

MARY BALDWIN COLLEGE

HEALTH CARE ADMINISTRATION PROGRAM HCA/POLS

245: Health Care Policy, Politics, and Law Fall 2015

Dr. Donovan D. Branche

Office: Carpenter Academic, Room 201

Phone:

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Office Hours: By appointment (phone, Skype, Facetime or in person)

Required Texts:

Health Policymaking in the United States, **6th edition**, by Beaufort B. Longest, Jr. ISBN: 978-1-56793-719-0

The Politics of Health Legislation: An Economic Perspective, **3rd edition**, by Paul J. Feldstein

Course Description: This class is designed for students interested in gaining a better understanding of the factors that shape health care policy in this country. It will explore the concept of public policy and the various types of health care policies. Several theoretical approaches will be reviewed, including historical, institutional, and pluralistic approaches. Important actors involved political health care debate and their strategies to influence policy will be analyzed. The stages of the policy process will provide structure for examining case studies of several significant health care policies. We will cover the importance of economic perspectives to discussions addressing policy. Major topics in health care law will also be analyzed.

Learning Outcomes: At the conclusion of this course, the student will be able to:

1. Understand the concept of public policy, particularly as it relates to health care issues in the United States
2. Explain the public-private nature of the U.S. health care system and be able to identify various types of health care policy in this country at the various levels of government
3. Apply various theoretical approaches to the study of policymaking to the health care sector
4. Appreciate the historical and ideological factors influencing health care policy in the U.S.
5. Become familiar with diverse actors and institutions involved in shaping health care policy and the ways in which they exert influence.
6. Identify the stages in the policy making process.
7. Analyze in some depth the politics of policymaking for several significant health care initiatives, including those at the state and the national levels (particularly the Patient Protection and Affordable Care Act).
8. Gain a level of familiarity with the practical aspects of how one might influence the policy process through the political process.
9. Understand important concepts in health care law such as: corporate compliance, fraud and abuse, physician/patient relationships, HIPAA, privacy and security, EHRs, EMTALA.

Course Requirements and Grading

Course Requirement	% of Grade	Grade Scaling
Class Participation	10	94 - 100 = A
Paper 1 (Topic Statement)	5	90 - 93 = A-
Paper 2 (Outline)	10	87 - 89 = B+
Paper 3 (Final Draft)	15	84 - 86 = B
Exam 1	10	80 - 83 = B-
Exam 2	10	77 - 79 = C+
Exam 3	10	74 - 76 = C
Exam 4	10	70 - 73 = C -
Final Exam	20	67 - 69 = D+
Total	100%	60 - 66 = D
		0 - 59 = F

Honor Code

All students are required to adhere to the official published Mary Baldwin College Honor Code policy requiring honesty and integrity. This code of conduct includes maintaining the highest level of academic honesty regarding your written work for this course, but the code extends to activities such as group projects, class presentations, and behavior in the classroom.

The foundation of all research is the work that has come before and therefore that material and resources **MUST** be cited. Students are expected to use "Chicago Style" (Turabian) for all citations. **Work which is not properly cited is considered plagiarism and is a violation of the honor code.** See attachments – Research in HCA, Outlines in HCA, and Research Paper in HCA for more specific format points.

MBC Policy on Plagiarism: (<http://www.mbc.edu/student/sga/honorcode.php>)

"Plagiarism is the use of someone else's idea or work without acknowledging the source of the idea or work. All quotations, paraphrases, copying, and adaptation from published or unpublished sources must be acknowledged as explained below. Sources may include but are not limited to papers, written or spoken statements, and works of art. If a student discovers she has made some mistake in acknowledging sources in a paper already submitted, she must make this fact known to her instructor immediately. The Honor Council will not accept a plea of ignorance."

Students with Disabilities

Mary Baldwin College is sensitive to the needs of students with disabilities who are academically qualified and is committed to providing appropriate support. The college does not waive requirements for degrees or alter admissions requirements for any student, but we make every effort to accommodate students with identified and documented disabilities. Students must inform the school about their disability if they wish to request academic adjustment. Please contact the Learning Skills Center for information on this procedure. Please inform the professor no later than October 1, 2014 regarding specific accommodations for this course.

