SAN DIEGO STATE UNIVERSITY
Graduate School of Public Health (GSPh)
College of Health & Human Services

PH 305: Medical Care Organization and Delivery
Spring 2013

Day and Time: Thursdays, 16:00-18:40
Location: Hepner Hall—HH-214

Instructor: Alma L. Koch, Ph.D. M.P.H.
Professor and Graduate Adviser
Graduate School of Public Health
Division of Health Policy & Management

Phone#: 619-286-5229 (Note: This is a shared line with M.S. Pollak;
please leave a voice mail)
E-Mail: akoch@mail.sdsu.edu
Office Hours: By appointment only. Available Monday 2:30-4:00, Thursdays 2:00-4:00
Schedule #: 27719

Course Prerequisites: Public Health 301 and 302. Open to health science majors and minors only.

Course Overview:
Medical Care Organization and Delivery is a three credit course that presents an introduction to
the health services system in the United States. The course is designed to:

1. Provide an overview and analysis of the nation's health services delivery system;
2. Present the organization of the organizational system and its constituent parts;
3. Present a population-based health approach rather than focusing on individuals per se;
4. Raise questions about the role of health care services in terms of access, cost and quality;
   and
5. Discuss current events as it relates to national health reform.

Health services have ideological, philosophical, and political contents which are of extreme importance.
Throughout the course, keep the following in mind:

1. Your own biases and beliefs: Keep in mind that everyone has ideological beliefs and value
   orientations. For example, how do these affect the behavior of individuals in the health care
   system? What are your values and how do they affect how you view health services?

2. Politics affects everything. During the course consider that politics behind public policies in
   health. Why do things happen? Who influences legislators and other policy makers? And so
   forth. Also, pay attention to current events, especially such debates as the repeal and
   implementation of Affordable Care Act (ACA) and apply your knowledge of health services
   and insights into political motivations to further analyzing what is happening in the "real"
   world and how you plan to participate in influencing policy.

3. In addition to examining the current system, the course also asks questions about possible
future changes. Throughout the course, keep in mind how you would like to see the health care system changed, if at all, and the strategies you would suggest for implementing change. Consider the various interests involved including payers, providers, consumers, and the political/scientific/philosophical factors that influence social change.

**Course Objectives:**

It is the intent of this course to cover the most important concepts and theories spanning the chapters in the textbook. Weekly lecture topics will concentrate on selected core principles presented in each chapter, as well as, current events taking place in the health care industry.

At the end of this course, students will be able to describe key topics in the practice of health care and organization theory, including, but not limited to:

1. To provide an introduction to the social and economic forces in the environment which affect people's health and the provision of health services in the United States. This is broadly defined and is addressed especially in the initial sections of the course. However, these forces should be recognized through the course.

2. To describe the major components of the U.S. health services delivery system. These components include the facilities and structures used for health care and, more important, the manner in which the resources (capital, labor, and technology) are organized.

3. To begin to discuss the components of the health services system from an analytic viewpoint. This means developing an understanding of the interrelationships between the components of the system. For example, how does the method of reimbursement affect the manner in which services are provided? How do different organizational structures affect the provision of services?

4. To examine the resources required for producing health services. These include personnel (labor), capital, financing and operating funds, and technological capabilities. The current use of resources in the United States is a primary focus of the course.

5. To begin to think in terms of social/public policies which can change the health services system. Public policy should result from a detailed and analytical understanding of the relationships within the health services system; proposed changes in law and public policy should be evaluated in terms of their potential effect on the system and on consumers and providers.
(6) To think in terms of individual and societal values. Many judgments are needed in assessing the health care system. For example, are all segments of the population adequately able to obtain health services? The answer to this question, and to the broader issue of whether access to services is a priority in public policy, depends on their own and society's values. We need to think about what values are appropriate and how they affect the provision of services.

(7) To expose students to health services terminology and to some health services research. Familiarity with the terminology is essential in any field; in health services and medical care the terminology is relatively straightforward but requires familiarity with the meaning of some words. There will also be some, although very limited, exposure to the health services research literature so that you can begin to understand the types of questions that are addressed and some of the methods used in analysis.

There are, in addition, some educational process objectives. These include:

1. Learning to think analytically and critically about issues and problems in health services. Superficial solutions are frequently incorrect in health services. It is important to think about the ramifications of any solution. For example, the introduction of a new high-cost technology on the surface may appear to improve health; a more detailed analysis may reveal that the new technology would drain more essential resources, would require skilled manpower that does not exist, or may be difficult to provide to large segments of the population. Beyond the health services issues, one should keep in mind the considerable uncertainties of medicine and how they relate to the difficulties of providing health services. The current controversies over such medical techniques as coronary bypass surgery, routine mammography in younger women, and radical surgery for breast cancer are only three examples of high cost, rapidly changing approaches to problems in medicine.

2. Exposing students to the literature of health care and public health services and to the contributions of the many disciplines involved in the healthcare field, including economics, sociology, cultural anthropology, and medicine.

3. Understanding how to interpret graphs, charts and statistical tables.

4. Accessing news in order to keep up with current events taking place in health care at the local, state and national levels.

**What the Course Will NOT Do:**

It is difficult to comprehensively introduce all topics in health services in one semester. Therefore, there are a number of limitations to the course. These include the following:

1. There is no attempt to completely discuss every topic, as this would be impossible. However, the topics are intensively introduced through the readings and lectures and the most important concepts will be discussed.
(2) There are a lot of unknowns in every field. Medicine is a prime example of this; health services is no exception. Anyone entering the course with the expectation of obtaining definitive answers to all of their questions will be disappointed. At best, we can tell you what the current state of the knowledge and practice is, and more important, help you develop appropriate frameworks to think about health services.

