

# Course Proposals

List of all proposals

Course Name: Health Systems and Healthcare Economics

Course Prefix: MSRT

Course Number: 6000

Submitted by (Name & E-Mail): Paul Eberle, peberle@weber.edu

Current Date: 1/3/2013

College: Health Professions

Department: Respiratory Therapy

From Term: Spring 2014

Substantive

change number MHA 6000

Current Course Subject N/A

Current Course Number MHA 6000

In-depth analysis and synthesis of all aspects of the health care delivery system emphasizing improvement of health care delivery and access. Examines the complex organizational dynamics and structures that predicate the interaction among major components of the U. S. health care system, including service provider settings in which care is provided. The course surveys the funding systems and regulatory structures for financing healthcare delivery and resource management in health services organizations. Current reform debates will be challenged.

New/Revised Course Information:

Subject: Select Subject

Course Number:

Check all that apply:

*This is for courses already approved for gen ed.*

*Use a different form for proposing a new gen ed designation.*

DV  CA  HU  LS  PS  SS

EN  AI  QL  TA  TB  TC  TD  TE

Course Title:

Abbreviated Course Title:

Course Type: LEC

Credit Hours: or if variable hours: to

Contact Hours: Lecture Lab Other

Repeat Information: Limit 0 Max Hrs 0

Grading Mode: standard

This course is/will be:

- a required course in a major program  
 a required course in a minor program  
 a required course in a 1- or 2- year program  
 elective

Prerequisites/Co-requisites:

Acceptance into MSRT program.

Course description (exactly as it will appear in the catalog, including prerequisites):

**Justification** for the new course or for changes to an existing course. (Note: Justification should emphasize

academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

Course dual listed with MHA 6000.

**INFORMATION PAGE**  
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).**

**Please mail a signed approval page to the Faculty Senate Office, MA 210J, MC 1003.**

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**Weber State University**  
**Health Administrative Services**  
**Course Syllabus**

Course Title: - Health Systems and the Healthcare Economy  
Course Number: MHA 6000  
Number of Credit Hours: 3  
Prerequisite: Acceptance to the MHA Graduate program or MBA program  
Professor

Richard Dahlkemper, PhD, MBA  
Room 220 MH  
626-7298  
rdahlkemper@weber.edu

**Course Description:**

In-depth analysis and synthesis of all aspects of the health care delivery system emphasizing improvement of healthcare delivery and access. Examines the complex organizational dynamics and structures which predicate the interaction among major components of the U. S. health care system, including clinicians, locales in which care is provided, financing mechanisms which pay for care and government attempts to regulate it. Current reform debates will be challenged.

**Objectives:**

1. Be able to discuss the evolution of the health care system in the United States.
2. Understand how free trade and competition affect the health care system.
3. Understand the role and structure of governance in health services organizations
4. Be able to assess the role of the third party payment system in healthcare financing.
5. Understand the extreme systemic tension caused by simultaneous public demands for higher quality, expanded access, and lower costs.
6. Be able to address the major challenges facing the U.S. health care system including rapidly rising total cost, aging population, provider shortages, ethical dilemmas, and growing "uninsurable" population.
7. Be able to develop strategies for working effectively with professional staff in health services organizations.
8. Understand the impact of health policy and the economy on the healthcare system.

**Text:**

Feldstein, Paul. J. (2007), Health Policy Issues: an Economic Perspective 4e, AUPHA-Health Administration Press, Chicago

### Suggested Readings.

MacStravic, Scott and Gary Montrose, 1998, *Managing HealthCare Demand*, Aspen Publications, Gaithersburg, Md.

Andersen, Ronald M., Thomas H. Rice and Gerald F. Kominski, 1996, *Changing the U. S. Health Care System: Key Issues in Health Services, Policy and Management*, Jossey-Bass, San Francisco.

Journal articles listed for each weekly topic in WebCT Vista or at <http://library.weber.edu/cm/hp/mha6000.cfm>

### Methods and Procedures:

The course will use current writings and case studies to focus on critical issues/challenges in the U. S. health care system. For this term these topics include the following:

Systems Management skills needed for leaders to be successful in the complexity of the U. S. health care system. How can competing demands for quality, access, and cost control be balanced? How can the intersection of professional clinical systems and professional administrative systems enhance both creativity and productivity?

