

H501 U.S. Health Care: Systems, Policies and Ethical Challenges
Fall 2006, Section 5636
Mondays 6:00p-8:40p
Room: BS 3015

Updated: August 27, 2006

INSTRUCTOR

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COURSE DESCRIPTION

Over the past century, the health care system has grown exponentially both in size and in complexity, fueled by dramatic advances in medical science and by ever increasing societal demands to rid society of "illness." The U.S. health care system is one of the most complex in the world. This course will provide you with an overview of the structure and organization of the U.S. health care system. As we examine the system, we will discuss and analyze the major components of the U.S. health care system as well as the socio-cultural factors and health policies that help to define its unique qualities. Any examination of our health care system inevitably raises important ethical considerations, and we will explore many such questions over the course of the semester. This course is designed to help students, particularly those interested in careers as health care managers and providers, appreciate the complex nature of the U.S. health care system and expand and deepen your understanding of its structure and key components. Throughout the course, we will emphasize developing a critical understanding of the structures and processes that influence health, health care, and health care policy in the United States.

COURSE GOALS

By the end of the semester, students will be able to demonstrate the following outcomes:

- Describe and analyze the general structure of and major trends in the U.S. health care system and its key components in classroom discussion and written reports;
- Summarize major trends in U.S. health care policy and critically evaluate how health care policies have contributed to the current structure of the U.S. health care system in classroom discussions and written reports;
- Appraise and debate major ethical and organizational challenges in the U.S. health care system using concepts, theories, and empirical data from course materials in classroom discussion and the online discussion forums; and
- Synthesize and utilize concepts and empirical information regarding the U.S. health care system from the course materials in classroom discussions with visiting health care leaders and policy makers and in written reports.

COURSE REQUIREMENTS AND EXPECTATIONS

Required Readings

Reading assignments will be drawn from a primary text and a monograph:

- Leiyu Shi and Douglas A. Singh. 2004. *Delivering Health Care in America: A Systems Approach, Third Edition*. Sudbury, MA: Jones and Bartlett Publishers. (ISBN: 0-7637-3199-4).
- Dana Beth Weinberg. 2003. *Code Green: Money Driven Hospitals and the Dismantling of Nursing*. Ithica, NY: Cornell University Press. (ISBN: 0-8014-8919-9)

Additional supplementary readings from various sources will be made available in the course schedule.

IMPORTANT NOTE: All reading assignments are due for the day assigned in the syllabus.

Oncourse

Throughout the course, we will be using *Oncourse*, IUPUI's internet-based learning support system. *Oncourse* provides a wide-variety of electronic learning tools, including course announcements and email, discussion forums, internet-based access to your grades, and host of other neat features. As you may be aware, during the 2006-2007 academic year, Indiana University is continuing its migrating from *Oncourse Version 7* to a new platform called *Oncourse CL*. For this class, we will use *Oncourse CL* for our class (some of your other classes may continue to use *Oncourse Version 7*). We will rely heavily on this system in this class. In fact, many of the supplemental readings, handouts, and course materials will only be available "on-line," so you should get into the habit of checking the course web-page several times a week (especially the night prior to each class meeting). To access *Oncourse*, point your web browser to: <http://oncourse.iu.edu/>.

You will need to log-in using your NETWORK ID and PASSWORD. Your network id and password should be the same as your university e-mail account. If you have trouble logging in, review the help information on the *Oncourse* login-page or visit the UITs support center on the first floor of the ITIC building. UITs also offers short courses on using *Oncourse* if you need extra help in navigating this system (go to the IT Training website at: <http://ittraining.iu.edu/online/>).

BECAUSE WE WILL BEGIN USING ONCOURSE IMMEDIATELY, IT IS IMPERATIVE THAT YOU ACTIVATE YOUR ACCOUNT AS SOON AS POSSIBLE. IF YOU ALREADY HAVE AN ACCOUNT, YOU SHOULD CHECK THAT YOU CAN ACCESS THIS COURSE AS SOON AS POSSIBLE TO BE SURE THAT IT IS IN WORKING ORDER. ALL CLASS WORK MUST BE DONE ON THE COMPUTER; NO TYPED OR HANDWRITTEN ASSIGNMENTS WILL BE ACCEPTED.

