201-01 Health Policy

Gregory Lubiani
lubianig@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/health_services_administration_syllabi_spring_2016

Recommended Citation
Lubiani, Gregory, "201-01 Health Policy" (2016). Health Services Administration Syllabi Spring 2016. 27.
http://www.exhibit.xavier.edu/health_services_administration_syllabi_spring_2016/27

This Restricted-Access Syllabus is brought to you for free and open access by the Health Services Administration Syllabi 2016 at Exhibit. It has been accepted for inclusion in Health Services Administration Syllabi Spring 2016 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
HESA 201: Health Policy (3 Credit Hours)           Syllabus: Spring 2016

Instructor: Dr. Gregory G. Lubiani

Office: 406 Schott Hall

Office Hours: Tuesday 2:30 – 5:30 pm; Online or In Person by appointment

Office Phone: (513) 745-4396

E-mail: lubianig@xavier.edu

Course Meeting Times: Online; CANVAS

                    6th Edition

Recommended:        Hubbard, R. Glenn & O'brien, Anthony P. (2014)
                    Microeconomics, 5th Edition
                    - This provides a good foundation of the fundamentals of economic theory and application

Prerequisites:       HESA 101, ECON 200

Course Description:

The main purpose of this course is to provide a fundamental understanding of health policy in the United States through qualitative and quantitative analysis, as well as active interaction amongst the students with instructor supervision. The course will emphasize the political and economic forces that impact policy concerning the markets for both health and healthcare, requiring students to understand the costs and benefits associated with various policy actions. 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. By the end of the semester, each student should be able to discuss current policy issues in U.S. Healthcare and apply the concepts and theories covered to topics and problems confronted in the field.
Instructional Methods

- Online Discussion Boards
- Lecture
- PowerPoint
- Assigned readings
- Student presentations
- Team Analysis of Foreign Healthcare System
- Online Assignments in CANVAS
- Exams

Goals & Objectives:

- Recognize the relevance of economics to health and medical care and apply economic principles to related health issues.
- Understand the mechanisms of the health care delivery system within the broad social, political, and economic contexts.
- Analyze public policy in health and medical care from economic political perspectives.
- Acquire knowledge of a broad set of current policy issues

Primary Domains & Competencies:

- Be able to describe current issues and trends in the organization and delivery of healthcare (acute care, ambulatory care, medical practice, and ancillary services).
- Be able to identify and articulate government, regulatory, professional and accrediting agencies’ roles in health care.
- Be able to apply strategic, economic, and financial principles to decision making in the healthcare environment.
- Be able to present information using appropriate oral skills and technology.
- Be able to work effectively in teams.
Grading Scale: (Rounding up will be done at the discretion of the instructor)

A   94-100
A-  90-93
B+  86-89
B   82-85
B-  80-81
C+  76-79
C   72-75
C-  70-71
D   60-69
F   below 60

Grading: Each student’s grade will be comprised of two exams (20% each), online assignments in CANVAS (15%), a group presentation of a foreign healthcare system (15%), 6 scheduled in-class discussions (15% total), and online attendance/participation (15%). Tentative dates for the exams are listed below:

Exam I (March 4): 20%
Exam II (April 29): 20%

Note: Each student is required to meet with the instructor at least once before the midterm exam, and once more before the final exam. This will count as ten points on the each exam.
Time Commitment Expectations:

This course is entirely online, broken into six modules (parts). Plan to spend a minimum of 12-15 hours per module (probably more during some weeks) working on the course. Participants are expected to log on to the course 4-5 days per week to complete the required assignments, though it is highly recommended that you log on every day. Try to let 48 hours be your maximum absence from the course.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your professor know as early as possible.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Canvas through a supported Web browser (recent version of Firefox, Chrome or IE).
- Check your computer against Xavier’s suggested minimum computer requirements: [http://www.xavier.edu/ts/students/Computer-Recommendations.cfm](http://www.xavier.edu/ts/students/Computer-Recommendations.cfm)

Technical Assistance

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 or visit the HELP Desk Web site.

Netiquette

The discussion boards are created to provide an opportunity for students to actively engage in meaningful conversation on a particular topic or issue. You are encouraged to provide your honest viewpoint, but be respectful of the views of your classmates.

Do's

1. Do use correct grammar and spelling.
2. Do read the prompt, reflect on what you would like to say, and review what you've written before posting!
3. Do respect the privacy, beliefs, and opinions of your classmates.
4. Do challenge each other’s ideas but not each other personally.
5. Do remember to treat others as you would want to be treated.
6. Do stick to the discussion prompt at hand when posting to a forum.
7. Do use humor and sarcasm carefully. Students cannot see your facial expressions or hear any voice inflections.
Dont’s

1. Don’t type in ALL CAPS. This is regarded as shouting.
2. Don’t rant or rage. This is not the place to vent your anger or start a fight.
3. Don’t make inappropriate comments. Objectionable, sexist, or racist language will not be tolerated.

In the discussion forums you will post assignments and discuss your work with others in the class or in your groups. These are public forums, so whatever is posted can be seen by everyone in the course, including the instructors. If you want to send a private message, use individual email. The Class Lounge discussion forum is a public space for conversation with your classmates on any topic or question.

Assignments:

All assignments will have a description that is available via Canvas. All papers and the group projects should be written utilizing APA format. The library provides a good resource on APA format via the following website: http://www.xavier.edu/library/help/apa_guide.pdf.

Papers and the group project should also be turned in via Canvas through “Turnitin” unless otherwise noted. Papers will be graded via Speed Grader through Canvas, and returned with audio comments you will be able to access through the Grade Book.

Scheduled Online Discussions (15%):

For each module, the class is assigned a discussion topic that can easily be translated into a specific pro-or-con format.

1. The class is assigned a discussion topic that can easily be translated into a specific pro-or-con format. Each student is required prepare five pro and five con arguments on the discussion topic. Each argument must be supported with evidence comprised of an economic theory, a concept, or a study.

2. Each student is required to post at least two supported arguments for their chosen side.

3. After the initial arguments have been made, each student must provide a response to at least one argument made by a student from the other side. Students are further encouraged to actively discuss the topic beyond the assigned parameters.
Foreign Healthcare System w/ Presentation (15%): February 23rd

Each group will research a foreign healthcare system, with a thorough analysis of the financing and delivery of healthcare. The group should also illustrate issues such as effectiveness, access, quality, etc. **Once the country has been chosen, the group must inform the instructor through the CANVAS discussion thread by January 25th for approval.** Along with PowerPoint lecture, the group must submit a summary brief not exceeding 1,000 words (not including cover page, references, and appendices). While some information might be available in the textbook, students are expected to provide a more in-depth analysis. Presentations should last 20-25 minutes.

Each group will be assigned a grade for the group’s overall performance. This will be sent in the form of an Excel spreadsheet with all group member names. From that grade, students will then assign grades to all group members (including him / herself) such that the total number of points for the group as a whole remains unchanged. A brief explanation must be given for student grades given that are higher / lower than the group’s overall grade.

Online Assignments: CANVAS (15%)

For each module, there will be assignments posted in CANVAS for the student to complete. The assignments will relate directly to the material covered in the module and associated lecture and are meant to reinforce the principles and methods learned. For this reason, it is important that each student completes these independently. The beginning and end dates for each assignment will correspond to the module and be displayed with the assignment description in CANVAS.

All assignments will have a description that is available via Canvas. All papers and the group projects should be written utilizing APA format. The library provides a good resource on APA format via the following website: [http://www.xavier.edu/library/help/apa_guide.pdf](http://www.xavier.edu/library/help/apa_guide.pdf).

Late Assignment Policy:

Late assignments will accrue a penalty of 10% per day the assignment is late. 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! Once an assignment is more than 10 days late, it will become a zero and will not be accepted for credit.

