

COURSE SYLLABUS for HCM 310 (3 credits)
Health Economics and Policy

I. INSTRUCTOR INFORMATION

Instructor: [REDACTED]

Virtual Office Hours:

Email: [REDACTED]

Telephone : [REDACTED]

Class Time: This course is an on-line course.

Classroom: AU Canvas

The class is conducted asynchronously. Students should expect to spend 6 – 8 hours per week on class-related activities.

Instructor Availability and Response: Contact the instructor using the classroom Q and A Board (preferred) or via e-mail. For questions or requests that are submitted Monday – Friday, you can expect a response within 24 hours. For questions or requests submitted on the weekend (after 4pm Friday until 8am Monday), you can expect a response before the end of the day on Monday.

II. COURSE INFORMATION

A discussion of the significant issues underlying the politics and economics of health care. Theoretical topics include the health policymaking process, unique aspects of health economics, health care markets, and the demand for and supply of health care. Applied topics include the physician as health care agent, the influence of health insurance, health care workforce challenges, the role of government, and organizational forms.

Prerequisites HCM 110, ECO 211, ECO 212

III. COURSE PURPOSE, GOALS, AND STUDENT LEARNING OUTCOMES

A. Purpose: The purpose of this course is to develop the student's understanding of the unique political and economic issues influencing the health system in the United States. Selected issues are explored from both political and economic perspectives in order to analyze the historical evolution, current structure, and future developments in the US healthcare system.

B. Goals:

1. To illustrate the processes for developing health policy in the U.S.
2. To discuss key concepts in health economics, including how markets for health care differ from other markets, factors influencing the demand for and supply of health care, the role of competition in medical markets, and the role of the public sector in the health system.
3. To explore the interactions between health policy, health economics and the organization, delivery and financing of health care.
4. To analyze the economic and political implications of emerging trends in the U.S. health system.

C. Student Learning Outcomes:

Upon successful completion of this course, students will:

1. Demonstrate understanding of factors influencing health policy.
2. Demonstrate understanding and application of key concepts in health economics.
3. Frame, analyze and discuss health policy issues and topics from both political and economic perspectives.

IV. METHOD OF ASSESSING ACHIEVEMENT OF STUDENT LEARNING OUTCOMES

1. The students' knowledge and understanding will be assessed through quizzes and participation in class discussions.
2. Students will demonstrate critical thinking as they synthesize and present in writing a review, analysis, and critique of political and economic factors relevant to a range of health policy topics.

V. STUDENT FEEDBACK AND GRADING POLICIES AND PROCEDURES

Grading: Course grades will be based on the following:

Discussions	20%
Quizzes	30%
Response Papers	<u>50%</u>
	100%

Final Course Grade: A=90-100, B=90-89, C=70-79, D= 60-69, F = 59 and below.

Discussions: The instructor poses questions for class discussion. Participation in discussions should be thorough and thoughtful, reflecting consideration of the readings, course material, and peer comments. Responses should be succinct while also providing sufficient descriptive detail, examples, explanation and evidence. Initial postings are due by end of day on THURSDAY; continued discussion continues through end of day on SUNDAY. A grade of 0 will be given for failure to participate in discussions during the assigned discussion period.

Quizzes: In order to maintain a steady pace and ensure basic knowledge of important material, bi-weekly quizzes will be given. Quizzes will assess understanding of material in the assigned readings and web-based activities. When web-based activities are assigned, take notes for review and reference. Quizzes will be available from Wednesday through Friday and must be completed by end of day on FRIDAY. Students must complete quizzes within the designated timeframe and make-up quizzes will not be given. Quizzes are time-limited and composed of multiple choice, true/false, matching, and short answer questions. You must complete the quiz once you begin.

Response Papers: Critical thinking and written communication are crucial skills for professional development. To develop these skills, students will complete a series of papers reflecting on a set of assigned readings and/or activities. Responses should be thorough and thoughtful, demonstrating understanding and application of course concepts.

Late Assignments: Due to the pace of the 7-week term and the nature of on-line learning, late assignments are not accepted. A grade of 0 is assigned for missing work. Failure to complete assignments also impacts Attendance, as described in Section XI. below.

VI. CONTENT OUTLINE

- A. Economic Issues in Healthcare
 - i. Medical Spending
 - ii. Factors Influencing Demand
 - iii. Health Insurance
 - iv. Supply of Healthcare
 - v. Competition
 - vi. Comparative Effectiveness
- B. Policy and Politics
 - i. Role of Government
 - ii. Stakeholder interests

Independent reading; lecture; directed on-line discussion; quizzes; web-based activities; independent research, review and synthesis; critique and reflection.

[illegible]

- [REDACTED]
[REDACTED]
- Relevant articles from general media, professional journals and web-based sources will be assigned as additional reading.

