

**MHA Austin Peay State University**

**MHA 5510: Healthcare Economics Spring B 2022 March 14<sup>th</sup> to May 6th**

**Instructor reserves the right to adjust the syllabus and/or course schedule**

**Instructor Information:** Dr. Blake Hendrickson Email: [hendricksona@apsu.edu](mailto:hendricksona@apsu.edu)

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**Course Details: Asynchronous via D2L**

**Office Hours:** Monday 11 a.m. to 12:30 p.m., Tuesday 1 to 2 p.m., Wednesday (Zoom only) 12:30 to 1:30 p.m. and Thursday 12 noon to 1:30 p.m. You may attend in person or by Zoom. Appointments will be given priority, but I will make myself available to you at other times.

**Other Email instructions:** Please email using your APSU account and indicate the course number in the subject line. I typically respond within 48 hours. This includes weekends but does not include holidays

**Course Description:** Students of this class will be able to explain the economic aspects of the health care industry with emphasis on the tools of economics and their application to the delivery of health care services.

**Credit Hours: 3/ Prerequisites and/or Co-requisites:** MHA major or permission of Chair

**Course Goals:**

- Student will be able to describe the relationship of costs and care
- Student will be able to explain the concept of rationing of healthcare.
- Students will be able to speak about the contrasts and comparisons between Medicaid and Medicare
- Students will be able to speak about competition among hospitals, and what it means.
- Students will have the ability to describe cost shifting.
- Students can discuss nursing shortage and the consequences.
- Students will be able to articulate about the role drugs and pharmaceuticals play in economics.
- Students will be able to describe the different functions of Healthcare Systems & Organizations throughout the world

- Students will be able to prove their higher level of communication skills regarding Healthcare Economics.

### **Program Competencies**

**After this course, the students should be able to achieve the following competencies and Level listed**

<b>Domain # and Name</b>	<b>Competency #</b>	<b>Level in this course: 1 (Beginner), 2 (Intermediate) and 3 (Advanced)</b>	<b>Competency Title</b>	<b>Competency Description</b>	<b>Assessed by</b>
<b>#1 Knowledge of Health Care Systems</b>	1	1	Functions of Healthcare Systems and Organizations	Explain the effect of economic and financial policies on systems and organizations.  Articulate how healthcare is delivered in the U.S., incorporating differences in public and private based organizations, funding models, and market types.	Chapters 16, 17, 30, 31, 34 36, and 38
<b>Domain 2: Communication and Interpersonal Effectiveness</b>	1	3	Communication Skills	Demonstrate effective oral, written and presentation skills  Exhibit active listening behaviors and open communication styles	Economic Analysis Paper
<b>Domain 2: Communication and Interpersonal Effectiveness</b>	2	1	Interpersonal Skills	Demonstrate ability to identify and engage key stakeholders	Discussion Board #5
<b>Domain 2: Communication and Interpersonal Effectiveness</b>	3	1	Conflict Management & Negotiation Skills	Employ conflict mgmt. tools to help employees improve relationships  Demonstrate ability to manage divergent and competing needs within an organization and arrive at suitable resolutions.	Chapter 4

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<b>Domain 3: Critical Thinking and problem solving</b>	1	2	Critical Thinking	Demonstrate ability to apply critical thinking skills to complex healthcare issues  Explore emergent trends and ideas, show aptitude for creative thinking	Final Test
<b>Domain 3: Critical Thinking and problem solving</b>	2	3	Problem Solving	Apply appropriate data and tools to solve problems and make decisions  Demonstrate aptitude for collaborative approaches to problem solving	Case Study #2
<b>Domain 4: Management and Business Skills</b>	3	2	Financial Management	Assess the financial viability and vulnerabilities of healthcare organizations by applying tools and key financial metrics.  Interpret trends related to payment systems, coverage, and access to care.	Chapters 23-31
<b>Domain 5: Leadership, Professionalism and Ethical Behaviors</b>	3	1	Organizational and Professional Ethics	Apply ethical decision-making approaches to various dilemmas and situations  Operate from a position of integrity and alignment with organization's mission and values	Chapters 13-15 and exam 2

## **Course Text and Materials**

### **Required Textbook:**

Feldstein, P. J. (2019). *Health Policy Issues: An Economic Perspective*. Seventh Edition  
Health Administration Press. (ISBN = 978-1-64055—013-1)

### **Instructor Provided Resources:**

Videos and online Reading Resources will be provided several times during the semester, along with pertinent podcasts.

### **Technical Requirements**

Students need to have access to the computer hardware and software necessary to use the university course management system (D2L, Blackboard, e.g.) to access and submit assignments, access course documents like journal articles, PowerPoint, and review grades. Students must also have the computer literacy, equipment, and software to use e-mail, PowerPoint, and Microsoft Word, or other tools used in the course.

### **APSU Information Technology**

For Austin Peay email and OneStop login issues contact (931) 221-HELP (4357) or govstech@apsu.edu. Go to GovsTech for more information

### **Distance Education Support**

For technical issues within your online/hybrid course, contact (931) 221-6625 or online@apsu.edu. Go to Distance Education's website for more information.

### **Class Participation**

Students are expected to engage with the material, the instructor, and fellow students via D2L. Upon request, Dr. Hendrickson can set up zoom sessions for students to work through materials and topics. Students who make a meaningful contribution to classroom discussions or discussion boards when online will earn points set aside for these categories. Students who demonstrate they are unprepared or fail to engage in discussions or are unable to do problems in class are subject to loss of designated points.

### **Time Commitment**

This online course runs for eight (8) weeks. Each module will begin on Monday morning and end on Sunday at 11:59 C.T., unless otherwise indicated.

This course is critical in the MHA curriculum. Plan to spend 12 to over 20 hours per week reading assigned text, completing assignments, discussing with classmates, case studies, and a class project that will be explained later in the Syllabus.

### **Instructional Procedures**

For the MHA curriculum, many higher learning objectives are targeted. These may include, but not be limited to lecture, guest speakers to review, inverted classrooms (where students teach Instructor), discussions, videos, class projects, presentations, and exams.

### **GRADING**

Type of Assignment	Number of Assignments	Points
Chapter Assignments	7 @ 30 points each	210
Discussion Boards	5 @ 10 points each	50
Case Studies	2 @ 20 points each	40
Economic Analysis Paper	1 @ 50 points	50
Quizzes	3 @ 50 points each	150
		500 points total

Details for the above grade items are elsewhere in this syllabus, or will be available in attachments, online or in class.

### **Grade Points**

A = 450-500

B = 400-449

C = 350-399

D = 300-349

F = Below 300

. To calculate your percentage/letter grade during the course, divide the total number points you have earned by the total number of points possible and multiple by 100. This will give you the percentage associated with the letter grades.

Grades earned will typically be reported in D2L as points towards 500 total possible. Students may track these and determine a grade status by dividing points earned to date by points possible to that date. Accumulated points earned by the students will determine final grades. Points earned can be matched to a letter grade using the schedule above.

## **D2L**

You will access most course content and activities through D2L. You must submit all quizzes, exams, written assignments, projects, and other graded items through the appropriate D2L assignment submission folder or quiz area. I will not accept nor grade anything submitted by email or other means. All course-related discussions should be through the D2L Discussions tool.

*If anything requires going to an outside site, I will provide clear instructions.*

### **Instructor Expectations:**

- An attempt will be made by the instructor to respond to emails within 24 hours Monday through Friday. Response times may vary during weekends and holidays.
- Give timely and thorough feedback on all assignments and assessments. In this course, feedback will be provided within 6 days of assignment/assessment submission.
- Post weekly announcements at the beginning of each module to update the class on progress and upcoming assignments/assessments.
- Set the tone of the course and lead the process of building an online learning community.

### **Communication Policy:**

Weekly announcements will be made through D2L on the “Announcements” page.

Please be sure to check your APSU email and D2L on a regular, if not daily, basis.

If you have problems with accessing your APSU email account or D2L, contact GovsTech at 931-221-4357 or email [govstech@apsu.edu](mailto:govstech@apsu.edu).

The best way to contact me directly via email at [hendricksona@apsu.edu](mailto:hendricksona@apsu.edu)

If needed, Zoom video conferences, phone calls, or office visits can be scheduled via email

### **Late Work/Extension Request Policy**

Due dates for each assessment/assignment in this course will be specified in the course site. Late submissions will be accepted only at the discretion of the instructor. Grade deductions up to and including a zero score may be assigned for late submissions at the discretion of the instructor.

## **Discussion Forums:**

These will be announced in advance. This will allow participation in posting comments on a topic related to our studies. Assessment of your postings will be based on frequency, focus, number of other postings read, and usefulness of your posting. Each Forum will allow you an opportunity to earn points. The instructor has the capacity to establish frequency, and timeliness of postings to determine points to be awarded. For private matters, students are encouraged to use e-mail to the instructor, not discussion forums.

Students are expected to conduct their interactions in a professional manner and commensurate with the Academic Honor Code and personally complete course requirements. Failure to complete all course requirements will be grounds for assigning a failing grade. There is no “make up” for failing to post in discussions during the allowed time.

## **Students with Disabilities**

Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments.

If you have a documented disability that may have some impact on your work in this class and for which you may require reasonable accommodations, communicate with me and Disability Services in Morgan University Center 114 on the Clarksville Campus, 931-221-6230, [disabilityservices@apsu.edu](mailto:disabilityservices@apsu.edu), so that reasonable accommodations may be arranged. For more information, please visit the APSU Disability Services website.

## **Academic misconduct is defined as the following:**

**Plagiarism.** The adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution.

**Cheating.** Using or attempting to use unauthorized materials, information or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.

**Fabrication.** Unauthorized falsification or invention of any information or citation in an academic exercise.

**Facilitation or Collusion.** Assisting or attempting to assist another to violate a provision of the institution’s student code of conduct regarding academic misconduct.

Students should be aware that a violation of the University’s Academic Misconduct Policy can result in disciplinary action which could include failure for an assignment, failure for an entire course, probation, suspension, or expulsion from **the University**. **If**

students are not certain whether a practice would be considered academic misconduct, they should always consult with their instructor.

### **Course/Classroom Student Conduct**

Civil and open discussion online and in the classroom is encouraged. However, demeaning, abusive, or derogatory language regarding race, gender, age, nationality, and religious or sexual preference is not acceptable. Students may be warned only once and in online courses offensive postings may be removed.

### **APSU Course Evaluations:**

This important tool will be available to you during a time that will be announced during the course.

All feedback you submit for the in-course surveys and the end-of-course evaluation is anonymous

### **Class Schedule and Assignments**

MHA 5510 is organized in Modules. Each module may include Chapter Exercises, Team Activities, Discussion Boards, Case Studies, Presentations and more. Students will also respond to discussion board prompts and take a personal/individual cultural intelligence assessment.

Schedules may vary from those with assignments. I do try to end a little early so you can concentrate on any other classes.

### **Discussion Board Tips:**

- The following is critical to read: Points are not earned for adding quick observations shortly before the board closes, or making simple summaries, or agreement with others' comments, or repetitive opinions without supporting fact or evidence, or straying from the question in discussion. Students should attempt to add value to the discussion, drawing from readings assigned or outside readings, make creative comments and observations based on assessment of others' contributions, and similar insertions. For private matters, students are to use e-mail to the instructor, not discussion board postings.



## How to complete and submit regular Chapter Discussion Questions

Text chapters to be read for a module are listed in the Syllabus Course Calendar or in D2L or both. After reading the text chapter(s) assigned, complete responses for all the Discussion Questions included in the chapter(s) assigned. After answering the questions at the end of each chapter for all chapters submit them as one file into the drop box by the due date and time, Central Standard Time.

The box locks after that time and no assignments will be accepted by email, etc. Within the single file for each module that contains several chapters, clearly mark each chapter and identify each question in that chapter by its number.

Assignments must be typed in 12 pt fonts in black ink, no colors. Submit all the work assigned for that module, regardless of the number of chapters, as ***one file***. Re-typing Discussion Questions from the text is recommended so you will have the question handy as a study guide. PLEASE DO THIS! If you don't you will be reminded on your first feedback.

1. Be concise, but comprehensive in your responses. Use complete sentences. Never respond with just a "yes" or "no", even if the question seems to ask for only that. Always assume "Explain" is included in the question, even if not explicitly stated. When the question asks you to "Discuss" you can assume a paragraph or two will be needed. All chapters due for an assignment are to be filed as clearly marked chapters with your name, but as one electronic file per module. Submissions filed other than this will elicit a warning and result in deducted points, or may not earn any points if serious or repeated problems.
2. Assignments are due by the time specified Central Standard Time (CST) of the date due.
3. Use APA format, but you may include only 1 reference page for all the chapters covered during the week/module.
4. As an online course there are no classes that are affected by breaks and holidays. Students are expected to do advance planning to complete their work by the announced due dates, whether they fall on an inconvenient time or not, or on a holiday or university closing.
5. Most due dates for assignments are announced in advance and "fixed" for the same day to allow the student to plan and work ahead as necessary or preferred. Assignments may be filed early, but assignments submitted after the due date will earn no points.

## *Writing the Economic Analysis Paper*

This section describes the topics and how you should prepare your Economic Analysis Paper. A list of recommended topics and questions that you can select for your

analysis are listed before the set of instructions. When selecting a topic please email me what question you plan on choosing. You may turn this in as early as week one. Only a certain number of people will be allowed to choose each of the recommended questions, but an early request will almost assure you will get your choice. If you wish to write on a different topic, email me and you will need an approval, but I do encourage you choosing this route.

Recommended questions from which to choose to address and what each involves (in parentheses):

- a. What forces are driving our healthcare costs? (This requires identifying the cost drivers behind the rising costs of healthcare in the U.S. For example, Medicaid and Medicare are not drivers. They rise with increases in population, and administrative costs are fixed, so while rising, they are affected by drivers. What is behind the observable increases in expenditures across healthcare? More likely suspects might be increasing demand for the best by consumers, and technology perpetrated by providers, but there are others. Make a case for what you see as the drivers.)
- b. Make a case for or against the U.S. moving to a universal healthcare system. (Select what you see as that system and then project its benefits and costs and compare those to what is now occurring. Some argue other systems who are there produce better care at a lower cost.)
- c. Is it more or less an economic benefit for a particular health services organization or type of health services organization to offer or not offer healthcare services to its employees as ACA may require. (The ACA is requiring this of some employers by 2016. One accounting firm is considering an HHP undergraduate intern for her openness to and knowledge of this aspect of the ACA. Their clients are demanding help to figure it out. She is ahead of current employees on aspects of the law due to her recent courses in economics, finance and law, and has no political ideology baggage to prevent her being objective. Your approach would be general, but require an investigation into the requirements, costs, and benefits of different options.)
- d. What healthcare benefits and behaviors should citizens expect of healthcare providers and government? (Are there some expectations of providers and/or government that citizens should expect? Are there some entitlements, promotions, education, or other services, or how they are delivered, that are reasonable and should be included in the relationship between citizens and those offering healthcare? This can extend to quality, choice, accessibility, and cost?)
- e. Are there behaviors that affect healthcare that a government should expect from its citizens? (The other side of "d", where if certain behaviors are known to encourage health, or discourage it, should a government or providers not be able to have some leverage to offer incentives, or penalties, to get a better result from its citizens so as to control the economy? Is there a trade off between cost and independence, especially when it affects others? What can be or should be done?)
- f. Describe how a health services organization should behave economically in today's economic environment. (You select the hso, the aspect of the economy,

- such as the ACA, or a broader economic context, like slow growth, and limited government spending, and what that hso should do.)
- g. Describe the role government should have in reaching selected goals in the healthcare economy. (Should government have a role in setting goals and interventions to reach them, like funding research, or Medicaid expansion, or promotion, or education, or should government limit itself and allow the market to operate relying on what is financially demanded by those with income.)

#### Instructions on developing the Economic Analysis Paper

1. Select one topic. Develop the question you want to address from the list and notify the instructor or get one approved. **DO NOT start writing until you have approval for which question you hope to address!**
2. Plan the approach and analysis you will take to address the question. Define your terms. Do not assume concepts like universal healthcare are commonly understood. If that were the term, one would need to describe who will provide what and how it will be achieved. There is no universal way that is done. You will also need to describe the context for some terms, like market. If you only mention market, the reader will not know if you mean the theoretical non-existent perfectly competitive model economists use as a beginning basis to discuss and explain how changes might be explained, or do you mean real market that is some combination of a planned and market system.
3. Qualify your discussion and explain the limits of it. For example, even after health service organization is defined, which ones or one you are meaning may need to be limited or described. Avoid making unfounded generalizations. Be precise and support your statements as needed.
4. Research your issue sufficiently. Include a minimum of three references from peer-reviewed journals. Use the Feldstein text, the resources in contents, like KFF. Analyze and summarize your sources in an organized way as you develop your analysis. Recognize the limits of your review of the literature, some sources being particularly relevant, and others not so much. If your conclusion varies from those sources that do not support it, explain how and why. Regardless how limited your analysis is, reach a conclusion, but reach one that can be supported given your ideas and the literature you discover.
5. The presentation format should be simple and in APA format. Use what you have learned in research classes. Include a title page and a list of references. You should specify your intent, address the question, analyze and summarize your sources, and develop your position and conclusion. Do this in no more than ten double spaced pages.

#### University Policies

Minors in the classroom According to APSU policy #3:032, minors, defined as those under the age of 18, are not allowed in classrooms. While extenuating circumstances do occur and make it difficult for some students to attend without bringing children with them on occasion, the University policy will be enforced and requests for children to be in the classroom will be denied. Minors are also not allowed in academic labs, computer labs, science labs, or the library. Children are also not to be left in halls outside classrooms. Please be aware that the policy on unattended minors is for the purpose of ensuring that our classrooms are conducive to learning and for the safety and protection of minors. For additional information on minors on campus, contact the Office of Student Affairs in the Morgan University Center.

### **COVID-19 Syllabus Supplement – UPDATED January 10, 2022 for Spring ‘22**

We should all continue to take steps to mitigate the spread of COVID-19. Masks are recommended for all faculty, staff, and students while indoors, but are optional.. To help keep our university community safe, vaccination and boosters are strongly encouraged and readily available, including at APSU’s Boyd Health Services. Contact them at (931) 221-7107.

Any student exhibiting symptoms of COVID-19 should seek a test. If any student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student is required to fill out the COVID-19 Self-Reporting Form and isolate for five days from the onset of symptoms. If fever-free without medication, and if other symptoms are improving, the student can return to normal activities on Day 6. The student is strongly encouraged to wear a mask through Day 10. To help prevent further spread, students who test positive should notify anyone with whom they were within six feet for more than fifteen minutes. Students missing class should email their instructors when possible. The COVID-19 vaccine, booster, and testing are still free and widely available through Boyd Health Services. Visit the APSU Coronavirus Dashboard webpage for more information.

### **CoBHS Diversity Statement:**

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the Office of Equity, Access, and Inclusion.

### **Title IX statement:**

Austin Peay State University is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. APSU has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please feel free to contact LaNeeça R. Williams, Title IX Coordinator by phone at (931)221-7690 or by email at Williamslr@apsu.edu.

<b>Week</b>	<b>Content Focus</b>	<b>Assignments Due/ See due dates and potential changes in D2L</b>
<b>1</b>	<p><b>Cost, Care, &amp; Rationing: Chapters 1 thru 5</b></p> <p>Rise of Medical Expenditures</p> <p>How much should Medical Care Cost?</p> <p>Does more money spent on healthcare Produce Better Outcomes?</p> <p>In whose interest does the physician act.</p> <p>Rationing Medical Services</p>	<p><b>3/20; complete Questions for each Chapter and submit as one file/ Summarize the Introduction to Healthcare Economics Video. This will be worth 50% of your assignment+</b></p>
<b>2</b>	<p><b>Health Insurance, Medicare, and Medicaid</b></p> <p>How much health insurance do you need?</p> <p>The disparity of those who need insurance are least able to buy</p> <p>Medicare and Medicaid</p>	<p><b>3/27; Complete Discussion Board and Chapter Questions for 6 thru 9</b></p>
<b>3</b>	<p><b>MD Shortages and Malpractice</b></p> <p>Physician Shortage in Near Future</p> <p>Why is getting into medical school so difficult?</p> <p>The Changing Practice of Medicine</p> <p>Physician Malpractice Reform</p>	<p><b>4/3; Complete Chapter Questions for 11 to 14, Complete Case Study, and Discussion Board</b></p>

Week	Content Focus	Assignments Due/See due dates and potential changes in D2L
4	<p><b>Exam, Competition, Price &amp; Cost Control, Managed Care</b></p> <p><b>Do Nonprofit Hospitals Operate differently than For-Profit Hospitals?</b></p> <p><b>Does Competition Raise or Lower Costs?</b></p> <p><b>The future Role of Hospitals</b></p> <p><b>Cost Shifting</b></p> <p><b>Can Price Controls Limit Medical Expenditures?</b></p>	<p><b>4/10; Exam, Chapter Questions for 15 thru 20, Discussion Board and Exam covers Chapters 1-9 and 11-14</b></p>
5	<p><b>Nurse Shortage, Pharmaceutical Industry, Organs Bought and Sold?</b></p> <p><b>Will the Nursing Shortage Continued?</b></p> <p><b>High Price of Prescription Drugs</b></p> <p><b>Ensuring Safety of new Drugs</b></p> <p><b>Why are Prescriptions Cheaper Overseas?</b></p> <p><b>Should Kidneys and Other Organs Be Sold?</b></p>	<p><b>4/17; Chapter Questions 24 thru 29, Complete the Discussion Board, Complete Case Study and work on your Economic Analysis Paper. If you have not turned your topic in yet, please do so!</b></p>
6	<p><b>Exam 2</b></p> <p><b>Hospital Profits/ should they be prohibited?</b></p> <p><b>The role of government in healthcare.</b></p> <p><b>Health Association and Political Marketplace</b></p> <p><b>Medical Research and who should pay?</b></p> <p><b>Canadian Healthcare System</b></p>	<p><b>4/24; Exam, even numbered Chapter Questions 30 thru 34. Discussion Board with multiple replies</b></p> <p><b>Exam Covers Chapters 15-20 and 24-29</b></p>

7	<b>Health Systems, Affordable Care Act</b> <b>Employer Mandated Health Insurance</b> <b>National Health Insurance: Which Approach?</b> <b>Financing Long Term-Care</b> <b>The Affordable Care Act: Did it reach its goals?</b>	<b>5/1; Economic Analysis Paper Due, Chapter Questions for 35 thru 38.</b>
8	<b>Final Exam</b>	<b>5/6 Final Exam/ Exam covers Chapters 25, 27-30, 32 to 34 and 36</b>

***This syllabus and assignments are subject to change as necessary as determined by the professor.\*\*\****