COURSE GOALS:

The purpose of the course is to enable you to develop a framework for understanding and evaluating the health status of the populations you will serve. You will acquire this understanding drawing on the disciplines of finance, accounting, marketing, epidemiology, organizational design, and ethics. This purpose will be attained through the following goals:

a) Develop a framework for understanding major healthcare issues;
b) Acquire a working knowledge of key facts about our healthcare system; and
c) Develop a familiarity with the healthcare management literature.

These goals will be met through achievement of the objectives detailed in the notes distributed before each lecture session.

COURSE GRADING:

The purpose of grading is to assess how well you meet the goals of the course.

25 points - Class Participation (and attendance)
Many of the topics assigned have a number of issues associated with them. In order to keep class discussions "on track," I may need to defer some questions to a more appropriate lecture. You should not infer in any way that this deferral is an indication of my lack of interest in the question. If I tell you to bring up the question again at a later date, I expect that you will do so.
I reserve the right to call on anyone at anytime. I expect you to be able to present the major issues for each topic and analyze them during class. Questions in the lecture outlines will help you think about these issues and guide you through the readings. I encourage small group discussion prior to class. At the end of the course, you should turn in an evaluation of your performance on a scale of 0 to 25. I will consider this evaluation in determining your score for this portion of the grading. Your evaluations are due with the final paper. Attendance for all class sessions is essential. If you miss more than one class session, you will be dropped from the course.

5 points - This grade will be based on your completion of an assessment of the readings. The honor code applies to this assessment, i.e., if you did not read an article - do not evaluate it. I will accept your evaluation of the readings as well as your self-assessment of class participation up to the time you submit your final paper. I will not accept any late evaluations. The evaluation form is in the case packet. This assessment is confidential and I grade you solely on the basis of its completion.

50 points You will be expected to prepare a short paper based on your analysis of international technology assessment policies. This paper is due Thursday, March 1, 2006. Please see the class notes for that date for a further explanation of this assignment.

100 points - Quizzes (3) (The total points of these three quizzes will be scaled to 100 points)

I will give you three take home quizzes one week before each is due. You may turn them in any time thereafter but I will not accept any quizzes after their due dates. The first quiz will be distributed on Thursday, January 18 and will cover material from the first lecture on Thursday, January 4 through and including the January 18th lecture. It will be due on Thursday, January 25th. The second quiz will be distributed on Thursday, February 8 and will include material from the Thursday, January 25th lecture through and including the February 8th lecture. It is due on Thursday, February 15th. The third quiz will be distributed on Thursday, March 1 and will be due Thursday, March 8th and will cover material from February 15th through and including Aging and Long Term Care on March 8; it will cover only the readings and not class discussion for the March 8 session. The quizzes are closed book/notes and are to be individual efforts. The Kellogg honor code applies. They will be mainly objective in format (short answer and true/false). There will be some short essays as well. The purpose of the quizzes is to test your knowledge gleaned from the readings and class discussions. Use the outlines to key on important concepts from the readings. Sometimes we will not have enough time to discuss all the readings in detail but you will still be expected to understand the major points from those sources. Feel free to ask me about any points in the readings that are unclear.

100 points - Group Final Paper

1. The purposes of the paper are to foster discussion about a current healthcare topic within small groups and to aid in learning the healthcare
literature by conducting topical searches. You should use approximately 7 - 10 articles from the literature. The references should be from healthcare journals of some substance. Newspaper articles are acceptable as required citations only if they are part of a lengthy, in-depth report on your topic (rather than a short factual piece). You may, of course, use articles in the case packet, but they should not be "counted" in the 7 to 10 articles. List references in a bibliography at the end of the paper in a consistent manner (see articles in the case packet for examples). Number each article only once in the body of the paper. Avoid bibliographies containing "op. cit." or "ibid." listings.

2. Papers should be a group effort with a group size of three or four persons (preferably four).

3. Choose topics either from the accompanying list or choose one of your own. Topics should address problems or major issues. I do not want a broad overview of a topic. Your group must see me no later than the end of the fourth week of class to discuss the topic and report your progress.

4. The paper should be no longer than ten pages in length, exclusive of figures and exhibits, double spaced with one inch margins and size 12 font.

