



## 1. COURSE INFORMATION

- a. **Course Number and Title:** PH 330 US HEALTH CARE SYSTEM
- b. **Credit Hours & Semester Offered:** 3 credits, Fall 2019
- c. **Meeting Day(s), Times & Room No.:** Tuesdays and Thursdays, 9:00am to 10:15am, Biomed C104  
*Students interested in distance learning options through synchronous or asynchronous learning can make requests and arrangements with the instructor. All class sessions will be recorded and posted to the Google Classroom. Please note that on Thursdays there is another class before ours, and so the room will not open until 8:55am.*
- d. **Prerequisite(s):** none
- e. **Course website:** By invitation to the Google Classroom for PH 330. **Important Note:** Your hawaii.edu e-mail address will be sent an invitation to access the page. If you are logged in simultaneously to your personal Gmail account as well as your hawaii.edu Gmail account, you will not be able to log in. **You must log out of your personal Gmail in order to access Google Classroom using your hawaii.edu Gmail.**

## 2. INSTRUCTOR INFORMATION

- a. **Name:** Victoria Fan, ScD
- b. **E-mail:** [vfan+ph330@hawaii.edu](mailto:vfan+ph330@hawaii.edu)
- c. **Phone:** 956-5596
- d. **Main Office:** Biomed C105A
- e. **Office Hour Location:** Biomed C105A
- f. **Office Hours:** To be determined by class poll
- g. **Visit** <http://calendly.com/vfan> to schedule.

## 3. COURSE DESCRIPTION

This course provides an overview of the US health care system. Topics include market failure and health economics, health care costs and expenditures, comparative health systems, health policy, and issues of cost containment, access, and quality of care.

## 4. LEARNING OBJECTIVES

By the end of the course, each student should be able to:

- (1) Identify and discuss components of the health services in the United States.
- (2) Review strengths, limitations, and trends in health services in the United States.
- (3) Compare and contrast the U.S. health care system with those from other countries.
- (4) Better understand issues of access, cost, politics, health disparities, and quality of care in the US and in Hawai'i.

## 5. COURSE SCHEDULE (SUBJECT TO CHANGE)

		Tuesday Topic		Thursday Topic
1	8/27	Introduction and course overview	8/29	Overview of the US health care system
2	9/3	Market failure and health care costs	9/5	Overview of the Affordable Care Act
3	9/10	Health systems frameworks	9/12	Introduction to health insurance
4	9/17	Medicare 1	9/19	Lab 1: Beneficiary Summary File
5	9/24	Medicare 2 - Hawai'i SHIP <i>Candace Young (Executive Office of Aging)</i>	9/26	Medicare 3 - Hawai'i SHIP <i>Candace Young (Executive Office of Aging)</i>
6	10/1	Mid-term review	10/3	Health insurance, continued Lab 2: Eligibility and Enrollment
7	10/8	<b>Mid-term quiz</b>	10/10	Lab 3: Chronic Conditions
8	10/15	Medicare 4 <b>Due: Term Project Outline</b>	10/17	Lab 4: Expenditures
9	10/22	Health information technology <i>Christina Higa (UHTASI)</i>	10/24	All payer claims databases <i>Sean Okamoto (UHTASI)</i>
10	10/29	Provider payment & risk adjustment	10/31	Provider payment, cont'd <i>Emily Oshima Lee (HMSA)</i>
11	11/5	Managed care	11/7	Priority setting Case: Health Technology Assessment
12	11/11	Primary care and FQHCs <i>Robert Hirokawa (HPCA)</i>	11/14	Lab 5: Inpatient, Outpatient, and Prescription Drug Files
13	11/19	Medicaid 1 <i>Ranjani Starr (MedQUEST)</i>	11/21	Medicaid 2 <b>Due: Presentation Draft</b>
14	11/26	UK National Health Service Model	11/28	Thanksgiving – No Class
15	12/3	Canadian National Health Insurance Model	12/5	German Social Insurance Model
16	12/10	Student Team Project Presentations	12/12	Student Team Project Presentations
	12/17	<b>Due: Final Paper and Presentation</b>		

Note: Guest speakers are in pink and subject to change

## 6. ASSIGNMENTS

**Mid-Term Quiz:** The Mid-Term Exam will cover the first five weeks of course topics. Mid-term quiz will be randomly selected from questions in weekly exercises 1 to 4. We will have a mid-term exam review session one week before the exam.

