COURSE: HSM 110 -- Healthcare in America

NUMBER OF CREDITS: 3 Semester Credits

MEETING SCHEDULE: Tues & Thurs, 11:30 -12:45, Sullivan Room 202

FACULTY: Dian Langenhorst

FACULTY CONTACT INFORMATION: DLangenhorst@luc.edu 773-508-3249
Office hours by appointment

PRE-REQUISITES: None
CO-REQUISITES: None

COURSE DESCRIPTION: This course provides an introduction to the U.S. healthcare system, providing the student with an overview of its overall structure and functions. A goal of the course is to describe and explain the political, economic and social factors that influence the provision of health care in America, a highly complex industry. The history of health care in the United States will be explored and will be used to frame the variety of roles and functions within the different segments of the health care industry. The triad of provider, supplier and payer will be analyzed along with the impact on healthcare delivery of an increasingly sophisticated health care consumer. The student will be introduced to American health care issues such as cost, reimbursement, access to care and health care disparities. The social justice implications of cost, quality and access will be highlighted. The description and possible roles within various health systems organizations are defined including the roles and functions of administrators, including boards of directors, in health agencies, systems and organizations. Service learning is included in this course.

COURSE OUTCOMES:
At the end of the course, the student will be able to:
1. Describe the evolution of health care in America and the influence of history on the current health care system.
2. Demonstrate knowledge of the structure and functions of the U.S. health care system.
3. Understand the political, economic, and social factors that shape the U.S. health care system.
4. Understand the scope and practice of various health care professionals.
5. Develop an understanding of the symbiotic relationships among the providers of health care, the payers of healthcare, and the suppliers of health care equipment, supplies and pharmaceuticals.
6. Explore and analyze the issues of health care disparities and access to care influenced by the present U.S. health care system.
7. Discuss social justice issues as they relate to cost, access, and quality.
8. Use service learning to develop an understanding of the impact of the present U.S. health care structure and payment system on access to health care.
TEACHING METHODS: Lecture, video, student presentations and class discussion

EVALUATION:
Students will be evaluated by grades on tests, written assignments, class participation and presentations.

Assignment Weights
1. Midterm Exam 15.0%
2. Final Exam 20.0%
3. Film Assessment 10.0%
4. Class Participation 10.0%
5. Online Assignment & Mini-Tasks 5.0%
6. Service Learning 25.0%
   Reflections 15%
   Hours & Activities 10%
6. Team Healthcare Organization Assessment 15.0%
   Written Report 10%
   Presentation & Team Evaluation 5%

Grading Scale
In keeping with LUC policy, students are graded on a scale from A to F. Assignment and final course grades assigned as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>Not only meets all expectations, but work also consistently contains an impressive level of insight and effort.</td>
</tr>
<tr>
<td>A-</td>
<td>92-93.99</td>
<td>Not only meets all expectations, but work also contains some unique elements of insight and effort.</td>
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<tr>
<td>B+</td>
<td>89-91.99</td>
<td>Very good work that meets all expectations, but does not attain a unique or consistently impressive level of insight.</td>
</tr>
<tr>
<td>B</td>
<td>86-88.99</td>
<td>Meets most expectations, but contains some minor problems in quality of work.</td>
</tr>
<tr>
<td>B-</td>
<td>84-85.99</td>
<td>Meets most expectations but work is incomplete, contains superficial analysis, little evidence of synthesis, and/or has errors in some elements.</td>
</tr>
<tr>
<td>C+</td>
<td>80-83.99</td>
<td>Meets some expectations but work is incomplete, contains superficial analysis, little evidence of synthesis, and/or has errors in some elements.</td>
</tr>
<tr>
<td>C</td>
<td>77-79.99</td>
<td>Meets some expectations but work is incomplete, contains superficial analysis, little evidence of synthesis or scholarship, has errors in some elements, and/or lacks attention to detail.</td>
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</tbody>
</table>
Required Course Materials:

- Additional required materials posted on Sakai.

Recommended Course Materials: Additional recommended materials posted on Sakai

Student Evaluation of Course: It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement. Evaluations are distributed by email directly to students during the last few weeks of the semester.

Academic Integrity Statement: Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Refer to Loyola University’s website for a description of the Academic Standards and Regulations policy: [http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml)

Syllabus is subject to change during the semester. Always check Sakai for additional assigned reading and other materials.
## ATTACHMENTS TO SYLLABUS