Policy on Late Papers/Exams

Due dates are NOT suggestions. Completing work in a timely manner, receiving feedback, and incorporating that feedback into future work is the best way to succeed in this course. You are expected to take part in frequent discussion threads and will not be able to do so without remaining current on the reading. I do understand that other responsibilities may have to take precedence over course work occasionally, but extensions will only be given at the professor's discretion and ONLY if you submit your request in advance of an exam or due date. Please note: technical difficulties, such as internet connectivity problems, do not constitute a reason for extensions. Please plan accordingly.

Email Policy

Emails will be answered during normal business hours, M-W 9-5, except in cases of unusual circumstances. Please plan on a response time of 24-48 hours when contacting mw. If you have not received a reply to an urgent message within 48 hours, please send again. I will not respond to emails received after 5 PM the day before an exam or due date. Please plan your correspondence accordingly.

In order to promote professional communication skills, I expect all emails to contain a relevant subject line, a greeting, and a signature of some sort. I will not respond to the substance of emails received without these components. Remember that proper punctuation, capitalization, and spelling all make written communication easier and more effective.

Class Preparation and Participation

All readings listed in the syllabus are *required*, not suggested. Understanding and synthesizing the reading materials is an important component of doing well in this course. While some students may be able to read, understand, and memorize large amounts of material in short periods of time, keeping up with assignments as they are given is the optimal way to perform well in any course.

Participation adds immeasurably to the quality of a class. There will be opportunities for discussion on a regular basis, and questions are always welcome. There will be a weekly discussion thread, as well as additional topic-specific threads on a regular basis. Attached is a rubric outlining how participation will be evaluated.

It is the responsibility of every student to contribute to an atmosphere in which discussion can freely take place. I encourage a vigorous exchange of ideas. While it is important to learn the information and facts taught in this class, there is room for varying opinions on many of the topics we cover in this course. Disagreement with fellow students or the instructor does not negatively affect grades. I expect that everyone will treat all participants with respect and courtesy.

During this first week we will get to know each other through online introductions which we will place in the Discussion Forum under Week 1. The Discussion Forum is divided into Weeks 1-13. This area is where we all interact together--much like in an on ground classroom. It is important that you visit the appropriate Discussion Forum section each week--and participate in our class activities there each week. The Discussion Forum weeks follow the date schedule of this class, as is noted below.

Writing Assignments

Written communication is a vital skill in any discipline or career choice. Working on developing writing skills in the context of writing about health policy, politics, and law is an important component of this course.

How you write can be as important as what you write. Great ideas cannot be conveyed if grammar, word choice, punctuation, style, and spelling are poor. How well you write will count as part of your grade, as well as the substance of your assignments. I strongly urge any students who have any concerns about their writing skills, any students for whom English is not a first language, or anyone looking to brush up or improve their skills to contact the Mary Baldwin Writing Center.

Paper 1: Topic Statement

Topic: An in-depth examination of a health policy or law of your choice (or a specific section of a policy or law)

Objectives: Choose a United States health policy or law and discuss how it was developed and became a part of health care in the U.S. If you choose a large piece of legislation, such as the PPACA, you may focus on a specific component of the policy (ask the professor if you have questions about your topic). Address such topics as the context in which the policy was introduced, how it developed and is implemented, interest parties and where they stand/stood on the policy, and its effects. You must include:

- Purpose of the research
- Research Question
- Research Methodology
- Significance of the RQ to HCA

Length: 2 pages, double spaced. Bibliography is in addition to the page length. A preliminary bibliography (6-8 sources) is required. Use Chicago/Turabian Style.

Format: See attached guidelines on "Research in the Field of Health Care Administration"

Research: Background materials that will help set up the topic sentence. You must use professional healthcare databases. Your sources must be primarily scholarly (books, peer-reviewed journal articles).

Date Due: September 28, 2015

Paper 2: Research Paper Outline

Title: Completed for 1st paper

Objectives: Set up the structure of the various components to the research paper. Create a roadmap to the research. Include an introduction (with thesis statement), research question, research methodology, and organization.

Length: 4 pages, double spaced. Bibliography is in addition to the page length.

Format: See the attached information on Outlines in HCA. A bibliography (minimum of 10 sources) is required. Use Chicago/Turabian Style

Research: In addition to a literature review using professional health care databases, you must interview at least one professional who was involved in any part of the policy-making process OR is affected by the policy in their work (for example, using the above focus on the PPACA, you might interview a business owner affected by regulations on offering insurance to workers, among many others). Your source may not be a relative, friend, or someone you work with directly.

