Course Description

An analysis of public policies impacting healthcare programs, services, organizations, and program accessibility to citizens. Explores health policy generation, legislation, and implementation.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Define health and health policy and make the connection between health policies and health.
2. Describe the role and importance of political competence in the pursuit of health.
3. Identify the impact of health policy on individuals, organizations and systems, and interest groups.
4. Explore and discuss the real world of health policy and the concept of healthy people in 2010.
5. Explain the context of policy making, which consists of the political market place, demanders, and suppliers of health policies and the interplay among them.
6. Describe the concept of agenda setting as a part of policy formulation and the role of CEOs in agenda setting.
7. Discuss the development of legislation and the process from formulation to implementation.
8. Identify the cyclical relationship between rule-making and operation and describe the managerial challenges of policy implementation.
9. Distinguish policy modification from policy initiation.
10. Define policy-making as a cyclical process.
11. Explain the role of “incrementalism” in policy-making.
12. Ascertain the identity of key structural features of policy modification.
13. Recognize and describe the political competences and the advantage of lead time.
14. Analyze and interpret public policy environments and the influence they experience by political competence.
15. Define the concept of good corporate citizenship.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes**: Each unit contains Unit Learning Outcome that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Readings are provided in the unit study guides to aid students in their course of study.
4. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided in Units II-IV and VI-VIII to aid students in their course of study.
5. **Key Terms**: Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.

7. **Unit Assessments**: This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of written response questions.

8. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I-VI, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit I-VI, and VIII Assignments. Specific information about accessing these rubrics is provided below.

9. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library's chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**Unit Assignments**

**Unit I Case Study**

Access and review “A Prescription for America’s Health Care System” by clicking the link provided below:


Here Dr. Cecil Wilson provides his “prescriptions” for the major challenges and the key stakeholders in U.S. health care reform. Dr. Wilson’s 30+ years of medical leadership has given him a broad view of this topic.

After reading his speech, write a case study that addresses the following areas:

Discuss Dr. Wilson’s “prescriptions” for what he considers the four biggest challenges:

- medical liability,
- skyrocketing costs,
- inefficiencies in health care delivery, and
- Medicare underpayment.

Do you concur with his prescriptions? Why, or why not?

Next, discuss Dr. Wilson’s “prescriptions” for the stakeholders he identifies:

- health plans, insurance companies, pharmaceuticals and device manufacturers,
- government,
- businesses,
- physicians, medical students and residents, and
- patients.

Do you concur with his prescriptions? Why, or why not?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit II Case Study

Go to your favorite search engine and search for “Hospitalists”. You may want to try some variations on your search to find more information about their role, trends, and impact on hospital care.

**Part 1:** There is a major new trend in American medicine—an entire new professional physician group known as “hospitalists.” Currently the American public has a very poor understanding of what a hospitalist is and what role he or she performs in patient care. Describe the role of the hospitalist today, and discuss some trends in this new profession.

**Part 2:** Hospitalists are a rapidly growing new professional group in American medicine, and they are changing everything about how medicine is practiced in the inpatient setting. But is there any evidence to suggest that hospitalists are having a positive impact on hospital care? Report your findings.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III Case Study

Access and review “Physicians Moving to Mid-Sized, Single-Specialty Practices” by clicking the link provided below:


**Part 1:** What does this research indicate about trends for physician group practice? Are doctors likely to practice alone these days, with one partner, or in larger groups? Explain the trend you are seeing in this data. Why is it happening?

**Part 2:** Study the trends reported here for doctors in solo or duo practice versus for those in larger group practice. Pay special attention to the Supplementary Table at the end of the report, which breaks this data down into physician specialties. Which types of specialties are most likely to continue in solo or duo practice? Which specialties are showing the strongest trends in forming groups? Why do you feel that this is the case?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Case Study

Go to http://www.aha.org, and search for “Workforce Challenges.” Select “[PDF] WkforceChallenge10_Layout1.” This link will lead you to the article title “Advancing Excellence in Patient Care: Workforce Challenges.”

**Part 1:** What is your view of the AHA position on workforce issues?

**Part 2:** Select any one of the “workforce challenges” presented here. Read the AHA’s position on the challenge, and then share your own view. Support your position on the challenge selected.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Case Study

Go to http://www.hfma.org/

**Part 1:** What is the process for earning credentials from HFMA in the field of health care finance? What kinds of professional roles would individuals earning these credentials typically be able to achieve? Would you personally be interested in pursuing a career in medical finance? Why, or why not?

**Part 2:** What types of resources does this organization provide to its members and others in the health care community? As a health care manager, what HFMA resources would you see yourself utilizing for your own facility and career?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Case Study

Review the website http://www.alfa.org
Part 1: What do you consider the role of assisted living programs in America? How is assisted living different from residence receiving care in a nursing home or rehabilitation center? Why is assisted living such a growing field of health care today?

Part 2: One of the career fields that should definitely come to the attention of CSU students is assisted living administration. Your training at CSU is a great start toward managing an assisted living facility, or perhaps even owning such a center. What could you do to prepare yourself for a career as administrator or CEO of an assisted living facility? What kinds of job opportunities currently exist in this field?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Project

Management Action Plan (MAP)

This assignment is due in Unit VIII. Please include documentation of all seven steps in your submission of your MAP assignment.

