Health Care Systems in the US (CHIP 490-261)
Fall 2023

Day/Time:

Tuesdays, 6:00-8:30 PM (when we have Zoom sessions)

Location:

Class sessions are all on Zoom

Faculty:

David D. Potenziani, PhD
Adjunct Instructor, SILS
Adjunct Assistant Professor, SPH

Email: dpotenzi@email.unc.edu

Course 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 $4.3 trillion in spending in 2021—more per capita than any country on earth, by far. We will examine what outcomes we get for that money and methods used to assess system performance. All the above in the first half of the semester.

After a summative Project Assignment delivered at 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. Each week of the course, we will cover

a topic that investigates the shape and development of the US health care system. You will find these listed in the [Modules](#) section of the course.

Readings and Responses

You will read the text as well as a selection of wide-ranging materials that range from primary sources to peer-reviewed journal articles. These will serve as the foundation for ongoing discussions and even formal debates using the Discussions. Please take advantage of the multi-media and interactive features of Panopto 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 projects allow students to see the interconnections between the functioning parts of the US health care system at the local level by studying selected counties. Groups will have the opportunity to meet with the instructor weekly, should they elect to do so.

Group Project I: Community Health Assessment

Students will also be assigned to a group to each investigate a county and build a Community Health 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.

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 county's 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 at the end of the term.

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. (Be sure to get the 9th Edition since it has all the chapters that inform questions in the reading quizzes.)

Other Readings:

Each week may feature other reading available online. Depending on the conditions of access, they may be directly linked to their online places or placed in the course Files or directly in the lessons section.

Grading Scales

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

Assignment Categories and Weighting

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

Course Schedule			Assignments						
Item	**Topics**	**Zoom &/or Topic Open Date**	**Due Date**	**Reading Quiz**	**Q&A**	**Essay**	**Infographic**	**Disc. Posts**	**Debate**
Orientation	Course Overview	Aug 22	Aug 28					X	
Topic 1	Course Overview The What and How of Health Care	Aug 29	Sep 4	X		X			
Student Wellness Day (Sep 5)									
Topic 2	Care Institutions	Sep 5 (No Zoom)	Sep 11	X	X			X	
Topic 3	Health Care Workers	Sep 12	Sep 18	X			X		
Topic 4	Medicines, Devices, and Technology	Sep 19	Sep 25	X					**X Starts on Sep 11**
Topic 5	Government	Sep 26	Oct 2	X	X				
Topic 6	Financing Health Care	Oct 3	Oct 9	X		X			
Topic 7	System Performance	Oct 10	Oct 16	X					
Project 1	County Health Systems Assessment	Oct 17	Oct 15						
Fall Break (Oct 19-20)									
Topic 8	Health Care Debates	Oct 24	Oct 30	X			X		
Topic 9	Prehistory---Incrementalism	Oct 31	Nov 6	X					**X Starts on Oct 30**
Topic 10	Reform Misfires	Nov 7	Nov 13	X		X			
Topic 11	The ACA	Nov 14	Nov 27	X					**X Starts on Nov 13**
Topic 12	After the ACA	Nov 28	Dec 5	X					
Project 2	County Health Systems Under Covid	Dec 5	Dec 3						

UNC Honor Code

As a condition of joining the Carolina community, Carolina students pledge "not to lie, cheat, or steal" and to hold themselves, as members of the Carolina community, to a high standard of academic and non-academic conduct while both on and off Carolina's campus. This commitment to academic integrity, ethical behavior, personal responsibility and civil discourse exemplifies the "Carolina Way," and this commitment is codified in both the University's Honor Code and in other University student conduct-related policies. Your full participation and observance of the honor code is expected (honor.unc.edu).

Accessibility Resources and Services

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu. (source: https://ars.unc.edu/faculty-staff/syllabus-statement)

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. *(source: StudentSafetyand Wellness Proposal for EPC, Sep 2018)*

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/. Please contact the University's Title IX Coordinator (Elizabeth Hall – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at https://eoc.unc.edu/report-an-incident/.