Date Due: October 26, 2015

Paper 3: Research Paper Final Draft

- Use your outline to guide development of a complete paper.
- At this point, you will have received extensive comments and guidance on previous assignments. Comments and criticism must be included or addressed.
- Complete the descriptive and analytical sections of the paper.

Length: 8 pages, double-spaced. Endnotes and Bibliography are in addition to the 8 pages.

Format: See attached information on Research Papers in HCA. Endnotes (raised number style) and Bibliography (Chicago/Turabian style, minimum of 10-12 sources) required.

Research: Includes primary and secondary sources. Minimum of 10-12 Sources.

Paper Due: November 30, 2015

Exams

Tests are comprised of identifications, short answer, and essay questions. Synthesizing and analyzing material will be stressed via focus on definitions, explanations, and examples. The final exam will be similar in format to tests 1-4, but content will be cumulative.

A Note About "Course Weeks"

Each course "Week" begins on Monday at 12:01 am ET and ends seven days later on Sunday 11:59pm ET.

It is important that you participate in each Discussion Forum topic during the week it is assigned and "open." After the assigned week is over, that Discussion Forum section "closes" and you can no longer participate or get Discussion grade points in that week. Also, papers must be submitted via Blackboard Learn no later than the end of the day they are due.

Class Schedule:

Notes: The dates refer to the start of the course week. You may only contribute to weekly discussion threads during the week for which that topic is assigned. Reading Key: L=Longest, F=Feldstein

DATE	PART	READING
8/31	Introduction; Health and Health Policy	Syllabus; L 1, 2 (by 9/4)
9/7	Policy Formulation	L 3, 4
9/14	Test 1 9/18 Policy Implementation	L 5, 6 (after Test 1)
9/21	Policy Modification	L7
9/28	Paper 1 due 9/28 Developing Competence	L 8
10/5	Test 2 10/8 Health Associations	F 3, 4 (after Test 2)
10/12	Deregulation	F 5
10/19	Markets	F 6
10/26	Paper 2 due 10/26 Redistributive Policies	F 8, 10
11/2	Test 3 11/2 Case Study: Medicare/Medicaid	L Appendices 1, 2, 9 (after Test 3)
11/9	Medicare/Medicaid continued	F 9, 11
11/16	Case Study: PPACA and National Health Insurance	F 12,
11/23	Test 4 11/23 Legal Case Study: Vaccines	
11/30	Paper 3 Due 11/30 Legal Case Study: Maternal and Fetal Health	
12/8	FINAL EXAM WEEK	

Discussion Rubric

Students are expected to post:

- A **Minimum** of **three posts** per weekly discussion thread.
 - one post in response to the instructor's question by *EOD Wednesday*
 - two posts in response to two classmates by *EOD Sunday, end of Week*

Grade	Evaluation Criteria	Percentage
A/A-	<ul style="list-style-type: none">• Participates with the required number of relevant postings of required length• Initial response posted by <i>Wednesday</i>; comments posted by <i>Sunday</i>.• Consistently responds to postings• Consistently uses Standard American English with rare misspellings• Frequently attempts to motivate the group discussion• Presents creative approaches to topic• Accurately cites information.	90-100%
B+/B/B-	<ul style="list-style-type: none">• Participates with the required number of relevant postings of required length• Initial response posted by <i>Wednesday</i>; comments posted by <i>Sunday</i>.• Postings reflect the reading and some outside source material but may not be accurately cited.• Consistently uses Standard American English with rare misspellings• Comments are logical and reflect critical thinking.	80-89%
C+/C/C-	<ul style="list-style-type: none">• Participates with the required number of relevant postings of required length• Initial response posted by <i>Wednesday</i>; comments posted by <i>Sunday</i>.• Participates, but does not post anything that encourages others to respond to the posting.• Minimal grammatical or spelling errors are noted in posts• Opinions and ideas are stated clearly	70-79%
D+/D/D-	<ul style="list-style-type: none">• Participates with the required number of relevant postings• Initial response not posted by <i>Wednesday</i>; comments posted by <i>Sunday</i>.• Significant errors in spelling and/or grammar• Occasionally posts off topic• Posts do not meet length requirements	60-69
F	<ul style="list-style-type: none">• Does not meet the required number of posts on time• Poor spelling and grammar appear in most posts• Posts topics which do not relate to the discussion content	<60%

Research in the Field of Health Care Administration

Note: The following statements, steps, and references should help guide students in the accomplishment of high quality research in all HCA courses that require research papers.