Class Participation

As in most graduate courses, class attendance and active participation is expected. Our in class activities will involve a variety of teaching and learning strategies including lectures, guest speakers, and classroom and small group discussion and debate. Because the emphasis in our class meetings will be on evaluating, analyzing, and synthesizing materials from the assigned readings, you are expected to have completed all assigned readings and homework assignments and be prepared to discuss them at the beginning of each class meeting. Much of the material presented in class will not be available in the course readings or in the class notes available on-line. If you are unable to attend a class meeting, YOU are responsible for making arrangements with another student to get the notes on our discussion. I will not make my notes available to students. Because active class participation is critical element of the learning process, 100 points (or 25% of your final grade) will be based on the quality of your class participation. Participation will be evaluated at the mid-term and at the end of the semester. Up to a

maximum of 50 points grades will be assigned for the first and second half of the semester. For more information about the assignment of participation points, refer to the [Participation Grading System](#).

Health Care Professions Group Project

For this project, you and two or three other students will collaborate to develop the content of an educational website, Power Point presentation, or text document designed to educate yourself and fellow classmates about one of the many professions represented in our health care system and discussed in our text. Your task is to compile information on your assigned profession--from the library, web, or personal contacts/interviews--to create a reference/educational tool to educate students and others about that health care profession. While you are welcome to include anything you feel critical, at a minimum, your report should address the following core topics:

- the history of the profession, including critical figures and milestones in the development and recognition of the occupation as a "profession";
- the current status of the profession, including demographic information on members of the profession, employment prospects and trends, and education/training/licensure requirements;
- the major system, organizational, and/or ethical challenges facing the profession in the contemporary U.S. health care system as well as the key professional organizations and their efforts to address them
- provide a bibliography or list of web and library resources where people can learn more about the profession

Each group's final product will be made available to the entire class through *Oncourse*. This project is worth 100 points or 25% of your final course grade. In most cases, I will assign a single grade for the group; however, in cases where individual contributions varied significantly, I will assign separate paper grades to individual group members. If problems develop in work groups as you work on your projects, you are expected to address them as early as possible with each other. If groups are unable to resolve their differences, group members may elect to restructure their work group or to complete individual projects; however, only after consulting with me.

Health Care Organizational Role Analysis/Nurse Shadowing Experience

Hospitals, clinics, private doctors offices, and virtually all other health care facilities represent various forms formal organizations. While analysts normally view health care organizations as critical components of larger health care systems, both practitioners and researchers have found that it is often helpful to study health care organizations as systems in their own right. Indeed, Weinberg's book *Code Green* is an excellent example of how systems theory and organizational analysis can be applied to better understand what is happening in health care organizations. This project will be completed in two steps. The first step includes a nurse shadowing experience. You will shadow a nurse within the Clarian Health System for four to eight hours. The purpose of this shadowing experience is to give you the opportunity to observe different kinds of nurses at work and to reflect on both the nature of their work as well as how it relates to other organizational processes. More specific details regarding the nursing shadowing experience will be provided in class; however, you should plan on taking notes on your observations as these will be an important source of data for this project. Once you have completed your observation, you should select one aspect of the nursing work you observed, conduct background research on the issue, and prepare a paper which analyzes the problem. The conclusion of your analysis should be a proposal on what changes you would recommend to improve the quality of nursing care. Your final paper should be between 5 and 7 double-spaced pages, not including references and appendix materials. While you may cite the assigned texts or online readings, your paper must have a minimum of five references to outside sources. You should also include your observation notes as an appendix to your paper.

Health Care Trend Analysis Paper

The U.S. healthcare system is rapidly changing, and health care administrators, policymakers, and researchers need to stay abreast of emerging trends. For this assignment, you first will need to select a recent trend in healthcare and conduct background research on it. The specific trend you select is entirely up to you; however, I would recommend you pick a trend that you have heard about recently that interests you and that you do not have much knowledge about. Once you have completed your background research, you should prepare a concise paper summarizing your findings. Your paper should include empirical information about the trend, as well as analyze the major causes of the trend and discuss likely consequences for the healthcare system (or an individual healthcare organization). This paper should include a minimum of five references to outside sources and be between 5 and 7 double-spaced pages, not including references and appendix materials.

Health Care Policy Brief

For this assignment, you will need to reflect on the U.S. health care system and identify one of the many challenges it faces that interests you. Your assignment is to develop a "policy brief" that clearly describes the problem/challenge, presents empirical evidence that documents the scope of the problem/challenge, and analyzes how government and/or health care organizations have tried to address or respond to it. While your policy brief will need to thoroughly discuss the issues as well as governmental and/or health care organizational responses, you also should evaluate the effectiveness of the responses you identify. Be sure to also consider carefully how the problem or challenge is the result or cause of the fragmented structure of the health care system. The final paper should be between 5 and 10 double-spaced pages (not including tables/figures, appendices, or references) and include a minimum of five references to outside sources.

