



Syllabus

Healthcare Financing Systems (CCBU 534 GA)

2016 Spring Term

Moravian College Comenius Center

Main Street Campus, Priscilla Payne Hurd Academic Complex, 232

Thursday, 6:30 PM-9:30 PM EST

Instructor Information

Name: *Dr. Nicole Huff, MBA, CHC, CHSP*

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Office Hours: *By appointment*

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Blackboard: <http://blackboard.moravian.edu/>

Course Description: This course reviews the history of healthcare financing in the United States and financial issues in the present healthcare environment. Principles of financial management and insurance are integrated and applied to the healthcare environment. Topics include: healthcare capital and operating budgets; healthcare payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population-based healthcare finance and managed care; and financing aspects of public health policy. (3 graduate credits).

General Description

For more than three decades the rising costs of health care have been cited as a problem by both governmental and private payers. However, efforts of financiers' directed at containing the costs of health care have been largely ineffective. The course will investigate the macroeconomic and microeconomic implications of healthcare costs; what drives healthcare costs at a higher level than in other economically developed countries; the varied payment methodologies utilized by payers of healthcare services; various concepts put forth for restructuring healthcare delivery system including the Affordable Care Act (a.k.a., Obamacare); and the political and practical issues that make restructuring the U.S. healthcare system seemingly so intractable and confounding.

Each week one or more healthcare financing topics will be examined via in-class lecture and Blackboard discussion. Dialogue and debate are an integral part of the learning process and represent one component of the grading process. The assigned readings from text will be supplemented each week with certain articles, white papers or editorial. Your assessment of the views and findings from these materials will be the basis for Blackboard dialogues among your colleagues between classes.

Students will be required to write papers and prepare Power Point (PPT) presentations during the course on a series of topics. Each paper will be no more than two pages in length unless otherwise noted on Blackboard. Students will be required to summarize their analysis and conclusions in class using PPT as a visual aid.

Students will also be required to complete a final comprehensive exam which assesses comprehension of the range of topics covered during the semester. The exam will be an open book and an essay format.

Student Learning Objectives

After completing this course, students will be able to

1. Understand the origins and evolution of healthcare financing in this country and globally as well as the varied factors driving healthcare costs.
2. Explain the major political and economic issues confronting the U.S. healthcare system and why reform is viewed as a national priority.
3. Describe the structure of the American healthcare financing system and the varied payment methodologies and practices employed by public and private payers for reimbursing providers and controlling the financial risk of insurance underwriting.
4. Critically evaluate various reform concepts including free market and government controlled approaches to financing health care.
5. Understand major provisions of the Affordable Care Act of 2010 and formulate a personal perspective on its potential effectiveness as a strategy for healthcare reform.

A pre-test or survey will be administered in the first session to assess students' understanding of major topics that will be covered within each of the five learning objectives. Results of the test will not have any bearing on student's final grade. Upon completion of each learning objective by way of lectures, in-class discussions and assignments, changes in students' understanding of critical topics will be evaluated by a series of post assessments. The specific areas in which learning will be evaluated generally follow the topics outlined in the Assignments section of the syllabus.

MBA Program Learning Objectives Related to this Course

1. **Analyzing.** Students will have to apply analytical skills and financial management principles in assessing a complex set of issues confronting healthcare delivery. It will be necessary to distill a plethora of information and conflicting perspectives to arrive at insightful conclusions and positions on issues.
2. **Collaborating.** Students will further develop knowledge and insights through interactions with one another in class, via on-line discussion and working in teams. Simulating the type of dialogue that occurs around policy and strategic decision-making in the public and private sectors is an integral part of the learning process. This requires effective interpersonal skills, an ability to examine divergent points of view dispassionately, and the capacity to work cooperatively with others in search of consensus.
3. **Communicating.** Students will utilize verbal, electronic and written modes of communication throughout the course. Reaching informed decisions requires decision makers to communicate points of view in a persuasive manner in both written and verbal formats. Effective communication also requires good listening skills and the ability to assess other points of view objectively.

4. **Decision-Making.** Students are required to apply analytical, conceptual, and intuitive skills as decision-makers. The course will challenge students to take positions on complex issues that do not have a clear right or wrong answer. It will be necessary to think strategically and to recommend positions in the absence of perfect or complete information. Students will need to think creatively and in a compressed timeframe. Reality testing individual points of view through the communications processes referred to in the course description is an essential part of effective decision-making.
5. **Organizing.** Students will develop an appreciation for the complexity of the healthcare system and the barriers to change. Change inevitably involves some degree of system reorganization. Students will consider the organizational implications of effecting change in a complicated economic system that accounts for more than one-sixth of the American economy.
6. **Reflecting.** Students will reflect on how their perspectives on a variety of issues evolve through the learning process and dialogue with others. Decision-making rarely involves absolutes. Leaders advance their decision-making skills by examining divergent points of view and subjecting their conclusions to critical review by others. Leadership also entails the ability to achieve compromise and consensus which entails reflection on various competing interests and one's own value system.

