

PPD 600: MANAGEMENT OF MANAGED CARE ORGANIZATIONS

Spring 2022, 2-units



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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.

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 have worked in managed care for many years and we will discuss the real-life challenges that I face every day trying to deliver great patient care, while managing costs and keeping my patients out of the hospital.

In Class Dates & Times		
Saturday, January 22, 2022	9:00 a.m. – 3:00 p.m.	TBD
Saturday, March 5, 2022	9:00 a.m. – 3:00 p.m.	TBD
Saturday, April 23, 2022	9:00 a.m. – 3:00 p.m.	TBD

COURSE DESCRIPTION

This course presents an overview of major issues related to the management of health insurance and managed care plans. 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. This course will 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 senior administrators face in managing in a period of transformative change.	Affective	Valuing

<p>3. Students will be provided opportunities to demonstrate their understanding and functioning as managers dealing with the following health insurance/managed care issues:</p> <ul style="list-style-type: none"> • Health insurance and risk • Administration and governance • Network structure and management • Provider contracting • Medical management • Quality monitoring and improvement • Role of informatics • Population health and its role in the future of managed care • Integrated care strategies • Impact of changes in pharmacy benefit management • Public programs and their impact on the insurance market • Transformational change- how will technology and innovation change your role as administrators and patients' role in the health care system 	Cognitive	Application
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- 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.

REQUIRED TEXT

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

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	Case Study, 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.	Intermediate	1,3	Case Study, 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, 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, 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

INTERNET-BASED LEARNING

In addition to the class meetings, we will have weekly internet-based interaction and assignments that will support the course objectives. Please check the on-line site regularly throughout the course for updates and discussions.

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

ASSIGNMENT	DUE DATE	% OF GRADE
Class Preparation and Participation	Weekly	10%
Interactive Discussion Board Chats	Weekly	15%
Midterm	TBD	25%
Group Project	4/23/22	25%
Final Exam	TBD	25%
TOTAL		100%

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. Each student is expected to have completed all readings and assignments prior to each scheduled class or weekly discussion. Full class attendance is expected since we only meet 3 times. Attendance will count towards participation grades.

Discussion Board and Interactive Chat: Most of the discussion in the Blackboard chat room should occur Monday thru Friday. You will get partial to no credit if you wait until the last minute to chime in. Students are encouraged to post to the discussion board as often as they like. The posts will drive much of our live discussions. Articles that you find will be first come first serve, so check if someone has already posted your article and get them in early.

Internet-Based Learning Assignments: There will be weekly internet-based contact and learning throughout the semester. We will cover a number of topics through the internet-based learning that will not otherwise be covered during the on-site sessions. There will also be the opportunity to ask questions concerning the readings. In addition, there will be assignments as described in the syllabus. Questions and comments on the assignments will be accepted on-line publicly and the expectation is that students will participate in brief weekly on-line discussions.

Effectiveness of In-Class Exercises and Participation

The class will be highly participatory and include a combination of lecture, discussion and in-class exercises. At various times, students will be organized into teams to discuss issues more in-depth or to address specific issues relevant to management of managed care. Teams will be asked to present to the larger group or to facilitate discussions with the full class. Additionally, students will be asked to prepare questions and participate in discussions with outside lecturers for on-site or internet-based learning.

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 have learned 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 as part of your final assignment. It is also expected that you will utilize published information to support your thesis and/or solutions.

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. Please print a copy to turn in when you do your presentations. 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 and conclusions.

Students should get groups and final project ideas to me no later than March 11, 2022. Team members will communicate between intensive sessions to address issues, review material and prepare for a final presentation on April 23.

A successful presentation will:

1. Present a summary of the current situation associated with your topic/issue.
2. Describe one or two challenges associated with your topic.
3. Describe one or two key healthcare players/stakeholders involved in this problem area.
4. Present and evaluate one or two possible responses for resolution to the challenge and discuss how your department/organization or outside stakeholders (e.g., clients, members, and providers) might be affected.
5. Draw a conclusion about the problem, its potential resolution and discuss related areas for further study.
6. Develop a solution for your department/organization based on management principles and published research. The team will be expected to present materials to the class as a whole. A complete bibliography of sources used will be required as an Addendum in your executive summary. Please utilize the web-based discussion questions from the text, your own practical experiences within healthcare, or other research literature as you develop the question to be examined and build your solution.

Presentations: Every person in a group should present and have equal air time. This is a skill you will need throughout your career. Mastering effective presentations will differentiate you from your peers. 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. 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.

You will need to rehearse your presentations out loud using the technology and practicing as a group.