Grades

Grades for the Healthcare Professions project, the Health Care Organizational Role Analysis/Nurse Shadowing Experience paper, Health Care Trend Analysis Paper, Health Care Policy Brief will all be evaluated using standard letter grades (A+, A, A-, B+, B, B-, etc.). The letter grades on these assignments will be converted to a corresponding point value (A+=100, A=95, A-=90, B+=89, B=85, B-=80) and summed with the points awarded for class participation for a total of 500 possible points. Final course grades will be awarded based on the total percentage of points earned. You may access your current grades at anytime by checking your personal Grade Report within *Oncourse*.

OFFICE HOURS AND LOCATION

My office is located in the Business/SPEA (BS) Building, room 4059. The building is located on the east side of the quadrangle at 801 W. Michigan Street. My regular office hours are Mondays from 4 to 5:45pm. I am also happy to meet with students individually or in groups at other times by appointment. Occasionally, I add additional office hours. When I do so, I will post an announcement on *Oncourse*. Please be aware that I must occasionally cancel office hours. If I do cancel office hours, I will try to post an announcement within *Oncourse* and, when possible, announce it in class in advance.

IMPORTANT IN CLASS ETIQUETTE RULES

To make sure that all students feel comfortable during each class, it is expected that all students will follow the following etiquette rules:

- be in your seat and ready to begin class promptly at the official start time;
- refrain from talking loudly to your neighbors while someone else is talking;
- turn off or put on "vibrate mode" all pagers and cellular phones; and

- do not bring children or guests to class without prior authorization.

Students who violate these policies may be asked to leave class. Repeat offenders may be dropped from the class.

SPEA 2006 POLICIES

ACADEMIC MISCONDUCT

All faculty have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students” and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic misconduct occurs. The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. If you have not done so, you should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.iupui.edu/code/>, so that you will be sure to understand what these terms mean and what penalties can be issued for academic misconduct. Significant violations of the Code can result in expulsion from the University. If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

1. Cheating. A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:

- a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
- b. A student must not use another person as a substitute in the taking of an examination or quiz.
- c. A student must not steal examinations or other course materials.
- d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
- e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.
- f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.
- g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.

h. A student must not alter a grade or score in any way.

2. Fabrication. A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. Plagiarism. A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

4. Interference.

a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

CLASSROOM ETIQUETTE AND DISORDERLY CONDUCT

SPEA, which is a professional school, expects students to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, using computers to surf the web or other non-class activities, talking or laughing with others, arriving late, and so forth. These behaviors are distracting to the instructor and to classmates, and SPEA faculty will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university. Students should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://life.iupui.edu/help/code.asp> in order to understand your responsibilities as a student.

COMMUNICATION BETWEEN FACULTY AND STUDENTS

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors' preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUPUI email to another account can be found at <http://uits.iu.edu/scripts/ose.cgi?berh.def.help>

COURSE WITHDRAWALS

Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar's website at <http://registrar.iupui.edu/withdraw.html> for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

Withdrawal Deadlines

Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)	Week 1 (last day)
Withdrawal with automatic grade of W (Advisor signature IS required)	Week 2– Week 7 (regular session)
Withdrawal with grade of W or F (Advisor and instructor signatures ARE required)	Week 2 – Week 3 (summer session) Week 8 – Week 12 (regular session)
	Week 3 – Week 4 (summer session)

INCOMPLETES

A grade of incomplete (I) indicates that a 'substantial portion' of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student's work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar's website at <http://registrar.iupui.edu/incomp.html>, in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an 'F' if the work is not completed within the allotted timeframe established by the instructor.

GRADE CHANGES

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar's Office. **A student has 90 days after the conclusion of a course to appeal a grade.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date. SPEA will review the request and make a final decision. The Change of Grade petition form is located at the Office of the Registrar's website at <http://registrar.iupui.edu/grdfm.html>.

STUDENTS CALLED TO ACTIVE DUTY

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar's website at <http://registrar.iupui.edu/activeduty.html>.

FINAL EXAM SCHEDULE

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams may not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate or Graduate programs. See the Office of the Registrar's website at <http://registrar.iupui.edu/accal.html> for the final exam week schedule.