This is an on-line course. Students must be able to comfortably navigate the Internet to complete the requirements for this course. Students are required to use a word processing application for typed submission of all homework assignments. Where required to attach a file, documents must be prepared in Microsoft Word or Adobe .pdf format.

All students are expected to establish and maintain an e-mail address on the Anderson University e-mail system. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse for failure to meet the requirements of a course or to adhere to University policy.

- Students in online courses must access the course within the first 48 hours of the course start date. Failure to access the course, which is defined as logging into the course, will result in automatic withdrawal from the course.

- Failure to complete the orientation tasks by the stated deadline will result in automatic withdrawal from the course.
- A student will be considered to be active and in attendance in this online class only when the student actively participates in the course by completing assigned work within stated deadlines, i.e. quizzes, discussions, and timely submission of written assignments. For this 7-week course, lack of activity or participation for more than 1 week will result in an administrative withdrawal.

Academic Dishonesty: Academic dishonesty will be dealt with in accordance with the University policy as described in the Anderson University Student Handbook.

Course Withdrawal: The last day to withdraw from this course with no grade is [REDACTED]. The last day to withdraw from this course with a grade of 'W' is [REDACTED].

Disabilities and Academic Adjustment: If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive classroom accommodations. Please contact Dr. Dianne King, Director of the Center for Student Success, who will advise you on appropriate documentation, determine reasonable accommodations, and notify me of the accommodations for which you are eligible. Once you have been approved for accommodations through the Center for Student Success, please discuss with me their implementation in this course. Documentation must meet the guidelines specified by university policy, and no one can be notified of your accommodations without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive accommodations. Accommodations are intended to "level the playing field" so that students with disabilities can demonstrate their true abilities in their courses. Adjustments cannot be made to grades earned before a student has requested accommodations, so please attend to this early in the semester.

Syllabus Modifications: The instructor retains the right to change the syllabus and schedule during the term to accommodate unforeseen or unexpected circumstances. Any changes will be communicated to students as soon as possible via announcements in the on-line classroom.

XII. ON-LINE COURSE PROTOCOLS

Written Assignments

1. Required formatting for written assignments: Student name on document. 1" margins. Double-spaced, 12-point Times New Roman font. Submitted through the learning management system in a Microsoft Word (.doc or .docx) or Adobe (.pdf) format.
2. Give attention to use of proper grammar, spelling, capitalization, and punctuation.
3. The purpose of written assignments is to engage you in some reflection, application and critique using the topics from readings and activities. Demonstrating thoughtful understanding (or asking thoughtful questions) should take the form of you putting in your own words your thoughts and ideas about the topic or question asked. In addition to providing your own thoughts and ideas, you should support and defend them through facts and supporting materials.

Do not just write down ideas/things from your head - cite the book, notes, supplemental readings, etc. to support and substantiate your point and give your answer credibility. Do **not** copy word for word from the book or notes as this can be considered **plagiarism**. If you want to use a direct quote from the book, you must cite it properly.

Plagiarism

Plagiarism is a violation of the student code of conduct.

All assignments are subject to review by plagiarism software such as Turnitin.com and Plagiarism.com. Please note that using your classmates' work - past, present, and future - is also strictly prohibited.

Plagiarism is unacceptable and will not be tolerated. **Any student who plagiarizes will receive an automatic zero for that assignment and will be subject to further disciplinary action.**

Email and Virtual Communications

- Be sure to check your e-mails several times a week.
- When sending e-mail to the instructor, put the course title in the subject line.
- Be courteous, considerate and respectful. It is important to be honest and to express yourself freely; robust discussion - even disagreement - is an important aspect of learning. I encourage civil discourse.
- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
- Write for correctness and ease of reading:
 - o Check spelling, grammar, and punctuation.
 - o Break-up large blocks of text into paragraphs and use a space between paragraphs.

Discussions

Use the Q and A board to ask any and all questions about the course.

- Use the following conventions when composing a Discussion post:
 - o Use the reply button rather than the compose button if you are replying to someone else's post.
 - o Avoid posts such as "I agree," "I don't know either," "Who cares," or "Ditto". These posts take up space and will not be counted for credit. You can agree or disagree with others' comments but **then** you need to add to the discussion by explaining your position, extending a point, or providing information to dispute a point.
- Discussions are intended to invoke student discussion. The instructor crafts the discussion board to prompt a focused discussion. From there the instructor will monitor the discussion and may post a comment intermittently. Make this your discussion - so don't wait for the instructor to prompt every move.
- Discussions are an important aspect of the course (and so they represent an important part of your grade). Discussions are graded using a rubric, which can be reviewed in the virtual classroom. Note that the rubric is applied separately to EACH discussion. If there are two or more discussion prompts within one week, you should respond to EACH prompt, unless otherwise assigned.