

HCAI 5330

Fall 2011

Health Services Organization And Policy

Faculty Contact Information

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Course Description

An overview of the organization, delivery, financing and evaluation of health care in America. Emphasis is on major components and their inter-relationships. Key concepts include: social values, health personnel, health facilities, financing mechanisms, evaluation approaches, and health policy.

Course Objectives

Students demonstrate an understanding of the complexity of health care in America by integrating the major components, as they affect issues of access, cost, quality, and equity.

Student demonstration is noted by correctly:

1. Identifying the social values in health care;
2. Identifying psychosocial factors influencing individual health-seeking behaviors;
3. Identifying the evolution of major financing mechanisms and their regulations;
4. Identifying the history of major health professionals and their current roles;
5. Identifying health delivery facilities, related health services, standards & regs;
6. Identifying evaluation approaches and their applications; and
7. Identifying the major components of health policy analysis.

Competencies Addressed

	Level	How Addressed	How Assessed
Writing Skills	1	Lecture	Writing Exercises & IEP
Health Issues and Trends	1	Lecture, class discussions, and assigned readings	Writing Exercises & IEP
Health Professionals	1	Lecture, class discussions, and assigned readings	Writing Exercises & IEP
Standards & Regulations	1	Lecture, class discussion, and assigned readings	Writing Exercises & IEP
Quality Improvement/Performance Improvement	1	Lecture, class discussions, and assigned readings	Writing Exercises & IEP
Health Policy Formulation, Implementation & Evaluation	1	Lecture, class discussions, and assigned readings	Writing Exercises & IEP

Level: 1 = Knowledge
2 = Application

Course Requirements

Competency: Writing Skills

Writing Exercises: Writing Exercises integrate course discussion and readings around specific course topics. There are five (5) Writing Exercises. Each Writing Exercise is two pages, double-spaced. Each Writing Exercise is worth 15% of the course grade. There are two drafts of each Writing Exercise. Draft #1 is DUE THE FRIDAY BEFORE THE ASSIGNMENT DUE DATE. Draft #1 will be critiqued by the Instructor and scanned back to the student on the Monday before the assignment date. DRAFT #2 IS DUE ON THE ASSIGNMENT DATE.

Due dates for the Writing Exercises are: September 6, September 26, October 17, November 7, and November 28.

Interest Exploration Project (IEP): The IEP is an opportunity for students to research in-depth a topic of interest to the individual student, that is related to the **course objectives**. Students will prepare a 10 page, double-spaced paper, containing at least five (5) reference from material NOT contained in the course readings. Students MUST obtain Instructor permission on the paper topic.

The IEP is worth 25% of the course grade. The IEP is due: Wednesday, December 14.

Textbook: Greenwald, H.P. (2010), *Health Care In The United States: Organization, Management, And Policy*, Josey-Bass, San Francisco

Selected readings and class handouts

Grading

90% and above = A

80% - 89% = B

Below 80% = C

Writing Exercises = 75%

IEP = 25%

Session Plan

On-Campus Sessions: Competency: Health Issues and Trends

August 15: Introductions

Course description

Current “hot” topics in health care

Social environment and health

Documentary “Unnatural Causes”

August 16: Defining Health

Medical Care Process

Access Concept

Documentary “Healing And The Mind”

Prior To September 10: Text: 4-99

Competency: Health Issues And Trends

September 10: “The Tragedy Of The Commons”

Health Care Financing

Text: 171-206

Reading: Hsaio, et al. (2011), “What Other States Can Learn From Vermont’s Bold Experiment: Embracing A Single-Payer Health Care Financing System”, *Health Affairs*, 30,7: 1231-1241.

Reading: Robinson, J. (2011), “Hospitals Respond To Medicaid Payment Shortfalls By Both Shifting Costs And Cutting Them, Based On Market Concentration”, *Health Affairs*, 30,7: 1265-71.

Reading: Takach, M. (2011), “Reinventing Medicaid: State Innovations To Quality And Pay For Patient-Centered Medical Homes Show Promising Results”, *Health Affairs*, 30,7: 1325-34.

Competency: Healthcare Professionals

October 1: Health Care Professionals

Text: 139-170

Reading: Bynum, et. Al. (2011), “Fewer Hospitalizations Result When Primary Care Is Highly Integrated Into A Continuing Care Retirement Community”, *Health Affairs*, 30,5: 975-84.

Reading: James, D.A., et al, (July 14, 2011), “Rapid-Response Teams”, *New England Journal Of Medicine*, 365,2: 139-46.

Competency: Health Issues And Trends

Competency: Standards & Regulations

October 22: Health Care Organizations

Text: 103-137

Reading: Bodenheimer, T. (July 7, 2011), “Lessons from the Trenches-A High-Functioning Primary Care Clinic”, *New England Journal Of Medicine*, 365,1: 5-8.

Reading: Pronovost, P.J. and Goeschel, C.A., (July 20, 2011), “Time to Take Health Delivery Research Seriously”, *JAMA*, 306,3: 310-311.

Competency: Quality Improvement/Performance Improvement

November 12: Quality Of Care

Text: 233-254

Reading: Meyer, H. (2011), “Coding Complexity: US Health Care Gets Ready For The Coming Of ICD-10”, *Health Affairs*, 30,5: 968-74.

Reading: Milstein, et al. (2011), “Why Behavioral And Environmental Interventions Are Needed To Improve Health At Lower Cost”, *Health Affairs*, 30,5: 823-32.

Reading: Sessums, L.L. et al, (July 27, 2011), “Does This Patient Have Medical Decision-Making Capacity?”, *JAMA*, 306,4: 420-27.

Competency: Health Policy Formulation, Implementation & Evaluation

December 3: Health Care Policy & Analysis

Text: 289-321

Student Expectations

Students are expected to do their own work, to seek help from the Instructor, to submit assignments on time, to act with integrity, and to alert the Instructor when they are not able to “attend” tele-conferences and/or meet course deadlines.