I. Clarify the problem or Opportunity For Improvement (OFI)

Clearly describe the problem or OFI that you have selected for your MAP. Why is it important to resolve this problem right now? What are the consequences of not resolving this problem right now? (10% of your grade for this assignment)

II. Clarify your Measureable Goal

Clearly describe the desired outcome from your MAP implementation. What are you trying to accomplish? How will successful MAP implementation be measured and assessed? What realistic constraints do you have as you begin creation of your plan? Consider limits on time, money, and other resources that are specific to your MAP. (10% of your grade for this assignment)

III. Prepare a List of Possible Actions

Consider possible root causes of the OFI. Why do you believe the problem exists? Brainstorm and present a list of all possible actions that you may need to take in order to achieve your MAP goal. At this stage, focus on generating as many different options and ideas as possible. It is likely that not all of your ideas will make it into you final MAP. Write down your ideas just as they come to your mind, trying not to judge or analyze them at this stage. (10% of your grade for this assignment)

In your brainstorming, be sure to consider ideas involving:

- Leadership governance clinical performance
- Physicians
- Nurses
- Clinical Support services
- Knowledge management
- Human resources
- Financial management
- Internal consulting
- Marketing

*It is understood that some of these areas may not apply to your particular MAP, but all areas should at least be considered in this process.

IV. Analyze and Prioritize Key Action Steps

Review your list of possible actions. What are the absolutely necessary steps that are most likely to be effective in achieving your MAP goal? Bold these Key Action Steps. Also, determine which possible action items can be dropped from your list without significant consequences to the outcome; strike through these actions. (10% of your grade for this assignment)
V. Organize your Key Action Steps into a Management Action Plan

Decide on the sequencing of your Key Action Steps. Start by reviewing your bolded Key Action Steps. For each Key Action Step, what other steps must be completed before that specific action can be taken? Rearrange your Key Action Steps into a sequence of ordered activity. Then, look at your plan once again. Are there any ways to simplify the plan further before presenting it? (40% of your grade for this assignment)

VI. Accountability

For each Key Action Step, assign a responsible party or group within your hypothetical or actual organization (by position, department, or team name, not by individual name), and assign a suspense date by which the Key Action Step must be completed. Then, based upon all of your Key Action Steps and their suspense dates, provide a realistic completion date for the entire MAP. (10% of your grade for this assignment)

VII. Measurement and Monitoring

Explain in detail how you will measure the success of your MAP following implementation and how you will monitor ongoing performance to prevent regression and loss of the positive change that has taken place. (10% of your grade for this assignment)

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU's Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.
Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Discussion Board (8 @ 2%)</td>
<td>= 16%</td>
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<tr>
<td>Assessments (8 @ 3.5%)</td>
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<tr>
<td>Case Studies (6 @ 5%)</td>
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<td>Unit VIII Project</td>
<td>= 26%</td>
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<tr>
<td><strong>Total</strong></td>
<td>= 100%</td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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<table>
<thead>
<tr>
<th>Unit I</th>
<th>Overview of U.S. Health Care</th>
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</thead>
<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
</tr>
<tr>
<td><strong>Read:</strong></td>
<td>□ Chapter 1: Overview of Health Care: A Population Perspective</td>
</tr>
<tr>
<td></td>
<td>□ Suggested Reading: See Study Guide</td>
</tr>
<tr>
<td><strong>Discuss:</strong></td>
<td>□ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
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<tr>
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<td>□ Assessment by Tuesday, 11:59 p.m. (Central Time)</td>
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<td></td>
<td>□ Case Study by Tuesday, 11:59 p.m. (Central Time)</td>
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| Notes/Goals: |

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<tr>
<th>Unit II</th>
<th>History of U.S. Health Care and the Role of Benchmarking</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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<td></td>
<td>□ Learning Activities (Non-Graded): See Study Guide</td>
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<tr>
<td><strong>Read:</strong></td>
<td>□ Chapter 2: Benchmark Developments in U.S. Health Care</td>
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<td>□ Chapter 3: Hospitals: Origin, Organization, and Performance</td>
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<th>Unit III</th>
<th>Ambulatory Care and Medicine</th>
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| **Review:** | □ Unit Study Guide  
□ **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | □ Chapter 4: Ambulatory Care  
□ Chapter 5: Medical Education and the Changing Practice of Medicine  
□ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
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<th>Unit IV</th>
<th>Health Care Personnel</th>
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| **Review:** | □ Unit Study Guide  
□ **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | □ Chapter 6: Health Care Personnel  
□ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
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<th>Financing Health Care</th>
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<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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</table>
| **Read:** | □ Chapter 7: Financing Health Care  
□ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
□ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
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□ **Case Study** by Tuesday, 11:59 p.m. (Central Time) |

Notes/Goals:
## Unit VI: Long-term and Mental Health Care

### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

### Read:
- **Review:**
  - Chapter 8: Long-Term Care
  - Chapter 9: Mental Health Services
  - **Suggested Reading:** See Study Guide

### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

### Submit:
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)
- **Case Study** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

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## Unit VII: Medical Research

### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

### Read:
- **Review:**
  - Chapter 10: Public Health and the Role of Government in Health Care
  - Chapter 11: Research: How Health Care Advances
  - **Suggested Reading:** See Study Guide

### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

### Submit:
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

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## Unit VIII: The Future of U.S. Health Care

### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

### Read:
- **Review:**
  - Chapter 12: Future of Health Care
  - **Suggested Reading:** See Study Guide

### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

### Submit:
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)
- **Project** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals: