

The Health Care System and Public Health
Public Health 6724 -- Online (3cr)
Spring Semester 2017
University of Minnesota – Twin Cities

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Because this is an online course, **all** communications will occur via the Internet
(Either University of Minnesota e-mail or the Moodle2 course platform).

After reading the syllabus, please do the following:

1. Go to the Discussion Board and, in the forum entitled “Acknowledgement of the Syllabus”, indicate that you have read and understood the syllabus.
2. Post a short “Autobiographical Statement” so that I and the other students in the course can “get to know you”.
3. Answer the “Pre Course Knowledge Assessment” questions. I will NOT assign any grades to these answers. Instead, the answers give us both an indication of what you know and believe at the beginning of the semester regarding U.S. health care and its delivery.

All these posting are due no later than 11:59 p.m., Sunday, January 22.

The “Acknowledgement of the Syllabus” may seem a bit jejune to some, but it is, according to online instructional guidelines, a “best practice”.

I. Course Overview

The purpose of this course is to provide students with an overview of the U.S. health care finance and delivery systems within a public health context. To be effective practitioners, public health professionals must be able to link the theory of individual and social determinants of health status and outcomes with the changing structures and organizations of the U.S. health care systems. This course will teach the basic components of the U.S. health care systems, including, but not limited to the following:

- The history and development of U.S. health care systems;
- The role issues of ethics and social justice play in making health care decisions;
- The Patient Protection and Affordable Care Act;
- Financing;
- The role of public programs (e.g., Medicare and Medicaid), insurers, and employers;
- Health care delivery systems (e.g., Primary Care, Outpatient and Inpatient services);
- Integrated and managed care;
- Long-term health care;
- Health care delivery to special populations;
- The nature and scope of disparities within the U.S. health care systems;
- The future of U.S. health care systems

¹ I really do have two Ph.D.'s (it is not a “typo”): One in Health Services Research, Policy and Administration, and one in Philosophy.

II. Course Objectives

Upon completing this course, students should be able to do the following:

1. Understand the role that U.S. health care systems play in improving health status
2. Identify the key components of the U.S. health care delivery systems
3. Identify funding sources and their relative contributions to health expenditures
4. Identify major gaps in access to care and the reasons for those gaps
5. Identify recent trends in U.S. health care finance and delivery
6. Understand the basic elements of managed and integrated care
7. Describe collaborative methods and approaches to build on existing service delivery systems to maintain or improve the health status of populations
8. Explain the essential elements of the Patient Protection and Affordable Care Act, and describe some of the ways that it will change the U.S. health care systems

III. Reading Materials/Text Books

There are three required textbooks for this course:

Leiyu Shi and Douglas A. Singh, Delivering Health Care in America: A Systems Approach, 6th edition (Burlington, MA: Jones and Bartlett Learning, 2015). ISBN: 978-1-284-03775-3

Ronald Kahan, Medicare Demystified (North Charleston, SC: CreateSpace Independent Publishing Platform, 2014). ISBN: 978-1-495-92046-2

Meryl Comer, Slow Dancing with a Stranger: Lost and Found in the Age of Alzheimer's (New York, NY: HarperCollins, 2014). ISBN: 978-0-0-06-213082-2

The 6th edition of Delivering Health Care in America: A Systems Approach is the most current edition of that book. Earlier editions of the book are different, and their use will **not** suffice for the course. Please make certain that you have the correct edition of the required book by Shi and Singh.

In addition to these books, there are online readings. Additional course readings will be available via the University of Minnesota Libraries' E-reserves system. To access, go to the E-reserves main page at <https://rd.lib.umn.edu>. Use your University of Minnesota x500 and personal password to login and view course readings. Readings will be grouped by course topic/week. There are checkboxes located next to each reading for you to use as you complete them. It is optional to use this feature; it is there for your reference only and not accessible by the course instructor.

IV. Percentage Allocation for Course Grade

ITEM	PERCENT OF GRADE	COMMENTS
Final Exam	25%	This will be an essay exam available during finals week. The final examination is comprehensive and <u>entirely essay in format</u> . I will make the final examination available no later than Saturday, May 6 at 8:00 a.m. (Minneapolis/Saint Paul time), and it will then be due no later than Saturday, May 13 at 11:59 p.m. (Minneapolis/Saint Paul time). This will give you several days to complete the examination and return it for grading. Three essay questions will constitute the final examination.

		<p>When you have completed it, you will submit it as a <u>single</u> .doc or.docx file in the appropriate assignment drop-box. Do NOT submit your single file as a .pdf document.</p> <p><u>This is an open book examination</u> – You may not confer with other people when taking the examination, but you may use any books and notes that you want.</p>
Midterm	25%	<p>This examination will occur approximately halfway through the course (see the detailed schedule below). One essay question and 30 true/false and/or multiple-choice questions constitute the mid-term examination.</p> <p>You will have 2 hours to complete the true/false and multiple-choice question portion of the examination. There will be 30 true/false and multiple-choice questions. The true/false and multiple-choice question portion of the examination will constitute 60% of the midterm grade, while the essay question will constitute 40% of the midterm grade.</p> <p>The essay question will be available no later than 8:00 a.m. (Minneapolis/Saint Paul time) on March 6. When you have completed the essay portion of the mid-term examination, you will submit it as a .doc or .docx file to the appropriate assignment drop-box no later than 11:59 p.m. (Minneapolis/Saint Paul time), Sunday, March 12. Do NOT submit your file as a .pdf document.</p> <p><u>The midterm examination (both parts) is an open book examination</u> – You may not confer with other people when taking the examination, but you may use any books and notes that you want.</p>
Short Papers	15%	<p>There will be two short paper assignments throughout the course. Each short paper is worth 7.5% of the course grade. Short papers are each between 1000 and 1200 words (excluding references and endnotes).</p> <p>See the description and grading criteria on the Moodle course homepage under “Assignments”.</p> <p>The function of the short papers is to permit you to synthesize facts that you have learned in the course, and to apply critical reasoning to those synthesized facts. Another function of the short papers is to help you work on writing short, succinct presentations of complex facts and ideas.</p>
PowerPoint Presentation/Whitepaper	15%	<p>Students are required to either create a PowerPoint presentation or write a Whitepaper. Do NOT do both. See the description and grading criteria on the Moodle course homepage under “Assignments”.</p>

