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HESA 201 Health Policy

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HESA 201 Health Policy

Spring 2018

Department of Health Services Administration
College of Professional Sciences
Xavier University

Schedule	TR 10:00-11:15 am
Classroom	Alter Hall 302
Credit Hours	Three Undergraduate Credit Hours
Prerequisites	HESA 101, HESA 110, ECON 200
Faculty	France Weaver
Office	Schott Hall 409
Email	weaverf@xavier.edu
Phone	(513) 745-3381
Office hours	T 4:30-5:30pm, R 9:00-10.00am, or by appointment

Course description (from the Xavier University Catalog)

Xavier University Catalog: “This course provides students with a basic framework for health policy analysis and examines major strands of the US health policy. Detailed consideration and discussion are given to the relationship of national policy to the planning, implementation, and funding of health care services, with particular emphasis on low income and minority populations. This course will cover topics such as healthcare policy environment in the U.S., government-funded healthcare through Medicaid and Medicare.”

This course explores diverse components of health policy and the perspectives of several stakeholders. We look at how policies are developed, their goal(s), and their impact(s) on various groups. The federal and state health policy making processes are discussed. Special attention is paid to Medicare, Medicaid, private insurance, and the various components of the Affordable Care Act (ACA). Current health policy topics are addressed using analytical thinking. This class requires students to embrace complexity. Students are invited to consider how social, financial, organizational, and political agendas can both aid and impede policy, using real world examples.

Required readings and materials

Textbook Barr DB (2016), *Introduction to US Health Policy. The Organization, Financing, and Delivery of Health Care in America*, 4th edition, John Hopkins University Press, Baltimore

Extra readings and materials are assigned over the course of the semester, such as:

Handouts	} Posted on Canvas as needed; they are required readings as well
Slides	
Articles	
Videos	
Others	

Class content and schedule

Week	Dates	Topic	Barr textbook*
1	01/9 - 01/11	Overview of course Introduction to health policy	Preface, 2
2	01/16-01/18	The policy making process	
3	01/23-01/25	Health professions	4
4	01/30-02/01	Uninsured population	8
5	02/06 02/08	<i>No class on 02/06: at home work</i> Medicare	6
6	02/13-02/15	Medicare	6
7	02/20-02/22	Medicaid	7
8	02/27 03/01	Review session Midterm	
	03/06-03/08	<i>Spring break</i>	
9	03/13-03/15	Medicaid	7
10	03/20-03/22	Private insurance	5
11	03/27 03/29	Private insurance State policy paper due# <i>No class on 03/29: Easter Holiday</i>	5
12	04/03-04/05	Pharmaceutical policy	10
13	04/10-04/12	Pharmaceutical policy	10
14	04/17-04/19	Long-term care policy	11
15	04/24 04/26	Long-term care policy Review session	11
	05/03 8:30-10:20	Final exam	

* The **specific pages** to be read from each Chapter will be provided. Each Chapter must be read by the end of the week. # The state policy paper must be submitted by the **beginning of class (10am) on March 27th**.

Evaluation and grading**Weighting**

Midterm	20%
Final exam	20%
State paper	20%
Quizzes/Notes	25%
Attendance/Participation	15%

Grading scale (.5% will be rounded up)

A	94-100	A-	90-93
B+	87-89	B	83-86
C+	77-79	C	73-76
D+	67-69	D	60-66
		F	below 60

Time commitment

This course is three credit hours and meets twice a week. For each credit hour, you are expected to study outside the classroom for about two hours. It means that, on average, you are expected to complete about **six hours of work per week** for this class. Most week will consist in reading the textbook, additional documents, and completing the weekly assignment. You will also have to prepare for quizzes, exams, write one paper.

Assignments

Each week, there is an assignment, available in canvas, for the student to complete. Each assignment is related directly to the week topic and is meant to reinforce the principles and methods learned during that week. The assignments must be **completed during the week in question**. A quiz covering the former week assignment can occur on any Tuesday.

Assignments are **not collected neither graded**. It is your responsibility to do the exercises as a preparation for the class. The materials covered in the assignments will be part of the quizzes, midterm, and final exam. On occasion, we will discuss some of the exercises together in class. It is also your responsibility to seek help if you notice that you do not understand some concepts and/or have difficulties with some assignments.