Team Project Grading Rubric

TEAM PROJECT	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Picked Interesting topic ___/ 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 and alignment with managed care. ___/ 10 points	Mission, Vision, Values and culture of company clear. Project relevant to class, managed care and health care overall.	Mission, Vision, Values somewhat clear. Project relevant to only class, managed care or health care but not all three.	Mission, Vision, Values not clear. 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, brainstorm many ideas, process to pick best solution, implementation plan, measure and adapt.	Process not properly displayed, dis-organized or missing steps.
Executive Report			
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.
Organization and Clarity of Thoughts ___/ 5 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.
Professionalism, Grammar, Spelling, Structure, File Nomenclature ___/ 5 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.
Presentation			
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.
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.
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.

PPD 600 COURSE OUTLINE

WEEK	READINGS AND HOMEWORK
<p>Week 1: Jan 10-16</p>	<p>Coverage and Plans The first segment of the course will focus on managed care’s administration of and relationship with providers, including hospitals, physicians, networks of providers and other configurations.</p> <ul style="list-style-type: none"> • Kongstvedt, Prologue and Chapter 1 – History of Managed Care • Assignment: watch video at: https://youtu.be/5J67xJKpB6c • Post 3 or 4 bullets (ONLY) on Discussion Board on how you will help fix this when you leave USC – no paragraphs or quotes or pictures. Term paper days are over – now we write for business!
<p>Week 2: Jan 17-23 In-Class Session Jan 22 9 am-3 pm Classroom: TBD</p>	<p>Assignment – turn in before class on 1/22:</p> <ul style="list-style-type: none"> • As preparation for the February 9th in-class session, complete a self-introduction post on the Blackboard discussion board describing residency experience, reason for picking MHA program and future goals for working in healthcare. Also, include if you have any experience with managed care. • Bullets only – choosing what not to write is just as important as choosing what to write. <p>First In-Class Sessions will include:</p> <ul style="list-style-type: none"> • Introduction to the course, learning objectives, class culture • Student introductions and discussion of your managed care backgrounds and understanding of health care and managed care • Expectations of the class including expectations for the team presentation and executive summary in April • Background and evolving world of managed care • Health benefits coverage and types of plans • Discussion of risk, premium development and their impact of the ACA • How do the changes to the individual mandate impact managed care - or do they? • Impact of culture and personal expectations in how we access health care? How does that impact your ability to manage a managed care organization? Since many of you will work in California, what are the special considerations you might need to address in operating an organization in California? • Innovation and technology- let’s get started. This will be a theme throughout the class. Let’s begin to talk about how technology and innovation will change your role as administrators and push the boundaries of how we manage organizations.
<p>Week 3: Jan 24-30</p>	<ul style="list-style-type: none"> • Kongstvedt, Chapter 2 – Health Benefits Coverage and Types of Plans • Assignment: Post key learning from chapter reading on discussion board. Also, post one comment on another student’s post. Include your own ideas and thoughts – why did you pick the learning? Critical thinking must be involved to get credit.
<p>Week 4: Jan 31-Feb 6</p>	<p>Medicare, Medicaid, MACRA and Advanced Alternative Payment Models (APM)</p> <ul style="list-style-type: none"> • Kongstvedt, Chapter 7 – Medicare and Medicaid • Review Medicare and Medicaid sites (medicare.gov and medicaid.gov) • Assignment: In ONE sentence, post biggest surprise about websites on discussion board. <p>Effective Presentations</p> <ul style="list-style-type: none"> • Assignment: Watch the presentation tips video on Blackboard
<p>Week 5: Feb 7-13</p>	<p>Medicare Advantage, MACRA and Alternative Payment Models (APM)</p> <ul style="list-style-type: none"> • Review material available through CMS on the Quality Payment Program especially attributes of MIPS, APMs and MACRA rule. • Review Medicare site for description of Medicare Advantage Plans

