

**Introduction to Health Care Systems:
PPD 330- Spring 2021**
(Subject to revision)

**School of Policy, Planning and Development
University of Southern California
Fridays, 9am to 12:15pm**

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Office Hours: Fridays, 12:15-1:00 and anytime, by appointment via email or phone.

Course Objectives

By the end of the course, students should have achieved knowledge of the following:

- The evolution, structure, components and functioning of the US health care system
- Key factors driving the health care system
- Current policy issues and health care reform
- Health care literature and data
- Use of empirical data to describe and analyze the health care system
- Important economic trends and policy issues in the US
- Economics of human capital

This course will incorporate and encourage discussion of current market trends and developments and emerging health policy issues. Special attention will be paid to California since it is considered to be on the cutting edge of changes in a market based, health care system.

Course Schedule and Format

The class is organized into weekly class sessions as well as Blackboard (BB) based learning modules according to the dates listed in the syllabus. Classroom sessions run from 9:00 AM to 12:15 PM. **Class begins promptly at 9 AM.** (Please note: If you need to arrive early to make sure that you arrive on time, the classroom will be open early.)

In-class sessions will consist of a combination of lectures, large group discussions and small group discussions/exercises and student presentations. In addition, the class will incorporate substantial on-line Blackboard based components. There will be occasional guest speakers. Scheduled guest speakers include:

- Mr. Leonard Schaeffer, USC Trustee, and former CEO, Wellpoint Health Networks and founder, USC Schaeffer for Center Health Policy and Economics

Course Requirements and Grading

The course requirements are as follows:

1. Blackboard blog participation and In-class participation, including speaker questions (10%)
2. Online review questions (30%)
3. Mid Term and Final Quizzes: (40%)
4. In-class health care paper summary presentations (15%).
5. Written Health Care Market Report (5%)

Class Participation and Assigned Readings:

The assigned readings include the course textbook and additional readings from the literature.

1. Required reading should be done in advance of the class session for which it is assigned.
2. You are expected be prepared starting the first day of class and to participate in all aspects of class discussions.

Online Review Questions: Following each chapter of the Feldstein text book there will be a series of review questions on BB to be completed by each student. The purpose of these review questions is to reinforce material covered in the textbook and in class. Students will have 1 hour to complete each set of questions for each chapter and you are permitted to consult your class lecture notes and the textbook to complete the review within the 1 hour limit with a maximum of 3 attempts.

Due Dates: The review questions are posted for each Chapter on BB in the Assignments Section and will be available for a limited number of days after the Friday class that covers the relevant Chapter.

BB Discussion Blog and Comments: Each student is required to construct and post five original blog posts on BB during the semester and to respond to 5 blog posts by classmates during the semester. The BB original post topics are of your own choosing and should be drawn from current events relevant to the class.

Due Dates: Blog posts are due as listed.

Please make your post to the **Discussion section within BB** as follows:

1	BB Post #1 – Topic -- HEALTH REFORM (see supplemental readings) + <u>Speaker questions due in advance</u>
2	BB Post #2 - Any Topic -
3	BB Post #3 - Any Topic - Webinar
4	BB Post #4 – Topic-- Leadership in Health (See supplemental readings) + <u>Speaker questions due in advance</u>
5	BB Post #5 – Any Topic - Webinar

In-Class and Blackboard Quizzes: There will be a Mid Term and Final Exam. Both are Blackboard (BB) based quizzes. The questions will include multiple choice and possibly short essays and will be based on both the readings and lectures covered in the course up to the point of the exam. For grading purposes a missed quiz will be given a grade of zero; no make-ups will be allowed. Both the Mid Term and the Final will be available on BB.

Written Health Care Market Team Reports: The objectives of this assignment are to encourage students to understand the health care system and the use of data to describe and analyze the health care system. The project will be conducted in teams of students. Teams will be formed during the first class session. Each team will prepare, write and post to BB short reports using material and data provided to you. Team reports should be posted to BB no later than 5pm.

The project involves analysis of health care market information from California to help to familiarize students with the structure and trends in the health care system. There is a required monograph available for free from the California Health Care Foundation via the www.chcf.org. The monograph is: California Health Care Market Report – 2006. It can be downloaded from BB in the Assignments section (CA MKT REPORT) or for free at the following website address: <http://www.chcf.org/publications/2007/03/california-health-care-market-report>

In-Class Health Care Paper Presentations: Students will work in teams to review, analyze and summarize health care articles. Each team will present 10-12 minute summaries of their articles in class. Formal PowerPoint presentations are not necessary. Students may copy key exhibits to their presentations without reformatting (but should be properly referenced). The focus should be on understanding the health care terms, concepts, and issues and the structure of academic papers. Presentation requirements and a suggested presentation outline are provided below. There are two (2) required Team Presentations with different team members for #1 and #2.

