**Chaminade University of Honolulu**

**MBA Program / HCM Concentration**

**HCM 703 Healthcare Policy & Economics**

**FULLY ONLINE IN CANVAS**

**Course Schedule**

Quarter: Fall 2020

Meeting days and times: Monday 10/05/20 to Sunday 12/12/20

Course location: Fully Online

**Instructor Contact Information**

Instructor: Dr. Linda Axtell-Thompson, DBE, MBA

Adjunct Instructor, Nonprofit & Healthcare Administration

Office: none

Telephone: 808-226-6865 (leave message)

Administrative: 808-440-4280

School Email: linda.axtell-thompson@chaminade.edu

Personal Email: linda.axtell1@gmail.com

Virtual Office Hours: by appointment, please call or email to schedule

**Course Description**

Health policy is examined from an economic perspective. Basic economic theories and their relationships to the structure and function of the U.S. healthcare system are explored. Alternative healthcare systems and healthcare reforms are also evaluated. A microeconomic view will emphasize key economic concepts that health economists use to analyze health and healthcare market. Effect of system design on cost, quality, efficiency and equity of medical services will be evaluated via case studies.

**Associated Program Learning Outcomes**

In addition to the existing learning outcomes for the MBA core, a graduating student with an MBA in Healthcare Administration will demonstrate the following competencies:

1. Understand the social, political, physical and mental determinants of health and the processes that lead to health inequity
2. Understand local, regional, and national healthcare economic environments and demonstrate the ability to use economic and health informatics data to inform business and healthcare decision-making
3. Understand the legal, ethical, policy and regulatory issues for contemporary healthcare organizations, and demonstrate strategies for healthcare advocacy and policy-making that respond to the rapidly changing healthcare environment
4. Demonstrate specialized knowledge and an integrated understanding of the healthcare ecosystem, and applying this knowledge in a client-directed project related to a contemporary issue in healthcare

**Course Learning Outcomes**

At the conclusion of this course, successful students will have demonstrated ability to:

1. Identify the history and structure of the American health care system and a chronology of major U.S. health care laws
2. Analyze the role of government and interest groups and public opinion
3. Explain the importance of federal and state policy, policy reforms, politics, and law (specifically, Medicare and Medicaid programs)
4. Apply tools and techniques to aid in the policymaking process
5. Effectively demonstrate problem solving through written communication

**Course Schedule and Topics**

For the Course Schedule / Weekly Assignments, see the end of this syllabus.

**Readings and Materials**

It is essential to have access to the textbook before the course begins; it is available digitally on various formats.

Textbook: Feldstein, Paul, J. (2019). Health Policy Issues, 7th edition. Chicago, IL: Health Administration Press; Washington, DC: Association of University Programs in Health Administration. ISBN: 9781640550100; DLC: 2018035093; OCLC: 1045641041

* Hardback ($104.82): <https://www.amazon.com/Health-Policy-Issues-Economic-Perspective/dp/1640550100>
* Hardback ($96.49): <https://www.chegg.com/etextbooks/health-policy-issues-7th-edition-9781640550117-1640550119>
* Digital ($63.96): <https://www.chegg.com/etextbooks/health-policy-issues-7th-edition-9781640550117-1640550119>

Articles: Each week students will post an article and 2 comments to share with classmates and instructor on the weekly topics. Recommended sources include, but are not limited to:

* Commonwealth Fund—blog, reports, research briefs
* Health Affairs Health Policy—blog and briefs
* Kaiser Health News, Kaiser Family Foundation
* Robert Wood Johnson Foundation Newsroom

**Assignments and Participation**

Note: The instructor reserves the right to amend the syllabus or course schedule during the course of the semester as may be required or appropriate. If changes are made to the syllabus, students will be notified via Canvas Announcements.

Chapter Questions (30 chapters x 2 pts = 60 pts total):Each week students will respond to assigned chapter questions (listed on the course schedule) from the chapter readings and will submit their written responses via Canvas Assignments BY 11:55PM ON SUNDAY. Responses will be assessed based on originality and quality as well as correct grammar and spelling. Each chapter question is worth 2 points if it adequately addresses ALL questions posed, as some numbered questions contain multiple questions. Each response should be about 100 words in length. Timely submissions can earn up to full credit; late submissions can earn partial credit only.