	<ul style="list-style-type: none"> • Assignment: In your groups, describe in 250 words or less the key differences between a Medicare Advantage Plan and an Alternative Payment Model (APM) and how these differences impact the MCO, the physician and the Medicare recipient? <p>Turn in one pdf per group – make sure to include names, date, group number and name the file something that makes sense.</p>
<p>Week 6: Feb 14-20</p>	<p>Integrated Care and the Provider Network</p> <ul style="list-style-type: none"> • Kongstvedt: Chapter 3 – The Provider Network • Assignment: Study for midterm
<p>Week 7: Feb 21-27</p>	<p>Midterm – we will pick 24 hours during this week for exam</p>
<p>Week 8: Feb 28 - Mar 6 In-Class Session Mar 5 9 am-3 pm Classroom: TBD</p>	<p>Second In-Class Sessions will include:</p> <ul style="list-style-type: none"> • Go over remainder of semester – changes and concerns • Schedule, assignments, everything will be fluid. I’m here to serve you guys – please call, text email with concerns and questions. • Team Project- we will spend time planning and answering questions for the team project – groups of 5 (each group will get 10 minutes to present) • Accountable Care Organizations • Health benefits coverage and types of plans • Medicare, Medicaid/CHIP (we hope) and the safety net • Managing metrics – Star, Hedis, Press-Ganey • Patient satisfaction – why doesn’t it exist in healthcare? Who does it best? Why? • The California managed care market- characteristics, why it is different, how it effects management <p>Finding a job in post-Covid-19 world – experience hunting in 2007/2008</p> <ul style="list-style-type: none"> • Using LinkedIn – we will look at accounts and discuss how to use effectively • Networking for Dummies – MOST IMPORTANT SKILL PERIOD. • Leveraging USC – the best network on the planet
<p>Week 9: Mar 7-13</p>	<p>Cost Management</p> <ul style="list-style-type: none"> • Kongstvedt, Kongstvedt, Chapter 4 – Provider Payment • Assignment: Get final project ideas to me for approval • Post key learning from chapter reading on discussion board. Also, post one comment on another student’s post. Include your own ideas and thoughts – why did you pick the learning? Critical thinking must be involved to get credit.
<p>Week 10: Mar 14-20</p>	<p>Spring Break</p>
<p>Week 11: Mar 21-27</p>	<p>Utilization and Quality</p> <ul style="list-style-type: none"> • Read: Kongstvedt, Chapter 5 – Utilization Management, Quality, Accreditation • Assignment: Meet with groups – schedule 30-minute meeting with group and professor during this week
<p>Week 12: Mar 28-Apr 3</p>	<p>Worst Case Scenario Planning</p> <ul style="list-style-type: none"> • Submit this to me individually, rather than posting on the discussion board: Please develop several scenarios of “worse cases” of administrative fiascos- aspects of managed care administration that could go wrong. You will be discussing these in class on 4/23. Scenarios can be from your own experience, articles you have read (for example, enrollment for Obamacare, Covid, etc.) or use your imagination- what is the worst thing you think could go wrong for a managed care company administratively? Some clues although you need to be more specific than this: Areas that tend to go wrong include data systems, phone systems, expansions, big new programs, public relations (Opioid Crisis), etc. You will need to think about: <ul style="list-style-type: none"> ○ What went wrong? ○ How it affects patients?

	<ul style="list-style-type: none"> ○ How it affects management? ○ How it affects clients? ○ How it affects providers? ○ How will you/staff/management fix it? ○ How will you know you fixed it? <p>As a class, you are going to have the opportunity to select several of the scenarios to work on in groups – so come prepared with interesting ideas.</p>
Week 13: Apr 4-10	<p>Sales, Governance, and Administration</p> <ul style="list-style-type: none"> • Read: Kongstvedt: Chapter 6 – Sales, Governance, and Administration • Assignment: Meet with groups – schedule 30-minute meeting with group and professor during this week
Week 14: Apr 11-17	<p>Laws and Regulations in Health Insurance and Managed Care</p> <ul style="list-style-type: none"> • Read: Kongstvedt, Chapter 8 – Laws and Regulations in Managed Care • Assignment: Work on Projects – Rehearse out loud with technology
Week 15: Apr 18-24 In-Class Session Apr 23 9 am–3 pm Classroom: TBD	<p>Final In-Class Sessions will include:</p> <ul style="list-style-type: none"> • We will begin with the Team Project Presentations and Critiques • Teams will present to the class, followed by discussion of these projects. Groups are also asked to post their presentations on the course Blackboard before class. • Nuts and Bolts- Administration Scenario Planning- How to fix our worst-case scenarios. How does it work in real life managed care administration? • Sales and Membership • Healthcare Technology • Provider Payments • Utilization Management • Managed Care overview – Legal and Regulatory <p>Guest Speaker – Bob Badal or Rob Angel or both</p> <ul style="list-style-type: none"> • Review of the course and discussion of issues of interest to the class • Conclusion
Week 16: Apr 25-29	Final Exam – we will pick 24 hours during this week for exam
May 4-11 Final Exams	

USC GRADING POLICY

GRADE	CRITERIA
A	Work of excellent quality
B	Work of good quality
C	Minimum passing for graduate credit
D	Failed in courses for graduate credit
E	Failed

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 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 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.