screens to get to the article. For this reason, I have also included the journal articles as .pdf files on the course Webpage.

IV. Percentage Allocation for Course Grade

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent of Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>This will be an essay exam during finals week. The final examination is comprehensive and entirely essay in format. You will have 4 hours to complete the examination (though I will write the examination as one that you should be able to complete within 2 - 3 hours). This is an open book examination – You may not confer with other people when taking the examination, but you may use any books and notes that you want.</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
<td>This examination will occur roughly halfway</td>
</tr>
</tbody>
</table>
through the course (see the detailed schedule below). The mid-term examination will be made up of essay questions and some true/false and multiple-choice questions. You will have 3 hours to complete the examination (though I will write the examination as one you should be able to complete within 2 hours).

This is an open book examination – You may not confer with other people when taking the examination, but you may use any books and notes that you want.

<table>
<thead>
<tr>
<th>Written Insurance Comparison Assignment</th>
<th>15%</th>
<th>See the description and grading criteria on the Webpage under “Assignments”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PowerPoint Presentation</td>
<td>15%</td>
<td>See the description and grading criteria on the Webpage under “Assignments”.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
<td>There will be 8 quizzes throughout the semester. True/False and/or Multiple-Choice questions will constitute each quiz. There will be no more than 25 questions per quiz. Each quiz is a timed quiz. Once you begin a quiz, you will have 60 minutes (1 hour) to complete the quiz. Logging out of the system will not stop the timer. Thus, please make certain that you have allocated a single block of 60 minutes (1 hour) to complete the quiz. The quizzes are all open book quizzes – You may not confer with other people when taking any of the quizzes, but you may use any books and notes that you want.</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>5%</td>
<td>Approximately every two weeks you will be required to respond to a discussion question posted by the instructor. In addition to posting your response, you are required to respond to at least one of your classmates’ postings. Please see the schedule (below) in section IX of the syllabus for weeks when discussion postings are due.</td>
</tr>
</tbody>
</table>

V. Class Participation
Because this is an online class, there are no scheduled “face-to-face” meetings. However, there are required Discussion Board postings due approximately every two weeks (see the schedule in section IX below). The Discussion Board postings (which are responses to posted topics and responses to the postings of other students) are an important part of your participation in this course. I expect you to participate in all of the (roughly) bi-weekly discussions, and to ask questions if you do not understand something. I will grade you on the clarity and thoughtfulness of your responses. I expect you to write thoughtful, critically reflective responses to the views of other students while, at the same time, being respectful of other students’ opinions. There are many differences of opinion on how the U.S. health care delivery systems should be structured and financed. Indeed, you will notice that I have used the plural ‘systems’; many people believe that the claim that there is a single, unified U.S. health care “system” is a provocative claim! It is very important that whenever you respond to another student’s posting, you do so in a thoughtful and respectful manner. Our goal in this class is to work together, and to help one another better understand the U.S. health care systems. Please see section IX of the syllabus for a schedule of the Discussion Board postings.

VI. Assignments/Due Dates

The due dates and times for all assignments are indicated in section IX of the syllabus (below). Late work will be penalized 10% for each day it is late. The weekend (Saturday and Sunday) counts as one day.

If you anticipate having difficulty meeting due date deadline(s), you must make prior arrangements with the instructor to be eligible for receiving full credit on your work (i.e., assignments, quizzes, final exam). Students with disabilities are also encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations (see below).

Flexibility with due dates: I want students to be successful in learning the course material; therefore, I try to be flexible about due dates, but it is not always possible to consider every student’s individual personal issues or honor every request. Just as I would in any class, I will ALWAYS be flexible for individuals with documented disabilities, illnesses, and family emergencies.

VII. Grade Disputes

If you wish to dispute the grade assigned to a paper, presentation, or a question on an exam, you must do so in writing. You must include a specific rationale (explanation) for why your answer is correct, or why the paper deserves a higher grade.

VIII. Grading Scale/System

The following grading scale is adapted from Teaching at the University of Minnesota: A Handbook for Faculty and Instructional Staff. University of Minnesota, Center for Teaching and Learning Services, http://www1.umn.edu/ohr/teachlearn/facbook.pdf

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>85 - 89</td>
<td></td>
</tr>
</tbody>
</table>
B  80 – 84  Represents achievement that is significantly above the level necessary to meet course requirements
B-  75 - 79
C+  70 - 74
C   65 – 69  Represents achievement that meets the course requirements in every respect
C-  60 - 64
D+  55 - 59
D   50 - 54  Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F   < 50   Represents failure and signifies that the work was either: (1) completed but at a level of achievement that is not worthy of credit; or (2) was not completed, and there was no agreement between the instructor and the student that the student would be awarded an “Incomplete.”