Articles & Comments (10 weeks x 2 pt = 20 pts total): Each week students will post an article and comments to share with classmates and instructor via Canvas Discussions BY 11:55PM ON SUNDAY. Each weekly post will include these elements:

* Article related to weekly topic(s), written in last 3 years, post title and link (not the full article).
* Summary and comment on your own article; students are expected to post comments expressing their views and/or describing interesting findings.
* Comment on another student’s article; students are expected to comment on others’ posts to provide feedback and gain additional insight.

Comments will be assessed based on originality and quality as well as correct grammar and spelling; all posts should reflect genuine thought, and not just say the equivalent of “Yeah, me too.” Each weekly post is worth 2 points total (1 pt article + 1 pt comment) if it adequately addresses all required elements. Each comment should be about 100 words in length. Timely submissions can earn up to full credit; late submissions can earn partial credit only.

Recommended sources of articles include, but are not limited to:

* Commonwealth Fund—blog, reports, research briefs
* Health Affairs Health Policy—blog and briefs
* Kaiser Health News, Kaiser Family Foundation
* Robert Wood Johnson Foundation Newsroom

Weekly Reflections (10 weeks x 2 pts = 20 pts total): Each week students will reflect on that week’s learning and post their reflections to share with classmates and instructor via Canvas Discussions BY 11:55PM ON SUNDAY. Students will choose one learning objective from that week’s topics, and write about what was learned and how the learning could be used in their future as healthcare management professionals. This sharing of weekly reflections is designed to further the learning experiences of all students. DO NOT cut and paste or copy from the book, as we want to hear “your voice,” your reactions, and your “a-ha” moments. Responses will be assessed based on originality and quality as well as correct grammar and spelling. Each reflection is worth 2 points if it adequately addresses all required elements. Each reflection should be about 100 words in length. Timely submissions can earn up to full credit; late submissions can earn partial credit only.

**Assessment and Grading**

All work is graded on outcomes and is not graded on effort.

Chapter Questions (30 chapters x 2 pts) 60

Articles & Comments (10 weeks x 2 pts) 20

Weekly Reflections (10 weeks x 2 pts) 20

Total 100 points

Grades are based on the following point system:

A (95-100) A- (90-94)

B+ (87-89) B (83-87) B- (80-82)

C+ (77-79) C (73-77) C- (70-72)

D+ (67-69) D (63-67) D- (60-62)

F (59 and below)

A = Clearly stands out as an excellent performer. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas. Example: “A” work should be of such a nature that it could be put on reserve for all students to review and emulate.

B = Grasps subject matter at a level considered to be good to very good. Participates actively in class discussion. Writes well. In On-Campus environments, speaks well. Accomplishes more than the minimum requirements. Produces high quality work. Example: “B” work indicates high quality of performance and is given in recognition for solid work: a “B” should be considered a high grade.

C = Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally (On-campus environments) and in writing at an acceptable level for a college student. Has an acceptable understanding of all basic concepts. Example: “C” work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.

D = Quality and quantity of work is below average and barely acceptable. Example: “D” work is passing by a slim margin.

F = Quality and quantity of work is unacceptable, and academic credit is not earned. Example: “F” work does not qualify student to progress to more advanced level of course work.

**Course Ground Rules**

Instructor Availability:If you need to contact me, please do not hesitate to do so. I am available via email daily, and I check my CUH email daily. I will answer any urgent emails as time permits; I will respond to non-urgent emails within 48 hours of receipt. I recommend you contact me by email vs telephone; however, if urgent, please call me and leave a voice mail with your name and call back number; I will call you back at my earliest convenience. These times and modes are intended to make it easier to communicate with me, and not to limit our contact.

Proper and Timely Submissions:All students must complete and submit written assignments via Canvas Assignments according to the schedule in Canvas and the syllabus. All reading assignments must be completed in a timely manner, prior to the scheduled class. All written assignments must be submitted in Microsoft Word. For all assignments, timely submissions can earn up to full credit, while late submissions can earn partial credit only.

BEFORE Submitting Assignments: Did you follow the directions completely? Did you answer ALL questions? Is the assignment complete? Does it address all requirements and show higher-level thinking? Is it written in correct formal academic writing and grammar styles? Is it written in your own words, not copying or plagiarizing others? Has it been proofread and edited prior to posting?

**Academic Honesty**

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendation to the Business School Dean. Consequences for academic dishonesty may range from an “F” grade for the work in question to an “F” grade for the course to suspension or dismissal from the University.