		The function of the PowerPoint Presentation/White Paper is to permit you to explore ideas relevant to the course that are of especial interest to you, and to help you in researching and appropriately presenting the results of your research.
Quizzes	15%	<p>There will be 9 quizzes throughout the semester. True/False and/or Multiple-Choice questions will constitute each quiz. There will be <u>no more than 25</u> questions per quiz. Each quiz is a timed quiz. Once you begin a quiz, you will have 60 minutes (1 hour) to complete the quiz. Logging out of the system will not stop the timer. Thus, please make certain that you have allocated a single block of 60 minutes (1 hour) to complete the quiz.</p> <p>Although there <u>may</u> be some variation in the number of questions each quiz has, each quiz will count for approximately 2.2% of the course grade.</p> <p><u>The quizzes are all open book quizzes</u> – You may not confer with other people when taking any of the quizzes, but you may use any books and notes that you want.</p> <p>The function of the quizzes is to provide evidence that you are reading the required texts, and to make certain that everyone shares a common, <u>basic understanding</u> of the information presented in the course.</p>
Discussion Questions	5%	Approximately every two weeks you will be required to respond to a discussion question posted by the instructor. In addition to posting your response, you are required to respond to at least one of your classmates' postings. Please see the schedule (below) in section XI of the syllabus for weeks when discussion postings are due.

V. Class Participation

Because this is an online class, there are **no** scheduled “face-to-face” meetings. However, there are required Discussion Board postings due approximately every two weeks (see the schedule in section XI below). The Discussion Board postings (which are responses to posted topics and responses to the postings of other students) are an important part of your participation in this course. I expect everyone to participate in **all** of the (roughly) bi-weekly discussions, and to ask questions if something is unclear or otherwise not understood. I will grade you on the clarity and thoughtfulness of your responses. I expect you to write thoughtful, critically reflective responses to the views of other students while, at the same time, being respectful of other students’ opinions. There are many differences of opinion on how the U.S. health care delivery systems should be structured and financed. Indeed, you will notice that I have used the plural ‘systems’; many people believe that the claim that there is a single, unified U.S. health care “system” is a provocative claim! It is very important that whenever you respond to another student’s posting, you do so in a thoughtful and respectful manner. You may disagree with the views expressed in a posting, and you may express your disagreement, but your expression of disagreement must be thoughtful and respectful of the other person’s views. Our goal in this class is to work together, and to help one another better understand the U.S. health care systems. Please see section XI of the syllabus for a schedule of the Discussion Board postings.

VI. Assignments/Due Dates

Section XI of the syllabus (below) contains the due dates and times for all assignments. Late work may be penalized 10% for each day it is late. Please make certain that you understand when the due dates are and, if you are uncertain, ask.

If you anticipate having difficulty meeting due date deadline(s), you must make **prior** arrangements with the instructor to be eligible for receiving full credit on your work (i.e., assignments, quizzes, final exam). Students with disabilities are also encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations (see below).

Flexibility with due dates: I want students to be successful in learning the course material; therefore, I try to be flexible about due dates, but it is not always possible to consider every student's individual personal issues or honor every request. Just as I would in any class, I will ALWAYS be flexible for individuals with **documented** disabilities, illnesses, and family emergencies.

VII. Grade Disputes

If you wish to dispute the grade assigned to a paper, presentation, or a question on an exam, you must do so *in writing*. You must include a specific rationale (explanation) for why your answer is correct, or why the paper deserves a higher grade.

VIII. Grading Scale/System

The following grading scale is adapted from Teaching at the University of Minnesota: A Handbook for Faculty and Instructional Staff. University of Minnesota, Center for Teaching and Learning Services, <http://www1.umn.edu/ohr/teachlearn/facbook.pdf>

A	94 - 100	Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	90 - 93	
B+	85 - 89	
B	80 - 84	Represents achievement that is significantly above the level necessary to meet course requirements
B-	75 - 79	
C+	70 - 74	
C	65 - 69	Represents achievement that meets the course requirements in every respect
C-	60 - 64	
D+	55 - 59	
D	50 - 54	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F	< 50	Represents failure and signifies that the work was either: (1) completed but at a level of achievement that is not worthy of credit; or (2) was not completed, and there was no agreement between the instructor and the student that the student would be awarded an "Incomplete."

Non-PHAP majors may elect the Pass/Fail Grading Option. PHAP majors must take the course for a letter grade. S/N option must complete all assignments and pass with a C- letter grade determined by total effort.

S Represents achievement that is satisfactory, which is equivalent to a C- or better unless specifically designated in writing by the instructor at a higher level of acceptable performance.

N Represents no credit and signifies that the work was not completed at a level of achievement and carries no grade points.

IX. Additional University/School of Public Health Policy Statements

(a) Dropping a Course: Students may withdraw from a course through the second week of the semester without permission. After the second week, students will be required to obtain permission from their advisor and instructor (*via* email to the Student Services Center) and a 'W' will remain on their transcript.

(b) Grade Change Notice: Students may change grading options without written permission as specified by the University and without penalty during the initial registration period or during the first two weeks of the semester. Students may **not** change the grading option after the second week of the term.

(c) Disability Policy: It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services for a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. You can reach the Disability Services Staff by calling (612) 626-1333 voice or TTY. The URL for Disability Services is <http://disserv3.stu.umn.edu/index2.html>.

(d) Incompletes: An incomplete grade ('I') is permitted only in cases of exceptional circumstances and following consultation with the instructor. In such cases, an 'I' grade will require a specific written contract with the instructor for timely completion of remaining assignments.

(e) Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies: Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment. This information is available online at www.umn.edu/regents/polindex.html.

In addition, students are responsible for maintaining scholastic honesty in their work at all times. There are penalties associated with scholastic dishonesty will be penalized, and offenses will be reported to the SPH Associate Dean for Academic Affairs who may file a report with the University's Academic Integrity Officer. The University's Student Conduct Code defines scholastic dishonesty in the following manner:

Plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

Plagiarism is an especially important element of this policy. Plagiarism is the presentation of another's writing or ideas as your own. Identified instances of plagiarism by a student may result in the assignment of a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of how to avoid plagiarism, please consult the University policies and procedures regarding academic integrity at <http://writing.umn.edu/tww/plagiarism/>.

(f) Disability Statement: It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

X. Some Final Remarks about the Course and Instruction

(g) Feedback Welcomed: I have worked very hard to make the online course as complete, accurate and user-friendly as possible. However, the online course is constantly under development. I continually and actively seek out ways to facilitate and enhance your learning. If you notice inconsistencies or misspellings, if you have trouble accessing anything, or if you would simply like to suggest improvements, please let me know. Constructive feedback is always welcome!

(h) A Final Remark about Internet Interactions and Grading: If you have taken a Web-based course before, you know that computer-mediated interactions are, in many ways, quite different from the kinds of interactions you have (or can have) in an on-site classroom. For those who have not taken a Web-based course before, you will quickly discover some of the differences. Because all we have to go on in our interactions with one another are typed words and symbols, it is sometimes easy for miscommunications to occur. I know that there have been times when I was asked a question and typed what I thought was an amazingly witty answer (I laughed and laughed at my own cleverness as I typed) only to have the person who received the message not be helped and not find the response at all witty. My point is that while I try to be helpful, respectful and, at least occasionally, witty, sometimes that does not come across very well in typed exchanges. My intention is NOT to be offensive, or curt, or cold, or demeaning; indeed, I truly try to avoid all these things and to be genuinely helpful. However, as you will discover, the limitations of computer-mediated communications sometimes pose challenges.

I tend to be direct and concise in my comments, but please know that my focus is on helping you, the student. Please feel free to let me know if you need more or less information, or if you believe I am being too direct and concise. As you know, instructors vary (maybe a lot) in how they try to help and encourage students, and if my feedback is not helpful, please let me know. I will work with you to give you the kind of feedback that is most helpful for you.

Finally (well, for now), I recently had a student who, in his or her student evaluation, wrote that she or he learned nothing from the class and that the entire class was a waste of her or his time. I was very disheartened to read this, and felt (and still feel) that I did a dis-service to the student. I both know and appreciate that you pay a considerable sum of money for the class, and that your time is very valuable. While I cannot go back in time and “make things right” for the student, I can try to make certain that now and in the future no student in the class ends the semester feeling and believing that she or he learned nothing and that the class was a waste. Thus, if you believe that the readings are not providing information that is new for you, or if you believe that the course is covering what you already know and understand, then please contact me as soon as possible. Please do not go through the semester being dissatisfied with the course and feeling that your money is ill spent, and your time is wasted. If it is at all possible, I will work with you to find ways to correct the problem and make the course educationally valuable for you. My goal is to create an educationally productive environment in which learning can, and does occur. However, I cannot help you or work with you if you do not give me feedback. My goal, really, is to be a resource for your learning and to provide the best environment I can to facilitate and enhance your learning.

XI. Semester Schedule

Week 1 (1/17 – 1/22) Course Overview/Introductions

Required Readings:

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 1: An Overview of U.S. Health Care Delivery

Additional readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

Bodenheimer, Thomas, “Coordinating Care – A Perilous Journey through the Health Care System,” The New England Journal of Medicine, v. 358, n. 10 (March 6, 2008), pp. 1064-1071.

Gawande, Atul, “The Cost Conundrum: What a Texas Town Can Teach Us about Health Care,” The New Yorker (July 1, 2009). Online at http://www.newyorker.com/reporting/2009/06/01/090601fa_fact_gawande?currentPage=all

Moses III, Hamilton, Matheson, David H.M., Dorsey, Ray, George, Benjamin P., Sadoff, David, and Yoshimura, Satoshi, “The Anatomy of Health Care in the United States,” Journal of the American Medical Association, v. 310, n. 18 (November 13, 2013), pp. 1947-1963.

Supplemental Readings (available through the University of Minnesota Library eReserves):

American College of Physicians, “Achieving a High-Performance Health Care System with Universal Access: What the United States Can Learn from Other Countries,” Annals of Internal Medicine, v. 148, n. 1 (January, 2008), pp. 55-75.

Centers for Medicare and Medicaid Services, and Office of the Assistant Secretary for Planning and Evaluation, “An Overview of the U.S. Health Care System: Chart Book”, (January 31, 2007), Online at <http://aspe.hhs.gov/health/reports/07/chartbook/report.pdf>.

Nathanson, Constance A., “The Contingent Power of Experts: Public Health Policy in the United States, Britain, and France,” Journal of Policy History, v. 19, n. 1 (2007), pp. 71-94.

Squires, David A., “The U.S. Health System in Perspective: A Comparison of Twelve Industrialized Nations,” The Commonwealth Fund (July, 2011), Online at http://www.commonwealthfund.org/~media/Files/Publications/Issue%20Brief/2011/Jul/1532_Squires_US_hlt_sys_comparison_12_nations_intl_brief_v2.pdf

You are **not** required to read the supplemental article, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental article. However, it does contain information that you may find useful.

Assignments

1. Discussion Board posting acknowledging syllabus understanding: Due by 11:59 p.m., 1/22.
2. Discussion Board posting with short autobiographical statement: Due by 11:59 p.m., 1/22.

Week 2 (1/23 – 1/29)

Beliefs, Values, and Health

Required Readings:

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 2: Beliefs, Values and Health

Additional readings (available through the University of Minnesota Library eReserves):

Buchanan, David R., “Autonomy, Paternalism, and Justice: Ethical Priorities in Public Health,” American Journal of Public Health, v. 98, n. 1 (January, 2008), pp. 15-21.

Childress, James F., Faden, Ruth R., Gaare, Ruth D., Gostin, Lawrence O., Kahn, Jeffrey, Bonnie, Richard J., Kass, Nancy E., Mastroianni, Anna C., Moreno, Jonathan D., and Nieburg, Phillip, “Public Health Ethics: Mapping the Terrain,” Journal of Law, Medicine, and Ethics, v. 30 (2002), pp. 169-177.

Solomon, Mildred Z., Gusmano, Michael K., and Maschke, Karen J., “The Ethical Imperative and Moral Challenge of Engaging Patients and the Public with Evidence,” Health Affairs, v. 35, n. 4 (April, 2016), pp. 583-589.

Supplemental Readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

Branch Jr., William T., “The Ethics of an Ordinary Doctor,” Hastings Center Report, v. 44, n. 1 (January-February, 2014), pp. 15-17.