Text and Articles

Folland, S., Goodman, A, Stano, M. (2013). *The Economics of Health and Health Care* (7 ed.). New Jersey: Prentice Hall.

Other Information Sources

1. The Kaiser Family Foundation (KFF) and Commonwealth Fund websites are useful sources of supplemental information on a number of topics covered in this course.
2. The Commonwealth fund publishes studies and position papers on a number of contemporary healthcare issues.
3. Clayton Christensen, Jerome Grossman, and Jason Hwang, MD, *The Innovator's Prescription*. McGraw Hill (2009).
4. George Halvorson, *Health Care Reform Now*. Josey Bass (2007).
5. George Halvorson, *Health Care Will Not Reform Itself*. CRC Press (2009).
6. Thomas Lee, MD and James Mongan, MD, *Chaos and Organization in Health Care*. MIT Press (2009).
7. Michael Porter and Elizabeth Olmsted Teisberg, *Redefining Health Care*. Harvard Business School Press (2006).
8. T. R. Reid, *The Healing of America*. Penguin Press (2009).
9. Arnold Relman, MD, *A Second Opinion*. Public Affairs (2007).
10. Marc Roberts, Willian Hsiao, Peter Berman and Michael Reich, *Getting Health Reform Right*. Oxford University Press (2008).

Assignments

Grading will be in accordance with academic regulations as described in the current Handbook. References must be provided on all papers, responses on Blackboard, presentations and projects.

1. **Quizzes:** The weekly quizzes will test student's knowledge of the material reviewed for the week. The students will have only one week to complete the quizzes between Monday 8 am EST to Sunday 11:50 PM EST. The students can take the quiz as many times as they want until it is passed to earn the 15 points per week. The students will not be given the opportunity to make up the quiz if they fail to take it within the time period required. Students will earn 0 points if quiz is not taken by the deadline.
2. **Blackboard Assignments:** The instructor will provide the weekly assignments for the students to choose on discussion board. The students are expected to respond to the selected topic in a concise manner.
3. **Group Assignment:** The group assignment is a research project that requires a 5 page written report and a 30 minute group presentation. **Paper and Presentation due Mar 3, 2016.** Submit to professor by email no later than 5:30 pm on March 3, 2016. Late submissions will not be accepted.
 - a. **Research paper:** Select a unique title and prepare a research paper addressing relevant assigned group topic and associated finance/economic material learned from the class textbook. **See Group Assignment Sheet.** The paper will be no more than five pages. Reference list does not count as part of the required number of pages; 12-point font; double-spaced and one-inch margins all around. Poor submissions may be returned for rework.
 - i. Students should include a cover page with title and group number and student names.
 - ii. Exhibits, Tables, Charts are limited to one in the paper. Must be what students create and not copied/pasted from another source into the paper. Students can use other sources to help them create or recreate exhibit, table, chart, etc. Students must cite source. The size of exhibit, table, chart, etc. should not be longer than ½ a page.
 - iii. The paper should be written in third person. See Sample Research paper posted on Blackboard.
 - iv. Students should avoid fillers such as lists to lengthen the paper.
 - b. Research and select articles, journals, newspapers, etc. written within the last five years starting from 2015. Do not use Wikipedia as a source.
 - c. The presentation should be prepared as a visual aid to present response to assignment. The bullet point statements should not include more than 10 words. Presentation should be:
 - i. Delivered by each member in the group assignment
 - ii. Engaging and informative.
 - iii. Creative (e.g., charts, graphs, embedded videos (no longer than 3 minutes), other animations, etc.)
 - iv. A minimum of 30 minutes but not longer than 35 minutes.
 - v. See examples posted on Blackboard