Non-PHAP majors may elect the Pass/Fail Grading Option. PHAP majors must take the course for a letter grade. S/N option must complete all assignments and pass with a C-letter grade determined by total effort.

S   Represents achievement that is satisfactory, which is equivalent to a C- or better unless specifically designated in writing by the instructor at a higher level of acceptable performance.

N   Represents no credit and signifies that the work was not completed at a level of achievement and carries no grade points.

**Additional University/School of Public Health Policy Statements**

(a) **Dropping a Course:** Students may withdraw from a course through the second week of the semester without permission. After the second week, students will be required to obtain permission from their advisor and instructor (via email to the Student Services Center) and a ‘W’ will remain on their transcript.

(b) **Grade Change Notice:** Students may change grading options without written permission as specified by the University and without penalty during the initial registration period or during the first two weeks of the semester. Students may **not** change the grading option after the second week of the term.

(c) **Disability Policy:** It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services for a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. You can reach the Disability Services Staff by calling 612/626-1333 voice or TTY. The website is [http://disserv3.stu.umn.edu/index2.html](http://disserv3.stu.umn.edu/index2.html).
(d) Incompletes: An incomplete grade ('I') is permitted only in cases of exceptional circumstances and following consultation with the instructor. In such cases, an 'I' grade will require a specific written contract with the instructor for timely completion of remaining assignments.

(e) Student Integrity: Scholastic dishonesty is a violation of the student conduct code and is defined by the University of Minnesota as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors involved; depriving another student of necessary course materials; or interfering with another student’s work.” Scholastic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of ‘F’ or ‘N’ for the entire course. Please consult the student conduct code at: http://www1.umn.edu/regents/policies/academic/StudentConduct.html

Some Final Remarks about the Course and Instruction

(f) Feedback Welcomed: I have worked very hard to make the online course as complete and accurate as possible. However, the online course is constantly under development as functions and content are added. If you notice inconsistencies or misspellings, if you have trouble accessing anything, or if you would simply like to suggest improvements, please let me know. Constructive feedback is always welcome!

(g) A Final Remark about Internet Interactions and Grading: If you have taken a Web-based course before, you know that computer-mediated interactions are, in many ways, quite different from the kinds of interactions you have in an on-site classroom. For those who have not taken a Web-based course before, you will quickly discover some of the differences. Because all we have to go on in our interactions with one another are typed words and symbols, it is sometimes easy for miscommunications to occur. I know that there have been times when I was asked a question and typed what I thought was an amazingly witty answer (I laughed and laughed at my own cleverness as I typed) only to have the person who received the message not be helped and not find the response at all witty. My point is that while I try to be helpful, respectful and, at least occasionally, witty, sometimes that does not come across very well in typed exchanges. My intention is NOT to be offensive, or curt, or cold, or demeaning; indeed, I try hard to avoid all these things and to be genuinely helpful. However, as you will discover, the limitations of computer-mediated communications sometimes pose challenges.

I tend to be direct and concise in my comments, but please know that my focus is on helping you, the student. Please feel free to let me know if you need more or less information, or if you believe I am being too direct and concise. As you know, instructors vary (maybe a lot) in how they try to help and encourage students, and if my feedback is not helpful, please let me know. I will work with you to give you the kind of feedback that is most helpful for you. My goal, really, is to be a resource for your learning.
IX. Semester Schedule

Week 1 (1/17 - 1/22) - Please note that this is a “short week”

Course Overview/Introductions

Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 1: A Distinctive System of Health Care Delivery
Chapter 13: Health Policy

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):


Assignments

1. Discussion Board posting acknowledging syllabus understanding: Due by 5:00 p.m., 1/22

2. Discussion Board posting with short autobiographical statement: Due by 5:00 p.m., 1/22
Week 2 (1/23 - 1/29)
Beliefs, Values, and Health

Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 2: Beliefs, Values and Health

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):


Assignments

1. Selection of Insurance Comparison Paper Topic: Due by 5:00 p.m., 1/29

2. Quiz 1: Available from 5:00 p.m., 1/25 through 5:00 p.m., 1/29

3. Discussion Posting and Response to at least one other student: Both due by 5:00 p.m., 1/29
Readings from *Delivering Health Care In America: A Systems Approach*, 5th edition:

Chapter 3: The Evolution of Health Services in the United States

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):


**Assignments**

1. Quiz 2: Available from 5:00 p.m., 2/1 through 5:00 p.m., 2/5
Week 4 (2/6 - 2/12)

Health Services Professionals
Medical Technology

Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 4: Health Services Professionals
Chapter 5: Medical Technology

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):


Assignments

1. Post on the appropriate Discussion Board Forum your choice for the “PowerPoint Presentation”: Due by 5:00 p.m., 2/12

2. Quiz 3: Available from 5:00 p.m., 2/8 through 5:00 p.m., 2/12

3. Discussion Posting and Response to at least one other student: Both due by 5:00 p.m., 2/12
Week 5 (2/13 -2/19)

Health Services Financing

Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 6: Health Services Financing

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):


Assignments

1. Quiz 4: Available from 5:00 p.m., 2/15 through 5:00 p.m., 2/19
Week 6 (2/20 - 2/26)

Public Financing of Health Care Services – Medicare, Medicaid and SCHIP

Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 6: Health Services Financing

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):


The following is not required, but has useful information and statistics relating to the programs administered by the Centers for Medicare and Medicaid Services (CMS):


Assignments

1. Quiz 5: Available from 5:00 p.m., 2/22 through 5:00 p.m., 2/26

2. Discussion Posting and Response to at least one other student: Both due by 5:00 p.m., 2/26
Week 7 (2/27 - 3/4)
Outpatient and Primary Care Services

Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 7: Outpatient and Primary Care Services

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):


Pham, Hoangmai H., Grossman, Joy M., Cohen, Genna, and Bodenheimer, Thomas, “Hospitalists and Care Transitions: The Divorce of Inpatient and Outpatient Care,” Health Affairs, v. 27, n. 5 (September/October, 2008), pp. 1315-1327.


Assignments

1. Quiz 6: Available from 5:00 p.m., 2/29 through 5:00 p.m., 3/04
Week 8 (3/5, 8:00 a.m. - 3/11, 5:00 p.m.)

Mid-term Examination

The Midterm Examination is online. Once you begin, you will have three (3) hours to complete the examination (I have written it so that you should be able to complete it in 2 hours). Essay questions as well as multiple-choice and true-false questions constitute the mid-term examination.

Week 9 (3/12 - 3/18)

Spring Break
Week 10 (3/19 - 3/25)

Inpatient Facilities and Services

Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 8: Inpatient Facilities and Services

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):


Assignments

1. Rough Draft of Insurance Comparison Paper: Due by 5:00 p.m., Wednesday, 3/21

2. Discussion Posting and Response to at least one other student: Both due by 5:00 p.m., 3/25
Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 9: Managed Care and Integrated Organizations

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):


Hurley, Robert E., Strunk, Bradley C., and White, Justin S. "The Puzzling Popularity of the PPOs,” Health Affairs, v. 23, n. 2 (March/April, 2004), pp. 56-68.


Assignments

1. Quiz 7: Available from 5:00 p.m., 3/28 through 5:00 p.m., 4/1
Week 12 (4/2 - 4/8)

Long-Term Care

Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 10: Long-Term Care

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):


Smith, David Barton, and Feng, Zhanlian, “The Accumulated Challenges of Long-Term Care,” Health Affairs, v. 29, n. 1 (January, 2010), pp. 29-34.


Assignments

1. Rough draft of “PowerPoint Presentation”: Due by 5:00 p.m., Wednesday, 4/4

2. Discussion Posting and Response to at least one other student: Both due by 5:00 p.m., 4/8
Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 11: Health Services for Special Populations

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):

Cunningham, Peter J., “Beyond Parity: Primary Care Physicians’ Perspectives on Access to Mental Health Care,” Health Affairs, v. 28, n. 3 (April 14, 2009), w490-w501.


Assignments

1. Final version of “Insurance Comparison Paper”: Due by 5:00 p.m., 4/15
Week 14 (4/16 - 4/22)
Cost, Access and Quality

Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 12: Cost, Access and Quality

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):


Assignments

1. Quiz 8: Available from 5:00 p.m., 4/18 through 5:00 p.m., 4/22

2. Discussion Posting and Response to at least one other student: Both due by 5:00 p.m., 4/22
Week 15 (4/23 -4/29)
The Future of Health Services Delivery

Readings from Delivering Health Care In America: A Systems Approach, 5th edition:

Chapter 14: The Future of Health Services Delivery

Additional readings (either online, available through the University of Minnesota Library, or on the course Webpage as a .pdf file):