Denier, Yvonne, “On Personal Responsibility and the Human Right to Healthcare,” Cambridge Quarterly of Healthcare Ethics, v. 14, n. 2 (April, 2005), pp. 224-234.

Ruger, Jennifer Prah, “Ethics in American Health 1: Ethical Approaches to Health Policy,” American Journal of Public Health, v. 98, n. 10 (October, 2008), pp. 1751-1756.

Ruger, Jennifer Prah, “Ethics in American Health 2: An Ethical Framework for Health Reform,” American Journal of Public Health, v. 98, n. 10 (October, 2008), pp. 1756-1763.

The Hastings Center, Connecting American Values with Health Reform (2009). Online at http://www.thehastingscenter.org/uploadedFiles/Publications/Primers/Connecting_American_Values.pdf.

You are **not** required to read the supplemental articles, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental articles. However, they do contain information that you may find useful.

Assignments

1. Quiz 1: Due at 11:59 p.m., 1/29

2. Discussion Posting and Response to at least one other student: Both due by 11:59 p.m., 1/29

Week 3 (1/30 – 2/5)

The Evolution of Health Services in the United States

Required Readings:

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 3: The Evolution of Health Services in the United States

Additional readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

Blumenthal, David, “Employer-Sponsored Health Insurance in the United States – Origins and Implications,” The New England Journal of Medicine, v. 355, n. 1 (July 6, 2006), pp. 82-88.

Mery, Carlos M., Liepert, Amy, and Cooke, David T., “The Modern History of U.S. Health Care Reform: A Primer for Practicing Surgeons, Residents, and Associate Fellows,” Bulletin of the American Council of Surgeons (July, 2010), pp. 15-20. Online at <https://www.facs.org/~media/files/publications/bulletin/2010/2010%20july%20bulletin.ashx>

Starr, Paul, “Transformation in Defeat: The Changing Objectives of National Health Insurance, 1915-1980,” American Journal of Public Health, v. 72, n. 1 (January, 1982), pp. 78-88.

Supplemental Readings (available through the University of Minnesota Library eReserves):

Jimenez, Mary Ann, “Concepts of Health and National Health Care Policy: A View from American History,” The Social Service Review, v. 71, n. 1 (March, 1997), pp. 34-50.

You are **not** required to read the supplemental article, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental article. However, it does contain information that you may find useful.

Assignments

1. Quiz 2: Due at 11:59 p.m., 2/5
2. Short Paper 1: Due at 11:59 p.m., 2/5

Week 4 (2/6 – 2/12)

The Patient Protection and Affordable Care Act

Required Readings

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 13: Health Policy

Additional readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

Blumenthal, David, and Collins, Sara R., “Health Care Coverage Under the Affordable Care Act – A Progress Report,” The New England Journal of Medicine, v. 371, n. 3 (July 17, 2014), pp. 275-281.

Obama, Barack, “United States Health Care Reform: Progress to Date and Next Steps,” Journal of the American Medical Association, v. 316, n. 5 (August, 2016), pp. 525-532.

The Henry J. Kaiser Family Foundation, “Summary of the Affordable Care Act,” (April, 2013). Online at <http://kaiserfamilyfoundation.files.wordpress.com/2011/04/8061-021.pdf>.

Supplemental Readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

Glied, Sherry, Ma, Stephanie, “How Will the Affordable Care Act Affect the Use of Health Care Services?” The Commonwealth Fund (February, 2015). Online at http://www.commonwealthfund.org/~media/files/publications/issue-brief/2015/feb/1804_glied_how_will_aca_affect_use_hlt_care_svcs_ib_v2.pdf.

Kocher, Robert, Emanuel, Ezekiel J., and DeParle, Nancy-Ann M., “The Affordable Care Act and the Future of Clinical Medicine: The Opportunities and Challenges,” Annals of Internal Medicine, v. 153, n. 8 (October 19, 2010), pp. 536-539.

Readhead, C. Stephen, Chaikind, Hinda, Fernandez, Bernadette, and Staman, Jennifer, ACA: A Brief Overview of the Law, Implementation, and Legal Challenges (Washington D.C.: Congressional Research Service, 2012).

Rosenbaum, Sara, and Westmoreland, Timothy M., “The Supreme Court’s Surprising Decision on the Medicaid Expansion: How Will the Federal Government and States Proceed?,” Health Affairs, v. 31, n. 8 (August, 2012), pp. 1663-1672.

The Patient Protection and Affordable Care Act (PPACA) was passed on March 23, 2010 and was subsequently modified by the Health Care Education (HCERA) and Reconciliation Act (Public Law 111-152) on March 30, 2010. A consolidated version of PPACA with the amendments made by HCERA incorporated within the text is available from the U.S. Department of Health and Human Services (DHHS) at <http://www.hhs.gov/healthcare/rights/law/index.html>.

Trends in Health Care Cost Growth and the Role of the Affordable Care Act (Office of the President): http://www.whitehouse.gov/sites/default/files/docs/healthcostreport_final_noembargo_v2.pdf

U.S. Small Business Administration, “Affordable Care Act 101: What the Health Care law Means for Small Businesses,” (October, 2013). Online at [http://www.sba.gov/sites/default/files/files/SBA%20ACA%20101%20Deck%20-%20October%2022%202013%20\(DISCLAIMER\)%20\(SBA%20web%20and%20YES%20page\)\(2\).pdf](http://www.sba.gov/sites/default/files/files/SBA%20ACA%20101%20Deck%20-%20October%2022%202013%20(DISCLAIMER)%20(SBA%20web%20and%20YES%20page)(2).pdf).

University of California Berkeley Labor Center, “Affordable Care Act: Summary of Provisions Affecting Employer-Sponsored Insurance,” (April, 2013). Online at <http://laborcenter.berkeley.edu/healthpolicy/ppaca12.pdf>

You are **not** required to read the supplemental texts, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental texts. However, it does contain important information that you may find useful.

Assignments

1. Quiz 3: This quiz is a “data analysis quiz”. The questions will be provided in advance of the quiz so that you can find the answers in advance of taking the quiz. The Quiz is due at 11:59 p.m., 2/12.
2. Discussion Posting and Response to at least one other student: Both due by 11:59 p.m., 2/12.