### Outline of Course Content: Dates, Topics & Assignments subject to change

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment; Always Check Sakai for Additional Assigned Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 14</td>
<td>Introduction &amp; Expectations; Intro to Affordable Care Act</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Jan 16</td>
<td>Service Learning Project: Guest Speakers: Land of Lincoln Health staff</td>
<td>Land of Lincoln handout; Kaiser Family Foundation Report: Healthcare Reform</td>
</tr>
<tr>
<td>2</td>
<td>Jan 21</td>
<td>Characteristics &amp; Foundation of US Healthcare; Cost, Access &amp; Quality</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Jan 23</td>
<td>History of Healthcare</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Jan 28</td>
<td>Payers: Financing &amp; Reimbursement</td>
<td>Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Jan 30</td>
<td>Affordable Care Act</td>
<td>Pg 57-70, Addl on Sakai</td>
</tr>
<tr>
<td>4</td>
<td>Feb 4</td>
<td>Providers: Hospitals</td>
<td>Chapter 4; pg 109-139</td>
</tr>
<tr>
<td></td>
<td>Feb 6</td>
<td>Providers: Outpatient</td>
<td>Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Film Assessment Due</strong></td>
<td></td>
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<tr>
<td>5</td>
<td>Feb 11</td>
<td>Managed Care &amp; Integrated Systems</td>
<td>Assigned Material on Sakai</td>
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<tr>
<td></td>
<td>Feb 13</td>
<td>Suppliers</td>
<td>Assigned Material on Sakai</td>
</tr>
<tr>
<td>6</td>
<td>Feb 18</td>
<td>Consumerism in Healthcare</td>
<td>Assigned Material on Sakai</td>
</tr>
<tr>
<td></td>
<td>Feb 20</td>
<td>Healthcare Professionals</td>
<td>Chapters 6 &amp; 7</td>
</tr>
<tr>
<td>7</td>
<td>Feb 25</td>
<td>Escape Fire Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 27</td>
<td><strong>MIDTERM EXAM</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mar 4</td>
<td><strong>SPRING BREAK -- NO CLASS</strong></td>
<td></td>
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<tr>
<td></td>
<td>Mar 6</td>
<td><strong>SPRING BREAK -- NO CLASS</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mar 11</td>
<td>Long Term Care</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Mar 13</td>
<td><strong>Online Assignment in lieu of class</strong></td>
<td>Assignment Posted on Sakai</td>
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<tr>
<td>10</td>
<td>Mar 18</td>
<td>Technology</td>
<td>Assigned Material on Sakai</td>
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<tr>
<td></td>
<td>Mar 20</td>
<td>Technology: IT</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>11</td>
<td>Mar 25</td>
<td>Health Disparities/Vulnerable Populations/Public Health</td>
<td>Chapter 11; Assigned Material on Sakai</td>
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<tr>
<td></td>
<td>Mar 27</td>
<td>Mental Health</td>
<td>Chapter 10</td>
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ASSIGNMENTS

Film Assessment (10%)
Watch "Escape Fire, The Fight to Rescue American Healthcare" film on your own. A copy is on reserve at Cudahy Library. In the Fall, two other courses were also using the film and may be again this semester, so do not wait until the last minute if you are depending on the library for access to the film.

Prepare a written 3-page assessment of **ONE** of the three following issues discussed in the film:

1) **Paying more and getting less**: US healthcare system is a "disease care system" instead of focusing on **preventing disease and enhancing wellness**.

2) **Overmedication and overtreatment**: Examples in the movie were pain medications and treatment of heart disease.

3) **Treating the whole person** and the role of the primary care physician.

The assessment should include an evaluation of the evidence presented to support the argument presented in the movie. Specify how the different **healthcare industry participants** [providers, payers, suppliers/manufacturers, consumers/patients] and public policy/regulation **contribute** to the issue in either or both positive and negative ways. In addition, identify **changes that could help rescue the US healthcare system**.

Papers should include headers on every page with name, assignment & date. If a source other than the film is cited, it should be listed at the end of the paper. Any statistics or facts not in the movie need to have a source referenced. The body of the paper is to be double spaced with one inch
margins using a 12-point font. The 3-page requirement refers to the body of the paper -- if a separate title page and reference page are used, these do not count towards the page requirement. The assessment should be submitted using "TurnItIn" on Sakai by midnight of the due date.

Class Participation (10.0%)
High quality participation is demonstrated by consistent participation in class. Comments should show familiarity with the assigned materials and questions should be related to the issues or about the assigned materials. Students are expected to develop a greater understanding of the U.S. healthcare system over the semester and this growth should be evidenced by contributions to discussions.

Mini-Tasks & Online Assignment (5%)
Mini-tasks will be assigned periodically during the semester, related to specific resources for information about the healthcare industry. These tasks will not be posted to Sakai or in this syllabus; they will be verbally announced during class. Students missing a class should contact a classmate to determine whether any mini-tasks were assigned during class.

There will be an online assignment related to Medical Terminology in lieu of class on March 13, 2014. There will not be a classroom session that day. The assignment will be posted on Sakai.

Service Learning (25%)
Healthcare reform legislation created new health insurance organizations called Consumer Operated and Oriented Plans (CO-OPs for short). A CO-OP is governed by its customers and the decisions are made focused on customer benefit. Any extra revenue that a CO-OP generates is reinvested for its customer’s benefit – by improving coverage, controlling premiums, and expanding benefits.

Affordable Care Act provides a unique opportunity for Service Learning in HSM 110. Students will work with Land of Lincoln Health, a new CO-OP health insurance plan in Illinois during the roll out of their plans.

Students will complete mandatory training and 20 hours of service related to Land of Lincoln Health (LLH) projects. A questionnaire will help determine the best match for your skill set and interests with the opportunities available.