Notes

Every week, the **notes of two students** will be collected and graded. The selection of the two students will be **random** and determined by Canvas. The grade on your notes will count toward your quizzes/notes grade. Your notes will be graded twice during the semester. The grade will be determined by the **completeness, clarity, and neatness** of your notes. The names of the two students will be provided at the end of class on Thursday and the notes collected at that time.

If you have 2 notes grades, all of them will be taken into account when calculating your quizzes/notes grade. If you have less than 2 notes grades, your quizzes/notes grade will be calculated as if you have 2 of them —i.e. your quizzes/notes scores will be summed up and divided by 12 (10 quizzes and 2 sets of notes).

Quizzes

Weekly quizzes will take place. They are based on the required weekly readings and assignments, are brief and straightforward, with true/false, multiple choice questions, or short answers of no more than a few sentences. They are designed to verify that you read the assigned textbook chapter, other assigned readings, and completed the weekly assignment. There is **no make-up quizzes**, regardless of the reason for the absence.

In total, there are **11 quizzes**; they all take place randomly. Your final quizzes/notes grade is based on 10 quizzes. The lowest score on quizzes will be dropped. If you have 10 quiz grades, all of them will be taken into account when calculating your quizzes/notes grade. If you have less than 10 quizzes, your quizzes/notes grade will be calculated as if you have 10 of them —i.e. your quizzes/notes scores will be summed up and divided by 12 (10 quizzes and 2 sets of notes).

Midterm and final exams

The two exams will test knowledge from and understanding of the required readings, other assigned materials, assignments, and class discussions. The format will be a mixture of true/false, multiple choices, short answer and medium length answer. All the assigned required readings and other material covered in class or included in the weekly assignments will be included in the exams.

I assign seats for exam sessions. I also reserve the right to move a student to another seat during any exam. Being asked to move is not an accusation of cheating. If I do ask you to move, you must do so or you will receive a zero on the exam.

If there is a proven emergency or highly unusual circumstance, which have to be discussed with and approved by the instructor **prior to the midterm**, the reschedule midterm will take place on **Monday March 12th at 7am**. Under no circumstances can the final exam be taken late. Failure to take the final exam will result in failing the class; i.e. the student will get an **F for the entire course**.

State policy paper

This paper should be no shorter than 1 ½ page and no longer than two pages, using Times New Roman 12 point font, 1 line spacing and the standard 1” margins. The reference page does not count toward your page limit. Use the APA format (See below). Refer to instructions in Canvas for the detailed points to be discussed in this paper. Papers should be turned in on Canvas through Turnitin unless otherwise mentioned by the instructor. The deadline to submit your State policy paper is **March 27th at 10am**.

Late submission

Late submission will accrue a penalty of 10% per day of delay. An assignment is considered one day late if it is submitted past the identified due date/time. It is considered two days late if it is submitted any more than 24 hours past the identified due date/time, and so forth. This includes weekends. Extension for an assignment is very seldom granted at the discretion of the instructor. This must be received no less than 48 hours before the assigned due date/time.

Textbook chapters and required other readings

All the assigned readings must be **completed the week covering the topic in question**. For example, week 2 readings must have been completed by the end of week 2. A quiz testing that you completed the readings can occur on Tuesday of the following week.

In-class organization and student participation

This course is combine a lecture format with in-class learning activities and discussions. Students are expected to actively participate in all class activities. In addition to showing that you read the textbook, any additional paper, and completed the assignment, active participation includes being in class on time and following the ‘classroom conduct’ rules listed below. If you are engaged in class, this should be an easy 100% to achieve. A good rule of thumb is to make sure you verbally contribute at every class meeting and you follow the ‘class conduct’ rules below.

Attendance Policy: Reasonable attendance at all class meetings is expected. If a student is unable to attend a class, **the responsibility of missed class content is the sole responsibility of the student**. Tests and written assignments will include content covered in class or in the assigned readings. See University Catalogue.

Attendance Procedure:

- 1) You will be documented as **present** if you are in class and on time.
- 2) The instructor will document student attendance.
- 3) **Excused absences include:**
 - 1) A funeral, with a program, obituary or holy card
 - 2) A required activity for another class or university sponsored athletic event, with a memo from the professor or program director
 - 3) A documented medical event, with dated, timed and signed documentation (all other Protected Health Information may be redacted)

- 4) A documented legal event, with dated, timed and signed documentation (all other confidential information may be redacted)

You have **one week from the date of your return** to class to submit documentation for excused absences to your instructor. Failure to submit documentation within one week will result in your absence being unexcused.

