HCMT 324: Healthcare Policy and Law

Prerequisite(s) HCMT 320, HCMT 321, HCMT 322, HCMT 323

Credits: 3

I. Course Description

This course explores in a general overview how the legal process and U.S. political system impact the healthcare system. An introduction to basic healthcare law will be provided. Students will examine topics such as privacy, patient's rights, and the liability of individual

practitioners and healthcare organizations. Students will be able to identify how specific legislation, such as the Affordable Care Act of 2010, Sarbanes-Oxley, and other laws impact the system. The course explores how legislation impacts Medicare-Medicaid reimbursements and how private insurance impacts policy development and implementation. The impact of current legal issues and the American political environment on individuals and providers within the healthcare system will be evaluated. Students will be required to provide an analysis of potential healthcare reform for the future.

II. Course Objectives

1. Explain how the U.S. political and legal system shapes the structure and procedures utilized in healthcare
2. Examine changes in U.S. healthcare policy from a historical context
3. Describe concepts that are critical to the functioning of the healthcare system in the United States, such as confidentiality and liability
4. Analyze the impact of notable legislation, such as Sarbanes-Oxley, the Affordable Care Act of 2010, and Stark law
5. Evaluate healthcare policies pertaining to medical insurance and the treatment of the uninsured in America
6. Analyze the future of the healthcare system in America with suggestions for reform and considering the systems and policies of other countries in the final analysis provided

III. Course Textbooks and Reading Materials

Students must purchase in advance texts and/or materials for this course.
    Essentials of Health Policy and Law, 3rd Edition (2016)
    Joel B. Teitelbaum, Sara E. Wilensky
    ISBN: 9781284087543

Module One – Week 1

Role of Health Policy & Policymaking Process

Objective

By the end of this week, students will be able to:

1.1 Explain the important role played by policy and law in the health of individuals and populations
1.2 Describe ways to conceptualize health policy and law
1.3 Understand the basic function, structure, and powers of the legislative branch of government
1.4 Explain the role of federal and state governments in the policymaking process

Read and Study

Chapters 1 & 2

Lecture
Chapter 1 PowerPoint
Chapter 2 PowerPoint

Deliverables

Discussion: Course Introductions
Discussion: Key Health Committees and Subcommittees (Table 2-1)
Written Assignment: Conceptual Frameworks for Studying Healthcare Policy and Law (Box 1-1)

Module Two – Week 2

The Legal System & The U.S. Healthcare System

Objectives

By the end of this week, students will be able to:

2.1 Describe the role of law in everyday life
2.2 Identify the various sources of law
2.3 Understand the effect of insurance on access to care and on health status
2.4 Explain different types of barriers to accessing healthcare

Read and Study
Chapters 3 & 4

Lecture
Chapter 3 PowerPoint

Chapter 4 PowerPoint

Deliverables

Discussion: Chapter 4 Discussion Questions (Box 4-2)
Written Assignment: The Role of the Courts

Module Three – Week 3

Public Health Institutions & Individual Rights

Objective

After studying the material in this section, students will be able to:
3.1 Explain basic features of local, state, and federal public health agencies in the U.S.
3.2 Illustrate the need for collaboration by governmental public health agencies with other governmental and nongovernmental organizations
3.3 Describe the types and limitations of individual legal rights associated with health care
3.4 Explain the balancing approach taken when weighing individual rights against the public's health

Read and Study

Chapters 5 & 6

Lecture
Chapter 5 PowerPoint
Chapter 5 PowerPoint

Deliverables Box 7-2

Discussion: Essential Public Health Services (Table 5-1)
Written Assignment: Chapter 6 Response Question (Box 6-2)

Module Four – Week 4

Social Determinants of Health & Health Insurance

Objectives

After studying the material in this section, students will be able to:
4.1 Describe the meaning of social determinants of health and the significance of social factors on individual and population health

4.3 Explain how innovation interventions to improve health, such as Medical-Legal Partnership, can help address health-harming social conditions at the individual and population levels

4.4 Understand the role of risk and uncertainty in insurance

4.5 Discuss incentives created for providers and patients in various types of insurance arrangements

Read and Study

Chapters 7 & 8

Lecture
Chapters 7 PowerPoints
Chapters 8 PowerPoints

Deliverables

Discussion: Chapter 7 Discussion Question (Box 7-2)
Written Assignment: Chapter 8 Response Question (Box 8-3)

Module Five – Week 5

Health Economics in Policy & Health Reform

Objectives

After completing this module, students will be able to:

5.1 Explain why it is important for health policymakers to be familiar with basic economic concepts

5.2 Describe the basic tenets of supply, demand, and markets

5.3 Understand previous national health reform attempts

5.4 Describe why national health reform has been difficult to achieve in the U.S.

Read and Study
Chapters 9 & 10

Lecture
Chapter 9 PowerPoint
Chapter 10 PowerPoint

Deliverables

Discussion: Chapter 9 Discussion Question (Box 9-2)
Written Assignment: National Healthcare Reform Barriers

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Module Six – Week 6

Government Health Insurance Programs & Healthcare Quality and Law

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Objectives

After completing this module, students will be able to:

6.1 Describe the basic structure, administration, financing, and eligibility for government health insurance programs (Medicaid, Medicare, and CHIP)
6.2 Discuss key health policy questions and themes relating to each of these programs
6.3 Understand the scope and causes of medical errors
6.4 Describe recent efforts to measure and incentivize high-quality health care

Read and Study
Chapter 11 & 12

Lecture
Chapter 11 PowerPoint
Chapter 12 PowerPoint

Deliverables

Discussion: Chapter 12 Discussion Question (Box 12-2)
Written Assignment: Chapter 11 Question Response (Box 11-3)

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Module Seven – Week 7

Public Health Preparedness & Writing a Policy Analysis

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Objectives

At the end of this module, students will be able to:

7.1 Describe what public health preparedness is and the role of the public health community in preparing for and responding to emergencies
7.2 Define public health threats from biological agents and naturally occurring diseases
7.3 Understand the concept of policy analysis
7.4 Write a policy analysis

Read and Study
Chapter 13 & 14

Lecture
Chapter 13 PowerPoint
Chapter 14 PowerPoint
Deliverables

Written Assignment: Health Policy Analysis

V. Course Information and Grading

Course Requirements (Weekly)

Each Module will be based on the inclusion and grading of the following segments: Discussion Boards, Assignments/ Case Studies/ Projects.

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
   a. Undergraduate Word Count Requirements:
      i. Initial post must be >200 words
      ii. Responses must be >150 words
   b. Graduate Word Count Requirements:
      i. Initial post must be >250 words
      ii. Responses must be >200 words

2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date <u>with prior written approval</u> (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.

2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).

3. No work may be submitted after the last day of the course.

4. See Class Discussions for late discussion post policy.

Written Work

⬜ All graded assignments must be typewritten, as designated by the professor of record for the course.

⬜ All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)

⬜ All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.

⬜ All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.

⬜ SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A   = 900-1000

B+ = 870-899

B   =   800-869

C+ = 770-799

C   = 700-769

D   = 600-699

F   = <60

The following table shows the activity types contained in this course and the assigned weighting to determine the final course grade. Letter grades for the course are on the following grading scale.

Activity Types	Weights (%)
Discussion Forums	40%
Written Assignments	50%
Health Policy Analysis	10%
Total: 100%	

Undergraduate Discussion Board Rubric – Introduction (First week only)

Criteria	Minimal	Effective
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 **Response Posts** Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Initial Post Rubric – Undergraduate

Initial Post Rubric	Content	Support & References	Mechanics & Length
Mastery 90-100%	▫ Relevant and thought-provoking viewpoints ▫ Innovative and indicates a high level of thought ▫ High level of critical thought, analysis, and application of concepts and ideas	▫ Student cites 2 peer-reviewed sources in the body of the posts ▫ Proper APA format	▫ Post exceeds 200 words ▫ Very well written
Effective 80-89%	▫ Advances the discussion and body of knowledge providing relevant, original thoughts to the question ▫ Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts	▫ Student cites 2 peer-reviewed sources in the body of the post ▫ Not in appropriate APA format	▫ Post 178-200 words ▫ Well written
Competent 70-79%	▫ Makes mostly complete response to the questions ▫ Mostly restatement of materials ▫ Conveys thoughts adequately; however, need to further develop critical aspects	▫ Student cites 1 peer-reviewed source. ▫ Not in appropriate APA format	▫ Post is 158-178 words ▫ A few writing errors
Minimal 0-69%	▫ Provides weak contribution to the discussion board ▫ Does not convey concept understanding ▫ Shows evidence of critical thought but is not concise or complete	▫ Does not cite any peer-reviewed sources ▫ Addresses questions in a manner that is unclear ▫ Not appropriate APA format	▫ Post is less than 158 words ▫ Poorly written ▫ 0 points for posts submitted after 11:59 PM EST on Thursday

