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**COURSE SYLLABUS**

**A. Overview**

**Course  
Description**

Due to the move to remote education, the content and format of this course has been modified from past offerings. In order to facilitate small group discussions during lecture, you will be divided into three equal groups of ~30 students by the discussion section you have enrolled in. I will be posting versions of my PowerPoint presentations with embedded audio for you to review before the lecture. You will typically have two discussion questions or a similar assignment due before the lecture. I will then meet with each of the three groups individually for 30 minutes to review the discussion questions. Your discussion sections on Thursdays will meet at their usual time and will be used to clarify any content from the PowerPoint slides not covered during your lecture time with me. There will also be a 5-page final paper due at the end of the quarter, but there will be no exams. By providing the content in this manner, I am hoping you will be able to review and engage with the material at a time when it is most feasible for you, while maximizing the face time we have together. I will explain the process in more detail during our first meeting on Monday, 3/29, when we will all meet together on one Zoom call.

This course provides a survey of health policy and management, a multi-disciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. The course is designed to give students a basic understanding of American health care organization, financing and policy. We will begin by considering the evolution of public and private health services, including the economic, political, social and historical underpinnings of the US health care system, and the individual and social factors that influence health care utilization, including how and why people access health care. Next, we will examine national health care expenditures and the organization and financing of private and public insurance. We will then consider the roles of different providers in the health care system, including outpatient clinical settings, hospitals, long-term care facilities, nurses and physicians. Finally, we will explore the trends and forces shaping the future direction of the US health services delivery system, including the current health care reform debate at the state and national levels.

**Prerequisites**

None

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<b>Instructor</b>	Burton O. Cowgill, PhD Adjunct Assistant Professor Department of Health Policy and Management UCLA Fielding School of Public Health (FSPH) Office: CHS A2-125 Phone: (310)-794-3569 Email: <a href="mailto:bcowgill@ucla.edu">bcowgill@ucla.edu</a>
<b>Class Days, Times, Location</b>	Lectures: Mondays and Wednesdays, 2:00pm-3:50pm Discussion Sections: Thursdays, 12:00pm-12:50pm (MacKenzie or Payton) Thursdays, 4:00pm-4:50pm (Rosette)  See assigned Lecture Discussion and Discussion Section Assignments below.
<b>Office Hours</b>	By appointment via email and/or Zoom meeting.
<b>Teaching Assistants</b>	MacKenzie Bollinger, <a href="mailto:mdbollinger.hpm100@gmail.com">mdbollinger.hpm100@gmail.com</a> Payton Lawton, <a href="mailto:plawton.hpm100@gmail.com">plawton.hpm100@gmail.com</a> Rosette Perez, <a href="mailto:rperez.hpm100@gmail.com">rperez.hpm100@gmail.com</a>
<b>Course Texts</b>	1. The required text is Kominski GF. <i>Changing the U.S. Health Care System: Key Issues in Health Services Policy and Management</i> , 4th ed., San Francisco, CA: Jossey-Bass, 2014. Available from the UCLA Health Sciences bookstore. ISBN 978-1-118-12891-6. A digital copy will also be available through the UCLA library services.  You will need to be connected to UCLA through the BOL VPN service. Go to: <a href="https://catalog.library.ucla.edu/vwebv/holdingsInfo?bibId=7708713">https://catalog.library.ucla.edu/vwebv/holdingsInfo?bibId=7708713</a>  If you have not set up the BOL VPN, here is the page with both downloads for your PCs/Macs and instructions. <a href="https://www.it.ucla.edu/it-support-center/services/virtual-private-network-vpn-clients">https://www.it.ucla.edu/it-support-center/services/virtual-private-network-vpn-clients</a>

2. Other readings, including journal articles, book chapters, newspaper articles and policy briefs, may be assigned and will be made available on the class website

***Readings are subject to change—please check the course website at least once a week.***

3. Students are encouraged to subscribe to CaliforniaHealthline – a daily listserv that summarizes the current headlines related to local, state, and national health care news, policy, and opinion. Go to:  
<http://www.californiahealthline.org/>.