4) Unexcused absences

Unexcused absences include, for example:

- Social events, such as weddings, parties, etc.
- Events related to outside employment, such as job training, orientation, business travel, etc.
- Personal travel, such as leaving campus early or coming back late from a holiday break
- Problems due to poor planning on your part, such as missing class due to oversleeping or exhaustion due to staying up all night to complete an assignment, etc.

You are allowed a specified number of unexcused absences without penalty.

- One unexcused absence for courses that meet once per week
- Two unexcused absences for courses that meet twice per week
- Three unexcused absences for courses that meet three times per week

You are advised to save these “free” days for unavoidable weather, minor illness and personal events.

Penalty: Unexcused absences, greater than the number specified above, will result in the reduction of the student’s final grade of 1.5% for each unexcused absence.

- 5) Final determination is at the discretion of the instructor for the course. Courses with teams, projects and community service may have additional specifications.

Be aware that your **attendance/participation grade** will be **impacted as soon as you miss any class**, including the two allowed absences. Refer to the attendance/participation grading scheme on Canvas. To get a **perfect score** on your attendance/participation grade, i.e. 100%, you need to actively participate in class, follow the ‘classroom conduct’ below, and **never miss a single class**.

Canvas

All information and required materials relevant to this course are posted on Canvas on a regular basis. Students are responsible for keeping track of information throughout the semester. If you need technical assistance at any time during the course or to report a problem with Canvas, contact the HELP Desk at (513) 745-HELP/4357, helpdesk@xavier.edu or visit the HELP Desk website at <http://www.xavier.edu/ts/helpdesk>.

Office hours

Take full advantage of the office hours as needed. If the available times do not work for you, contact me by email to schedule an appointment. The last day office hour is the last day of classes. Office hours are for students to ask specific questions, they are not for lecturing content.

APA style

The library provides a good resource on APA format with an overview in <http://www.xavier.edu/library/students/documents/APA2013Essentials.pdf>.

Academic Honesty

University catalog: “The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.”

Plagiarism

In addition to the above, be aware that **cutting and pasting from the Internet is plagiarism**, and will be treated in the same manner as any other type of plagiarism. If you use **more than three words written by someone else**, I expect it to be **in quotes** and the exact **reference provided, including the page** from which the citation is coming from, using APA format. When you write you should use your own words and thoughts, not those of anyone else. You cannot take a sentence and change one to two words and call it your own.

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Business Casual Dress:

Business casual dress is expected on days where a speaker is coming to our class, and for student presentations. Business casual dress includes:

- Slacks or khakis, not wrinkled!
- Dress shirt or solid color polo shirt, not wrinkled
- Jacket (though not required of business casual)
- Tie (though not required of business casual)
- Dress shoes (not tennis shoes)
- Skirts (dress, not casual)
- Blouses
- Shoes not open-toed

GPA Requirement for Health Services Administration Majors:

Students must maintain an overall combined major/concentration GPA of 2.67. This GPA is made up of all courses taken in the major and concentration (HESA courses), and equates to a B- average for all

major courses. If the student is to change concentrations, grades from their first concentration still apply to the calculation of this GPA. See the program website for a full description of the policy.

Main internet sites used in this class (non-exhaustive list)

The Health Policy Institute of Ohio: <https://www.healthpolicyohio.org>

Ohio Department of Health: <https://www.odh.ohio.gov>

The Health Collaborative: <http://healthcollab.org>

Henry J. Kaiser Family Foundation: <http://www.kff.org>

The Commonwealth Fund: <http://www.commonwealthfund.org>

US Department of Health and Human Services: <https://www.hhs.gov>

Centers for Medicare and Medicaid Services: <https://www.cms.gov>

Agency for Healthcare Research and Quality: <https://www.ahrq.gov>

Centers for Disease Control and Prevention: <https://www.cdc.gov>

Patient-Centered Outcomes Research Institute: <http://www.pcori.org>

World Health Organization: <http://www.who.int/en/>

Organization for Economic Cooperation & Develop.: <http://www.oecd.org/els/health-systems>