4. **Two Papers/Presentations:** The paper MUST include material learned from the course textbook.
 - a. Prepare the paper to address the relevant health care topics and associated economic topic as discussed in the required text book and other researched material. Your paper may follow the guidance found at <http://www.sfu.ca/cmns/130d1/WritingaPositionPaper.htm> (ignore any content that does not such as references to teaching assistants [TAs]). Your paper should be no more than two (2) pages and include appropriate references (e.g., use APA format, highly preferred but not necessary). No cover sheet.
 - b. If you have to present for the week, then, the student DOES NOT have to submit a written paper. Students are to prepare a Power Point Presentation ONLY as visual aid to present response to their selected topic. Students should present for a minimum of 10 minutes, but no more than 15 minutes.
 - c. Reference list does not count as part of the two pages; 12-point font; double-spaced is preferred and one-inch margins all around. Poor submissions may be returned for rework.
 - d. Late Assignments: Assignments must be completed on time, in the week assigned. Any late submission will result in point deduction for each week that it is late. Late submissions may result in a penalty of 10% of the point value of the assignment. Any late submission must be agreed upon by both of us, in advance, and points will still be deducted for being late. I reserve the right not to accept late assignments.
 - e. See the **Healthcare Economic Writing Rubric** for how the paper will be graded.
5. **Class Participation:** Active and meaningful participation is extremely important in this course as a means to facilitate your growth in critical thinking in this subject. Active and skilled participation during the course shall be worth up to 38% of your earned final grade. Class participation and postings in Blackboard include individual participation, involvement with peer discussion and contributions to postings. Students will be judged in this area based on the *quality* of interaction, not the *quantity* of expression. Discussion board participation will be evaluated using the **Discussion Board Rubric Spring 2015.**
6. **Final Exam:** The exam is comprehensive and will include all chapters assigned for the semester. The weekly quizzes are designed to assist students with preparing for the final exam. The exam will include 50 randomly selected questions and/or essays from the weekly quizzes. The students will take the exam on Blackboard. See blackboard for further details.
7. Evidence of an appropriate level of research means that the topic covered and assignments completed must reflect an adequate amount of work dedicated to the assignments. All work must be accompanied by citations, references and other source information for texts, journals, newspapers, government documents, and website addresses as appropriate. Note: Be aware that popular magazines and the web are not always very reliable sources of evidence-based information. Wikipedia is not acceptable as a source.

8. Evidence of the application of class materials to assignments means that you have demonstrated an understanding of the material discussed in class and/or your text as well as other reading assignments.

WEEK DATE	TOPICS	READING CHAPTERS	ACTIVITY
1 1/21/16	Introduction	1	Quiz Discussion Board Posting Paper
2 1/28/16	Economic Efficiency and Cost-Benefit Analysis Production of Health	4 & 5	Quiz Discussion Board Posting Paper/PPT
3 2/4/16	The Production, Cost, and Technology of Health Care Demand for Health Capital Demand and Supply of Health Insurance	6, 7 & 8	Quiz Discussion Board Posting Paper/PPT
4 2/11/16	The Organization of Health Insurance Markets Managed Care Non Profit Firms Group Assignment	11, 12 & 13	Quiz Discussion Board Posting Paper/PPT
5 2/18/16	Equity, Efficiency and Need Government Intervention in Health Care Markets Group Assignment	18-19	Quiz Discussion Board Posting Paper/PPT
6 2/25/16	Social Insurance Comparative Health Care Systems	21-22	Quiz Discussion Board Posting Paper/PPT
7 3/3/16	Health System Reform, Hospitals and Long-Term Care The Physician Practice	23, 14, 15	Quiz Discussion Board Posting Paper/PPT
8 3/10/16	Final Exam – Comprehensive Exam		Testing on all chapters

GRADE	PERCENT
A	93 - 100%
A-	90 - 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
F	Below 69%

Grading Summary

Item	Number of Submissions	Points Weight
Class Participation	Weekly	180
Postings in Blackboard	Weekly (sessions 1-8)	200
Research Writing Assignments/Power Point Presentations	2	100
Group Assignment	1	150
Weekly Quiz	6	90
Learning Objectives Assessments	4	30
Comprehensive Final Exam	Open Book Final	250
	Total Points	1000

Other Important Information

Academic Honesty

Students are expected to comply with Moravian College's policy on academic honesty as found in the "Moravian College Comenius Center Graduate Academic Policies Handbook" (Handbook) when preparing assignments and reports, or taking quizzes and exams. The College's policy is stated on pages 16 to 19 of the Handbook. Please make yourself familiar with that policy. If you do not have a copy of the Handbook please request one from the Comenius Center office directly or through your instructor. You can also download a copy of the Handbook from the MBA Student Association Blackboard shell. Discussing assigned materials with your peers prior to preparing a report is not cheating. These discussions can help you to gain a better understanding of the material being discussed in class and in your team. You are encouraged to discuss assigned work with your peers although submitted papers must be your own individual work.