Total Health Care Expenditures are continuing to consume a larger and larger share of GDP. What are the economic, political, and human service implications?

Ethical Dilemmas multiply as advancing technical capabilities outpace public consensus on appropriateness of application and resource allocation. Is health care a right or a privilege? Who should decide how and where resources will be allocated? Should the decision be made by market forces or public policy?

Insurance Plan Competition is increasingly based on excluding high risk, and even moderate risk, people from coverage. The number of uninsured and underinsured Americans is beyond 45 million and growing. Fee-for-service and prospective payment plans exist within the same system. Does this really work? Are there better options?

Demand Management is a concept that is both misunderstood and ignored. The original development of Health Maintenance Organizations included strategies for managing demand. However, the financial incentives that prevail in the way health care delivery is funded in the U. S. Healthcare system does not support demand management strategies. Intuitively, health promotion, improved decision making and management of disease and disability seem to be efficacious. What prevents fuller exploitation of these kinds of strategies?

Socialized Medicine vs. Privatization This debate is manifested in the political life of the United States and other developed countries around the world. Countries such as Canada and the United Kingdom have been used as examples of the models some politicians would like to implement in the United States. Others have pointed to recent problems in these systems as evidence against socialized medicine. The heart of the debate is centered around opposing opinions regarding the degree of control governments should have over operation and funding of health care delivery. Some individuals advocate

radical reform of the system that would install a system completely controlled by government bureaucracy. On the opposite side of the argument others would prefer that the government be barred from any involvement and let the system respond to free market forces.

This course incorporates an online component through WSU Online/Vista . This syllabus is replicated online and also contains links to resources that may assist in researching the literature for group presentations and a research paper.

The online component is designed to facilitate online discussions and research.

### **Online Discussions:**

During the 7 day period prior to each class (sessions 2 through 7) each student will login a minimum of 2 times to the online discussion for that week. The student must post an initial comment to the statement or question posted for each discussion. Then the student will login at least a second time and post a response (reply) to the comment of another student. The online discussion is designed to examine a thought provoking issue from the material that will be covered in the next class session of the course.

### **Article review (week 2)**

Students will review and prepare to discuss journal articles related to the week 2 topic listed in the course outline. The articles will be incorporated into an individual or small group presentation. Each student will also prepare a written review of two of the articles listed. See instructions for the written review outline below. The article review outline will be turned in the night of the presentation. Plan on 10 minutes for your presentation.

Sources for articles relating to weekly topics can be found at the following website.  
<http://library.weber.edu/cm/hp/mha6000.cfm>

### **Written Review Guidelines:**

- \* Read the entire article thoroughly to ensure understanding.
- \* Plan your review, emphasizing the key points; don't cover everything.
- \* Put the article in context with regard to U. S. Health Care System
  - Areas of impact
  - Scope
- \* Use an organized, systematic approach:
  - 1 Brief Introduction (What's the message)
  - 2 Industry context (Where does it fit?)
  - 3 Objective or result (Where's it going?)
  - 4 Main Points and Issues (What are the key managerial skills needed and why?)
  - 5 Bottom Line (Synopsise in 10 words or so)

The goal is to help you to become proficient at quickly sizing up an article and adept at extracting its main points. The review should not be more than two pages, double spaced.

**Article review (week 7)**

Each student will write reviews (using the guidelines listed above) of two of the articles listed either in the library guide or linked to this unit; submit the reviews in the Assignment drop box before the start of class. Each student will be prepared to participate in the in class discussion using the assigned readings as background

**Group major presentations (week 3, 5, or 6):**

Members will be assigned to groups that will be tasked with developing 45 minute presentations on topics assigned by the instructor(s). In weeks 3, 5, & 6 the class will engage in an analysis of a key element of the U.S. Healthcare System culminating in a group presentation and a discussion of the presentation topics.

Topics: In the course outline you will find topics for weeks 3, 5, and 6 and presentation subjects for each group.