American Medical Association: <https://www.ama-assn.org>

Robert Wood Johnson Foundation: <http://www.rwjf.org>

Urban Institute: <http://www.urban.org/policy-centers/health-policy-center>

Brookings Institute: <http://www.brookings.edu/center/center-for-health-policy>

Center for Evidence-Based Policy: <http://centerforevidencebasedpolicy.org>

Stanford Health Policy Center: <http://healthpolicy.fsi.stanford.edu>

Rand Corporation: <https://www.rand.org/topics/health-and-health-care.html>

The Heritage Foundation: <http://www.heritage.org>

Modern Healthcare Magazine: <http://www.modernhealthcare.com>

Inclusivity Statement

The Department of Health Services Administration and its faculty and staff are committed to providing an atmosphere for learning that respects diversity, in which all students feel comfortable and safe to learn, and in which all students feel like valued members of the HSA community. We are committed to addressing issues that put such an atmosphere in jeopardy, and to being active allies to diverse students. In order to build a positive classroom community, we ask that students:

- Appreciate the opportunity that we have to learn from each other in this community;
- Share their unique experiences, values and beliefs;
- Be open to the views of others;
- Honor the uniqueness of their peers;
- Communicate in a respectful manner;
- Keep confidential discussions that the community has of a personal (or professional) nature;
- Utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

Statement on disability

The instructor makes reasonable accommodations for disabilities with supporting documentation from the Office of Disability Services. Please discuss any issues with the instructor during the first week of class. For information and support, please contact the Office of Disability Services at <http://www.xavier.edu/disability-services/index.cfm> or by phone at (513) 745-3280.

HSA department mission statement (accessed online in Aug. 2017)

“In keeping with its Catholic, Jesuit tradition, the mission of the Department of Health Services Administration at Xavier University is to educate knowledgeable, highly skilled, values-oriented future leaders who will contribute to the health of society by continuously improving the management of health related organizations. HSA will accomplish its mission through:

- Challenging students in the classroom and in applied field experiences including internships and administrative residencies
- Developing internal and external collaborative relationships with academicians and with health care practitioners which lead to innovations in teaching as well as in the delivery of health services
- Incorporating research, scholarship, and collaborative projects into the classroom experiences and field work.”

Objectives, student learning outcomes, competency level, and assessment – HESA 201

Course Objective	Student Learning Outcome	Minimum expected level of competence	Method of assessment
Interpret the state, national and international data underpinning health policy	Be able to use quantitative and qualitative skills to analyze business and health data (BSHSA SLO 1)	Basic-1 Able to make some basic business and health data calculations, but unable to understand what data mean and interpret results.	Quizzes, exams, paper, presentation
Understand what factors lead to health policy being formulated and implemented	Be able to describe health care delivery systems within broad social, economic and policy perspectives (BSHSA SLO 5)	Competent-2 Demonstrates an ability to discuss health care delivery systems within broad social, economic, and policy perspectives.	Quizzes, Exams, paper, presentation
Describe the stakeholders involved in various policies Assess the consequences of policies on various stakeholders	Be able to discuss the complexity of coordinating health care services and their related services to improve quality, access or to contain costs (BSHSA SLO 6)	Basic-1 Understands the broader issues surrounding the improvement of quality, access or cost containment, but struggles relating them to efforts made coordinating health care and related services.	Quizzes, Exams, paper, presentation
Understand what factors lead to health policy being formulated and implemented Describe the stakeholders involved in various policies Assess the consequences of policies on various stakeholders Interpret the state, national and international data underpinning health policy	Be able to use clear and effective written communication skills (BSHSA SLO 10)	1-Basic Writing shows basic grasp of grammar and writing skills but these are applied inconsistently; points made need improvement in organization.	Quizzes, exams, paper
Understand what factors lead to health policy being formulated and implemented Assess the consequences of policies on various stakeholders	Be able to discuss the application of basic laws or ethical values/principles in healthcare conflicts (BSHSA SLO 14)	1-Basic Able to recognize laws or ethical principles/values that are applied in the managing healthcare conflicts, but is not clear about how to apply them.	Quizzes, exams, paper, presentation
Assess the consequences of policies on various stakeholders	Be able to discuss the impact of regulatory bodies on management (BSHSA SLO 15)	1-Basic Possesses basic knowledge of regulatory bodies, but doesn't understand how such bodies impact management.	Quizzes, exams, paper, presentation

Any **additional information** can be found in the Student Handbook of the Bachelor of Science in Health Services Administration Program at <http://www.xavier.edu/health-services-administration-program/documents/BSHSAStudentHandbook16-17.pdf>

This syllabus and course outline is subject to change at the discretion of the instructor