PPD 600: MANAGEMENT OF MANAGED CARE ORGANIZATIONS
Spring 2021, Zoom, 2-units

USC Price

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       The mission of the USC Sol Price School of Public Policy is to improve the quality of life for people and their communities, here and abroad. We achieve this mission through education and research that promote innovative solutions to the most critical issues facing society.

Accomplishing our mission requires that we build a culture that reinforces the ethical framework within which we make decisions. Key to establishing that culture is embracing values that guide our actions. As members of the USC community we will: *Act with **integrity** in the pursuit of **excellence**. Embrace **diversity, equality and inclusion** and promote **well-being**. Engage in **open communication** and be **accountable** for living our values.*

My goal for this class and every class that I teach is to prepare you to get a great job and have a successful career in healthcare. This is not a theoretical class. I've worked in managed care for a large part of my career, responsible for thousands of patients and employees. We will discuss this experience and the real-life challenges that managed care leaders face trying to deliver great patient care, while managing costs and improving outcomes.

Class Dates & Times	
Monday Evenings	**6:00 p.m. – 7:50 p.m.**

COURSE DESCRIPTION
This course presents an overview of major issues related to the management of health insurance and managed care organizations. It will include analysis of managed care in the commercial market and in government programs such as Medicaid and Medicare. Key topics include legal and administrative structure(s) of managed care organizations, provider network development and management including provider payment arrangements, population health management, quality and accountability, integrated care, informatics and public policy. This course is relevant for anyone working in healthcare but especially those students interested in management or healthcare policy working with public and private (both for-profit and not-for-profit) health insurance plans and organized delivery systems, such as HMOs and hospital/physician integrated delivery systems. The emphasis is placed on the US system, but we will also address aspects of California managed care characteristics.

LEARNING OBJECTIVES
1. Using Bloom's Taxonomy in developing course learning objectives:

Course Learning Objectives	Cognitive / Affective	Level
1. Provide students with an overview to assess major issues related to the design, function, management, regulation and evaluation of health insurance programs and managed care organizations. Changes occurring in public policy with the current administration will be integrated into discussions.	Cognitive	Evaluation
2. Access outside speakers in class and through on-line discussions to offer insight into practical issues that	Affective	Valuing

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senior administrators face in managing in a period of transformative change.			
3. Students will be provided opportunities to demonstrate their understanding and functioning as managers dealing with the following health insurance/managed care issues: • Health insurance and risk • Administration and governance • Network structure and management • Provider contracting • Medical management • Quality monitoring and improvement • Population health and its role in the future of managed care • Integrated care strategies • Transformational change- technology and innovation changing roles	Cognitive	Application	

    a. There are three main domains of learning. These domains are **_cognitive_** (thinking), **_affective_** (emotion/ feeling), and **_psychomotor_** (physical/kinesthetic).

    b. Taxonomies of the Cognitive Domain used in this course are:

        i. **Evaluation:** The ability to judge, check, and even critique the value of material for a given purpose.

        ii. **Application:** The ability to use learned material, or to implement material in new and concrete situations.

    c. The objective of the Affective Domain used in this course is **_Valuing_**.

        i. **Valuing -** This refers to the learner's beliefs and attitudes of worth – acceptance, preference, or commitment. An acceptance, preference, or commitment to a value.

2. Graduates of the USC Price MHA program will demonstrate 15 core competencies, organized by 6 domains. The main purpose of this competency-based curriculum is to help faculty and students focus on the key knowledge, skills and abilities that students need to develop overall and within each course while they are enrolled in the MHA program so they can succeed in the workforce once they graduate. The following competency levels indicate what is expected of students to achieve for the competencies this course emphasizes.

    • **Beginning (B)** - Recall facts and basic concepts and be able to explain their meaning.

    • **Intermediate (I)** - Integrate ideas and draw connections between them. Use information in new situations.

    • **Advanced (A)** - Justify a decision or position and produce new or original work.

MHA Competency	Level (B/I/A)	Course Objective(s)	Assessment Methods
Domain 1: Knowledge of Health Care Environment			
1.1 Demonstrate knowledge of established and evolving issues in health care, and the ability to apply this knowledge to diverse health organizations.	Intermediate	**1-3**	Exams, Case Study, Conflict, Group Project

Domain 2: Critical Thinking and Analysis			
2.1 Demonstrate the ability to understand a situation, issue or problem by breaking it into smaller pieces and tracing its implications in a step-by-step manner.	Beginning	**1,3**	Networking, Group Project, Peer Evaluation
Domain 3: Business and Management Knowledge			
3.1 Understand and use the formal and informal decision-making structures in healthcare organizations and the healthcare industry and demonstrate ability to analyze and improve an organization's processes.	Beginning	**1-3**	Case Study, Conflict, Group Project, Peer Evaluation
Domain 5: Communication			
5.1 Demonstrate the ability to facilitate a group, and to prepare and present cogent business presentations.	Intermediate	**2-3**	Case Study, Group Project, Networking, Peer Evaluation
Domain 6: Leadership			
6.1 Demonstrates the ability to work as a team member and to support and value diverse opinions and perspectives.	Intermediate	**2-3**	Group Project, Peer Evaluation