Week 5 (2/13 – 2/19)

Health Services Professionals Medical Technology

Required Readings (available through the University of Minnesota Library eReserves):

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 4: Health Services Professionals
Chapter 5: Medical Technology

Additional readings (either online, available through the University of Minnesota Library, or on the Moodle course site as a .pdf file):

Hamel, Mary Beth, Drazen, Jeffrey M., and Epstein, Arnold M., “The Growth of Hospitalists and the Changing Face of Primary Care,” The New England Journal of Medicine, v. 360, n. 11 (March 12, 2009), pp. 1141-1143.

Kvedar, Joseph, Coye, Molly Joel, and Everett, Wendy, “Connected Health: A Review of Technologies and Strategies to Improve Patient Care with Telemedicine and Telehealth,” Health Affairs, v. 33, n. 2 (February, 2014), pp. 194-199.

Rother, John, and Lavizzo-Mourey, Risa, “Addressing the Nursing Workforce: A Critical Element for Health Reform,” Health Affairs, v. 28, n. 4 (2009), pp. w620-w624.

Supplemental Readings (available through the University of Minnesota Library eReserves):

Bodenheimer, Thomas, Chen, Ellen, and Bennett, Heather D., “Confronting the Growing Burden of Chronic Disease: Can the U.S. Health Care Workforce Do the Job?,” Health Affairs, v. 28, n. 1 (January/February, 2009), pp. 64-74.

Goodman, David C., and Fisher, Elliott S., “Physician Workforce Crisis? Wrong Diagnosis, Wrong Prescription,” New England Journal of Medicine, v. 358, n. 16 (April 17, 2008), pp. 1658-1661.

You are **not** required to read the supplemental article, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental article. However, it does contain information that you may find useful.

Assignments

1. Quiz 4: Due at 11:59 p.m., 2/19.
2. Discussion Posting and Response to at least one other student: Both due by 11:59 p.m., 2/19.

Week 6 (2/20 -2/26)

Health Services Financing

Required Readings (available through the University of Minnesota Library eReserves):

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 6: Health Services Financing

Additional readings (available either directly via the Internet or through the University of Minnesota Library, or on the Moodle course site as a .pdf file):

Emanuel, Ezekiel, J., and Fuchs, Victor R., “Who Really Pays for Health Care? The Myth of “Shared Responsibility”,” Journal of the American Medical Association, v. 299, n. 9 (March 5, 2008), pp. 1057-1059.

Henry J. Kaiser Family Foundation, How Private Insurance Works: A Primer - 2008 Update, (2008). Online at: <https://kaiserfamilyfoundation.files.wordpress.com/2013/01/7766.pdf>

Hoffman, Beatrix, “Restraining the Health Care Consumer: The History of Deductibles and Co-payments in U.S. Health Insurance,” Social Science History, v. 30, n. 4 (Winter, 2006), pp. 501-528.

Supplemental Readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

Gawande, Atul, “Piecemeal: Medicine’s Money Problem,” The New Yorker (April 4, 2005). Online at http://www.newyorker.com/archive/2005/04/04/050404fa_fact.

Leigh, J. Paul, Tancredi, Daniel, Jerant, Anthony, and Kravitz, Richard, “Physician Wages Across Specialties: Informing the Physician Reimbursement Debate,” Archives of Internal Medicine, v. 170, n. 19 (October 25, 2010), pp. 1728-1734.

Reinhardt, Uwe E., “The Pricing of U.S. Hospital Services: Chaos Behind a Veil of Secrecy,” Health Affairs, v. 25, n. 1 (January/February, 2006), pp. 57-69.

You are **not** required to read either supplemental article, and there will be **no** quiz or test questions whose answers come exclusively from either supplemental article. However, the articles do contain information that you may find useful.

Assignments

1. Quiz 5: Due at 11:59 p.m., 2/26.
2. Short Paper 2: Due at 11:59 p.m., 2/26.

Week 7 (2/27 – 3/5)

Public Financing of Health Care Services – Medicare, Medicaid and SCHIP

Required Readings:

Ronald Kahan, Medicare Demystified – read over the entire book; it is intended as a reference for you and there is no expectation for you to memorize all the information in it.

Additional readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

Henry J. Kaiser Family Foundation, “Medicaid: A Primer,” (2013). Online at: <https://kaiserfamilyfoundation.files.wordpress.com/2010/06/7334-05.pdf> (Skim over this)

Marmor, Theodore R., and Sullivan, Kip, “Medicare at 50: Why Medicare-for-all Did Not Take Place,” Yale Journal of Health Policy, Law and Ethics, v. 55, n. 1 (2015), pp. 141-183.

Oberlander, Jonathan, Jones, David K., Spivack, Steven, and Singer, Phillip M., “In the Affordable Care Act’s Shadow: The Fate of the Children’s Health Insurance Program,” Health Affairs, v. 35, n. 10 (October, 2016), pp. 1835-1841.

Supplemental Readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

Blumenthal, David, and Morone, James, “The Lessons of Success – Revisiting the Medicare Story,” The New England Journal of Medicine, v. 359, n. 22 (November 27, 2008), pp. 2384-2389.

Centers for Medicare and Medicaid Services, “2011 CMS Statistics,” (2011). Online at: <https://www.cms.gov/ResearchGenInfo/downloads/2011CMSStatistics.zip>

Henry J. Kaiser Family Foundation, “A Primer on Medicare: Key Facts about the Medicare Program and the People it Covers,” (2015). Online at: <http://files.kff.org/attachment/report-a-primer-on-medicare-key-facts-about-the-medicare-program-and-the-people-it-covers> (Skim over this)

“Medicare”. Online at: <http://www.cms.gov/Medicare/Medicare.html>

“The Official U.S. Government Site for Medicare”. Online at: <http://www.medicare.gov/>

“Medicaid/CHIP”. Online at: <http://www.medicaid.gov/>

Henry J. Kaiser Family Foundation, “The Medicare Prescription Drug Benefit Fact Sheet,” (2014). Online at: <http://kff.org/medicare/fact-sheet/the-medicare-prescription-drug-benefit-fact-sheet/>

U.S. Social Security Administration, “Medicare” (June, 2011). Online at: <http://ssa.gov/pubs/10043.pdf>

You are **not** required to read the supplemental articles, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental articles. However, they do contain information that you may find useful.

