Course Number: PHAS 5112
Credit Hours: 1 Semester Credit Hour
Course Title: Health Policy and Health Management
Course Location: EHABE 1.102
Course Dates: June 05 – July 11
Class Time(s):
June 05- June 20 Tuesday and Thursday 8:00 – 09:30 am & 1:00 -2:30 pm
June 16 Friday 1:00 – 4:30 pm Student project presentation
June 22 – July 11 Online group work
Required Texts & Materials:
Optional Reading:
Instructor & Contact Information:

Professor Name: Bassent Abdelbary MD, MPH, PhD
Office Location: HSHE 2.142
Email address: Bassent.abdelbary@utrgv.edu
Phone contact: (956) 665-2298 ext. 3710

All course correspondence will be through Blackboard course messages.

Course Description:

PHAS 5112: This course will survey the U.S. health care delivery system and review the economic and policy issues that face our system. Particular focus will be on those issues that directly affect the practicing physician assistant. The student will undertake
an in-depth review of managed care, reimbursement and other economic/financial issues and policies.

Prerequisite: Admission into the Physician Assistant Studies Program.

Course Grading:
The following weighting system will be used in determining a final grade.
End of Course Exam 60%
Student group presentation 20%
Blackboard Discussion & Peer evaluation 20%
Total 100%

The final course grade will be based on the following scale:

A 90 – 100
B 80 - <90
C 70 - <80
F <70

Physician Assistant Core Competencies:
This course will prepare the student to meet certain PA competencies. The PHAS 5112 course outcomes and learning objectives relate to the Competencies for the Physician Assistant Profession (2012) as follows:

<table>
<thead>
<tr>
<th>Core Competencies for the PA Profession</th>
<th>Specific Competencies Addressed in Health Policy and Health Management</th>
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</thead>
<tbody>
<tr>
<td>Medical Knowledge</td>
<td>N/A</td>
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<tr>
<td>Interpersonal &amp; Communication Skills</td>
<td>Competency 4: Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group</td>
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<tr>
<td>Patient Care</td>
<td>Competency 1: work effectively with physicians and other health care professionals to provide</td>
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| Professionalism | Competency 2: Professional relationships with physician supervisors and other health care providers respect, compassion, and integrity  
| | Competency 3: Accountability to patients, society, and the profession  
| | Competency 4: Commitment to excellence and on-going professional development  
| | Competency 5: Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices  
| | Competency 6: Sensitivity and responsiveness to patients’ culture, age, gender, and abilities |
| Practice-Based Learning & Improvement | Competency 4: Utilize information technology to manage information, access medical information, and support their own education |
| Systems-Based Practice | Competency 1: Effectively interact with different types of medical practice and delivery systems  
| | Competency 2: understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively  
| | Competency 3: Practice cost-effective health care and resource allocation that does not compromise quality of care |
Students with Disabilities:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Learning and Assessment Activities:

All course components must be completed. Students who do not complete all components of the course will not be allowed to take the written examination.

Lectures:

Lectures are provided both before and during class time. They are used to convey critical information and background regarding the subject matter. They are intended as a supplement to the information already provided in the required textbook(s). Lectures are delivered utilizing student-centered techniques to promote active learning. Instructors will utilize flipped classroom techniques, mini-lectures, and case-based learning to deliver content.

Final Written Examination:

There is only one comprehensive examination for this course. It is worth 60% of the overall grade. The exam consists of multiple choice. One minute per question will be allotted on the examination. Please refer to the FYI Handbook for testing failure policies. Written examination will be delivered through the SofTest-M app on Apple iPad.

Remediation Policy:

Remediation and retesting is not offered for written examination in this course.
Class & Blackboard Discussion Participation

Class and Blackboard discussion will be assigned throughout the course. Each group will be asked to participate in one class room discussion and two blackboard discussion. This is a group work effort however if you are not participating, and/or overly combative, you may be asked to meet individually with the course instructor and/or faculty advisor in order to direct learning to achieve success.

Please see blackboard discussion board for details regarding BB discussion topics and due dates. Class discussions will be assigned per groups of 5 and each group will have 15 minutes per class discussion and 5 minutes for questions and answers. All class and BB discussions must be supported by valid references. Team work. An important part of this course is a group presentation and BB discussion. You must be available and willing to work as a team, and this can be via e-mail, phone, or other forms of communication. Everyone in the team must participate equally in the development of their presentation/discussions. You will be evaluated confidentially by your team members, to determine how you interacted and participated. Any evidence of lower participation results in a reduced grade for that individual person. The alternative is also not acceptable: a student who carries the work on their own and is not open to his/her teammates’ comments. So not all team members may receive the same grade.

Course Outcomes:

1. Describe how the healthcare system works and healthcare reform related issues.
2. List, compare and contrast the most current health care delivery methods.
3. Identify vulnerable populations in the United States and describe the challenges they face in accessing health care and potential solutions to this problem.
4. Explain how health care is financed in the United States, what costs are involved, and how the concepts of value and quality influence health care delivery.
5. List and discuss the various methods of reimbursement in the healthcare system.
6. Discuss key drivers of change in the health care system and the likely impact these will have on providers, employers, insurers, public policymakers, and consumers.
7. Discuss health safety and quality assurance methods.

Learning Objectives:

At the end of course, the student will be able to:
- Identify components of planning, coordination, and decision making. *(Course outcomes 4-6) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 2-6) (Competency - Practice-Based Learning & Improvement 4)(Competency - Systems-Based Practice 3, 7)*
- Identify concepts of managing human resources. *(Course outcomes 4) (Competency - Systems-Based Practice 3)*
- Identify and describe the techniques and/or processes related to the management of fiscal resources. *(Course outcomes 4, 5) (Competency - Systems-Based Practice 3)*
- Discuss the purpose and methods used for quality assurance and the elements of quality as they relate to patient care. *(Course outcomes 7) (Competency – Patient care 1-3) (Competency - Professionalism 2-6) (Competency - Practice-Based Learning & Improvement 4) (Competency - Systems-Based Practice 1, 7)*
- Discuss healthcare reform and health policy related issues *(Course outcome 1-3) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 5) (Competency - Systems-Based Practice 1, 2)*
- Compare and contrast governmental and private insurance policies, benefits and payment methodology. *(Course outcome 2, 5) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 4, 5) (Competency - Systems-Based Practice 1- 3 & 7)*
- Compare and contrast various health care organizations structure and payment methodology. *(Course outcome 2, 5) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 4, 5) (Competency - Systems-Based Practice 1- 3 & 7)*

**Health Policy and Health Management Course Plan**

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<td>History and Access to healthcare</td>
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<td>Healthcare organization</td>
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<td>Healthcare work force</td>
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<td>Cost control and quality of healthcare</td>
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<td>June 8, 2017</td>
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<th>Week 2</th>
<th>June 13, 2017</th>
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<td>Healthcare reform and healthcare in other nations</td>
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<td>IT and healthcare</td>
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<td>Healthcare safety and quality control</td>
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<td>Exam Review</td>
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<td>June 15, 2017</td>
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<td>June 16, 2017</td>
<td>Student group presentations</td>
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</table>
Week 3
June 20, 2017
- Exam at 08:00 am

Week 4
June 27- 29
- Blackboard discussion 1
  Due Sunday July 2nd 2017

Week 5
July 4th-6th
- Blackboard discussion 2
  Due Sunday July 9th 2017


PHAS 5112 Objectives:

06/06/17
- History and Access to healthcare
- Healthcare organization

Reading Assignment:
- Understanding health policy: a clinical approach (chapters 1-6)
- Posted assigned readings

Objectives:

1. Identify and discuss key issues facing the U.S. health care system. *(Course outcome 1-3) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 5) (Competency - Systems-Based Practice 1, 2)*

2. Explain the past and present roles of all levels of government and public policy in the health care system. *(Course outcome 2, 5) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 4, 5) (Competency - Systems-Based Practice 1- 3 & 7)*

3. Understand the difference between access to healthcare and right to healthcare and barriers to healthcare. *(Course outcome 2, 5) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 4, 5) (Competency - Systems-Based Practice 1- 3 & 7)*