Students will be required to complete 3 written reflections related to their service learning at regular interviews during the semester, based on the nature and timing of their service learning hours. Generally, these written reflections will be due no more than 7 days after events or 7 days after the completion of the first 6 hours, the second 6 hours and then at the completion of the service learning. These reflections are an important part of the learning process and will account for 15% of the grade.

The first two reflections should consist of 3 parts:
1. Brief description of the activity (1 or 2 paragraphs);
2. Description of how activity relates to the roll out of LLH health insurance plans and the health insurance exchanges (2-3 paragraphs)
3. Discussion of how the activity relates to topics covered in the classroom, i.e., how LLH fits within the healthcare industry, how the health exchange’s launch is going and how the actual
practice compares to the stated objectives for CO-OPs and the health exchange (2-3 paragraphs).

The third and last reflection should also include feedback on the overall experience, in addition to the three sections described above.

**Team Healthcare Organization Assessment (15%)**
The healthcare organization assessment is a group project to be completed by teams of 3-4 students. A list of local healthcare organizations will be provided and assigned. These local healthcare organizations will include providers such as hospitals and Federally Qualified Health Clinics (FQHCs) and suppliers.

Students will be graded on 3 components:
1. Group written assessment that is a minimum of 5 pages double spaced
2. Class presentation (all team members participate in the presentation)
3. Each team member will evaluate other team members

Both the written report and the presentation need to be submitted on the Monday before the class presentations.

Assessments should consist of a description of the organization with basic statistics and locations, as well as discussion of the topics covered in class as they apply to the organization. These requirements vary by the type of organization -- see table below for specifics. Teams can cover additional class topics and information as long as these basics are met.

<table>
<thead>
<tr>
<th></th>
<th>Statistics Required</th>
<th>Topics Required</th>
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<tbody>
<tr>
<td><strong>Hospitals</strong></td>
<td>Total Revenue $ with % of Revenue from Medicare &amp; % Medicaid; % Revenue Inpatient and % Outpatient; Number of Beds; Number of Births</td>
<td>Healthcare Professionals; Quality &amp; Patient Safety; Affordable Care Act</td>
</tr>
<tr>
<td><strong>FQHCs</strong></td>
<td>Total Revenue $; Number of patients and visits; Area Served; Languages Spoken</td>
<td>Healthcare Professionals; Disparities; Affordable Care Act</td>
</tr>
<tr>
<td><strong>Suppliers</strong></td>
<td>Total Revenue; Total Profits; Number of Employees; Countries Served</td>
<td>Technology; Regulation; Affordable Care Act</td>
</tr>
</tbody>
</table>

**Affordable Care Act:** How will/does the Affordable Care Act impact this organization?

**Disparities:** Does this organization serve vulnerable populations? How is it working to address health disparities?
Healthcare Professionals: What type of healthcare professionals work for this organization?

Quality & Patient Safety: Discuss quality scores and Patient Safety at this organization

Regulation: How heavily is this organization regulated?

Technology: What type of technology does this organization produce? How big of a role does technology play in this organization?

A reference page is required identifying sources of information. Part of the assignment is learning the different sources of information about different types of organizations.

Written assessment should be 5-7 pages, double-spaced, using 12-point font. The 5-page minimum requirement refers to the body of the paper -- the reference page is not included in the page requirement. The assessment should be submitted on Sakai by midnight on the Monday before the presentations. The presentation should also be submitted by midnight on the Monday before the presentations.

COURSE POLICIES

Class Discussions
Students are expected to come to class prepared to participate in discussions. Assigned materials should be reviewed prior to class. Lectures will be posted in Sakai to facilitate learning and enhance note-taking.

Materials
Students are responsible for all material covered in class as well as the assigned materials posted in Sakai. Required material may be included in exams even if not covered in class.

Changes
Students are expected to monitor Sakai for announcements, changes to assignments and added course materials on a regular basis. The addition of lectures and required and recommended material to Sakai will not necessarily be separately communicated.

The syllabus and course outline are subject to change, depending on class progression with material and developments regarding the healthcare industry.

Students are expected to check email prior to class for communications. Urgent communication will take place via email and Sakai announcements. Urgent communications are rare.

Electronic Devices
Electronic messaging on any device during class is prohibited. Electronic messaging during exams will be considered a violation of the Academic Integrity Policy.
Submission of Assignments
All assignments are expected to be completed without any spelling and grammatical errors and references appropriately cited. Assignments must be turned in by the due date. Points are deducted for late assignments.

Written assignments are to be completed using double space, one-inch margins and 12 point font. Some assignments are to be submitted using the Turn-It-In feature of Sakai, as indicated.

Learning Assistance
If needed, students are encouraged to seek help in mastering the course materials.
1) Ask questions in class.
2) Form study groups to review course content. Study groups can be set up on Sakai for on-line discussions, chats or email communications.
3) Contact the instructor, Dian Langenhorst, either before or after class or via email to seek help if needed.

Exams
Exams must be taken at the time and day specified. The only exception is an excused absence, such as a written medical excuse from a physician. A student with an excused absence from an exam must take the exam as soon as the student returns to school, but make-up exams are not usually the same as the class exam.