Newhouse, Joseph P., “Assessing Health Reform’s Impact on Four Key Groups of Americans,” Health Affairs, v. 29, n. 9 (September, 2010), pp. 1714-1724


Assignments

1. Final copy of “PowerPoint Presentation”: Due by 5:00 p.m., 4/29
Week 16 (4/30 - 5/04) - Please note that this is a “short week”

Final Examination Preparation and Submission of Remaining Assignments

Assignments

1. Discussion Posting and Response to at least one other student: Both due by 5:00 p.m., 5/04

2. Prepare for final examination

Final Examination Time: 5/5 – 5/12

**FINAL EXAM:** The final examination will be available on Saturday, May 5, 8:00 am. The availability will last until Saturday, May 12, 5:00 pm. My intention is to give you as much flexibility as possible in the four-hour time period that you block off for the final examination (but do, please, remember to check the availability of the Webpage Platform --- the University of Minnesota does do maintenance at some times during May 5th – May 12th). You must complete the final examination during this period of time. You will have four hours to complete the examination (though it is written with the expectation that you can finish it in three hours). The final examination is comprehensive and is entirely essay in format.
## Summary of Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 22, by 5:00 p.m.</td>
<td>1. Discussion Board posting acknowledging having read and understood the syllabus</td>
</tr>
<tr>
<td></td>
<td>2. Discussion Board posting of a short autobiographical statement</td>
</tr>
<tr>
<td>January 29, by 5:00 p.m.</td>
<td>1. Selection of Insurance Comparison Paper Topic</td>
</tr>
<tr>
<td></td>
<td>2. Quiz 1</td>
</tr>
<tr>
<td></td>
<td>3. Discussion Board posting and response to at least one other student</td>
</tr>
<tr>
<td>February 5, by 5:00 p.m.</td>
<td>1. Quiz 2</td>
</tr>
<tr>
<td>February 12, by 5:00 p.m.</td>
<td>1. Selection of “PowerPoint Presentation” topic – choice to be indicated on appropriate Discussion Board forum</td>
</tr>
<tr>
<td></td>
<td>2. Quiz 3</td>
</tr>
<tr>
<td></td>
<td>3. Discussion Board posting and response to at least one other student</td>
</tr>
<tr>
<td>February 19, by 5:00 p.m.</td>
<td>1. Quiz 4</td>
</tr>
<tr>
<td>February 26, by 5:00 p.m.</td>
<td>1. Quiz 5</td>
</tr>
<tr>
<td></td>
<td>2. Discussion Board posting and response to at least one other student</td>
</tr>
<tr>
<td>March 4, by 5:00 p.m.</td>
<td>1. Quiz 6</td>
</tr>
<tr>
<td>March 5 (8:00 a.m.) – March 11 (5:00 p.m.)</td>
<td><strong>Mid-term Examination</strong></td>
</tr>
<tr>
<td>March 12 – March 18</td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>March 21, by 5:00 p.m.</td>
<td>1. Rough draft of Insurance Comparison Paper</td>
</tr>
<tr>
<td>March 25, by 5:00 p.m.</td>
<td>1. Discussion Board posting and response to at least one other student</td>
</tr>
<tr>
<td>March 28, by 5:00 p.m.</td>
<td>1. Quiz 7</td>
</tr>
<tr>
<td>April 4, by 5:00 p.m.</td>
<td>1. Rough draft of “PowerPoint Presentation”</td>
</tr>
<tr>
<td>April 8, by 5:00 p.m.</td>
<td>1. Discussion Board posting and response to at least one other student</td>
</tr>
<tr>
<td>April 15, by 5:00 p.m.</td>
<td>1. Final version of Insurance Comparison Paper</td>
</tr>
<tr>
<td>April 22, by 5:00 p.m.</td>
<td>1. Quiz 8</td>
</tr>
<tr>
<td></td>
<td>2. Discussion Board posting and response to at least one other student</td>
</tr>
<tr>
<td>April 29, by 5:00 p.m.</td>
<td>1. Final copy of &quot;PowerPoint Presentation&quot;</td>
</tr>
<tr>
<td>May 4, by 5:00 p.m.</td>
<td>1. Discussion Board posting and response to at least one other student</td>
</tr>
<tr>
<td></td>
<td>2. Prepare for final examination</td>
</tr>
<tr>
<td>May 5 (8:00 a.m.) – May 12 (5:00 p.m.)</td>
<td><strong>Final Examination</strong></td>
</tr>
</tbody>
</table>