COURSE: INTRODUCTION TO THE U.S. HEALTH CARE SYSTEM
PUBHLT X440, Fall 2011 (4 units), Reg #W6782

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COURSE TIME/LOCATION:

Tuesdays, 6:30 – 9:30 p.m, September 21, 2010 to December 7, 2010
Location: Center for Health Sciences (CHS) 16-059 (Dean’s Conference Room)

After 7 PM, the doors from the School of Public Health to the classroom will be locked. If you arrive late to class, you can enter the building through the Neuropsychiatric Institute (NPI) entrance located on Westwood Blvd., south of Charles E. Young Drive or contact security by calling 310-267-7100.

Office Hours (by appointment): 10960 Wilshire Blvd, Suite 1550 or 31-253A CHS

COURSE DESCRIPTION

The U.S. Health Care System operates in an intense, dynamic, and complex environment. Today’s health care professionals are expected to understand the key components of the health care system, including its environment, and emerging trends. This course covers such topics as an overview of the health care system and health reform, components of the system, how we pay for health care, how health care is delivered, health care from the consumer and provider perspectives, and emerging health care issues in the 21st century (quality measurement, patient safety, and technology). Students are expected to be able to analyze the impact of events and political decisions on the health care system from a provider, payer and consumer point of view.
COURSE GOALS AND OBJECTIVES

The student will be able to:

• Understand and articulate the history and current state of the U.S. Health Care System.
• Identify the major environmental influences and issues affecting the Health Care System.
• Understand emerging trends for health care including e-health and telemedicine, evidence-based outcomes, quality, and patient safety.
• Discuss the complexity and alignment of major subsystems of the Health Care System, including structure, financing, resources, and delivery system.
• Discuss the perspectives of diverse health care consumers as they seek access to the Health Care System, including patients, health plans, and employers.
• Analyze and interpret the impact of events and decisions on the Health Care System from both a systems and stakeholder perspective.

COURSE METHODS

This course will consist of lectures by the instructor and class discussion of issues. Class discussions will focus on assigned readings, impacts and challenges to the U.S. Health Care System, and personal experiences of the participants as they interact with and/or work in the health care field. Session style will vary with speaker and activity.

STUDENT RECORDS

Students can access and update student records online by visiting: www.uclaextension.edu and clicking on My.Extension on the left navigation bar, selecting Student's Course Essentials, and following the directions to log in.

Student's Course Essentials lets you view your grades, request an official transcript, change credit status on a current course, obtain enrollment verification, update your personal information, and much more.

STUDENT CONDUCT

By enrolling in this course, all students are expected to have reviewed the Student Conduct and Sexual Harassment information provided in the current Quarterly catalog (print or online) under “General Information.”

ACCOMMODATIONS:

If you need any accommodations for a disability, please contact the UCLA Extension Disabled Student Services at: (310) 825-7851 or via e-mail access@uclaextension.edu.

REQUIRED READING


Supplemental readings will be distributed via the UCLA Extension Blackboard System http://uclaextension.blackboard.com/entry.html
Weekly Course Schedule, Readings and Guest Speakers:

September 21, 2011 Session 1: Introduction to the Course and the Structure of the U.S. Health Care System

September 28, 2011 Session 2: Structure of the Health Care System and Impact of Health Reform (Kovner - Ch 1)


October 5, 2011 Session 3: Health Insurance & Predicting Access (Kovner - Ch 8)


October 12, 2011 Session 4: Financing the Health Care System (Kovner – Ch 3, 12)


October 19, 2011 Session 5: Delivering Care (Kovner - Ch 9, 10, 15)


October 26, 2011 Session 6: Comparative Health Systems (Kovner – Ch 4, 5, 7)

Panel Presentations on International Health Systems

November 2, 2011 Session 7: Patient Safety and Quality (Kovner – Ch 11)


Leape LL and Berwick DM. Five Years After to Err is Human. JAMA, 2005. 293: 2384-2390.

Guest Speaker: Neil Sehgal, MPH, Project Director, UCSF Division of Hospitalist Medicine and Doctoral Student, UC Berkeley School of Public Health

November 9, 2011 Session 8: The Safety Net and the Underserved


• Guest Speaker: William Hobson, CEO of WattsHealth, Inc.

*****Take-Home Midterm due at beginning of class*****

November 16, 2011 Session 9: Health Care Policy and Reform (Kovner – Ch 2)


How they Did It. The New Republic Account of the Passage of the ACA. 2010.

November 23, 2011 Session 10: Cost Containment and Managed Care, will it be back? (Kovner – Ch 12, 13)


November 30, 2011   Session 11: Long-Term Care


- Guest Speaker: Jeffrey Kirschner, Executive Director, Kingsley Manor

December 7, 2011   Session 12: The Future of Health Care – Health IT, Telehealth and Ambulatory Care Innovation? (Kovner – Ch 16, 17)


Hanlon JT. The electronic medical record: Diving into a shallow pool? Cleveland Clinic Journal of Medicine, 2010. 77(7):408-411.

Joint Principles of the Patient Centered Medical Home  
http://www.pcpcc.net/content/joint-principles-patient-centered-medical-home


*****Take-Home Final Exam Due on December 14, 2011 via e-mail*****

CLASS ASSIGNMENTS/PARTICIPATION

Participation in Class Discussions and Group Exercises (30%)

Each week, we will engage in active discussion about the lecture content and the impact of health care reform (the Patient Protection and Affordable Care Act of 2010) and the stimulus package (ARRA HITECH Act) on the state of our health care system.

I suggest looking at newspapers like the LA Times, New York Times, Wall Street Journal, and/or California HealthLine (www.californiahealthline.org), or peer-reviewed journal articles and research reports published on the web, as well as healthreformgps.org and http://healthreform.kff.org/ to keep up on health care reform implementation status and the elements that will impact the topic of each lecture.

Also, during the Comparative Health Systems lecture, class members will be assigned a specific country and will be asked to participate in panels on different aspects of the health care system in the country. The countries will include Germany, the UK, Canada, and Japan.

WRITTEN ASSIGNMENTS

In addition to class/group participation:

1. Take-Home Midterm Exam (30%)
   This exam will include both multiple choice questions, essay questions and short-response questions regarding material learned in the first six weeks of class.
PLEASE SUBMIT EXAM BY EMAILING A WORD DOCUMENT BY 6:30PM ON 11/2/11.

FILES SHOULD BE NAMED: Midterm_LastName_FirstInitial, for example, if it were my midterm, it would be called Midterm_Roby_D.doc.

**DUE DATE:** November 2, 2011

2. Take-Home Final Exam (40%)
   This exam will include multiple choice questions, essay questions, and short-response questions regarding material learned in the entire class (including the first six weeks).

PLEASE SUBMIT EXAM BY EMAILING A WORD DOCUMENT BY 6:30PM ON 12/14/11.

FILES SHOULD BE NAMED: Final_LastName_FirstInitial, for example, if it were my exam, I would call it Final_Roby_D.doc.

**DUE DATE:** December 14, 2011

**GRADING – 100 POINTS**

All grades are final when filed by the instructor in the Final Grade Report.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; In Class Participation</td>
<td>30</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
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</tbody>
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Letter Grades will be assigned on the following basis:

- **A+** 98-100
- **A** 93-97
- **A-** 90-92
- **B+** 88-89
- **B** 83-87
- **B-** 80-82
- **C+** 78-79
- **C** 73-77
- **C-** 70-72
- **F** 69 and below

Letter grades will be based on rounding the total percentage for the class to the nearest whole percentage point. For example, a score of 92.5% would receive an A, while 92.0% would receive an A-.