- **Research in HCA:** we must remember that HCA is a social science; qualitative and quantitative measures are to be employed; tools of analysis must be clearly presented; a literature search must be done involving key words/phrases and key databases appropriate to HCA; interviews and the use of other primary sources of information must be done in a professional manner.
- **See Library guides** on doing research in HCA: <http://libguides.mbc.edu/hca101>
- **Sources:** Use scholarly sources (not Wikipedia for ex.); websites do not equal scholarly sources (they can be used for some data-collection exercises, for ex. The CDC website) – key here is to use reliable and valid sources.
- **Research Question:** the area to be researched should be clear and concise; it should revolve around a relationship between or among 2 or more variables; impact, influence, correlation, similarities, differences; association; and/or causation are being measured – do not set out to prove a conclusion.
- **Research Methodology:** this attempts to show how the research question will be answered; what resources will be used whether primary and secondary; the role of qualitative and/or quantitative tools; interviews; keywords + databases + search engines to use; what is being measured and how?; etc.
- **Outline:** this is a good tool to use after the research question and research methodology have been reviewed and approved; see HCA Program Handbook for elements to include; Chicago/Turabian style is a requirement; an outline is typically the second assignment for a research paper
- **First Draft and /or Final Draft:** use the outline as a guide and develop a complete paper; see HCA Program Handbook for elements to include; Chicago/Turabian style is required for endnotes and bibliography
- **Analysis:** what distinguishes a paper in HCA is the level of analysis it offers; critical thinking skills are being developed in HCA research not only the recitation of facts gleaned from several books/articles, and websites; tools of analysis are being used in such a way as to demonstrate knowledge of their meaning and appropriate use
- **Syllabus:** This will clearly state the nature of the assignment goals, objectives, and expectations; and a timeline with due dates will be clearly stated.
- **Grafton Library Staff:** reference librarians are an asset and can be used to help with sessions on doing research in HCA and for specific issues with specific topics
- **Chicago/Turabian Style:** can be accessed at MBC Grafton Library site (www.mbc.edu/grafon/researchguides/show ref.sp?sub id=6); <http://bcs.bedfordstmartins.com/rewriting>; and <http://dianahacker.com/bedhandbook> - All HCA classes with research papers must use the in-text “raised” number endnote style, with the “Endnote” page after the conclusion and before the Bibliography.
- **Only use 1 HCA research paper for 1 class.** Do not use 1 paper for 2 or more classes as this is not allowed in the HCA Program.
- **Backup plan:** Need to be prepared if research does not work out (survey not returned, interviews not held, etc.).
- **Paper writing help:**
 1. See your professor!
 2. Writing Center http://www.mbc.edu/writing_center
 3. You cannot use someone to edit a paper.
- **Interviews/Surveys:** All interviews and surveys performed as part of a research paper must be approved by the professor of the course before being implemented. Human subject research may

involve MBC Institutional Review Board approval—see professor of the course and MBC website for IRB guidelines before proceeding.

Health Care Administration Program **Format/Concepts for a Research Paper Outline**

Note: Several courses in the HCA Program require an outline to be prepared in anticipation of completing a research paper. The following information serves as a general guide to assist in the completion of an outline. Be mindful of other specific requirements found in the pertinent course syllabi.