Your analysis should be clearly and directly related to the content of the course. Your presentation will be 45 minutes, counting questions and comments.

At the time of your presentation, your group will submit a copy of your presentation slides. You do not need to write a formal paper on your presentations. The last slide should include a bibliography of the references you used to develop your presentation. Examples of the format for that are shown below.

Morrissey, John, "Proof of Privacy." *Modern Healthcare*, Vol. 33, Issue 28, 20

Feldstein, Paul J., *Health Policy Issues: An Economic Perspective 3e*, Washington DC: AUPHA-HAP 2002.

**Case presentation and summary (week 4):**

Each team will prepare a written summary of one of the three cases listed in the Ethics unit. The summary should address the questions asked in the case and should be at least 3 full pages in length (double spaced) but not more than 5. Only one team member should submit the summary in the appropriate Assignment drop box.

Each team will also make a ten minute presentation of their case summary to the class. One, or at most two, team members should be selected to make this brief presentation on behalf of the team.

**Research Paper**

Each student will prepare and present a 12 to 15 page research paper on a topic selected from the list provided. Topics should be selected in Week 1 so work can begin immediately. The research paper must include at least 7 scholarly references. Papers will be graded on three criteria; format, content, and clarity. The paper will include a cover page, table of contents, introduction, body, conclusion and bibliography. The paper will be double-spaced using Times New Roman 12 point font. Papers may be

written in APA format or another academically accepted style as long as the citation of references is consistent throughout the paper. Content of the paper should exhibit graduate level research of the subject matter and the student's mastery of the subject. The student should be capable of writing in a manner, which clearly communicates the information or arguments, he or she is trying to convey. This paper is worth 300 points toward your final grade.

<b>GRADING:</b>	<b>Percent</b>	<b>Points</b>
Participation/attendance	(10%)	100
Online Discussions 25 points each	(15%)	150
Article reviews	(10%)	100
Article presentation	(05%)	50
Case presentation & summary	(10%)	100
Major presentation	(20%)	200
Research paper	<u>(30%)</u>	<u>300</u>
	(100%)	1000

Letter Grade	Lower limit	Upper limit
A	94.0	100
A-	90.0	93.9
B+	87.0	89.9
B	83.0	86.9
B-	80.0	82.9
C+	77.0	79.9
C	73.0	76.9
C-	70.0	72.9
E	0	69.9

#### **Accommodations**

Any student requiring accommodations or services due to disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary.

For more information about SSD contact them at (801) 626-6413, [ssd@weber.edu](mailto:ssd@weber.edu) or <http://departments.weber.edu/ssd/>.

#### **Cheating policy**

Collaboration among students is encouraged regarding group presentations and discussion of course content. However research papers are expected to be the result of individual effort and must conform with university policies regarding plagiarism and academic dishonesty. Failure to do so may result in disciplinary action in accordance with the Student Code of Weber State University.

WSU subscribes to TurnItIn.com, and electronic service that verifies the originality of student work. Enrollment in this course may require you to submit some or all of your assignments to it this semester, and documents submitted to TurnItIn.com are retained anonymously, in their databases. Continued enrollment in this course constitutes an understanding o and agreement with this policy.



**COURSE SCHEDULE:**

	Week	Topic	Assignments/Readings
1	Aug 27	The U. S. Healthcare System	<b>In Class:</b> Course orientation, Lecture/Discussion, group assignments, selection of research paper topics.
2	Aug 28 – Sep 3	Leadership Skills in a Complex Adaptive System	<b>Online Activities:</b> Discussion Question <b>In class:</b> Article reviews Each student will read the journal articles supplied for this topic at <a href="http://library.weber.edu/cm/hp/mha6000.cfm">http://library.weber.edu/cm/hp/mha6000.cfm</a> Each student will prepare and submit a review of two articles using the format described earlier in this syllabus. Each student will participate on a small group that will prepare a 10 minute presentation summarizing one of the articles.
3	Sep 4 – 10	Total Health Care Expenditures	<b>Online Activities:</b> Discussion Question <b>In class:</b> Group 1 will present documentation to support the statement, "Total expenditures for health care in the U.S. are too high." Data should be presented not just to demonstrate they are high, but in support of arguments that they are too high.  Group 2 will present documentation to support the statement that, "We are not spending enough on health care in this country." This may appear to be a more difficult task because it goes against the current majority opinion. However, you should be able to make a strong case by looking at unmet needs, developing shortages, and undesirable outcomes.  Read Chapters 1, 2, 3, 8, 9
4	Sep 11 – 17	Ethical Dilemmas	<b>Online Activities:</b> Discussion Question Written Case Summary <b>In Class:</b> Presentation and discussion of three Case Studies  Read Chapters 4, 5, 13, 14, 29, 31