Discussion Board Peer Response Rubric – Undergraduate

Peer Response Rubric	Content	Support & References	Mechanics & Length
Mastery 90-100%	▫ Advances discussion providing additional commentary that is relevant or offers an alternative ▫ Critical thought development is evidenced by thoughtful and meaningful responses ▫ Source is relevant and published in last 3 years	▫ Student cites 2 peer-reviewed sources in the body of the posts ▫ Proper APA format	▫ Post exceeds 150 words ▫ Very well written
Effective 80-89%	▫ Advances discussion providing additional commentary and critique ▫ Responses are correct but mostly restate the peers' viewpoints without development of critical thought ▫ Source is relevant and published in last 3 years	▫ Student cites 2 peer-reviewed sources ▫ Not in appropriate APA format	▫ Post is 133-150 words ▫ Well written
Competent 70-79%	▫ Shows adequate understanding of the knowledge and concepts posted by peers ▫ Responses are mostly, "I agree…" ▫ Source is somewhat relevant and published in last 5 years	▫ Student cites 1 peer-reviewed source ▫ Not in appropriate APA format	▫ Post is 118-132 words ▫ A few writing errors.
Minimal 0-69%	▫ Shows minor comprehension of concepts and viewpoints from peers. ▫ Responses are vague and do not show understanding or comprehension	▫ Does not cite any peer-reviewed sources ▫ Not appropriate APA format	▫ Post 0-118 words ▫ Poorly written ▫ 0 points for posts submitted after 11:59 PM EST on Sunday

Assignment/Case Study/Course Project Rubric

Assignment Rubric	Critical Thinking	References & Organization
Mastery 90-100%	▢ Relevant use of vocabulary throughout ▢ Demonstrates superior knowledge of concepts and theories ▢ Addresses problem/issue directly ▢ Demonstrates active critical thinking relevant to problem identification and effective solutions	▢ Professional writing structure. ▢ Well-organized response. ▢ Student cites appropriate, current peer-reviewed sources ▢ Proper APA format ▢ Exceeds 500 words
Effective 80-89%	▢ Demonstrates satisfactory understanding ▢ Lacks answer to all questions/full scenario ▢ Demonstrates some knowledge of content and professional vocabulary ▢ Content needs additional focus for innovative responses other than restatement of text.	▢ Student cites some relevant, current peer-reviewed sources. ▢ Follows directions ▢ APA formatting demonstrated but not extensive. ▢ 450-500 words
Competent 70-79%	▢ Inconsistent comprehension ▢ Marginal responses ▢ Content, concepts, ideas/responses are not fully developed	▢ Sources are outdated or ineffective. ▢ Lacks focus on content ▢ Unorganized ▢ Some writing errors ▢ Not in appropriate APA format. ▢ 400-449 words
Minimal 0-69%	▢ Consistently below expectations ▢ Lacks significant details of the assignment ▢ Lacks critical thought, analysis, and application. ▢ Partially addresses the topic	▢ Does not cite any peer-reviewed sources ▢ Not appropriate APA format ▢ 0-399 words ▢ Poorly written. ▢ 0 points for late assignments

Short Answer Rubric – Undergraduate

Short Answer Rubric	Clarity	Depth	Quality
Mastery 90-100%	▢ Relevant use of vocabulary throughout ▢ Demonstrates superior knowledge of concepts and theories ▢ Addresses problem/issue directly ▢ Demonstrates active critical thinking relevant to problem identification and effective solutions	▢ Articulates critical thoughts & analysis throughout the answer ▢ Obvious use of outside resources to supplement resources	▢ Professional writing structure ▢ Well-organized response ▢ Free of grammatical, spelling, & formatting errors
Effective 80-89%	▢ Demonstrates satisfactory understanding ▢ Lacks answer to all questions/full scenario ▢ Demonstrates some knowledge of content and professional vocabulary ▢ Content needs additional focus for innovative responses other than restatement of text	▢ Demonstrated some form of outside material used ▢ Shows some critical thinking and active thought	▢ Follows assignment instructions ▢ Well-written ▢ Few writing errors
Competent 70-79%	▢ Inconsistent comprehension ▢ Marginal responses ▢ Content, concepts, ideas/responses are not fully developed	▢ Provided enough detail for marginal requirement ▢ "Textbook" in nature (restatement of what was in textbook)	▢ Lacks focus on content ▢ Some writing errors
Minimal 0-69%	▢ Consistently below expectations ▢ Lacks significant details of the assignment ▢ Lacks critical thought, analysis, and application ▢ Partially addresses the topic	▢ Lacked detail that demonstrates active thought ▢ One-sentence answer	▢ Unorganized and poorly written ▢ 0 points for late assignments