**Weekly Exercises:** Students are required to submit weekly exercises. The weekly exercises contain the assigned readings (including required EdX viewing and DataCamp spreadsheet modules) and assigned questions. Weekly exercises may include material covered in in-class labs. Exercises are due on Sundays at 11:59pm and deadlines are designated on the Google Classroom. See below in “Readings” regarding EdX and the 3 required DataCamp certificates (on spreadsheets). There is also one extra credit opportunity to make-up a class exercise if you missed one (see Readings).

**Labs:** This course uses a variety of in-class labs, cases, and activities during class. Five in-class lab exercises in this course emphasize the analysis of health care claims data. Other cases and activities rely on in-class group work and presentations.

**Team Project:** Instructions for the Team Project will be released by the first class. Students will be assigned by the instructor to groups of 4.

- Week 1: Term Project Description Released
- Week 2: Student teams assigned
- Week 3: Peer assessment instrument released
- Week 8: Each student submits the outline of their Team Project – one-page single-spaced ( )
- Week 13: Each student submits the draft of their team's presentation
- Final paper and presentation are due on 12/17

**Participation:** Maximum learning from this course will depend on your attendance and active engagement and participation both in person and on the Google Classroom. Class discussions online and in person offer an opportunity for you to ask questions and express the knowledge you've gained.

## 7. GRADE COMPONENTS AND SCALE

### 7.1. Components of Grade

	Component	%
1.	Weekly Exercises (lowest score will be dropped)	40
2.	Mid-Term Exam	10
3.	Term Project Paper	15
4.	Term Project Peer Assessment	5
5.	Term Project Presentation	10
6.	Participation (Panda Points)	20
<b>TOTAL</b>		<b>100</b>

### 7.2. Grading Scale

*Note: This course does not use plus or minus grade modifiers.*

Grade	%	Description
A	90-100	Excellent, distinctive work. Demonstrates sophisticated understanding: Nuanced and insightful account, powerful and effective application of concepts, frameworks and theories discussed in class and articulated in written work.
B	80-89	Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work.
C	70-79	Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class.
D	60-69	Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work.
F	<60	Unacceptable work

## 8. COURSE POLICIES

- **The usual.** In this course, all students are expected to show up on time and attend every class and to notify me in advance of an anticipated absence. Attendance and participation is essential for this course. More than one absence may negatively affect participation grade. All assignments are due by e-mail to me ([vfan+ph330@hawaii.edu](mailto:vfan+ph330@hawaii.edu)). Late assignments are penalized 10% for each 24-hour period that it is late.
- **Meet with me.** You are invited and **required** to meet me at least once in this semester. Use <http://calendly.com/vfan/> to schedule your appointment during office hours and provide your phone number. We can also arrange another mutually convenient time outside of these weekly scheduled office hours. If there are no appointments scheduled, office hours may be canceled.
- **On reference letters.** I am generally happy to write a reference letter for jobs, scholarships, or other purposes. It is advisable to wait at least until halfway through the semester before approaching me for a letter. I generally advise providing 4 weeks' notice, details about where to email or mail the letter, to whom to address the letter, the details of the position to which you are applying, your current resume, your current transcripts, your other past transcripts, and any other details that you think would be relevant. Please provide this by sending a single e-mail to me with all documents as multiple attachments.
- **On respect.** Our community is based on the values of mutual respect. Students are expected to be respectful to our local community and asked to use diacritical markings ('okina and kahakō) for all Hawaiian words and use Hawaiian Language Dictionary <http://www.wehewehe.org/> as appropriate.
- **Per UH System Executive Policy E5.228**, students can expect to have 6 hours of out-of-class time work. If you find that the workload exceeds that, please let me know so that I can adjust the load accordingly.
- **Children in the classroom:** Currently, the University does not have a formal policy on children in the classroom. My policy below is a reflection of my commitment to you as a student in ensuring your educational success and ensuring your attendance to class.
  1. All students are expected to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
  2. All exclusively breastfeeding babies are welcome to class anytime.
  3. For older children and babies, we aim to ensure that your child's illnesses and unforeseen disruptions in childcare do not result in missing class. While our class is not a long-term childcare solution, occasionally bringing a child to class in order to cover childcare gaps is acceptable. When your child comes to class with you, please sit close to the door to minimize disruptions in learning for other students. To maximize your class attendance, we may be able to arrange videoconferencing under certain circumstances; please discuss with me.
  4. Becoming a parent is very tiring, and balancing school, childcare and often work are exhausting! Please feel comfortable disclosing your parent status to me. While I maintain the same high expectations for all students, I am happy to find ways to support your educational goals while you are parenting.