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

ASSIGNMENT	DUE DATE	% OF GRADE
Class Preparation and Participation	Weekly	5%
Quizzes and Homework	Weekly	10%
Midterm	March 8, 2020	25%
Oral Presentation	April 19, 2020	10%
Group Project	April 19, 2020	25%
Final Exam	March 10, 2020	25%
TOTAL		**100%**

REQUIRED TEXT
Kongstvedt, Peter R. - *Health Insurance and Managed Care: What They Are and How They Work*, Fifth Edition. Jones and Bartlett Learning.

CLASS ASSIGNMENT DESCRIPTIONS

Class Preparation and Participation: Class discussions by all students contribute to the overall learning experience. The quality of these discussions is based upon each student's preparation prior to class and active engagement in the exchange of thoughts, concepts and ideas. This is even more true while class is online. Each student is expected to have completed all readings and assignments prior to each scheduled class or weekly discussion. Full class attendance is expected. Attendance will count towards participation grades.

Networking Assignment

Networking is critical to advancing in your careers. Every job I have ever received has been from someone I have known, and this is even truer the higher you advance up the corporate ladder. The risk and the cost increase exponentially the higher the role and the more the responsibility in the organization. Companies will rarely make a hire without a recommendation from someone trusted within the organization when the stakes are this high. This assignment will start to train you to build your network.

Over the first 2 months of the semester, find a C-Suite executive (CEO, COO, CFO, CMO, CIO, CDO) or SVP in a company that you admire, who will give you 15 or 20 minutes of their time to answer questions. It will take creativity and perseverance to succeed but this exercise will be worth the entire semester if you take it seriously. The executive does not have to be in healthcare and is actually more beneficial to you and your network if they are not in healthcare. Have smart questions ready for the interview and be prepared. You have to start day one to get this done by the deadline because these leaders schedules are very busy. By March 15th, please turn in a bulleted summary of your experience. I don't need pages of text:

- Who did you pick and why?
- Is the person you interviewed the same target that you started with? Totally okay if it changes.
- How did you connect with them?
- What did you learn from them?
- What did you learn about the process?

A great read on this topic is *The Third Door* by Alex Banayan. This is not required reading but should be for those of you looking to break into a new industry or a new company. We will start every class discussing progress of this project. It is that important.

Conflict/Tough Conversations Assignment: This will be assigned by our guest speaker on 3/1.

Team Project

The purpose of the team project for this course is to examine a topic or issue relevant to management of a department or managed care organization within the framework of concepts that you learn in this class. The goal of this assignment is to help make this course more relevant to you and possibly to identify a topic you may wish to explore further in your healthcare journey.

You should submit an executive report that summarizes your project with your presentations. The report should include research, analysis and conclusions. It should stand on it's on, so I can use to grade your projects. In other words, I should be able to read it without your presentation (verbal or written) and understand the entire process. You only need one copy for each group. The executive report doesn't have to be a pages and pages of work, but it does need to document your process, show conclusions and be supported with data.

Students will be assigned to a team and will be given time to brainstorm ideas for the project and organize your thoughts and ideas. I will assign groups to reflect what projects will be like when you get to work. It is critical that you learn group dynamics and how to thrive on a team. I will assign presentation time limits once I have a final number for the class.