**Required Readings:**

The following textbook is required.

**Note:** Slides used in lectures will be available via Blackboard — Course Documents, Lecture Slides.

**Course Grading:**

Successful completion of the course includes the following requirements:

1. All lectures. **CLASS ATTENDENCE IS REQUIRED.**
2. Required course readings in textbook and assigned articles; these readings are intended to **complement and supplement**, not duplicate, the lectures.
3. Two In-Class Examinations based on the lectures and the readings. The exams will not be comprehensive.

**Note:** No student will be given an exam in advance of the in-class exam, for whatever reason. Given a documented excuse, make-up exams will be given. Make-up final exams may not be graded in time for regular submission of grades.

The final grade for the course will be determined as follows:

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<tbody>
<tr>
<td>In-Class Exam #1</td>
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<tr>
<td>In-Class Exam #2</td>
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Details regarding the format for the two exams will be discussed during the course. *Also, students who do not show up for exams will receive zero points for that graded exam.* There are no extra credit assignments for this class. Final course grade will be based on percentage of total points earned. Course grading schedule is listed below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
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<td>D-</td>
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**Revisions to Course:**

This syllabus, lecture topics and schedule are all subject to change in the event of special or extenuating circumstances. New topics dictated by current public debate or urgency will most likely be added. It is the
The responsibility of students to check Blackboard for announcements and to inquire about handouts if absent from class.

**SDSU PH305: Medical Care Organization & Delivery**  
**Spring 2011 COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Lecture Topics and Activities (Subject to Change)</th>
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| 1       | Jan 17 | Overview of Course  
|         |        | Introduction to the U.S. Health Care System (ch 1) |
| 2       | Jan 24 | Key Stakeholders and Health Services Utilization (ch 2) |
| 3       | Jan 31 | Role of Local, State and Federal Government in Health Care (ch 3) |
| 4       | Feb 7  | The Role of Public Health Services (ch 4) |
| 5       | Feb 14 | Inpatient and Outpatient Services (ch 5) |
| 6       | Feb 21 | Health Care Professionals (ch 6) |
| 7       | Feb 28 | Private and Public Financing (ch 7) |
| 8       | Mar 7  | **Midterm Examination** |
| 9       | Mar 14 | Private and Public Financing, continued (ch 7) |
| 10      | Mar 21 | Overview of Managed Care (ch 8) |
| 11      | Mar 28 | Role of Health Information Technology (ch 9) |
| 12      | Apr 4  | **Spring Break; No class** |
| 13      | Apr 11 | Ethics and Compliance in Health Care (ch 11) |
| 14      | Apr 18 | Mental Health Issues (ch 12) |
| 15      | Apr 25 | U.S. Health Delivery System (ch 13) |
| 16      | May 2  | Overview of National Health Reform: The Patient Protection & Affordable Care Act (ch 14) |
|         | May 9  | **Final Exam 1600-1800** |
Policy statements regarding this course.

Missing class. If you miss a class, it is your responsibility to obtain lecture notes, handouts, other materials or instructions from the course Blackboard site or a classmate. If you miss an exam, contact the instructor.

Religious holidays. The University Policy File includes the following statement on absence for Religious Observances: By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances.

Testing. Once a test begins, the student should not leave the classroom until the exam is completed. Once students have completed the test, they must leave the room. Attend to physical needs before the exam.

Extenuating circumstances. If severe difficulties (e.g., illness, injury, death of a family member) prevent you from completing an assignment on time, please contact the instructor to discuss alternative arrangements.

Academic misconduct by a student shall include, but not be limited to: disrupting classes; giving or receiving unauthorized aid on examinations, reports or other assignments; knowingly misrepresenting the source of any academic work; falsifying research results; plagiarizing another’s work; violating regulations or ethical codes for the treatment of human subjects; or otherwise acting dishonestly. If an instance of academic misconduct is suspected, the student will be informed of the infraction and the penalty to be imposed. If appropriate, the matter will be referred to the Department Chair and Dean of the College for mediation. Potential sanctions include a warning, an admonition, censure, reduction of grade (including a grade of F for the course), disciplinary probation, suspension, or expulsion.

Computers. Every student must have access to the internet and a computer in order to obtain communications from the professor, download reading material and conduct document searches of online publications.

Safety. San Diego State University is dedicated to a safe, supportive and nondiscriminatory environment. It is the responsibility of all students to familiarize themselves with University policies regarding nondiscrimination, misconduct and academic honesty.

Statement on Nondiscrimination Policy

San Diego State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University SDSU does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Students should direct inquiries concerning San Diego State University’s compliance with all relevant disability laws to the Director of Student Disability Services (SDS), Calpulli Center, Room 3101, San Diego State University, San Diego, CA 92128 or call 619-594-6473 (TDD: 619-594-2929).
Statement on Plagiarism and Academic Dishonesty

Academic dishonesty includes cheating, plagiarism or other forms of academic dishonesty that are intended to gain unfair academic advantage. See section 41301 of the University policies. Plagiarism is an important element of this policy. Plagiarism is defined as ‘formal work publicly misrepresented as original; it is any activity wherein one person knowingly, directly and for lucre, status, recognition, or any public gain resorts to the published or unpublished work of another in order to represent it as one’s own’. Any work, in whole or in part, taken from the Internet or other computer-based source without referencing the source is considered plagiarism.