GEORGE MASON UNIVERSITY | Department of Health Administration and Policy

College of Health and Human Services

Introduction to the U.S. Healthcare System Fall 2018	
Course information	Course Title: HAP 678 – 003 Introduction to the U.S. Healthcare System
Course placement	**(X)** Core **( )** Concentration **( )** Elective **( )** Pre-requisite(s) **( )** *Course(s) recommended before taking this course*:
Instructor	Kimberly Redelsheimer, MHSA, FACHE Email: kredelsh@gmu.edu Office Hours: By appointment. Meetings can be arranged via email for a phone calls, google hangout, or in-person meeting on campus.
Required textbook(s) and/or materials	Knickman, J., Kovner, A. R., & Jonas, S. (2015). Jonas and Kovner's health care delivery in the United States (11th edition.). New York, NY: Springer Publishing Company. **ISBN: 978-0-8261-2527-9 e-book ISBN: 978-0-8261-2529-3** Peer-reviewed journal articles, newspaper articles, mainstream media, websites, PowerPoint presentations, videos, and other sources as assigned.
Course description	This course explores the US. Health System focusing on health system development, key influences, accessibility, financing, changing components and the effects of the system on patients, providers, financers, government, insurers, and society. The role of population health management and public health is explored, including impact of social, cultural, economic, and environmental factors on health care systems and practices.
Course requirements	**Participation in Blackboard Discussion Boards:** • Students are expected to participate in all discussion board questions. • During each weekly session there will be 3 to 4 questions posted on the Discussion Board section of Blackboard covering the material assigned for that week. • Several questions are instructor-initiated questions, while others will be initiated by students as part of the current events assignment. • Students are required to post at least one original response to all instructor-initiated questions as well as one response to student-initiated current events questions. • Students are also required to post two follow up responses to other students' posts on discussion board questions of their choice. Students are not required to post a response to

	all discussions. • Follow up responses should involve additional comments on the topic and may provide support for the first student's response or provide alternative viewpoints. • All students are expected to be respectful of other student opinions. • Discussion board participation will be graded based on quantity of posts as well as timeliness, thoughtfulness, and comprehensiveness of responses. **Ground Rules for Participating in Discussion Groups:** • Students will have 7 days to respond to discussion board questions; however, students are expected to participate throughout the discussion and not wait until the end of the week to participate. Early participation will lead to a better discussion on each topic. • Responding to another student's post could be accomplished by: 1) an agreement statement that provides additional information to support the original student's viewpoint, or 2) an alternative viewpoint that provides information that supports a different perspective on the topic, or 3) a list of pros and cons on a specific topic. • All responses should be respectful of other viewpoints. One goal of the discussion boards is to understand and respect different viewpoints on a topic. • Responses should comprehensively and thoughtfully address the question. One sentence responses will not receive credit. Typical responses are 1 to 2 paragraphs, depending on the question. Some questions will have multiple parts, such as question 1.a, 1.b, and 1.c. Students will be required to respond to all sub-questions. • Each student will need to follow their posts to respond to questions posted by the instructor and possibly follow on conversations with other students. • Additional tips for students: participating effectively in discussions. (2013). http://blog.cengage.com/top_blog/tips-for-students-participating-effectively-in-discussions/ **Late Policy:** Assignments must be submitted on the date the assignment is due. If a student anticipates a problem with submitting work by the due date, the student should contact the instructor in advance of the due date to work out a solution. Any work turned in after the due date without prior authorization will be decreased by a full grade. (An "A" grade is decreased to a "B" and so forth).
Teaching methods	(X) Lecture (X) Guest speakers (X) Group work (X) Student presentations (X) Case Studies (X)Papers ( ) Independent research ( ) Lab ( ) Field work (X) Class discussion (X) Other: Online Discussion Groups
Evaluation	• Discussion Group Participation, Current Events Discussion, Case Analysis #1 and #2– 30% • Current Events Presentation – 10% • Midterm – 20%