Assignments

1. Post on the appropriate Discussion Board Forum your choice for the “PowerPoint Presentation”/Whitepaper: Due by 11:59 p.m., 3/5.
2. Quiz 6: Due at 11:59 p.m., 3/5.
3. Discussion Posting and Response to at least one other student: Both due by 11:59 p.m., 3/5.

Week 8 (3/6, 8:00 a.m. – 3/12, 11:59 p.m.)

Mid-term Examination

The Midterm Examination is online. Has two parts. True/False and Multiple-choice questions constitute part one of the mid-term examination. This part of the mid-term examination is entirely online. Once you begin, you will have two (2) hours to complete this portion of the mid-term examination. One essay question constitutes part two of the mid-term examination. The essay question will be available beginning at 8:00 a.m.(Minneapolis/Saint Paul time), March 6. You must submit your completed answer (in a .doc or .docx file) to the appropriate assignment drop-box no later than 11:59 p.m. (Minneapolis/Saint Paul time), Sunday, March 12.

The true/false and multiple-choice question portion of the examination will constitute 60% of the midterm grade, while the essay question constitutes the other 40% of the midterm grade.

SPRING BREAK
March 13 – March 19

Week 9 (3/20 – 3/26)

Outpatient and Primary Care Services

Required Readings:

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 7: Outpatient and Primary Care Services

Additional readings (available through the University of Minnesota Library eReserves):

Bodenheimer, Thomas S., and Smith, Mark D., “Primary Care: Proposed Solutions to the Physician Shortage Without Training More Physicians,” Health Affairs, v. 32, n. 11 (November, 2013), pp. 1881-1886.

Pham, Hoangmai H., Grossman, Joy M., Cohen, Genna, and Bodenheimer, Thomas, “Hospitalists and Care Transitions: The Divorce of Inpatient and Outpatient Care,” Health Affairs, v. 27, n. 5 (September/October, 2008), pp. 1315-1327.

Phillips Jr., Robert L, and Bazemore, Andrew W., “Primary Care and Why it Matters for U.S. Health System Reform,” Health Affairs, v. 29, n. 5 (May, 2010), pp. 806-810.

Supplemental Readings (available through the University of Minnesota Library eReserves):

Bodenheimer, Thomas, and Pham, Hoangmai H., “Primary Care: Current Problems and Proposed Solutions,” Health Affairs, v. 29, n. 5 (May, 2010), pp. 799-805.

Lebrun, Lydie A., Shi, Leiyu, Chowdhury, Joya, Sripipatana, Alek, Zhu, Jinsheng, Sharma, Ravi, Hayashi, A. Seiji, Daly, Charles A., Tomoyasu, Naomi, Nair, Suma, and Ngo-Metzger, Quyen, “Primary Care and Public Health Activities in Select U.S. Health Centers: Documenting Successes, Barriers, and Lessons Learned,” American Journal of Preventive Medicine, v. 42, n. 6, Supplement 2 (June, 2012), pp. S191-S202.

Naylor, Mary D., and Kurtzman, Ellen T., “The Role of Nurse Practitioners in Reinventing Primary Care,” Health Affairs, v. 29, n. 5 (May, 2010), pp. 893-899.

Okie, Susan, “Innovation in Primary Care – Staying one Step Ahead of Burnout,” The New England Journal of Medicine, v. 359, n. 22 (November 27, 2008), pp. 2305-2309.

You are **not** required to read the supplemental articles, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental articles. However, the articles do contain information that you may find useful.

Assignments

1. Quiz 7: Due at 11:59 p.m., 3/26.

Week 10 (3/27 – 4/2)

Inpatient Facilities and Services

Required Readings:

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 8: Inpatient Facilities and Services

Additional readings (available through the University of Minnesota Library eReserves):

Evans, Wendy G., Custon, Toni M., Steinhauser, Karen E., and Tulsy, James A., “Is There No Place Like Home? Caregivers Recall Reasons for and Experience upon Transfer from Home Hospice to Inpatient Facilities,” Journal of Palliative Medicine, v. 9, n. 1 (February, 2006), pp. 100-110.

Goldstein, Elizabeth, Elliott, Marc N., Lehrman, William G., Hambarsoomian, Katrin, and Giordano, Laura A., “Racial/Ethnic Differences in Patients’ Perceptions of Inpatient Care Using the HCAHPS Survey,” Medical Care Research and Review, v. 67, n. 1 (February, 2010), pp. 74-92.

Hutchins, Erica C., Frank, Richard G., and Glied, Sherry A., “The Evolving Private Psychiatric Inpatient Market,” Journal of Behavioral Health Services and Research, v. 38, n. 1 (January, 2011), pp. 122-131.

Supplemental Readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

Hall, Margaret Jean, Levant, Shaleah, DeFrances, Carol J., “Trends in Inpatient Hospital Deaths: National Hospital Discharge Survey, 2000-2010,” NCHS Data Brief, n. 118 (March, 2013), 8 pp. <http://www.cdc.gov/nchs/data/databriefs/db118.pdf>.

Pfunter, Anne, Wier, Lauren M., and Steiner, Claudia, “Costs for Hospital Stays in the United States, 2010,” Healthcare Cost and Utilization Project, Statistical Brief #146 (January, 2013), 11pp. Online at <http://www.hcup-us.ahrq.gov/reports/statbriefs/sb146.pdf>.

Pfunter, Anne, Wier, Lauren M., and Stocks, Carol, “Most Frequent Conditions in U.S. Hospitals, 2011,” Healthcare Cost and Utilization Project, Statistical Brief #162 (September, 2013), 12pp. Online at <http://www.hcup-us.ahrq.gov/reports/statbriefs/sb162.pdf>.

Assignments

1. Discussion Posting and Response to at least one other student. Both due by 11:59 p.m., 4/2.

Week 11 (4/3 – 4/9)

Managed Care and Integrated Organizations

Required Readings:

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 9: Managed Care and Integrated Organizations

Additional readings (available through the University of Minnesota Library eReserves):

Draper Debra A., Hurley, Robert E., Lesser, Cara S., and Strunk, Bradley C., “The Changing Face of Managed Care,” Health Affairs v. 21, n. 1 (January/February, 2002), pp. 11-23.