**Students with Disabilities**

Chaminade University provides reasonable accommodations for individuals with a disability in compliance with the Americans with Disabilities Act (ADA) of 1990. If you would like to know if you qualify for ADA accommodations, please contact our Counseling Center at 808-735-4845. Current appropriate documentation will be required to determine accommodation eligibility.

**Characteristics of a Marianist Education**

The following are characteristics of the approach to education engaged at Marianist schools, including Chaminade University:

* Educate for formation in faith
* Provide an integral quality education
* Educate in family spirit
* Educate for service, justice and peace
* Educate for adaptation and change

**Instructor Background Information**

Linda Axtell-Thompson, DBE, MBA, is adjunct faculty in nonprofit administration and healthcare administration at Chaminade University of Honolulu, healthcare administration at University of Hawaii West Oahu, and ethics in aging at University of Hawaii Manoa. She is also Principal of Axtell Consulting, LLC, which offers consulting and training in ethics and strategy.

Dr. Axtell-Thompson has a Doctor of Bioethics degree (organizational ethics emphasis) from Loyola University Chicago, along with an MA in Bioethics from Medical College of Wisconsin, an MBA (nonprofit management emphasis) from Yale School of Management, and a BA in Philosophy from University of Hawaii at Manoa. She has 30+ years experience in nonprofit management, including 25+ years in healthcare. Her interests include nonprofit strategy, ethical issues of aging, dementia, and end-of-life care, and the intersect of professional ethics and personal values.

**Technology/Canvas Requirements**

This course is fully online. Students are expected to manage their time, follow the syllabus, and complete all assigned readings, assignments, and tests by the due dates. You may complete and turn in assignments early; however, turning in assignments late will result in negative consequences. Because this course uses Canvas online technology, it is imperative for the student to become very familiar with Canvas and be able to readily access readings and tests and to submit assignments all in Canvas. There is a Canvas Help link to help you become more familiar with the technology. Additional help is available through IT support services.

**Guidelines for Online Communication**

Emails: Use your Chaminade email account. Always include a subject line. Remember others cannot see your face or hear your tone, so some comments may be taken in a way you didn’t intend. Be careful in wording your emails; use of emoticons may be helpful in some cases. Use standard fonts; avoid special formatting unless necessary to complete an assignment or communication.

Discussions: Review discussion threads thoroughly before entering the discussion. Maintain threads by using the “reply” button rather than starting a new topic. Be respectful of others’ ideas. Read the comments of others thoroughly before entering your remarks. Be positive and constructive in group discussions. Respond in a thoughtful and timely manner.

**Library**

<http://lib.chaminade.edu>

**Technical Support**

For technical questions contact the Chaminade eCollege help desk at [helpdesk@chaminade.ecollege.com](mailto:helpdesk@chaminade.ecollege.com), or call toll free at 866-647-0654.

**eCollege Account Support**

For eCollege account support email [jnakason@chaminade.edu](mailto:jnakason@chaminade.edu) or call 808-739-8327.

**Course Website Address**

<http://chaminade.ecollege.com>

Course Schedule / Weekly Assignments

HCM 703 Healthcare Policy & Economics

FULLY ONLINE IN CANVAS

CHAPTER QUESTIONS: Submit by 11:55pm on Sunday due dates via Canvas Assignments.

ARTICLES & COMMENTS: Post by 11:55pm on Sunday due dates via Canvas Discussions.

WEEKLY REFLECTIONS: Post by 11:55pm on Sunday due dates via Canvas Discussions.