Required Readings

Textbook: There is one required Textbook:

Health Policy Issues: An Economic Perspective, Seventh Edition,
Professor Paul J Feldstein

ISBN-13: 9781640550117

- **ISBN-10:** 1640550119

IMPORTANT NOTE: BE SURE TO BUY THE NEWEST, 7TH EDITION.

The required chapters are listed below.

Supplementary Readings:

In addition to the textbook, there are required supplementary readings. Most of these readings will be made available through Blackboard or by downloading these readings from the USC e-journals. Additional links for these readings will be given in class.

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**WEEKLY SCHEDULE/ WORK PLAN
REQUIRED TEXTBOOK CHAPTER READINGS AND REVIEW QUESTIONS ON
BLACKBOARD (ASSIGNMENT SECTION)**

Week	Week Starts	Feldstein Chapters	# of Chapters	Due Date	Days to Complete
1	1/15/2021	1,2	2	1/28/2021	13
2	1/22/2021	3	1	2/4/2021	13
3	1/29/2021	36	1	2/4/2021	6
4	2/5/2021	4,10-12	4	2/18/2021	13
5	2/12/2021	6,7	2	2/25/2021	13
6	2/19/2021	14-17	4	3/4/2021	13
7	2/26/2021	8,9	2	3/4/2021	6
8	3/5/2021			--	--
9	3/12/2021	18-20	3	3/25/2021	13
10	3/19/2021	21-22	2	4/1/2021	13
11	3/26/2021	--	--	4/8/2021	--
12	4/2/2021	23-24	2	4/15/2021	13
13	4/9/2021	25,27,28	3	4/22/2021	13
14	4/16/2021	32,33,34	3	4/29/2021	13
15	4/23/2021			4/29/2021	--

PPD 330 WEEKLY SCHEDULE/ WORK PLAN - (subject to change)

OTHER DUE DATES (BLOGS, TEAM PROJECTS, EXAMS)

Week #		Loc.	Mod	<u>Blog</u>	<u>Teams: Market Report / In Class Presentations</u>
1			1		Form CA Mkt Report Teams
2			2		Form Article Teams, #1
3			3	#1 Due 9/13 - Health Reform Summary + 2 Questions for Speaker	
4			10		Team Market Reports Due: 9/17
5			4	# 2 - Due	Form Article Teams, #2
6			5		#1 In Class Presentations - Article Teams
7			5	#3 -	#1 In Class Presentations - Article Teams
8			5		
9			6	#4 - Due	
10			6		
11			3		#2 In Class Presentations - Article Teams
12			8	#5 - including questions for Mr. Schaeffer's lecture	#2 In Class Presentations - Article Teams
13			9		
14			10		
15			10		
	Mid Term			Week 8:	
	Final			Week 16	

Required Feldstein Chapters (Chapter #, Title)

Module 1: Expenditures

1. The Rise in Medical Expenditures
2. How Much Should We Spend on Medical Care?

Module 2: Health Status and Producing Health

3. Do More Medical Expenditures Produce Better Health?

Module 3: Physicians

4. In Whose Interest Does the Physician Act?
10. How Does Medicare Pay Physicians?
11. Is There an Impending Shortage of Physicians?
12. The Changing Practice of Medicine

Module 4: Health Insurance

6. How Much Health Insurance Should Everyone Have?
7. Why Are Those Who Most Need Health Insurance Least Able to Buy It?

Module 5: Medicare and Medicaid

8. Medicare
9. Medicaid

Module 6: Hospitals

14. Do Nonprofit Hospitals Behave Differently than For-Profit Hospitals?
15. Competition Among Hospitals: Does it Raise or Lower Costs?
16. The Future Role of Hospitals
17. Cost Shifting

Module 7: Managed Care and Competition and Regulation

19. The Evolution of Managed Care
20. Has Competition Been Tried? And Has it Failed to Improve the U.S. Health Care System?
22. United States Competitiveness and Rising Health Costs
18. Can Price Controls Limit Medical Expenditure Increases?
21. How Will the Internet Change Health Care?