4. Discuss levels of healthcare organization. *(Course outcome 2, 5) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 4, 5) (Competency - Systems-Based Practice 1- 3 & 7)*
Healthcare work force
Cost control and quality of healthcare

Reading Assignment:
- Understanding health policy: a clinical approach (chapter 7-12)
- Posted assigned readings

Objectives:
1. List various roles of healthcare workforce providers. *(Course outcome 2, 5) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 4, 5) (Competency - Systems-Based Practice 1- 3 & 7)*
2. Understand the importance of each of the healthcare workforce members. *(Course outcome 2, 5) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 4, 5) (Competency - Systems-Based Practice 1- 3 & 7)*
3. Discuss the importance of interprofessional team work in patient management. *(Course outcome 2, 5) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 4, 5) (Competency - Systems-Based Practice 1- 3 & 7)*
4. Discuss painful versus painless cost control. *(Course outcomes 4) (Competency - Systems-Based Practice 3)*
5. List mechanisms of cost control in the healthcare industry. *(Course outcomes 4) (Competency - Systems-Based Practice 3)*
6. Discuss the purpose and methods used for quality assurance and the elements of quality as they relate to patient care. *(Course outcomes 7) (Competency – Patient care 1-3) (Competency - Professionalism 2-6) (Competency - Practice-Based Learning & Improvement 4) (Competency - Systems-Based Practice 1, 7)*

Reading Assignment:
- Understanding health policy: a clinical approach (chapters 14-16)
- Posted assigned readings
Objectives:

1. List differences and similarities in other healthcare systems across four nations. *(Course outcome 2, 5) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 4, 5) (Competency - Systems-Based Practice 1-3 & 7)*

2. Discuss healthcare reform and health policy related issues *(Course outcome 1-3) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 5) (Competency - Systems-Based Practice 1, 2)*

3. Discuss role of information technology in the future of healthcare. *(Course outcome 4-6) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 2-6) (Competency - Practice-Based Learning & Improvement 4) (Competency - Systems-Based Practice 3, 7)*

4. Discuss the evolution of incentive programs to enhance the use of electronic records. *(Course outcome 4-6) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 2-6) (Competency - Practice-Based Learning & Improvement 4) (Competency - Systems-Based Practice 3, 7)*

5. List the stages and criteria of the current EHR incentive program and the future pay per performance strategy. *(Course outcome 4-6) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 2-6) (Competency - Practice-Based Learning & Improvement 4) (Competency - Systems-Based Practice 3, 7)*

6. Discuss the role of health informatics in enhancing medical decision making. *(Course outcome 4-6) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 2-6) (Competency - Practice-Based Learning & Improvement 4) (Competency - Systems-Based Practice 3, 7)*

06/15/17

- Healthcare safety and quality control

Reading Assignment:

- Posted assigned readings

Objectives:

1. List and discuss the role of various agencies concerned with safety and quality control. *(Course outcome 4-6) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 2-6) (Competency - Practice-Based Learning & Improvement 4) (Competency - Systems-Based Practice 3, 7)*
2. Understand various healthcare acts and mandates. (Course outcome 4-6) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 1) (Competency - Professionalism 2-6) (Competency - Practice-Based Learning & Improvement 4) (Competency - Systems-Based Practice 3, 7)  

06/19/17  
- Class group presentations

Class Discussion

Group 1:

The CABGville health planning council changes the mode of physician payment from fee-for-service to capitation: $20 per patient per month to PCPs, with 20 PCPs each having 2,000 patients. (PCPs pay specialists from the $20 capitation.) Total cost per month = $800,000 (approximately $27,000 per day). How could the health planning council reduce the monthly cost? Could physician costs still increase despite this method of cost control? Why or why not?

Group 2:

What are the arguments, pros and cons, of patient cost sharing as a cost-control strategy?

Group 3:

You are president of LTC Insurance Company and are testifying before a Senate Committee on long-term care. You are asked two questions: Why do only a few million people carry private long-term care insurance? How do you answer the complaints that senior citizen advocacy groups make about the terms of private long-term care insurance policies? What do you say to the committee?