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| WEEK (M-Su) | LESSON | ASSIGNMENT & DUE DATE |
| Week 1 | * Chapter 1: The Rise of Medical Expenditures * Chapter 2: How Much Should We Spend on Medical Care? * Chapter 3: Do More Medical Expenditures Produce Better Health? | DUE SUN OCT 11:   * Chapter 1: Q5 * Chapter 2: Q5 * Chapter 3: Q3 * Self-Introduction: Post your name (and nick name), work and school background, why you are taking this course, any questions you have about this course, and some tidbit about yourself you wish to share. * Articles & Comments: Post link to an article on consumer, employer, or government responses to rising healthcare costs. Summarize and comment on your own article and comment on another student’s article. * Weekly Reflection |
| Week 2 | * Chapter 5: Rationing Medical Services * Chapter 6: How Much Health Insurance Should Everyone Have? * Chapter 7: Why Are Those Who Most Need Health Insurance Least Able to Buy It? | DUE SUN OCT 18:   * Chapter 5: Q6 * Chapter 6: Q5 * Chapter 7: Q1 * Articles & Comments: Post link to an article on the prospects and impacts of healthcare rationing. Summarize and comment on your own article and comment on another student’s article. * Weekly Reflection |
| Week 3 | * Chapter 8: Medicare * Chapter 9: Medicaid * Chapter 10: How Does Medicare Pay Physicians? | DUE SUN OCT 25:   * Chapter 8: Q1 * Chapter 9: Q6 * Chapter 10: Q4 * Articles & Comments: Post link to an article on sustainability of Medicare and/or Medicaid. Summarize and comment on your own article and comment on another student’s article. * Weekly Reflection |
| Week 4 | * Chapter 4: In Whose Interest Does the Physician Act? * Chapter 11: The Impending Shortage of Physicians * Chapter 24: Will a Shortage of Registered Nurses Reoccur? | DUE SUN NOV 1:   * Chapter 4: Q1 * Chapter 11: Q3 * Chapter 24: Q4 * Articles & Comments: Post link to an article on predictions and/or impacts of physician and/or nursing shortages. Summarize and comment on your own article and comment on another student’s article. * Weekly Reflection |
| Week 5 | * Chapter 12: Why is Getting into Medical School so Difficult? * Chapter 1**3**: The Changing Practice of Medicine * Chapter 33: Medical Research, Medical Education, Alcohol Consumption, and Pollution: Who Should Pay? | DUE SUN NOV 8:   * Chapter 12: Q4 * Chapter 13: Q1 * Chapter 33: Q4 * Articles & Comments: Post link to an article on individual, socioeconomic and/or environmental determinants of health. Summarize and comment on your own article and comment on another student’s article. * Weekly Reflection |
| Week 6 | * Chapter 16: Competition Among Hospitals: Does It Raise or Lower Costs? * Chapter 17: The Future Role of Hospitals * Chapter 18: Cost Shifting | DUE SUN NOV 15:   * Chapter 16: Q2 * Chapter 17: Q5 * Chapter 18: Q4 * Articles & Comments: Post link to an article on the future of US hospitals. Summarize and comment on your own article and comment on another student’s article. * Weekly Reflection |
| Week 7 | * Chapter 20: The Evolution of Managed Care * Chapter 21: Has Competition Been Tried – and Has It Failed – to Improve the U.S. Healthcare System? * Chapter 23: US Competitiveness and Rising Healthcare Costs | DUE SUN NOV 22:   * Chapter 20: Q6 * Chapter 21: Q5 * Chapter 23: Q2 * Articles & Comments: Post link to an article on pricing and competition in US healthcare. Summarize and comment on your own article and comment on another student’s article. * Weekly Reflection |
| Week 8 | * Chapter 25: The High Price of Prescription Drugs * Chapter 27: Why Are Prescription Drugs Less Expensive Overseas? * Chapter 28: The Pharmaceutical Industry: A Public Policy Dilemma | DUE SUN NOV 29:   * Chapter 25: Q1 * Chapter 27: Q4 * Chapter 28: Q5 * Articles & Comments: Post link to an article on pricing and competition in the drug industry. Summarize and comment on your own article and comment on another student’s article. * Weekly Reflection |
| Week 9 | * Chapter 19: Can Price Controls Limit Medical Expenditure Increases? * Chapter 30: Should Profits in Healthcare be Prohibited? * Chapter 32: Health Associations and the Political Marketplace | DUE SUN DEC 6:   * Chapter 19: Q5 * Chapter 30: Q5 * Chapter 32: Q5 * Articles & Comments: Post link to an article on cost shifting and/or price controls in US healthcare. Summarize and comment on your own article and comment on another student’s article. * Weekly Reflection |
| Week 10 | * Chapter 31: The Role of Government in Medical Care * Chapter 36: National Health Insurance: Which Approach and Why? * Chapter 38: The Affordable Care Act: Did It Achieve Its Goals? | DUE SUN DEC 13:   * Chapter 31: Q5a * Chapter 36: Q2 * Chapter 38: Q6 * Articles & Comments: Post link to an article on successes and failures of ACA/Obamacare or recent attempts to repeal ACA. Summarize and comment on your own article and comment on another student’s article. * Weekly Reflection |