Team Project Grading Rubric

TEAM PROJECT	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Picked Interesting Problem to Solve ___/ 10 points	Grand slam - picked interesting and new problem to solve that will help overall health care and managed care.	Picked interesting problem that may not be new but is still important.	Problem is not new or interesting.
Relevance ___/ 10 points	Project relevant to class, managed care and health care overall.	Project relevant to only class, managed care or health care but not all three.	Project not really relevant to class or health care.
Course Content ___/ 10 points	Project touches on many topics discussed in class and uses discussion to help solve problem.	Project touches on some of topics discussed in class and may or may not use discussion to help solve problem.	Project doesn't touch on class discussion and doesn't use content to help solve problem.
Analysis and Process ___/ 10 points	Process clearly displayed – dissect problem, brainstorm many ideas, process to pick best solution, implementation plan, measure and adapt.	Process mostly displayed – dissect problem, brain-storm many ideas, process to pick best solution, implementation plan, measure and adapt.	Process not properly displayed, dis-organized or missing steps.
Creativity of Solution ___/ 10 points	Out of the box thinking to come up with a NEW solution that is creative but realistic – a new way to look at old ideas.	Mostly creative solution, may be a good idea but not new or a new way to solve.	Same old solutions and same old ideas.
Implementation Plan ___/ 10 points	Clear and well thought out implementation plan looking at all variables and stakeholders and completely realistic given resources available.	Mostly clear and realistic implementation plan looking at most variables and stakeholders given resources available.	Implementation plan not clear or very realistic considering resources available.
Metrics for Success and Adaptability ___/ 10 points	Clearly defined metrics to measure success of solution with plan to adapt/pivot to any gaps.	Mostly defined metrics to measure success of solution with some plans to adapt/pivot to gaps.	No clear measurement for success of your solution.
Executive Report			
Organization and Clarity of Thoughts ___/ 10 points	Executive report well organized and thoughts are clearly presented.	Executive report mostly organized, and thoughts are somewhat clearly presented.	Executive report disorganized and thoughts are sporadically presented.
Data, Support, Efficiency, and Lack of Fluff ___/ 10 points	Ideas are completely supported with data, both internally and externally. Report is concise and only uses content needed – no fluff or excess material.	Ideas are mostly supported with data, both internally and externally. Report is mostly concise with little fluff or excess material.	Ideas have little or no support and contains flowery text not adding to main point.
Professionalism, Grammar, Spelling, Structure, File Nomenclature ___/ 10 points	Minimal or no errors; concisely written with names, date and files all names appropriately.	Several errors; somewhat concisely written with names, date and files all names appropriately.	Careless unprofessional writing with no names, date or names of files.

Presentations

The presentation will be graded separately because it is essential to your success as leaders in healthcare. You will be timed and critiqued in class. Giving and receiving feedback are very important skills needed to be an effective leader. This will be part of your grade and everyone will be expected to participate with constructive criticism. Presentations will be given over two classes and the group not presenting in a given week will be expected to provide feedback. Feedback must be of substance and not, "you did a good job" or "I really like your slides."

A successful presentation will:
1. Clearly define presenters and audience – who are you and who are you talking to?
2. Present a summary of the current situation associated with your topic/issue.
3. Describe one or two challenges associated with your topic.
4. Describe one or two key healthcare players/stakeholders involved in this problem area.
5. Present and evaluate 1 or 2 possible responses for possible resolution to the challenge and discuss how your department/organization or outside stakeholders (e.g., clients, members, providers) are affected.
6. Draw a conclusion about the problem and its potential resolution.
7. Develop a solution for your department/organization based on management principles and research.
8. Describe a realistic implementation plan based on resources available and a way to measure success.

Every person in a group should present and have equal airtime. You must be dressed professionally even if we are on Zoom. You must rehearse, be polished and stay within the allotted time for individuals and groups. Each group will have 3/4 students and each student will get 3 minutes to speak. The only way to stay within the time parameters is to rehearse. This is a skill you will need throughout your career. Mastering effective presentations will differentiate you from your peers and train you to get the right information in the allotted time you get to present. If you use PowerPoint, you must follow these guidelines:

1. PowerPoint slides should have bullets to support your conversation, not paragraphs. Slides are guides for speakers, not reading material for audiences.
2. You should not be reading slides – the bullets should trigger ideas and help you stay on track. This means you will have to rehearse and practice out loud. Practicing to yourself is NOT the same.
3. PowerPoint slides should be professional, uniform, grammatically correct and readable.

Presentation Grading Rubric

PRESENTATION DELIVERY	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Good introduction to business problem being addressed – clear objectives ___/ 10 points	Grand slam, no question - objective and reason for presentation clear in first 30 seconds. In depth description of problem presented succinctly, focused and well-organized.	Objective and point of presentation mostly clear but may take a little longer to develop. Still captures audience's attention. Basic description of problem presented; somewhat organized.	Objectives and topic of presentation not clear. Takes too long to develop. Little or no description of problem.
Organizational-logical progression; good transitions – topics and speakers ___/ 10 points	Information well organized and only pertinent material presented – no fluff or filler language. Smooth transitions between topics and speakers.	Information somewhat organized and mostly pertinent. Transitions of topics and people mostly smooth and coherent.	Information disorganized lacking focus and clarity. Transitions difficult to understand and follow.