**Required Readings**

Reading for a particular class should be completed before the scheduled lecture discussion and are critical for completing your discussion questions and assignments.

**Course Format**

Two 30-minute lecture discussions and one 45-minute discussion section per week. Independent viewing of pre-recorded PowerPoint lectures each week.

<b>Classroom Participation &amp; Attendance</b>	<ol style="list-style-type: none"> <li>1. Participation in lecture discussions. Students should attempt to complete assignments prior to lecture discussions and be prepared to comment on assigned discussion questions and assignments as time allows during Zoom meetings.</li> <li>2. Do your best to attend your assigned lecture discussion and discussion section with your TA, but we understand a number of issues may prevent you from always being able to participate, such as connectivity and other technical issues. If you are unable to attend for any reason, please let your TA know and let us know if you need assistance with Zoom or CCLE.</li> </ol>
<b>UCLA ADA Policy</b>	<p>Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit <a href="http://www.cae.ucla.edu">www.cae.ucla.edu</a>.</p>
<b>ADA Contact</b>	<p>Nickey Woods Center for Accessible Education A255 Murphy Hall Phone: (310) 825-1501 TTY / TTD: (310) 206-6083 Fax: (310) 825-9656</p>
<b>Inclusivity</b>	<p>UCLA's Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website (<a href="https://equity.ucla.edu/">https://equity.ucla.edu/</a>).</p>

## B. Learning Objectives

Council on Education for Public Health (CEPH) areas of foundational knowledge are addressed in this course using the learning objectives listed below along with the assessment that will evaluate students' attainment of these objectives.

CEPH Learning Experiences/Course Learning Objectives	Assessment
1. Describe the history and evolution of the US healthcare system into the fragmented delivery system that exists today. (LE1, C15)	Discussion Questions
2. Define access to health care using the Andersen Model by relating contextual characteristics, individual characteristics, and health behaviors to outcomes. (C8)	Discussion Questions
3. Explain methods of advancing and promoting population health through health promotion and disease prevention strategies. (LE5)	Discussion Questions
4. Discuss the basics of the US healthcare system's costs and financing and compare to international experiences with healthcare cost and cost containment. (C5, C10)	Discussion Questions
5. Understand the roles of public and private health insurance in the United States. (C10)	Discussion Questions
6. Describe past and present trends in hospital and ambulatory care costs and utilization and their related health professions. (C10)	Discussion Questions
7. Apply an understanding of disparities in health status and health care utilization in the US. (C8)	Discussion Questions
8. Discuss the policy process at the state and federal level for establishing the laws and regulations that govern the US healthcare system. (C12)	Discussion Questions
9. Understand how quality is perceived and measured in the US healthcare system from the perspective of the patient, provider, and payer. (C10)	Discussion Questions
10. Understand the history of health care reform in the US, including current and future implications of the Affordable Care Act. (C13, C14)	Discussion Questions

## C. Course Assignments & Exams

**1. Final Paper.** In lieu of an exam, each student will write a 5-page final paper. The paper will address a population served by the US health care system. Students are free to select the topic for their final paper. Topics could include: children with special health care needs on Medicaid, low-income adults on Medicare and Medicaid (Dual Eligibles), homeless parents seeking primary care for their children, undocumented adults with diabetes in California, LGBTQIA+ young adults seeking reproductive health services, foster youth transitioning to adulthood, and many more. The paper will include the following components:

- a. Background on the population you select, including demographic information, special characteristics, and associated health care needs. (1 page)
- b. Description of how the population is currently served in the US health care system, including which entities pay for their care, which entities provide their care, and what is known about the cost of providing their care. You will also identify key pieces of legislation and/or policy related to the provision of their care. (2 pages)
- c. Identify two barriers and/or challenges with providing care to this population. Examples could include access to specialists, out-of-pocket costs, competing issues related to the social determinants of health, and many others. (1 page)
- d. Propose solutions to address the barriers/challenges you identified. Solutions could include organizational change, health policy recommendations, and/or social policy recommendations. (1 page)

Each student will submit a 1-page outline/literature review by the end of 5<sup>th</sup> week (4/30). The outline is worth 5 points and the final paper is worth 25 points.