Module 8: Manpower

23. Why Is Getting into Medical School So Difficult?
24. The Shortage of Nurses

Module 9: Pharmaceutical Sector

25. The High Price of Prescription Drugs
27. Why Are Prescription Drugs Less Expensive Overseas?
28. The Pharmaceutical Industry: A Public Policy Dilemma

Module 10: Health Reform

32. The Canadian Health Care System
33. Employer-Mandated National Health Insurance
34. National Health Insurance: Which Approach and Why?
36. Politics of Health Reform

California Health Market Analysis Team Project

Objectives

The objectives of this project include:

- to understand the role and characteristics of the different components of the health care system
- to identify the factors affecting performance of the health care system health plans

Project Structure and Output

The project will be conducted in teams of 2-4 students. Teams will be formed during the first class session. The project consists of a descriptive analysis of the structure and performance of the California health care market using the Health Care Market report published by the California HealthCare Foundation (CHCF). The analysis of the CHCF Health Care Market report is designed to familiarize student with the economic structure and trends in health care markets generally and in California. The CHCF Health Care Market Report can be downloaded from:

Blackboard: Assignments Section – “CHCF Market Report”

Project Outputs and Process

Each team will prepare, write-up and submit on BB a review of the CHCF Health Care Market Report.

Written reports should be posted to BB no later than 5pm for discussion in class.

Students are encouraged to discuss all the issues with their team members. However, each student will be responsible for independently writing up some portions of the report and will be required to put their names on their questions to identify their contributions to the report. (Please write you name in the header/titles of the sections of the report that you are responsible for). The reports will be graded on a credit/no credit basis.

Post your reports to ***BB Assignment section***: (With a cover page with your team member names):

A Market Reports - PLEASE POST HERE by TEAM



CA Market Reports - PLEASE POST HERE by TEAM

Questions to be addressed in your Team report:

Your Report should have two Sections:

- I. Trends Analysis
- II. Specific Assigned Questions

The content of each should be as follows.

I. Trends Analysis – TEAM BASED WITH INDIVIDUAL WRITE UP

Team members will work together to identify, label and summarize/analyze at least 6 to 9 key trends affecting California health care markets.

- Each individual team member will be responsible for writing up at least 2-3 of these key trends (make sure to put your name in the header for the ones you write up):
- Summarize and discuss the trend in your own words –If relevant, provide data/statistics from the report related to the trend.
- For one trend find at least one recent article from Health Affairs (<http://healthaffairs.org/>) or other sources that discusses the trends/issues related to one of the trends and integrate the findings.

II. Specific Assigned Questions – INDIVIDUAL BASED, individual student write up (put your name in the header of your write up)

Teams will meet and assign each team member at least 3 questions from the list below to write up for your team report - (make sure to put your name in the header for the section of the report that covers your questions/responses that you write up). Copy the question and question # from this list as the header for your response.

1. What is CALPERS and how did its Health Plan Options change and why?
2. What are they considering for the future or have they done anything new- maybe search WWW for updates?
3. What is PBGH, what does it do, why was it formed and what are some of its initiatives?
4. What is the difference between an HMO and a PPO and what have been the recent trends in enrollment of HMOs? And why has there been a change?
5. What are the different structures in which physicians in California are organized? Briefly describe any one.
6. What are some key challenges for physician groups in the future?
7. What are the measures used to assess/quantify health plans in the following areas: Inpatient hospital utilization, Ambulatory utilization, Effectiveness of care, Enrollee satisfaction
8. Are there any dominant hospital systems in California? What does dominant mean in this report. Briefly describe and support your answer with findings from the report.

9. Did any health plans experience big changes in enrollment between 2004 and 2005 and if so what happened?
10. Does Medicare pay the same amount to health plans operating in different counties in California and if not, how does it work and what is the range?
11. What is Medi-Cal managed care and how does it work? What is the dominant model for Medi-Cal managed care?
12. Define medical loss ratio. Which plans have the lowest and highest medical loss ratio in 2005?

Health Care Article Review Team Project

Students will work in teams to review and summarize health care articles.

Each team will present a 10 minute PowerPoint summary of their article in class followed by Q and A.

Formal PowerPoint presentations are not necessary -- you may cut and paste from the article, especially exhibits and/or data to save time. Citations not needed.

The focus of your effort should be on understanding and communicating the issues, analyses and models/concepts and results contained in the papers.

The in-class presentations will be scheduled throughout the semester. All team members must participate in the preparation of the presentation and the in-class presentation.

Structure of Presentation

Your overall presentation should cover the following topics:

- organizations, laws, programs, populations studied in the paper
- problem/issue/questions analyzed and/or the hypothesis addressed by the paper
- overview of data and methods, key study measure (s)
- key findings* and limitations
- implications – management and/or policy

*As part of the in-class oral presentation each team member must:

- present, summarize and discuss at least one table/exhibit from the paper
- present at least one key finding of the paper and its policy and/or management implications

Guest Lecturer Preparation and Assignment

There will be occasional guest lecturers for some of the class sessions. There will be assigned readings for each, generally posted on BB or emailed to you, in advance. Students are required to read each article in advance and prepare and submit questions in advance of the in-class session.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call

engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.