Eye contact with audience ___/ 10 points	Constant eye contact with audience making them feel conversational and engaged. No reading from notes or slides unless reciting a direct quote.	Mostly makes eye contact and engages with audience. Some reading off notes and slides but still conversational with audience.	Sporadic eye contact but mostly reading from notes and slides.
Voice quality: tonality, volume, rate ___/ 10 points	Voice, tone and presence firm and loud, speech clear and understandable. Pace normal – not speaking too slow or too fast to meet time requirement.	Voice, tone and presence mostly firm and loud enough, speech still clear and understandable. Pace mostly normal.	Voice quality not clear, tone too soft or too low. Speech difficult to understand.
Enthusiasm ___/ 10 points	Overly enthusiastic and passionate about content. Infectious attitude causes audience to be just as passionate and engaged.	Somewhat enthusiastic and passionate about content causing audience to share in finding solution.	Lacks enthusiasm and passion on topic. Robotic or dry delivery.
Slides-quality and professional ___/ 10 points	Slides contain bullets or diagrams only – no paragraphs of text; graphics and images are easy to read, clean and not pixelated. Perfectly guides the audience without taking away from speaker.	Slides generally contain bullets or diagrams only and not too much text; graphics and images mostly easy to read, clean and not pixelated.	Slides too busy or contain too much text: graphics pixelated and difficult to read.
Subject Matter			
Speaker and audience's roles are clear and appropriate ___/ 10 points	Roles of speaker and audience well-defined and aligned. Communication and dress appropriate for relationship.	Roles of speaker and audience somewhat defined and aligned. Communication and dress appropriate for relationship.	Roles of speaker and audience not defined and aligned. Communication and dress not appropriate for relationship.
Demonstrated knowledge of topic; Right material in time allowed ___/ 10 points	Presenter speaks like subject matter expert and picks exactly the right information for the time allowed.	Presenter generally sounds like subject matter expert and mostly includes the right information for the time allowed.	Presenter doesn't sound confident in material and doesn't address all major issues in time allowed.
Timing			
Meeting time limit target ___/ 10 points	Speaker falls within 15 seconds over or under of time limit and talks in a normal voice and pace. The only way to accomplish this is to rehearse out loud.	Speaker falls within one minute over or under of time limit talking mostly in a normal voice and pace.	Speaker is over or under one minute of time limit.
Class Engagement			
Class engagement during and after ___/ 10 points	Audience and instructor completely engaged during and after presentation; Audience asks thought provoking questions and provides constructive feedback for presenter(s).	Audience and instructor mostly engaged during and after presentation; Audience asks questions and provides general feedback for presenter(s).	Audience not engaged during and after presentation. No questions or critique.

Guidelines for All Written Work:
- All assignments should be submitted in pdf format – this locks in format and fonts.
- Make sure to keep a copy of all submitted work, especially papers.
- Submit all work to the assignment on Blackboard – if assignment isn't open, please email or text me to make available.
- All work should include name, date and files should be named something that makes sense and tells me who and what the work is without opening the file.

PPD 600 COURSE OUTLINE

WEEK	DATE	TOPIC	READINGS AND HOMEWORK
Week 1	Jan 18	Martin Luther King's Birthday	
Week 2	Jan 25	Introduction, Syllabus, Networking Intro, Moral Hazard, History of Managed Care	**Read**: Prologue, Ch.1
Week 3	Feb 1	Health Plan and Payers	**Read**: Ch.2
Week 4	Feb 8	Quiz 1, Managing a Managed Care Operation	**Read**: Ch.3 **Hmk:** Study for Quiz (Ch.1-2)
Week 5	Feb 15	President's Day	
Week 6	Feb 22	Provider Network and Payment	**Read**: Ch.4
Week 7	Mar 1	Quiz 2, Guest Speaker - Bob and Conflict/Tough Conversations	**Hmk:** Study for Quiz (Ch.3-4), Create LinkedIn profile and connect with me
Week 8	Mar 8	**Mid-Term Exam**	**Hmk:** Study for midterm
Week 9	Mar 15	LinkedIn, Job Search and Networking, Effective Presentations	
Week 10	Mar 22	Utilization Management, Go over project rubrics, Class time for projects	**Read**: Ch.5 **Hmk:** Networking Assignment
Week 11	Mar 29	Quiz 3, Medicare Advantage, Medicaid Managed Care	**Read**: Ch.7 **Hmk**: Study for Quiz (Ch.5,7)
Week 12	Apr 5	Guest Speaker – Angela Laws, Regulation, Sales and Governance	**Read**: Ch.6 **Hmk**: Bob's conflict Summary
Week 13	Apr 12	Quiz 4, Crushing it in Meetings, Patient Satisfaction, Class time for projects	**Read**: Ch.8 **Hmk**: Study for Quiz (Ch.6,8)
Week 14	Apr 19	Final Projects, Presentations, Critique, Feedback	**Hmk**: Final projects turned in
Week 15	Apr 26	Final Projects, Presentations, Critique, Feedback	
Final Exam	May 10	**Final Exam** – 6:00 p.m. to 8:00 p.m.	**Hmk**: Study for final

USC GRADING POLICY

GRADE	SCALE
A	94 and above
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
D	72 and below = fail

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: *Counseling and Mental Health - (213) 740-9355 – 24/7 on call*
studenthealth.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 hrs a day, 7 days a wk

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hrs – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, 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 Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.