See CCLE for a more detailed paper description. Both the outline/literature review and final paper will be turned in through CCLE.

**2. Discussion Questions and Assignments.** Typically, two discussion questions or a similar assignment will be assigned in conjunction with each lecture. You may use assigned readings, PowerPoint slides, and/or outside sources to respond to the prompts. Responses should be about ½ a page in length, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. All assignments will be posted on and turned in using CCLE and should be completed on the document provided. Each assignment will be worth 5 points. You may skip two of these assignments for any reason. Total of 70 points.

**Note: All assignments should be turned in on CCLE to your TA's/Section's CCLE Page.**

**Grading:** Given the circumstances we will be operating under this quarter, my emphasis will not be on grades, but instead, I am trying to provide you with an environment in which you can engage with the course material in various capacities. I am hoping you are able to keep up with the readings and pre-recorded lectures in order to complete the assignments and participate in our smaller group lecture discussions. Please let your TA and/or I know if you are having any

issues with keeping up with the pace of the course and we will work with you to meet your needs.

**Grading Scale:**

Grade Point:	4.0	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0
Final Percentage:	100-98	97-93	92-90	89-88	87-83	82-80	79-78	77-73	72-70	69-68	67-63	62-60	<60
Letter Grade:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

**Course Exams Schedule**

There will be no exams for Spring 2021.

## D. Course Policies & UCLA Policies

### **Message about Academic Integrity to all UCLA Students from UCLA Dean of Students:**

UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in **suspension** or **dismissal**.

**Forms of Academic Dishonesty:** As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

**Cheating:** Unauthorized acquiring of knowledge of an examination or part of an examination

- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else's data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

**Plagiarism:** Presenting another's words or ideas as if they were one's own

- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else's computer file as your own
- Unauthorized use of someone else's data in completing a computer exercise

**Multiple Submissions:** Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

**Facilitating Academic Dishonesty:** Participating in any action that compromises the integrity of the academic standards of the University; assisting another to commit an act of academic dishonesty

- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
- Providing material or other information to another student with knowledge that such assistance could be used in any of the



violations stated above (e.g., giving test information to students in other discussion sections of the same course)

**Fabrication:** Falsification or invention of any information in an academic exercise

- Altering data to support research
- Presenting results from research that was not performed
- Crediting source material that was not used for research

While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, **don't take chances**, ask your professor. In addition, avoid placing yourself in situations which might lead your professor to **suspect you of cheating**.

**Alternatives to Academic Dishonesty**

- **Seek out help** – Meet with your professor, ask for assistance as needed.
- **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see us at the Dean of Students' Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at [www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu).

**Recording Class Sessions on Zoom:**

HPM 100 class discussions are being conducted over Zoom. As the host, I or a TA will be recording this session. The recording feature for others is disabled so that no one else will be able to record this session through Zoom. No recording by other means is permitted. This session will be posted at the CCLE class website unless you are notified otherwise.

If you have privacy concerns and do not wish to appear in the recording, do not turn on your video. If you also prefer to use a pseudonym instead of your name, please let me know what name you will be using so that I know who you are during the session. If you would like to ask a question, you may do so privately through the Zoom chat by addressing your chat question to me only (and not to "everyone"), or you may contact me by another private method. If you have questions or concerns about this, please contact me.

Pursuant to the terms of the agreement between the vendor and UCLA, the data is used solely for this purpose and the vendor is prohibited from redisclosing this information. UCLA also does not use the data for any other purpose. Recordings will be deleted when no longer necessary. However, the recording may become part of an administrative disciplinary record if misconduct occurs during a videoconference.

## E. Course Outline

This schedule may change as the quarter progresses, according to student enrollment and needs.

Note: Lecture PowerPoint slides will be posted on CCLE. Students are asked to review the slides and listen to the audio file embedded in each slide. Two discussion questions will be assigned to each slide deck. Students are asked to complete written responses to the discussion questions prior to lecture discussions – they will be turned in to your TA CCLE. Lecture will meet for 30 minutes per discussion group on the day of the assigned lecture (see below). Dr. Cowgill will provide a few opening remarks and then students will share their thoughts/opinions/findings from completing the discussion questions with the group. The Zoom link for your section is posted on CCLE. In order to keep our groups small and confined within your TA's assigned group of students, please only attend the time slot for which you have been assigned.

Discussion Section-Based Lecture Hours for Monday and Wednesday Starting WEEK 2:

Section 1C (Bollinger): 2:00-2:30:  
[REDACTED]

Section 1B (Perez) 2:35-3:05:  
[REDACTED]

Section 1A (Lawton) 3:10-3:40  
[REDACTED]

### Week 1

Monday, March 29<sup>th</sup>

Topic: Course Introduction and Overview of Online/Remote Structure  
Speaker: Cowgill

Zoom: [REDACTED]  
[REDACTED]

Note: For the first class session all students will join at 2pm.

Wednesday, March 31<sup>st</sup>

Topic: No Virtual Zoom Lecture Discussions Today

**Note:** Please use today's assigned lecture time to make sure you have access to the course materials through CCLE, Zoom, digital textbook. Review lecture slides for Monday (4/5) on Historical Development of the U.S. Health Care System and begin answering Discussion Questions.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Monday, 4/5.

Thursday, April 1<sup>st</sup>

**Topic:** Discussion Sections will begin

**Note:** Payton (1A): 12-12:50  
MacKenzie (1C): 12-12:50  
Rosette (1B): 4-4:50

## **Week 2**

Monday, April 5<sup>th</sup>

**Note:** **Please log in to your assigned 30-minute Lecture Discussion starting today.**

**Topic:** Discussion of Historical Development of the U.S. Health Care System  
**Speaker:** Cowgill

**Reading(s):** Blumenthal D. Employer-sponsored health insurance in the United States – origins and implications. *New England Journal of Medicine*. 2006;355(1):82-88.

Williams SJ and Torrens PR. *Introduction to Health Services*, 7<sup>th</sup> edition, Clifton Park, NY: Delmar, Cengage Learning, 2008. Chapter 1.

**Note:** Review lecture slides for Access to Health Care (4/7) and complete Assignment before next class meeting.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Wednesday, 4/7.

Wednesday, April 7<sup>th</sup>

**Topic:** Access to Health Care  
**Speaker:** Cowgill

**Reading(s):** Changing the US Health Care System, Chapter 2.

**Note:** Review lecture slides on Health Promotion/Disease Prevention (4/12) and complete Assignment before next class meeting.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Monday, 4/12.

### **Week 3**

Monday, April 12<sup>th</sup>

**Topic:** Health Promotion and Disease Prevention  
**Speaker:** Cowgill

**Reading(s):** Mays GP and Smith SA. Evidence links increases in public health spending to declines in preventable deaths. Health Affairs. August 2011; 30(8):1-9.

Opel DJ, Omer, SB. Measles, Mandates, and Making Vaccination the Default Option. JAMA Pediatrics. 2015;169(4):303-304.

Changing the U.S. Health Care System, Ch. 22 pp.685-689.

**Note:** Review lecture slides on International Comparison of Health Care Systems and Costs (4/14) and complete International Health Care Systems: Injured Abroad Assignment before next class meeting.

**Assignment:** See International Health Systems: Injured Abroad Assignment on CCLE and below. Email your TA a 1-page write-up (double-spaced, 12 point font, Time New Roman) that addresses your response to the prompts by noon on April 14<sup>th</sup>.

### **Assignment: International Health Care Systems: Injured Abroad**

International travel is back and you took an opportunity to travel abroad. During your trip, you fell and broke your arm. Assume that you are a citizen in the country and complete the following assignment.

Based on the first letter of your last name, look up the country assigned to you and find out the most likely way you would have your arm injury addressed. Where would you go? Is there more than one option? What entity would most likely cover the costs? What would your share of the payment be, if any? In your opening paragraph, briefly describe the structure of the health care system of the country you were assigned (e.g., role of the public/private sector, role of insurance). Be sure to include citations for the source/s of your information.

A-C - Germany  
D-H - France

I-Li - Japan  
Lo-O - Australia  
P-S - Canada  
T-Z – England

Wednesday, April 14<sup>th</sup>

- Topic:** International Comparison of Health Care Systems and Costs  
**Speaker:** Cowgill
- Readings:** Papanicolas I, Woskie LR, Jha AK. Health care spending in the United States and other high-income countries. JAMA. 2018; 319(10):1024-1038.
- Note:** Review lecture slides for US Health Care Costs and Financing (4/19) and complete Assignment before next class meeting.
- Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Monday, 4/19.

#### **Week 4**

Monday, April 19<sup>th</sup>

- Topic:** US Health Care Costs and Financing  
**Speaker:** Cowgill
- Readings:** Changing the U.S. Health Care System, Chapters 8 and 9
- Note:** Review lecture slides for Care Delivery: Hospitals (4/21) and complete Assignment before next class meeting.
- Assignment:** **The Role Telehealth Can Play Before and During COVID-19**
- Watch video and complete Discussion Worksheet from CCLE:**  
[https://www.youtube.com/watch?v=u1-MFo7\\_n-Y](https://www.youtube.com/watch?v=u1-MFo7_n-Y)
- See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Wednesday, 4/21.

Wednesday, April 21<sup>st</sup>

**Topic:** Care Delivery: Hospitals  
**Speaker:** Cowgill

**Reading(s):** A prescription for the future: How hospitals could be rebuilt, better than before. The Economist. April 8, 2017.

Beck M. How telemedicine is transforming health care. Wall Street Journal. June 26, 2016.

**Note:** Review lecture slides for Care Delivery: Providers (4/27) and complete Assignment before next class meeting.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Monday, 4/26.

## **Week 5**

Monday, April 26<sup>th</sup>

**Topic:** Care Delivery: Providers  
**Speaker:** Cowgill

**Reading(s):** American Association of Colleges of Nursing. Nursing Shortage Fact Sheet. Updated September, 2020.

Zhang X, Lin D, Pforich H, Lin V. Physician workforce in the United States of American: Forecasting nationwide shortages. Human Resources for Health. 2020;18:8 <https://doi.org/10.1186/s12960-020-0448-3>

**Note:** Review lecture slides for Health Insurance – Public and Private Perspectives (4/28) and complete Assignment before next class meeting.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Wednesday, 4/28.

Wednesday, April 28<sup>th</sup>

**Topic:** Health Insurance – Public and Private Perspectives  
**Speaker:** Cowgill

**Reading(s):** Changing the US Health Care System, Chapters 6 and 7

Sommers BD, Grabowski DC. What is Medicaid? More than meets the eye. JAMA, 2017; 318(8): 695-696.

**Note:** Review lecture slides for Medicare – Then and Now (5/3) and complete Assignment before next class meeting.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Monday, 5/3.

### **Friday, April 30**

**Due:** **Final Paper Outline/Literature Review due to TA/CCLE by 11:59pm (1-page).** See CCLE for more detailed assignment description.

### **Week 6**

Monday, May 3<sup>rd</sup>

**Topic:** Medicare – Then and Now  
**Speaker:** Cowgill

**Reading(s):** Changing the US Health Care System, Ch. 21

**Note:** Review lecture slides for Pharmaceutical Economics and Policy (5/6) and complete Assignment before next class meeting.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Wednesday, 5/5.

Wednesday, May 5<sup>th</sup>

**Topic:** Pharmaceutical Economics and Policy  
**Speaker:** Cowgill

**Reading(s):** Changing the US Health Care System, Chapter 10

Kesselheim AS, Avorn J, Sarpawari A. The high cost of prescription drugs in the United States: Origins and prospects for reform. JAMA, 2016; 316(8): 858-871.

**Note:** Review lecture slides for Disparities in Health Status and Health Care in the United States (5/10) and complete Assignment before next class meeting.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Monday, 5/10.

## **Week 7**

Monday, May 10<sup>th</sup>

**Topic:** Disparities in Health Status and Health Care in the United States  
**Speaker:** Cowgill

**Reading(s):** Changing the US Health Care System, Chapters 3 and 4

Bailey et al. "Structural racism and health inequities in the USA: evidence and interventions." Lancet, 2017

**Note:** Review lecture slides for The Basics of Health Policy in the US (5/12) and complete Assignment before next class meeting.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Wednesday, 5/12.

Wednesday, May 12<sup>th</sup>

**Topic:** The Basics of Health Policy in the US  
**Speaker:** Cowgill

**Reading(s):** Berkman L, Kawachi I. Social Epidemiology. NY, NY: Oxford University Press, 2000. Heymann SJ, Health and social policy, Ch 16. (one reading)

**Note:** Review lecture slides for Single Payer Approach to Health Care (5/17) and complete Assignment before next class meeting.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Monday, 5/17.



## **Week 8**

Monday, May 17<sup>th</sup>

**Topic:** Single Payer Approach to Health Care  
**Speaker:** Cowgill

**Reading(s):** Liu JL and Brook RH. What is single-payer health care? A review of definitions and proposals in the U.S. *Journal of General Internal Medicine*. 2017; 32(7): 822-831.

**Note:** Review lecture slides for Long-term Care (5/19) and complete Assignment before next class meeting.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Wednesday, 5/19.

Wednesday, May 19<sup>th</sup>

**Topic:** Long-term Care  
**Speaker:** Cowgill

**Reading(s):** Changing the US Health Care System, Ch 16

Ortman JM, Velkoff VA, Hogan H. An Aging Population: The Older Population in the United States. *Population Estimates and Projections. Current Population Reports from the U.S. Census Bureau*. May, 2014.

**Note:** Review lecture slides for Health Care Quality – Outcomes, Evaluation, and Public Information (5/24) and complete Assignment before next class meeting.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Monday, 5/24.

## **Week 9**

Monday, May 24<sup>th</sup>

**Topic:** Health Care Quality – Outcomes, Evaluation, and Public Information  
**Speaker:** Cowgill

**Reading(s):** Changing the US Healthcare System, Chapters 11-13

**Note:** Review lecture slides for Health Reform and the Affordable Care Act (5/26) and complete Assignment before next class meeting.

**Assignment:** See Discussion Worksheet on CCLE. Each response should fill about half a page, single spaced, 12 point Times New Roman Font (1/2 inch margins). Include your name, TA name, SID# at the top in the header. Due by noon on Wednesday, 5/26.

Wednesday, May 26<sup>th</sup>

**Topic:** Health Reform and the Affordable Care Act

**Speaker:** Cowgill

**Reading(s):** Changing the US Health Care System, Chapter 1

**Note:** Review lecture slides for COVID and the Future of the US Health Care System (6/2) and complete Assignment before next class meeting.

**Assignment:** No written assignment for June 2, but come prepared to talk about the readings and your thoughts about how COVID has and will continue to affect the US Health Care System

## **Week 10**

Monday, May 31<sup>st</sup>     **NO CLASS MEMORIAL DAY**

Wednesday, June 2<sup>nd</sup>

**Topic:** COVID and the Future of the US Health Care System

**Speaker:** Cowgill

**Reading(s):** Blumenthal D, Fowler EJ, Abrams M, Collins SR. Covid-19: Implications for the Health Care System. New England Journal of Medicine. 2020;383(15): 1483-1488

Mehrotra A, Wang B, Snyder G. Telemedicine: What should the post-pandemic regulatory and payment landscape look like? Issue Brief from the Commonwealth Fund. August 2020. Pages 1-9.

**Friday, June 4**

**DUE:**     **Final Paper Due by 11:59pm.**

Submit via CCLE.