5	Sep 18 – 24	<p><b>Content for 2009 only:</b></p> <p>National health politics</p> <p><b>Normal content (except for 2009)</b> Insurance Plan Competition</p>	<p><b>Online Activities:</b> Discussion Question <b>In Class:</b></p> <p><b>As this is written, President Obama is pushing Congress to pass legislation substantially expanding the federal role in the financing of health care. By the time we consider this topic, legislation may be enacted or may still be under consideration. It will be important and interesting for all of us to be up to speed on this topic. The instructor will still make remarks on Insurance Plan Competition and references are here for your information, but the presentation topics will be as follows:</b></p> <p>Group 3 will present the positive aspects of the legislation (or, if nothing has yet been enacted, of the major proposals under consideration).</p> <p>Group 4 will present the drawbacks or concerns about the legislation or major proposals.</p> <p>In preparing these presentations, search for scholarly sources but there may be few or none. Use bill summaries and analyses that will be available on federal government web sites as your primary source of data. You may also use media accounts and commentaries but must acknowledge and analyze the biases they will contain.</p> <p>In the long run, the Insurance Plans that have the lowest payout for health care claims for their insureds will be the most successful. There are only two factors in the equation for total claims cost: (1) the number of covered services used by the insureds and (2) the cost per occasion of service.</p> <p>One group normally presents the main strategies insurance plans use to manage the amount of services used including the implications of those tactics on the insureds, the providers, and on the health care system as a whole.</p> <p>The other group normally presents the main strategies insurance plans use to minimize the cost per occasion of service including the impact on the insureds, the providers, and on the health care system as a whole.</p> <p><i>Note:</i> There are some strategies that help accomplish both. It is okay if both teams include them in their presentation.</p> <p>Read Chapters 6, 7, 15, 19</p>
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6	Sep 25 – Oct 1	Socialized Medicine vs. Privatization	<p><b>Online Activities:</b> Discussion Question</p> <p><b>In Class:</b> This topic will substantially overlap with week 5. Considering the impact on the future of the US healthcare system, however, it will be appropriate to spend the time. In order to reduce the redundancy, Groups 5 and 6 should focus on analysis of the structure and outcomes of healthcare systems in other countries in making their arguments.</p> <p>Group 5 Socialized Medicine: Present the arguments raised for implementing a national health insurance/socialized medicine system and the criticisms of our current healthcare system that are used to support socialization.</p> <p>Group 6 Privatization: Present the arguments raised in support of a free market approach to healthcare delivery and the criticisms of socialized medicine that are used to support private health care systems.</p> <p>Read Chapters 30, 32, 33, 34</p>
7	Oct 2 – 8	Demand Management	<p><b>Online Activities:</b> Discussion Question</p> <p><b>In class:</b> Article Reviews Write reviews of two of the articles listed either in the library guide or linked to this unit or one of the Chapters assigned from the text for this Unit; submit the reviews in the Assignment drop box before the start of class. Participate in the in class discussion using the assigned readings as background</p> <p>Paper Presentations. Present “Two Minute Abstract” of Research Paper</p> <p>Read Chapters 20, 21</p>
8	Oct 9 -- 15	Research Paper	<p><b>Online Activities:</b> Complete Research Paper Research paper must be submitted in the Assignment drop box no later than 5:00pm on Thursday October 15.</p> <p><b>No class meeting on October 15.</b></p>