Submitting any written material that is not your individual work is cheating. **Plagiarizing from published sources or from other students' work will result in a grade of failure with no exceptions.** Furthermore, stealing newspapers, journals, or books from the Library, or defacing any of the same, is also a violation of the College's standards as discussed in the Handbook. You may use the work of others and not be accused of plagiarism if and only if you appropriately cite the work of others in your report, case, quiz, etc.

Please check the Handbook for further descriptions of violations of the academic honesty policy and for a statement of how suspected violations are dealt with in the Comenius Center. You are responsible for knowing and applying the policies. See the 'Style Guide' section latter in the syllabus for guidance on citations.

Attendance

All students are expected to attend class each and every week. Class meetings not only involve a didactic format but are also occasions for sharing personal experiences and learning from fellow classmates.

Attendance is included in the participation grade. Students cannot earn participation points when absent. Should you be unable to attend a class for some reason, you should notify me by phone or e-mail. We will discuss the circumstances of your absence and how you might be able to manage the work you will miss.

Blackboard

All students are expected to utilize Blackboard for current course information and assignments throughout the term of the course. Materials supplementing class lectures will also be made available throughout the course. You will be enrolled in Blackboard at the beginning of the course by the instructor. If you have questions about or problems accessing Blackboard, contact the IT Help desk for assistance.

Canceled Classes

Class may be canceled due to weather or for some other reason. In the case of cancellation, the instructor will post an announcement on Blackboard to inform students of the cancellation. It is the student's responsibility to check Blackboard prior to each class period to determine if class is canceled.

Copyrights

Only the copyright holder has the right to make copies of books, articles, cases, software, and other copyrighted material. Anyone else (you, the reader) must have the copyright holder's permission to make copies unless the item being copied falls under the fair use proviso or is a work in the public domain. You must get permission from the copyright holder to make any copies legally of any copyrighted material.

Disabilities

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401 (1401 on campus). Accommodations cannot be provided until authorization is received from the Academic & Disability Support Office.

e2Campus

In the event of an emergency the system called e2Campus allows Moravian College to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Up to two cell phone numbers and two e-mail addresses per user may be registered. This service is an integral part of the College's emergency response system. If you are not already registered on the system, please do so as soon as possible. To register for e2Campus visit <http://intranet.moravian.edu/e2campus/index.asp> from a computer on Moravian's campus.

Expectations of Students

Students are encouraged to work collaboratively throughout the course. However, all submissions – Blackboard assignments, papers and final exam – must be written individually. This is not a course that requires a command of economics or finance. Rather, academic performance is evaluated based on students' ability to substantively analyze issues thoroughly and objectively, as well as, convey their opinions in a clear and persuasive manner.

Dialogue and debate is encouraged in this course. It is acceptable to challenge and disagree with one another and the instructor. Nonetheless, it is expected that all discussions be conducted in a courteous and respectful manner.

Grading Judgment

It is within the purview of the instructor to apply qualitative judgment in determining grades for an assignment or for a course.

Inclement Weather

In the case of inclement weather, the instructor will post a message on Blackboard to inform students if the class is canceled. It is the student's responsibility to check Blackboard prior to each class period for cancellations due to inclement weather.

Inclusion

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. Moravian College complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and employment of students, faculty, and staff.

You may wonder what that statement means. For the purposes of this class, the statement means that all persons, regardless of actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, mental or physical disability, use of guide or support animals and/or mechanical aids have an equal opportunity to participate and learn in this class and are to be treated equally in an inclusive and supportive manner.

In other words, in this class, we all promote a culture of inclusion that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas. By respecting and valuing these differences we can make problem solving and decision making multi-dimensional leading to more learning and better outcomes for all, including project clients. Behaviors such as those listed in the table below will lead to an inclusive classroom culture.

Behavior	Description
Listening to understand	Listening with an open mind to fully understand all aspects of a situation
Seeing multiple points of view	Understanding that our perspective is not the only one when looking at a situation, issue, or person
Giving and receiving feedback	Inviting and giving feedback
Enhancing inclusion	Helping others feel included and involved
Addressing inappropriate behavior	Acknowledging inappropriate behavior; communicating expectations and consequences for repeated behavior.

Source: MIT Human Resources, Diversity & Inclusion,
<http://hrweb.mit.edu/diversity/affirmative-action-plan-admins/resources>

Syllabus Status

This syllabus and the course contents are subject to change at the discretion of the instructor. Generally changes will be finalized only after discussion of the change with students in the class.