Mayes, Rick, “Causal Chains and Cost Shifting: How Medicare’s Rescue Inadvertently Triggered the Managed-Care Revolution,” The Journal of Policy History, v. 16, n. 2 (2004), pp. 144-174.

Zirui, Song, “Accountable Care Organizations in the U.S. Health Care System,” Journal of Clinical Outcomes Management, v. 21, n. 8 (August, 2014), pp. 364-371. Online at <http://www.ncbi.nlm.nih.gov/ezp1.lib.umn.edu/pmc/articles/PMC4422096/pdf/nihms654328.pdf>

Supplemental Readings (available through the University of Minnesota Library eReserves):

Draper, Debra A., Hurley, Robert E., and Short, Ashley C., “Medicaid Managed Care: The Last Bastion Of The HMO?,” Health Affairs, v. 23, n. 2 (March/April 2004), pp. 155-167.

Hurley, Robert E., Strunk, Bradley C., and White, Justin S. “The Puzzling Popularity of the PPOs,” Health Affairs, v. 23, n. 2 (March/April, 2004), pp. 56-68.

Rodwin, Marc A., “The Metamorphosis of Managed Care: Implications for Health Reform Internationally,” Journal of Law, Medicine and Ethics, v. 38, n. 2 (Summer, 2010), pp. 352-364.

You are **not** required to read the supplemental articles, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental articles. However, the articles do contain information that you may find useful.

Assignments

1. Quiz 8: Due at 11:59 p.m., 4/9.

Week 12 (4/10 – 4/16) Long-Term Care

Required Readings:

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 10: Long-Term Care

Maryl Comer, Slow Dancing with a Stranger: Lost and Found in the Age of Alzheimer's (read the entire book)

Additional readings (available through the University of Minnesota Library eReserves):

Bynum, Julie P.W., "The Long Reach Of Alzheimer's Disease: Patients, Practice, And Policy," Health Affairs, v. 33, n. 4 (April, 2014), pp. 534-540.

Kaye, H. Stephen, Harrington, Charlene, and LaPlante, Mitchell P., "Long-Term Care: Who Gets It, Who Provides It, Who Pays, and How Much?," Health Affairs, v. 29, n. 1 (January, 2010), pp. 11-21.

Supplemental Readings (available through the University of Minnesota Library eReserves):

Dilworth-Anderson, Peggye, Pierre, Geraldine, and Hilliard, Tandra S., "Social Justice, Health Disparities, and Culture in the Care of the Elderly," Journal of Law, Medicine and Ethics, v. 40, n. 1 (Spring, 2012), pp. 26-32.

Kane, Robert L., "Reimagining Nursing Homes: The Art of the Possible," Journal of Aging and Social Policy, v. 22, n. 4 (October-December, 2010), pp. 321-333.

Meyer, Harris, "A New Care Paradigm Slashes Hospital Use and Nursing Home Stays for the Elderly and the Physically and Mentally Disabled," Health Affairs, v. 30, n. 3 (March, 2011), pp. 412-415.

Smith, David Barton, and Feng, Zhanlian, "The Accumulated Challenges of Long-Term Care," Health Affairs, v. 29, n. 1 (January, 2010), pp. 29-34.

Yeo, Gwen, "How Will the U.S. Healthcare System Meet the Challenge of the Ethnogeriatric Imperative?," Journal of the American Geriatrics Society, v. 57, n. 7 (July, 2009), pp. 1278-1285.

You are **not** required to read the supplemental articles, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental articles. However, the articles do contain information that you may find useful.

Assignments

1. Rough draft of "PowerPoint Presentation"/Whitepaper: Due by 11:59 p.m., 4/16.

Week 13 (4/17 – 4/23)

Health Services for Special Populations and Health Disparities

Required Readings:

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 11: Health Services for Special Populations

Additional readings (available either directly via the Internet or through the University of Minnesota Library eReserves):

Power, A. Kathryn, “Transforming the Nation’s Health: Next Steps in Mental Health Promotion,” American Journal of Public Health, v. 100, n. 12 (December, 2010), pp. 2343-2346.

Rustgi, Sheila D., Doty, Michelle M., and Collins, Sara R., “Women at Risk: Why Many Women Are Forgoing Needed Health Care,” Commonwealth Fund Publication 1262, v. 52 (May, 2009). Online at http://www.commonwealthfund.org/~media/Files/Publications/Issue%20Brief/2009/May/Women%20at%20Risk/PDF_1262_Rustgi_women_at_risk_issue_brief_Final.pdf

Wame, Donald, and Frizzell, Linda Bane, “American Indian Health Policy: Historical Trends and Contemporary Issues,” American Journal of Public Health, v. 104, Supplement 3 (2014), pp. S263-S267.

Supplemental Readings (available through the University of Minnesota Library eReserves):

Ayanian, John Z., “Determinants of Racial and Ethnic Disparities in Surgical Care,” World Journal of Surgery, v. 32, n. 4 (April, 2008), pp. 509-515.

Berlinger, Nancy, and Raghavan, Rajeev, “The Ethics of Advocacy for Undocumented Patients,” Hastings Center Report, v. 43, n. 1 (January-February, 2013), pp. 14-17.

Kunitz, Stephen J., “The History and Politics of U.S. Health Care Policy for American Indians and Alaskan Natives,” American Journal of Public Health, v. 86, n. 10 (October, 1996), pp. 1464-1473.

Trivedi, Amal N., Zaslavsky, Alan M., Schneider, Eric C., and Ayanian, John Z., “Trends in the Quality of Care and Racial Disparities in Medicare Managed Care,” The New England Journal of Medicine, v. 353, n. 7 (August 18, 2005), pp. 692-700.

Wolf, Steven H., and Braveman, Paula, “Where Health Disparities Begin: The Role of Social and Economic Determinants – And Why Current Policies May Make Matters Worse,” Health Affairs, v. 30, n. 10 (2011), pp. 1852-1859.

You are **not** required to read the supplemental articles, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental articles. However, the articles do contain information that you may find useful.