If a student wants an extension for an assignment, this must be received no less than 48 hours before the assigned due date/time. Extensions are not guaranteed, and are at the discretion of the instructor. Extensions may include a late penalty.
**Participation (15%)**

Students will be expected to log on daily through CANVAS and actively communicate with the instructor and classmates through discussion boards and e-mail. It is the goal to cover all chapters listed below. However, the chapters covered in the course might be reduced if needed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic of discussion</th>
<th>Assignments</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>What is health economics?</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Using economics in health care</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Module 2</td>
<td>Government intervention</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Economic evaluation in health care</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Demand for health and medical care</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Module 3</td>
<td>The theory of private insurance</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Cost-savings and managed care</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td><em>Exam 1</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 4</td>
<td>Market for physicians’ services</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Market for hospital services</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Pharmaceutical market</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Module 5</td>
<td>Confounding issues / Government’s role in improving access</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Medicare, Medicaid, SCHIP</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Strategies to control costs</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Module 6</td>
<td>U.S. policy options</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Lessons for Public Policy</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><em>Exam 2</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Make-Up Exams:** An exam that is missed will be considered an F, *unless your instructor is notified prior to the exam and the excuse is a legitimate medical one or is officially approved*. Acceptable documentation, such as a doctor’s note, is required. The professor determines the make-up exam time.
General Comments:

1. To be successful in this course, it is highly recommended that students log on to the course through CANVAS and check for announcements at least once a day. This will help in case there are any announcements or date changes that you need to consider. Further, regular communication with your instructor and classmates will improve the overall learning experience for both you and your peers.

2. While communication between students is highly encouraged, collaborating on individual assignments such as online homework assignments and exams is strictly prohibited. Students found to have done so will be subject to the possibility of a zero on the assignment, a failing grade in the course, and/or further disciplinary action from the department and/or university. Please see the statement on academic honesty below.

3. Each student is expected to check his/her university e-mail (e.g. rt42@xavier.edu) frequently for possible instructor communications. E-mails will not be sent to personal e-mail addresses (e.g. blueblob@yahoo.com). This is to ensure privacy.

4. You will most likely need a calculator for this course. A standard calculator should be sufficient. A graphing calculator is not necessary.
Please read the University’s policy regarding academic dishonesty in the University Catalog. Cheating, including plagiarism, is unacceptable in this class. Penalties for violations of this policy may include a zero for the assignment or test, an “F” in the course, and expulsion from the University:

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 standards of ethical behavior will not be tolerated at Xavier University. These include but are not limited to cheating, plagiarism, unauthorized assistance in assignments and tests, and the falsification of research results and material.

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, but are not limited to, one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from Xavier. The Academic Dean of the college in which the student is enrolled is to be informed in writing of all acts of academic dishonesty, although the faculty member has authority to assign the grade for the assignment, test, or course. If disputes regarding the applicability or enforcement of this policy arise, the student, faculty member and department chair should attempt to resolve the issue. If this is unsatisfactory, the Academic Dean of the college will rule on the matter. As a final appeal, the Provost will call a committee of tenured faculty for the purpose of making a final determination..... (Xavier University Student Handbook 2013-2014, p. 92-93)

NOTE: The instructor reserves the right to change this syllabus as time and circumstances dictate. Necessary changes will be announced in class in advance when possible.
Considerations for Debate Grades Awarded

1. Were the points presented by the student supported by evidence?

2. Did the student provide a supported counter-argument to a classmate’s statement? Was this an original counter-argument or a re-statement of a peer’s posting?

3. How timely were the posts made by the student? Were they posted early enough to encourage and allow for discussion, or were they posted close to the deadline?

4. Did the student remain respectful of others in his/her posts?
Foreign Healthcare System Presentation Evaluation

1. Was the PowerPoint presentation put together well? Did it aid in the demonstration?

2. Did the group evaluate the three aspects of the “Iron Triangle” for the country?

3. Did the group provide a good background of the population?

4. Was the information presented clearly and flow well from one slide to the next?

5. Did the group provide a good comparison to the US healthcare system? Did it help to better clarify differences between the two systems?

6. What was the overall feel of the presentation? Did the audience come away with a good takeaway?

7. Were the speakers clear in their delivery? Did they seem well-prepared and, as a result, convey confidence in teaching the class about the country’s healthcare system?

8. Were all deadlines met?

Additional Comments