Workload

Students can expect to work at least 3-4 hours on average outside of class in reading, preparation, and project activities for each hour of class time.

Discussion Board Rubric

CCBU534

Healthcare Financing Systems

Spring/2016

Discussion Board Rubric	Strong/Satisfactory 25 Points/wk	Needs Improvement 12.5 Points/wk	Unsatisfactory 0 points/wk
Development of Ideas	Demonstrates a clear understanding of the question and uses examples as support	Demonstrates a basic understanding of the question	Does not directly answer the question
Evidence of Critical Thinking	Makes connections between class work and the discussion; supports the response with research, course material or personal perspective; and inspires interaction	Sometimes makes connections, adds support and perspective and inspires interaction	Does not make connections, add support and perspective or inspire interaction
Interaction	Messages are posted on <u>THREE DIFFERENT DAYS</u> per week in response to the discussion board question(s). Students should interact with other students who respond to their post. Also, students should comment on at least <u>two different peers' postings</u>. All postings are made before the deadline.	One posting and three cross postings are completed, but some/all cross postings are not completed by deadline	The minimum number of postings is not completed and/or deadline is not met.
<i>References</i>	Student includes citation and reference list to support postings (e.g., APA style).	Student includes some citations and references on postings (e.g., APA style).	Citations and References are not included in postings.

Possible Point Value	A Range - Displays following characteristic with exceptional grace and mastery	B Range - May resemble A paper, with any of the following qualities	C Range - May resemble B paper, with any of the following qualities	D Range - May resemble C paper, with any of the following qualities
Thesis / Argument/Position	Interesting, arguable, incisive; sufficiently limited in scope; stated early on and present throughout; gives both sides of argument but clear states a position	Arguable, but may be vague or uninteresting, or feature no integrated parts; may only be implied, but not clearly stated; may not be argued throughout, position disappears in places	Vague, descriptive, or confusing; parts no integrated (i.e. three unrelated concepts); only implied or not stated early on; not argued throughout, position disappears in places	Missing thesis early on or purely descriptive (an observation or statement of fact, or may be total misreading)
Structure	Logical, progressive (not just a list), invites complications and consideration of counter-argument; strong and obvious links between points; coherent, well-organized paragraphs	Generally logical but either confusing in places (big jumps, missing links) or overly predictable; may be underdeveloped; some disorganized, bloated, or skimpy paragraphs	Confusing (big jumps, missing links or overly predictable ("five paragraph theme")); disorganized paragraphs (usually skimpy), often headed with descriptive (versus argumentative) topic sentences	Confusing; little focused development (usually short or rambling); disorganized paragraphs; missing, garbled, or purely descriptive topic sentences
Evidence	Sufficient, appropriate, well-chosen; presented in a readable and understandable way Demonstrates an understanding of material learned from weekly assigned chapter(s)	Generally solid, but may be scanty or presented as undigested quotations Somewhat demonstrates an understanding of material learned from weekly assigned chapters	Either missing or presented as undigested quotations; may be taken out of context Vaguely demonstrates understanding of material learned from weekly chapter(s)	Very few examples; undigested quotations; taken out of context Does not demonstrates understanding of material learned from weekly chapter(s)
Analysis	Insightful and fresh; more than summary or paraphrase; shows how evidence supports thesis	At times insightful, but sometimes missing or mere summary; makes inconsistent connections between evidence and thesis	Some insightful moments, but generally either missing or mere summary; may present some misreadings	Missing or based on misinterpretations or mere summary
Sources	Well-chosen and deployed in a range of ways (to motivate argument, provide key-terms, etc); quoted and/or cited correctly Includes information learned from course textbook	Quoted and/or cited correctly for the most part, but may be deployed in limited ways (often as a straw man or simply as affirmation of writer's viewpoint) Somewhat includes information learned from course textbook	Plopped in if used at all; may be quoted and/or cited incorrectly, used as filler or affirmation of writer's viewpoint Vaguely includes information learned from course textbook	Plopped in if used at all; incorrectly quoted and/or cited; used as filler Doesn't include information learned from course textbook
Style	Clear and conversational yet sophisticated; diction level appropriate to audience; smooth, stimulating, a pleasure to read	Generally clear but lacking in sophistication; may be weighted down by fancy diction meant to impress; may exhibit some errors in punctuation, grammar, spelling, and format	May be generally unclear and hard to read, or simplistic; may contain many technical errors; likely contains numerous careless mistakes; evidence of little to no editing and proofreading	Either simplistic or difficult to read; riddled with technical errors; lacks signs of any proofreading
Total Points Earned				