## 9. UNIVERSITY POLICIES

- **The UH System Executive Policy E5.228** provides that one credit hour
  - Is associated with an amount of work represented in intended learning outcomes and verified by evidence of student achievement
  - Reasonably approximates but is not less than
  - One hour of class or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time; or at least an equivalent

amount of work for other academic activities such as online instruction, laboratory work, internships, practica, studio work and other work that earns academic credit.

- **Equal Opportunity and Affirmative Action Policy**

The University of Hawai'i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University's programs and activities. For more information on equal opportunity and affirmative action policies and complaint procedures for the UHM Campus, contact:

- a) Students: Lori Ideta, Interim Vice Chancellor for Students, EEO/AA & ADA Coordinator  
Ph. - 956-3290 (V/T); Email - [vcs@hawaii.edu](mailto:vcs@hawaii.edu)
- b) Students with Disabilities: Ann Ito, KOKUA Program Director  
Ph. - 956-7511 (V/T); Email - [kokua@hawaii.edu](mailto:kokua@hawaii.edu)
- c) Students & Employees: Dee Uwono, Office of Title IX Director & Coordinator  
Ph. - 956-2299 (V/T); Email – [t9uhm@hawaii.edu](mailto:t9uhm@hawaii.edu)
- d) Employees: Mark Au, EEO/AA Director, Deputy Title IX & ADA Coordinator  
Ph. - 956-7077; Email - [eeo@hawaii.edu](mailto:eeo@hawaii.edu)

- **Disability Access**

A student who may need an accommodation based on the impact of a disability is invited to contact me privately within the first weeks of the course. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA is responsible for facilitating accommodations for students with documented disabilities and can be reached at 956-7511 (voice/text) or in QLC 013.

- **Counseling Services and Mental Health**

From time to time, we all need help managing stress and life problems. Occasionally, school can seem overwhelming, especially when balancing other responsibilities such as family and work. The University's Counseling & Student Development Center (CSDC) offers support to all UHM students to assist with personal, academic and career concerns. All services are confidential. Individual, couples and group counseling services are free of charge. To schedule an appointment, visit the CSDC website at <http://manoa.hawaii.edu/counseling/> or call (808) 956-7927.

- **Policy on dogs on campus:** Please visit

<https://www.hawaii.edu/kokua/access-services/service-or-assistance-animals.php> to learn more about the campus policy on bringing dogs or other service animals to class.

- **University of Hawai'i Student Conduct Code and Academic Dishonesty**

The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.

Academic dishonesty such as plagiarism, cheating and other forms of dishonesty will result in a failing ("F") grade for the assignment. More than one incident of academic dishonesty will result in failing ("F") grade for the course. Equally, more than one incident will also result in reporting the academic dishonesty to the UH Office of Judicial Affairs.

Student should familiarize themselves with the University of Hawai'i Student Conduct Code: [http://studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/).

