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DRAFT - Syllabus

Syllabus—Health Care Systems in the US

CHIP 490-261, Fall 2021

Instructor Information

Instructor	Email	Office Location & Hours
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General Information

Description

This course is meant to introduce students to the breadth and complexity of the US health care system. We will look at the functioning parts of how and who delivers health care beginning with a global perspective to provide some context. Then we will examine the institutions where care is delivered, the people who provide those services, and the medicines, devices and technologies involved. All of these exist within, outside, and strongly influenced by government policies and programs from the federal level to the states and down to local jurisdictions. With this basis in hand, then we turn our attention to financing all the above—a sector of the domestic economy that sees \$3.5 trillion dollars spent each year^[1]—more per capita than any country on earth, by far.^[2] We will examine what outcomes we get for our money and methods used to assess system performance. All the above in the first half of the semester.

After a summative Project Assignment delivered before mid-term (more on that below), we will return to explore the development of the health care system we have today. We will trace the roots of our system to understand the *why* undergirding its form, financing, and operation. We will finish with an examination of the current state of affairs in light of extant federal policy. Our final episode will be an examination of the emergence, response, and outcomes to date of the COVID-19 pandemic in the US, looking at our chosen counties this time as laboratories of practice.

Course Approach and Regular Assignments

The premise of the course approach is to encourage your encounter with the subject matter and materials to construct your own knowledge of the field. Rather than have a "sage on the stage," each student will be **encouraged** to explore the materials and relate them to their own interests and professional experience.

Readings and Responses

You will read the textbook as well as a selection of wide-ranging materials that run from primary sources to peer-reviewed journal articles. These will serve as the foundation for ongoing discussions and even formal debates using the course Forum. Please take advantage of the multi-media and interactive features embedded in the Forum to give your contributions extra force and clarity. These conversations will be asynchronous within a window of time. The approach

will reserve several hours for you and your peers to contribute your thoughts as well as react and respond to those of others.

Group Project I: Community Health Assessment

Students will also be assigned to a group to each investigate a county and build a Community Health System Study with an evidence-based understanding the various aspects of health care in that jurisdiction with deliverables (written report, slide deck, and recorded group presentation) for a live Zoom session at midterm. (See the topic, Group Project I for complete information.)

Group Project II: Community COVID-19 Response

Student groups will use the second half of the term to return to their counties and investigate their jurisdictional experiences with the COVID-19 pandemic. They will have the same types of deliverables (written report, slide deck, and recorded group presentation) for a live Zoom session during the last week of classes. (See the topic, Group Project II for complete information.)

Required Text

Goldsteen, Raymond L., Goldsteen, Karen, and Goldsteen, Benjamin Z. *Jonas' Introduction to the U.S. Health Care System*, Ninth Edition. New York: Springer Publishing Company, 2020.

Other Readings

Each week may feature other readings available online. Depending on the conditions of access, they may be directly linked to their online places or placed in Sakai's Course Reserves or directly in the lessons section.

Grading Schemas

Graduate Grading Scale	
95-100	H
80-94	P
70-79	L
<69	F

Undergraduate Grading Scale	
90-100	A
80-89	B
70-79	C
60-69	D

<60	F
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Assignment Categories and Weighting

Category	Percent Weight
Reading Quizzes	5
Topic Short Answers & Discussions	5
Topic Matching Quizzes	5
Topic Infographics	10
Topic Essays	10
Topic Forums	10
Debates	15
Project Essays	15
Project Slides	15
Project Presentation	15
Total	100

Course Schedule

University Day, October 12; Fall Break October 21--22

Week of	Topics	Readings	Activities	Deliverables
24 Aug	Orientation and Introductions: How the course will run		<ul style="list-style-type: none"> Course overview Orientation to “Responses to the study question prompts” (Live on Zoom) 	<ul style="list-style-type: none"> Formation of Community Study Groups <ul style="list-style-type: none"> Orientation for Community Study
31 Aug	Topic 1: The What and How of Health Who is served? Parts of the system.	<ul style="list-style-type: none"> Goldsteen, Chapter 1 Online Readings are embedded in the Week’s Lesson: The What and How of Health 	<ul style="list-style-type: none"> Responses to the study question prompts 	<ul style="list-style-type: none"> Study responses Weekly progress report on Community question Study
07 Sep	Topic 2: Care Institutions Where do we get health care?	<ul style="list-style-type: none"> Goldsteen, Chapter 2 Schneider, EC, et al. “Mirror, Mirror 2017: International Comparison Reflects Flaws and Opportunities for Better U.S. Health Care 	<ul style="list-style-type: none"> Responses to the study question prompts 	<ul style="list-style-type: none"> Study Question Quiz Comments on OECD country comparison Weekly progress report on Community Study
14 Sep	Topic 3: Health Care Workers Who provides health care?	<ul style="list-style-type: none"> Goldsteen, Chapter 3 Online Readings 	<ul style="list-style-type: none"> Responses to the study question prompts 	<ul style="list-style-type: none"> Study Question Quiz Infographic Weekly progress