	• Strategy Memo 1 – 10% • Strategy Memo 2 –10% • Team assignment - presentation – 20% (10% video presentation and power point slides + 5% one-page overview + 5% peer review = 20%)
Grading Scale	98-100% = A+ 77-79% = C+ 94-97% = A 73-76% = C 90-93% = A- 70-72% = C- 87-89% = B+ 60-69% = D 83-86% = B 59% or below = F 80-82% = B-
Mason Honor Code	The Mason Honor Code is as follows: *To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set for this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.* (From the 2017-18 Catalog – catalog.gmu.edu) The instructor for this course will use SafeAssign to review for plagiarism and other honor code violations.
Individuals with Disabilities	The Office of Disability Services (ODS) collaborates with students with documented disabilities and faculty to provide reasonable accommodations, auxiliary aids, and support services that are individualized and based upon medical documentation, functional limitations, and a collaborative assessment of needs. In order to receive accommodations, students must complete the following process: http://ods.gmu.edu/students/services.php
E-mail Policy	Email login URL: masonlive.gmu.edu Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly. Students are also expected to maintain an active and accurate mailing address in order to receive communications sent through the United States Postal Service. *(From the 2017-18 Catalog – catalog.gmu.edu)*
Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence, and stalking	As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1412. You may seek assistance from Mason's Title IX Coordinator, Jennifer Hammat, by calling 703-993-8730 or email cde@gmu.edu. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686 or Counseling and Psychology Services (CAPS) at 703-993-2380. The 24-hour Sexual and Intimate Partner Violence Crisis Line for Mason is 703-380-1434.

COMPETENCIES IN MHA EXECUTIVE MANAGEMENT ADDRESSED IN THIS COURSE

Following extensive research and consultation with health care practitioners, the faculty in the department of health administration and policy has developed a set of Competencies and Learning Objectives as a basis for the curriculum in Executive Management. At the completion of the program, students are expected to achieve proficiency in each of these learning objectives. To review the entire set of competencies go to "The HAP Learning Community" in your Blackboard Organization. Each course in the curriculum has been designed to help students gain proficiency in selected competencies. The following are competencies addressed in this course.

Course Objectives	Upon completion of the course, participants will be able to:	Target Proficiency Level
1.5. Healthcare Delivery System: Understand the health care system and the environment in which health care managers and providers function. Course Learning Objectives • Demonstrate knowledge of historical events that shaped the U.S. healthcare system including stakeholder influences, health policies, and market developments. • Define categories of health care services along the continuum of care and diverse types of provider organizations, including novel forms of health care delivery in the U.S.		**2**
1.6. Population Health Management: Understand the goals and methods for population health management including the definition and measurement of health outcomes, patterns of health determinants and the policies and interventions that link these two. Course Learning Objectives • Define and describe the population health paradigm, and identify models and strategies for population health management. • Analyze the functions of public health in protecting and improving the health of communities through education, promotion of healthy lifestyles, and research on disease and injury prevention.		**2**
1.8. Health Insurance: Apply concepts, principles and trends in health insurance to the management of healthcare organizations. Course Learning Objectives • Identify the major characteristics of various health financing programs in the US, including private insurance, managed care, Medicare, and Medicaid.		**2**
2.1. Written Communication Skills: Write clear, concise and cogent executive reports. Course Learning Objectives • Demonstrate effective communications through written business memos to health professional audiences.		**2**
2.2. Oral Presentation Skills: Construct and deliver business presentations that are logical, compelling, interesting, and effectively communicated. Course Learning Objectives • Demonstrate effective communications through oral presentations on topics related to population health and healthcare management.		**2**
3.2. Problem Solving for Executives: Evaluate a problem or opportunity utilizing appropriate analytical techniques and methods, and generate innovative recommendations for decision makers		**2**

that are financially feasible, politically implementable, and supported by reliable and valid information, while identifying potential risks. Course Learning Objectives • Evaluate the forces for change in the U.S. healthcare delivery system and how future changes may impact society.	
3.10. Community and Market Assessments: Evaluate the demand for a healthcare organization's products, programs and services, including an assessment of socio-economic information such as age of population, income, housing, education; competitor information; healthcare services availability and gaps and other factors related to current and future supply and demand. Course Learning Objectives • Assess community health needs through a review of demographic information, community survey of perceived healthcare issues, quantitative analysis of health care issues and an appraisal of current efforts to address identified healthcare issues.	**2**
4.5. Multi-Sector Collaboration: Lead multi-sector collaboration between hospitals, health systems, physician practices, community health clinics, public health agencies, and community-wide health programs and services. Course Learning Objectives • Demonstrate an understanding of the purpose and expected outcomes of multi-sector collaboration in the healthcare delivery system.	**2**

Proficiency Level Definitions

Novice = 1	Moving Toward Competent = 2	Competent = 3	Moving Toward Expert = 4	Expert = 5
Little or no knowledge, skill or ability in this competency.	No longer a novice. Working on mastering the knowledge, skills or ability.	Adequate knowledge, skill and ability, and can demonstrate this at the level of a junior healthcare professional.	Acquiring the knowledge, skills and ability to move from competent to expert.	Superior knowledge, skill and ability and can demonstrate this at the level of a senior healthcare professional.