Assignments

1. Discussion Posting and Response to at least one other student: Both due by 11:59 p.m., 4/23.

Week 14 (4/24 – 4/30)

Cost, Access and Quality

Required Readings:

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 12: Cost, Access and Quality

Additional readings (available through the University of Minnesota Library eReserves):

Berwick, Donald M., Nolan, Thomas W., and Whittington, John, “The Triple Aim: Care, Health, and Cost,” Health Affairs, v. 27, n. 3 (2008), pp. 759-769.

Buchmueller, Thomas C., Levison, Zachary M., Levy, Helen G., and Wolfe, Barbara L., “Effect of the Affordable Care Act on Racial and Ethnic Disparities in Health Insurance Coverage,” American Journal of Public Health, v. 106, n. 8 (August, 2016), pp. 1416-1421.

Eisenberg JM. Power EJ. “Transforming Insurance Coverage into Quality Health Care: Voltage Drops from Potential to Delivered Quality,” Journal of the American Medical Association, v. 284, n. 16 (October 25, 2000), pp. 2100-2107.

Supplemental Readings (available through the University of Minnesota Library eReserves):

Chassin, Mark R., Galvin, Robert W., and the National Roundtable on Health Care Quality, “The Urgent Need to Improve Health Care Quality,” Journal of the American Medical Association, v. 280, n. 11 (September 16, 1998), pp. 1000-1005.

Tompkins, Christopher P., Higgins, Aparna R., and Ritter, Grant A., “Measuring Outcomes and Efficiency in Medicare Value-Based Purchasing,” Health Affairs, v. 28, n. 2 (January, 2009), w251-w261.

You are **not** required to read the supplemental article, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental article. However, the article does contain information that you may find useful.

Assignments

1. Quiz 9: Due at 11:59 p.m., 4/30.

Week 15 (5/1 – 5/5): Note that this is a short week

The Future of Health Services Delivery

Required Readings:

Readings from Delivering Health Care In America: A Systems Approach, 6th edition:

Chapter 14: The Future of Health Services Delivery

Additional readings (available through the University of Minnesota Library eReserves):

Griffiths, Frances, Cave, Jonathan A. K., Boardman, Felicity K., Ren, Justin, Pawlikowska, T., Ball, R. C., Clarke, Aileen, and Cohen, Alan B., “Social Networks: The Future for Health Care Delivery,” Social Science & Medicine, v. 75, n. 12 (December, 2012), pp. 2233-2241.

Institute for Alternative Futures, Health and Health Care in 2032: Report from the RWJF Futures Symposium, June 20-21, 2012. (Alexandra, VA: Institute for Alternative Futures, 2012). Online at <http://www.altfutures.org/pubs/RWJF/I.4F-HealthandHealthCare2032.pdf>.

Porter, Michael E., and Teisberg, Elizabeth Olmsted, “How Physicians Can Change the Future of Health Care,” Journal of the American Medical Association, v. 297, n. 10 (2007), pp. 1103-1111.

Supplemental Readings (available through the University of Minnesota Library eReserves):

Bezold, Clement, “The Future of Patient-Centered Care: Scenarios, Visions, and Audacious Goals,” The Journal of Alternative and Complementary Medicine, v. 11, supplement 1 (2005), pp. s77-s84.

Kocher, Robert, Emanuel, Ezekiel J., and DeParle, Nancy-Ann M., “The Affordable Care Act and the Future of Clinical Medicine: The Opportunities and Challenges,” Annals of Internal Medicine, v. 153, n. 8 (October 19, 2010), pp. 536-539.

Newhouse, Joseph P., “Assessing Health Reform’s Impact on Four Key Groups of Americans,” Health Affairs, v. 29, n. 9 (September, 2010), pp. 1714-1724

You are **not** required to read the supplemental article, and there will be **no** quiz or test questions whose answers come exclusively from the supplemental article. However, the article does contain information that you may find useful.

Assignments

1. Final copy of “PowerPoint Presentation”/Whitepaper: Due by 11:59 p.m., **Friday, 5/5**.
2. Discussion Posting and Response to at least one other student: Both due by 11:59 p.m., 5/5.

Final Examination Time: 5/6 – 5/13

FINAL EXAM: The final examination will be available no later than 5/6, at 8:00 a.m. (Minneapolis/Saint Paul time). The availability will last until 5/13 at 11:59 p.m. (Minneapolis/Saint Paul time). Each student must combine her or his answers to the final examination questions into a single .doc or .docx file and submit that file to the appropriate assignment drop-box no later than 5/13 at 11:59 p.m. (Minneapolis/Saint Paul time). My intention is to give you as much flexibility as possible for the final examination (but do, please, remember to check the availability of the Moodle Platform --- the University of Minnesota does do maintenance at some times during 5/6 and 5/13). The final examination is comprehensive and is entirely essay in format. You may **not** confer with other people when taking the examination, but you may use any books and notes that you want.

Summary of Due Dates

Date	Assignment Due
January 22, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Discussion Board posting acknowledging having read and understood the syllabus 2. Discussion Board posting of a short autobiographical statement
January 29, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Quiz 1 2. Discussion Board posting and response to at least one other student
February 5, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Quiz 2 2. Short Paper 1 due
February 12, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Discussion Board posting at response to at least one other student. 2. Quiz 3
February 19, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Selection of "PowerPoint Presentation"/Whitepaper topic – choice to be indicated on appropriate Discussion Board forum 2. Quiz 4 3. Discussion Board posting and response to at least one other student
February 26, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Quiz 5 2. Short Paper 2 due
March 5, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Quiz 6 2. Discussion Board posting and response to at least one other student
March 6 (8:00 a.m.) – March 12 (11:59 p.m.) (Minneapolis/Saint Paul time)	Mid-term Examination
SPRING BREAK March 13 – 19	
March 26, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Quiz 7
April 2, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Discussion Board posting and response to at least one other student
April 9, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Quiz 8
April 16, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Rough draft of "PowerPoint Presentation"/Whitepaper (submitting the draft is optional)
April 23, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Discussion Board posting and response to at least one other student.
April 30, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Quiz 9
Friday May 5, by 11:59 p.m. (Minneapolis/Saint Paul time)	<ol style="list-style-type: none"> 1. Final copy of "PowerPoint Presentation"/Whitepaper 2. Discussion Board posting and response to at least one other student
May 6 (8:00 a.m.) – May 13 (11:59 p.m.) (Minneapolis/Saint Paul time)	Final Examination