				report on Community Study
21 Sep	Topic 4: Medicines, Devices, and Technology, Oh My!	<ul style="list-style-type: none"> • Goldsteen, Chapter 4 • Online Readings 	<ul style="list-style-type: none"> • Responses to the study question prompts 	<ul style="list-style-type: none"> • Midway progress report on Community Study
28 Sep	Topic 5: Government "I'm from the Government and I'm here to ... to Hmmm."	<ul style="list-style-type: none"> • Goldsteen, Chapter 5 • Online Readings 	<ul style="list-style-type: none"> • Responses to the study question prompts 	<ul style="list-style-type: none"> • Weekly progress report on Community Study
05 Oct	Topic 6: Financing "Who are you?" "I'm the money." "Then you can stay."	<ul style="list-style-type: none"> • Goldsteen, Chapter 6 • Online Readings 	<ul style="list-style-type: none"> • Responses to the study question prompts 	<ul style="list-style-type: none"> • Weekly progress report on Community Study
12 Oct	Topic 7: System Performance Quality, equity, and efficiency.	<ul style="list-style-type: none"> • Goldsteen, Chapter 7 to Page 253 • Online Readings 	<ul style="list-style-type: none"> • Responses to the study question prompts 	<ul style="list-style-type: none"> • Weekly progress report on Community Study
19 Oct	Tie it all together, Part I		<ul style="list-style-type: none"> • Groups spend time to research an assigned county across a set of factors 	<ul style="list-style-type: none"> • A written essay that explores their research findings in detail about

			<p>involved in the health care system. Each group's topic connects with the others and offers the class a comprehensive view of that setting.</p>	<p>their county.</p> <ul style="list-style-type: none"> • A slide deck summarizing their research findings. • A Panopto recording featuring all team members contributing to a 15-minute review of their findings. • A live presentation and discussion with the class.
26 Oct	<p>Topic 8: Health Care Debates Data systems (It's always about the data) and Structural questions in US health care</p>	<ul style="list-style-type: none"> • Goldsteen, Chapter 7, from page 254, & Chapter 8 • Online Readings • Siwicki, Bill. "Epic, Cerner and Others Reveal Just How Their EHRs Are Interoperable." <i>Healthcare IT News</i>, April 5, 2019. (https://www.healthcareitnews.com/news/epic-cerner-and-others-reveal-just-how-their-ehrs-are-interoperable) 	<ul style="list-style-type: none"> • Returning to the chosen county, chart the progress of COVID-19. Based on each group's earlier work, develop a report based on how those factors affected the spread of the disease. • Responses to the study question prompts 	<ul style="list-style-type: none"> • Weekly progress report on Community Study
02	Topic 9:	<ul style="list-style-type: none"> • Goldsteen, Chapter 9 	<ul style="list-style-type: none"> • Responses to 	<ul style="list-style-type: none"> • Weekly

Nov	Prehistory in Health Care: Fragmentary and piecemeal change	<ul style="list-style-type: none"> • Online Readings 	the study question prompts	progress report on Community Study
09 Nov	Topic 10: Reform Misfire Attempting comprehensive reform	<ul style="list-style-type: none"> • Goldsteen, Chapter 10 • Online Readings 	<ul style="list-style-type: none"> • Responses to the study question prompts 	<ul style="list-style-type: none"> • Weekly progress report on Community Study
16 Nov	Topic 11: The ACA (if it's still around, and what it was if it isn't)	<ul style="list-style-type: none"> • Goldsteen, Chapter 11 • Online Readings 	<ul style="list-style-type: none"> • Responses to the study question prompts 	<ul style="list-style-type: none"> • Weekly progress report on Community Study
19-Apr	Topic 12: What's Next Trends and promises	<ul style="list-style-type: none"> • Goldsteen, Chapter 12 • Online Readings 	<ul style="list-style-type: none"> • Responses to the study question prompts 	<ul style="list-style-type: none"> • Weekly progress report on Community Study
26-Apr	Tie it all together, Part II		<ul style="list-style-type: none"> • Each group continues examining the same county, but by looking at the same factors in the context of the COVID-19 pandemic. The goal is to understand how the epidemic reached the 	<ul style="list-style-type: none"> • A written essay that explores their research findings in detail about their county. • A slide deck summarizing their research findings. • A Panopto recording featuring all team

			<p>county, how the infectious curve changed over time, and how their focus area was involved or impacted by the events.</p>	<p>members contributing to a 15-minute review of their findings.</p> <ul style="list-style-type: none"> • A live presentation and discussion with the class.
01 Dec	Classes End			

[1] <https://www.cdc.gov/nchs/fastats/health-expenditures.htm>

[2] <https://www.healthsystemtracker.org/chart-collection/health-spending-u-s-compare-countries/#item-relative-size-wealth-u-s-spends-disproportionate-amount-health>