Course Schedule Fall 2018

Date	Activities
Week 1 8/27-9/2 **Overview of the U.S. Health System**	• Complete the following activities this week by **11:55 PM, Sunday:** o Discussion 1- Introductions o Discussion 2 - Current Events Channel-Doctors Face Charges for Patient Overdoses o Discussion 3 - Grading the Affordable Care Act o Discussion 4 - Characteristics of the U.S. Healthcare System o Discussion 5 - American Culture and Values • Plan to Participate in the Synchronous session during Week 1--time and date TBD
Week 2 9/3-9/9 **Insurance, Financing & Costs**	• Complete the following activities this week by **11:55 PM, Sunday:** o Poll: Health Insurance Poll question: What do you value the most about your health insurance? o Discussion 1 - Current Events Channel o Discussion 2 - Reducing Costs and Increasing Value o Discussion 3 - Healthcare as a Rising Share of GDP o Discussion 4 - Medicare Access and CHIP Reauthorization Act of 2015 (MACRA) o Current Events Presentation (as assigned) • Continue to work on Team Project - By now your team should have approval on your selected organization for your team presentation in Week 7. Start planning with your teammates, discussing team member roles and begin your research.
Week 3 9/10-9/16 **Health System Comparison & Quality**	• Complete the following activities this week by **11:55 PM, Sunday:** o Poll: Quality of Care - Poll question: What aspect of quality of care is most important to you? o Discussion 1 - Current Events Channel o Discussion 2 - Comparison with the U.S. o Discussion 3 - Learning from Others o Discussion 4 - Triple Aim: Improve Quality, Increase Access, Decrease the (growth) of Costs o Current Events Presentation (as assigned) o Assignment - Team Project Overview and Team Roles: As part of your Team Project, a designated team member must submit the following this week: ✓ 1-page overview of your selected health system and innovation ✓ A brief summary of team member roles for the project (i.e, who will do what to ensure that the presentation is completed on time and meets expectations outlined in this document).
Week 4 9/17-9/23 **Public Health, Population Health**	• Complete the following activities this week by **11:55 PM, Sunday:** o Poll - Health Behaviors - Poll question: In your community what is the health behavior that you think is most in need of attention? o Discussion 1 - Current Events Channel o Discussion 2 - The 5 A's Intervention Model

Date	Activities
and Health Behaviors	○ Discussion 3 - Influence of Behavior on Health Outcomes and Costs ○ Discussion 4 - Influence of Health Determinants on Population Health ○ Current Events Presentation (as assigned) • Mid-Term –The mid-term exam opens Monday at 12:01am ET in Blackboard and closes Friday at 11:55pm ET. • Continue to work on the Team Project - Continue to work with your team on researching and planning for the team presentation in Week 7. • Plan to Participate in the Synchronous session during Week 4--time and date TBD
Week 5 9/24-9/30 **Organization of Care -- Part 1**	• Complete the following activities this week by **11:55 PM, Sunday:** ○ Discussion 1 - Current Events Channel ○ Discussion 2 – Influences of Telemedicine ○ Discussion 3 – Coordinated Care Delivery ○ Discussion 4 – Case Study: Practice Transformation ○ Business Memo #1 ○ Current Events Presentation (as assigned) • Continue to work on the Team Project - Continue to work with your team on the team presentation in Week 7.
Week 6 10/1 – 10/7 **Organization of Care -- Part 2**	• Complete the following activities this week by **11:55 PM, Sunday:** ○ Discussion 1 - Current Events Channel ○ Discussion 2 - Case Study: Mason & Partners ○ Discussion 3 - ACA and Vulnerable Populations ○ Current Events Presentation (as assigned) • Continue to work on the Team Project - Continue to work with your team on the team presentation in Week 7.
Week 7 10/8-10/14 **Workforce and Health IT**	• Complete the following activities this week by **11:55 PM, Sunday:** ○ Discussion 1 - Current Events Channel ○ Discussion 2 - Personal Experience and Medical Technology ○ Discussion 3 - HIPAA Privacy Rule ○ Current Events Presentation (as assigned) ○ Team Project: Finalize and record the Team Project presentation with the members for your assigned team. • Plan to Participate in the Synchronous session during Week 7--time and date TBD
Week 8 10/15-10/21 **Management and the Future of Health Services Delivery**	• Complete the following activities this week by **11:55 PM, Sunday:** ○ Discussion 1 - Review Team Presentations ○ Discussion 2 - Key Drivers of Change ○ Discussion 3 - Management Challenges ○ Team Project Peer Evaluation- The Team Project requires each member of your assigned team to complete a confidential evaluation of the others on your team. ○ Business Memo #2