## 10. READINGS AND SUPPLIES

No purchase of textbook required!

Access to the internet able to watch multimedia videos and to access readings is required. If you have difficulty accessing the internet or lack regular access to a computer, please come and speak to me so we can make sure you have all the necessary equipment and tools to participate in this course.

All readings will be distributed through the Google Classroom as open-access links or through the 2 learning tools - EdX and DataCamp - platforms which I recommend for you to explore and gain other skills and knowledge beyond those in this course. Students are required to enroll in an EdX course on US health care policy and DataCamp (see Week 1 Exercise for instructions). Students will be invited to access the DataCamp for free (a \$300 value for premium subscription access!)

The DataCamp courses required for this course are:

- Spreadsheet Basics
- Data Analysis in Spreadsheets
- Pivot Tables with Spreadsheets

In addition, students will have a chance to complete extra credit of 1 weekly exercise for completing one of the additional DataCamp courses, due in the last week of the semester:

- Data Visualization in Spreadsheets
- Statistics in Spreadsheets
- Conditional Formatting in Spreadsheets
- Introduction to R
- Introduction to Python
- Intro SQL for Data Science

Students should also supply a good attitude and a sense of humor, appreciation of hard work, and good values. My job is to help you succeed in this course and lay the foundation to becoming a public health professional.

## 11. FOUNDATIONAL & SPECIALIZATION COMPETENCIES ADDRESSED

### MĀNOA INSTITUTIONAL LEARNING OBJECTIVES FOR UNDERGRADUATE STUDENTS

#### 1. KNOW -- BREADTH AND DEPTH OF KNOWLEDGE

Students develop their understanding of the world with emphasis on Hawai'i, Asia, and the Pacific by integrating:

##### 1a. General education

- Biological sciences
- Social sciences

##### 1b. Specialized study in an academic field

#### 2. DO -- INTELLECTUAL AND PRACTICAL SKILLS

Students improve their abilities to:

##### 2a. Think critically and creatively

##### 2b. Conduct research

2c. Communicate and report
<b>3. VALUE -- PERSONAL AND SOCIAL RESPONSIBILITY</b>
Students demonstrate excellence, integrity, and engagement through:
3a. Continuous learning and personal growth
3b. Respect for people and cultures, in particular Hawaiian culture
3c. Stewardship of the natural environment
3d. Civic participation in their communities

<b>BA PUBLIC HEALTH COMPETENCIES ADDRESSED</b>	
<b>Public Health Domains</b>	<b>Competencies: <i>Students should be able to:</i></b>
<b>Role and Importance of Data in Public Health</b>	<ul style="list-style-type: none"> <li>Identify the basic concepts, methods, and be able to apply qualitative and quantitative tools of public health data collection, use, and analysis in elementary research analyses.</li> <li>Review fundamental statistical concepts and apply them in elementary research analyses.</li> </ul>
<b>Project Implementation</b>	<ul style="list-style-type: none"> <li>Explore the fundamental concepts and features of a public health-related project.</li> <li>Use information literacy skills such as locating and evaluating pertinent public health information</li> <li>Generate research questions, analyze and present data, and interpret and discuss findings.</li> <li>Exhibit critical thinking and analytical abilities, including the capacities to engage in inductive and deductive thinking, quantitative reason, and to construct sound arguments</li> </ul>
<b>Overview of the Health System</b>	<ul style="list-style-type: none"> <li>Distinguish the fundamental characteristics and organizational structures of the U.S. health system, as well as to the differences in systems abroad.</li> <li>Evaluate public policy issues with respect to access, quality and cost, when understanding health disparities within vulnerable populations.</li> </ul>
<b>Health Policy, Law, Ethics, and Economics</b>	<ul style="list-style-type: none"> <li>Discuss basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy.</li> </ul>
<b>Health Communication</b>	<ul style="list-style-type: none"> <li>Apply abstract reasoning and critical thinking skills to communicate public health research and practice to public and professional audiences.</li> <li>Demonstrate effective written communication skills</li> </ul>