By Appointment
Please contact the SPH administrative for contact information.

Meeting Time:

This course provides students an overview of the U.S. healthcare system including the programs, providers, policies and payment systems (4Ps). It also addresses key issues in health care services today. It provides a thorough survey of the policies and structures of the U.S. health care system, a historical analysis of the development of the current syst

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Describe payment systems for health care: be able to discuss the different payers for health care services, how services are charged, and how health payment systems function.			

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MPH Competencies Covered in this Course

1) Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings (MPH 05);
2) Assess population needs, assets and capacities that affect communities' health (MPH 07);
3) Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence (MPH 12);
4) 4)7 7

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Centers for Medicare and Medicaid Services
AARP Public Policy Institute
National Library of Medicine
Rand (Health Division) Public Agenda
KFF State Health Facts

Useful Journals for Research

Abstracts of Health Care Management Studies
Ambulatory Care
Ambulatory Care Management
American Journal of Public Health
Frontiers of Health Services Management
Harvard Business Review
Health Affairs
Health Care Management
Health Care Management Review
Health Policy Quarterly
Health Services Management Research
Health Services Research
Journal of Medical Practice Management Journal of Long Term Care Administration
Journal of Public Health Policy
Journal of Rural Health
Medical Care
Medical Care Research and Review
Milbank Memorial Fund Quarterly/Health and Society
New England Journal of Medicine Health Policy

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reject the debate statement (based on team assignment). Debate topics will focus on current events in the health care field. In the first step, each group member will post an original post on the designated WC forum, summarizing his or her arguments in support of the stance (pro or con) towards the debate topic. In the second step, each team member will develop and record a PowerPoint presentation with an appropriate recording device and upload the resulting presentation on YouTube. Debate presenters must dress in proper business attire when arguing the debates. Team members will be required to post the link to their recorded video presentation on the discussion forum designated for the debate topic. Once the original posts and presentations have been posted, debating member will develop and post a rebuttal *as a group* that summarizes their response to the key arguments made by the members of the opposing side. Rebuttals are aimed a poking holes in opposing team's arguments based on logic, empirical facts, and internal coherence. Accordingly, they should be formulated as critiques and not simply as comments. For extra credit, debate presenters may respond to individual student postings. Each non-debating student is expected to post a discussion on at least one debater's posts on both sides of the issue. All non-debaters should also have at least one reference to support their comments. Further details are provided in the debate guide posted on the WC.

III. *Class topic discussion assignments (10x2=20%)*
Class participation will be based on participation in 10 online discussion assignments posted by the instructor. The details of each discussion exercise will be posted ahead of the assignment in the appropriate learning module. Each student post should include at least one citation in support of your comment. Students should participate by the deadlines for full credit.

IV. *Health Policy Paper (20%).*
Identify a current policy or propose a new health care policy to improve the distribution of health care services. Consider a topic that falls within one of the covered areas in the course. Try to limit paper to 2500 words. To understand what constitutes a policy topic go to: https://www.healthaffairs.org/briefs. Note, since this is a health services and policy course, topics should relate to service delivery, financing, ethics or quality of care. Papers will be submitted online, but must follow APA formatting.
PHD students enrolled in this class will be required to do a comprehensive literature review of their chosen topic instead of a health policy paper.

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The instructor reserves the right to amend this syllabus. Any changes will be announced and/or distributed in class. It is your responsibility to keep abreast of changes.

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Step 1: Students review assigned readings/slides/videos

Step 2: Each debating student (group 1 and 2 members) separately and individually posts an original post on the designated discussion forum in accordance with debate topic assignment rules as instructed in the debate guide (Due Feb 7, 11.59 PM)

Step 3: Each debating student separately and individually records a PowerPoint presentation consistent with instructions in the debate guide, uploads the video on YouTube, and provides link to the uploaded video on the designated discussion forum (Due Feb. 9, 11.59 PM)

Step 4: Each debating *group* collaboratively reviews the posts and presentations of the opposing group members and collectively develops and posts a rebuttal post on the designated discussion forum (Due Feb 12, 11.59 PM)

Step 5: Each debating *group* member (i.e., each debating student) will individually post a reflection paper on the designated (separate) posting forum (Due February 12, 11.59 PM)

Step 6: Each non-debating student (group 3 and 4 members) posts at least one comment/critique post on the designated discussion forum on both sides of the issue (Due Feb 13, 11.59 PM)

1. Vaccine 'passports' could be useful — but only if government gets out of the way https://www.nbcnews.com/think/opinion/vaccine-passports-could-be-useful-only-if-government-gets-out-

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Step 1: Students review assigned readings/slides

Step 2: Each students posts a discussion post on the designated discussion forum in accordance with exercise posted on WC (Due Feb. 24, 11.59 PM)

Step 3: Each student posts comments on at least one peer student's posts (Due February 26, 11.59 PM)

1. The Costly Paradox of Health-Care Technology

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		ge : Students review assigned readings/slides : Each _____ posts a discussion post on the designated discussion forum in accordance with exercise posted on WC (Due March 10, 11.59 PM) _____ posts a reflection post on a designated separate forum (Due