Group 4:

What is the relationship between socioeconomic status (including factors such as income, education, and occupation) and health? Why does such a relationship exist? Discuss possible reasons why minority patients have poorer outcomes than white patients for many diseases.
Group 5:
Discuss the pros and cons of requiring everyone to enter the health care system through a “gatekeeper” health care provider (generalist physician, nurse practitioner, or physician assistant) and how that can affect access to healthcare and health outcomes for various types of patients (Medicaid, private insurance and people with no insurance).

Group 6:
Drawing on all that you have learned in the course thus far, design your health care system for the United States. Be creative! Feel free to make your system as similar to or different from the current system as you would like. Model the system after that of another nation, if you’d like, or design one that is completely original. Include the following elements in your design:

- The role of federal, state, and local governments
- The role of insurance companies
- The role of employers
- The role of providers
- The role of consumers
- How health care would be paid for
- The advantage of your system over the existing one
- The biggest criticism your opponents would have of your system
- How you would answer this criticism

Group 7:
You are the speech writer for two candidates for the Democratic presidential nomination. One candidate favors a mixed employer and individual mandate and the other a single-payer approach. What points would you have each candidate make about the strengths of his or her position and the weaknesses of the other candidate’s position?

Group 8:
Define the term “socialized medicine” and discuss pros and cons of that health system and whether it can / cannot be applied in the United States.

Group 9:
As a graduate of the UTRGV PA program in 2017, you had the option of working in:
1. A rural pediatric clinic that mostly serve Medicaid population and you will be paid based on a fee for service/ productivity scale.

2. A large multispecialty center serving a metropolitan area accepting mostly private group insurance (BCBS and Aetna) and you will be paid on a salary bases (fixed amount per month)

Which position would you accept and why?

Group 10:

Accountable care organizations (ACO) is a concept on the rise and some are actually showing promising results. Discuss the pros and cons of the ACO concept and whether or not you would join one.

06/27/17 – 07/06/2017

- Blackboard discussion
- Please see Blackboard for details of group discussion assignment

Mandatory Course Evaluation Period:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

- July 2 – July 11, 2017 for the summer I term
- August 9 – August 18, 2017 for the summer II term
- August 2 – August 18, 2017 for the summer III term

Attendance:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. Consult the Physician Assistant Department For Your Information (FYI) manual for more specific details.

Absence Definitions:

Students are expected to attend all required activities. An absence is any instance when a student is not physically present in a course or at an activity. Students should not assume they are allowed any absences at their discretion or for their personal
convenience. Absences are considered acceptable only when unavoidable, which include two types of circumstances:
1. When unavoidable and anticipated (e.g.: presentation at a professional meeting, etc.). Students are strongly encouraged to schedule anticipated absences during vacation periods to avoid conflict with scheduled courses.
2. When unavoidable and unanticipated (e.g.: personal illness or family tragedy, etc.).

Actions Required by the Student:
In the event of any of these absences, students must (in advance when anticipated, and as soon as possible when unanticipated):
1. Notify their faculty (e.g. course faculty, clinical faculty, clinical attending, or preceptor, etc.);

AND
2. The Department Chair or Assistant Department Chair

Make-up Examination:

No allowances will be made for an exam being missed, other than for an unavoidable anticipated or unavoidable unanticipated absence. In this event, the nature of the make-up exam will be at the faculty’s discretion. It is the student’s responsibility to schedule a make-up examination with the course faculty or clinical faculty. Make-up examinations must be scheduled within 24-hours of the student’s return for an unavoidable unanticipated absence. Make-up examinations must be scheduled prior to the unavoidable anticipated absences with the course faculty or clinical faculty. Failure to schedule a make-up examination within the appropriate time limits stated above will result in a grade of "zero" for that exam. An unexcused absence from an exam may result in a grade of "zero" for that exam.

Scholastic Integrity:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.
**Sexual Harassment, Discrimination, and Violence:**

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

**Plagiarism:**

Specifically, written plagiarized work, defined as submitting as your own work that which contains direct or paraphrased quotes from another source, cannot be used in written assignments. Assignments must reflect the individual’s own work. Any violation of the scholastic integrity pledge will result in failure of the course and disciplinary actions deemed necessary and appropriate by the administration.

Plagiarism of any kind will also result in a failing grade for the course. Safe Assign software will be used to detect plagiarism.