- 1) Title/Topic: This must be focused, truly descriptive of what the paper will be about.
- 2) Introduction: This is the first part of the outline. Maximum length = ½ page. Here in one or two paragraphs, the purpose and organization of the paper are described (what the paper will be about and how the parts of the paper will be organized). The "introduction" is a separate subheading. In the Introduction section, after the **purpose** has been stated, clearly pose the **Research Question** as well as the **Research Methodology**. The Research Question needs to be explained in some depth. The Research Methodology needs to clearly show how the Research Question will be answered – how the research is done, where, what keywords, search engines, and databases are used, what tools of analysis are used, etc. In short, the Research Methodology details the process of doing the research. After the Research Methodology, clearly show the **organization** of the paper – list the parts.
- 3) Variables/Issues/Categories (VIC) to be Researched: The outline needs to mention those areas of concern that will make up the body of the paper. These VIC's could include historical periods, issues that are present, types or categories of something - in essence, this is what one is researching. Each **VIC** has a separate **subheading**. One such VIC might be "Historical Context." Before the **Conclusion**, have a section titled "**Analysis**" where you analyze the results of your research.
- 4) Under each VIC some breakdown of the subject matter must ensue. For each "subarea" a sentence or partial sentence needs to be present helping to show the level of analysis that will eventually be offered. Be as precise as possible. This will directly relate to the amount of research you have done up to the writing of the outline.
- 5) Organization: Be careful that the outline has an intellectual flow to it; Part I should lead to Part II, and so on.
- 6) **DO NOT SET OUT TO PROVE YOUR CONCLUSION.** The "conclusion" is the last section to your paper and has a separate subheading.
- 7) A preliminary **bibliography** needs to be attached to the outline. It should indicate that you have found a representative number of books, peer reviewed articles, etc. on your topic (usually 10 or more except in the case of the Senior Seminar where one would have 30 or more). This is a literature review, meaning the Bibliography is a professionally accepted representation of sources on your topic. **Websites do not equal peer reviewed articles or books. Websites can be helpful if they are representative of professionally acceptable information. A Bibliography made up of only websites is not acceptable. On-line versions of peer reviewed journal articles are fine.**

You need not have thoroughly read all of the entries, but at least you know that they are important references. Use of a computer-based search, Internet included, is required. **Chicago/Turabian style required for bibliography's format.** A bibliography contains all sources used, not just those cited. The bibliography is not considered to be part of a paper's length requirement.

- 8) Endnotes: These are not needed for the outline. If they are used, then use the Chicago Style in-text raised number with an "Endnote" page after the Conclusion and before the Bibliography.
- 9) **REMEMBER: GOOD OUTLINES MEAN GOOD PAPERS - PUT SOME TIME INTO AN OUTLINE AND YOU WILL BE REWARDED LATER.**
- 10) Finally, when you have questions, please seek out the help of the professor of the course.

Guidelines for Writing Research Papers

Health Care Administration

Topic: Stay within the confines of the assignment; be sure you have a purpose behind your research.

Format: Keep a strong sense of organization to your work – use your outline! Make sure you have the following parts in your paper:

- Introduction: where you set up the paper in terms of the variables you want to research and the way you want to organize them.

Introduction = Purpose + Research Question + Research

Methodology + Organization.

- Subheadings: Here you are using "section headings" to help "block" your thinking.
- Paragraph transitions: Make sure your thoughts connect from one section to another.
- Analysis Section: Here is where you analyze the results of your research – this comes right before the Conclusion.
- Conclusion: Here is where you answer the Research Question.
- **Endnotes:** Use Turabian/Chicago format, specifically the in-text raised number style with the endnotes at the end of the paper, before the Bibliography. Be careful to avoid plagiarism, as it will result in an Honor Code violation.
- **Bibliography:** Use Turabian/Chicago format, make sure you combine a variety of sources (journals, books, newspapers, interviews, Internet sources, etc.) keeping in mind the necessity to have timely information, use "professional sources" (Wikipedia, general encyclopedias, etc. are not acceptable sources).
- Endnote pages, Bibliography, and Appendices are not considered to be part of a paper's length requirement.
- Graphs, Charts, Appendices, etc., if appropriate. Make sure you explain what you use.
- See following site for help in doing research: <http://libguides.mbc.edu/hca101>

Remember: Turabian/Chicago style is the required format to follow in doing endnotes, bibliography, etc., for all HCA assignments. Please refer to the two following websites related to The Bedford Handbook, 6th ed. for "free" sample papers in the Chicago style:

<http://bcs.bedfordstmartins.com/rewriting> and <http://dianahacker.com/bedhandbook>.

Research: Use of a computer-based literature search is required; use appropriate, professional databases and search engines. Use peer reviewed, scholarly articles/materials in your research.

Content: Be very careful to keep in mind the nature of the assignment, stress analysis throughout (the spotting of issues and pulling apart the various components).