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		Step 1: Students review assigned readings/slides/videos Step 2: Each debating student (group 2 and 3 members) separately and individually posts an original post on the designated discussion forum in accordance with debate topic assignment rules as instructed in the debate guide (Due April 4, 11.59 PM) Step 3: Each debating student separately and individually records a PowerPoint presentation consistent with instructions in the debate guide, uploads the video on YouTube, and provides link to the uploaded video on the designated discussion forum (Due April 6, 11.59 PM) Step 4: Each debating *group collaboratively* reviews the posts and presentations of the opposing group members and collectively develops and posts a rebuttal post on the designated discussion forum (Due April 9, 11.59 PM) Step 5: Each *non-*

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		Step 1: Students review assigned readings/slides/videos Step 2: Each debating student (group 1 and 4 members) separately and individually posts an original post on the designated discussion forum in accordance with debate topic assignment rules as instructed in the debate guide (Due April 11, 11.59 PM) Step 3: Each debating student separately and individually records a PowerPoint presentation consistent with instructions in the debate guide, uploads the video on YouTube, and provides link to the uploaded video on the designated discussion forum (Due April 13, 11.59 PM) Step 4: Each debating *group* collaboratively reviews the posts and presentations of the opposing group members and collectively develops and posts a rebuttal post on the designated discussion forum (Due April 16, 11.59 PM) Step 5: Each non-debating student (group 2 and 3 members) posts at least one comment/critique post on the designated discussion forum on both sides of the issue (Due April 17, 11.59 PM) 1. Why Oncologists Should Support Single-Payer National Health Insurance http://ascopubs.org/doi/pdf/10.1200/JOP.2013.001160 2. Bernie and the High Cost of 'Free' Health Care https://nypost.com/2016/01/31/bernie-and-the-high-cost-of-free-health-care/ 3. Is the U.S. Ready for a Single-Payer Health Care System? https://hbr.org/2017/07/is-the-u-s-ready-for-a-single-payer-health-care-system 4. The Costs of a National Single-Payer Healthcare System https://www.mercatus.org/system/files/blahous-costs-medicare-mercatus-working-paper-v1_1.pdf 5. Pretending Single Payer Health Care Is Easy to Pass Doesn't Make It Easy http://nymag.com/intelligencer/2018/08/pretending-single-payer-is-easy-to-pass-doesnt-make-it-easy.html 6. Medicare Extra for All https://cdn.americanprogress.org/content/uploads/2018/02/21130514/MedicareExtra-report.pdf 7. 'Medicare for All' Is a Fantasy https://www.theatlantic.com/ideas/archive/2018/08/medicare-for-all-is-a-fantasy/568957/ 8. Conservative Think-Tanker Accidentally Argues That Single Payer Could Save Americans $2 Trillion https://slate.com/business/2018/07/single-payer-health-care-could-save-americans-usd2-trillion-conservative-think-tanker-accidentally-argues.html 9. Single Payer Is Not The Solution To The Problem Of Uninsured Americans https://www.healthaffairs.org/do/10.1377/hblog20171020.731330/full/ 10. Government Monopoly: Senator Sanders' "Single-Payer" Health Care Prescription https://www.heritage.org/health-care-reform/report/government-monopoly-senator-sanders-single-payer-health-care-prescription 11. Shi and Singh Chap. 11

		Step 1: Students review assigned readings/slides 1. A Dozen Facts About Medicare Advantage https://www.kff.org/medicare/issue-brief/a-dozen-facts-about-medicare-advantage/ 2. Closing the Medicare Part D Coverage Gap: Trends, Recent Changes, and What's Ahead https://www.kff.org/medicare/issue-brief/closing-the-medicare-part-d-coverage-gap-trends-recent-changes-and-whats-ahead/ 3. Medicare Delivery System Reform: The Evidence Link https://www.kff.org/medicare-delivery-system-reform-the-evidence-link/ 4. Medicaid State Fact Sheets https://www.kff.org/interactive/medicaid-state-fact-sheets/ 5. Status of State Action on the Medicaid Expansion Decision https://www.kff.org/health-reform/state-indicator/state-activity-around-expanding-medicaid-under-the-affordable-care-act/?currentTimeframe=0&sortModel=%7B%22colId%22:%22Location%22,%22sort%22:%22asc%22%7D 6. Medicaid Enrollment & Spending Growth: FY 2018 & 2019 https://www.kff.org/medicaid/issue-brief/medicaid-enrollment-spending-growth-fy-2018-2019/ 7. Shi and Singh Chap. 11 tto7. S c Td(-5Tc 0TJ0 Tc 0kTd(24 (o)5[t)6.9 Tc

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You are also responsible for reviewing and complying with the University policies listed on the document "Syllabi Content" found on the following website:

Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus, https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the

The UNLV Disability Resource Center (Campus Resource Center (CRC) 1st floor, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Schedule,
https://www.unlv.edu/registrar/chlendars.

The University requires that fnal exams given at the end ofa course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start ofhe semester, and the classroom locations are available approximately one month befre the end ofhe semester. See the Fi hl Exam

All UNLV students must use their Campus-

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students, at https://www.unlv.edu/graduatecollege/academy/early-alert), you may now call or text 988 or chat at 988lifeline.org if you or someone you know is in crisis and in need of support.

Diversity Statement

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