5. Format - a) summary; b) statement of problem; c) background material; d) discussion of problem based on issues drawn from group discussion and researched papers (try to present more than one side of each issue, as appropriate); e) conclusion; f) bibliography. The conclusion(s)/recommendation(s) you make at the end of the paper should explicitly state what you believe should be done to address the problem/issue that is the theme of your paper. I do not want vague statements such as: "more research needs to be done before we can draw any conclusions."

6. Writing style - You should write clearly, with a succinct presentation of relevant issues. Please proof read the papers carefully before you submit them. I will deduct points for spelling errors and when it is clear that you did not proof read your paper, e.g., if it contains incomplete sentences or non sequiturs. You should also write using proper English. I prefer that you use the active tense whenever possible. Please do not use the word "this" as the subject of the sentence. It often leads to an indeterminate reference and makes reading more difficult.

7. Final papers are due Monday, March 12 at 6:15pm in my mail box at Wieboldt Hall or the HIMT Office (Jacobs 5214) in Evanston. Late papers will not be accepted. Please submit these papers in duplicate.

8. You should summit a confidential evaluation of the relative contributions of the members in your group (including yourself) with each paper, i.e., technology assessment and final paper. If one group member does not "pull his/her weight" (as solely determined by the other group members), I will mark down that member one full grade on that particular paper (or all papers, if applicable).
GRADING

Note that the total points = 280. Grading scale: 92%-100% A; 82–91% B; 72-81% C; below 71% F. The course will not be graded on a curve.

SUPPLEMENTAL READING

Listed below are some journals of interest in the healthcare field which you may wish to use to augment the required readings and for your research papers:

- AHA (American Hospital Association) News
- American Medical News
- Business and Health
- Frontiers in Health Services Management
- Health Affairs
- Health Services Research
- Healthcare Management Review
- Healthcare Executive
- Healthcare Forum
- Hospitals
- Inquiry
- Journal of Health Politics Policy and Law
- Journal of Hospital and Health Services Administration
- Journal of the AMA (JAMA)
- Medical Care
- Medical Economics
- Milbank Memorial Quarterly
- Modern Healthcare
- New England Journal of Medicine (NEJM)

These journals and other source materials can be found in the Evanston Campus Library as well as the Medical Library (downtown). The Program office has some of these journals on file. Additional sources for information are the American Medical Association, American Hospital Association and Blue Cross/Blue Shield Association - all located in Chicago.
See lists of web addresses on "Medical Source - 1998 Internet Health & Medical Directory" sponsored by Medical Alliances, Inc. and Alliances Interactive that are included in the casepacket preceding the course schedule. *If you have any problems with any website, please let me know so I can advise others appropriately.*

*In addition you may want to consult the following sites:*

http://www.medpac.gov/
MedPAC is an independent federal body that advises Congress on issues related to the Medicare Program. It was established by the Balanced Budget Act of 1997 which merged the Perspective Payment Assessment Commission (ProPAC) that dealt predominantly with hospital payment issues and the Physician Payment Review Commission (PPRC) that handled physician reimbursement issues.

http://www.nih.gov/health
This site lists the resources available from the National Institutes of Health. There is a wide range of information available here from the National Cancer Institute, Office of Alternative Medicine, Women’s Health Initiative, Health Services/Technology Assessment text (H Stat) and many other resources.

This site is the table of contents for the National Library of Medicine. It is probably the best site for researching a variety of health-related topics.

http://www.facct.org/
This site is the Foundation for Accountability’s web site, containing many quality-related topics.

http://www.healthscope.org
This site is sponsored by the Pacific Business Group on Health to enable the public to evaluate comparative data about health plan and provider performances. Performance data is collected from the California Cooperative Health Care Reporting Initiative (CCHCRI), the Health Plan Employer Data and Information Set (HEDIS), the Health Care Financing Administration (HCFA), the National Committee for Quality Assurance (NCQA), the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and surveys conducted by other organizations that are commissioned by the PBGH.

http://www.globalppo.com
This site contains a database of healthcare providers world-wide (including the United States). It also has a very interesting portion offered by Linda Payer called *Medicine and Culture*. It is a continuation of her interest in this subject which started with her book of the same name (highly recommended). It gives an international perspective on healthcare delivery practices and the effect culture has on them.
http://www.guideline.gov
This site is a joint effort of the Agency for Health Care Research and Quality (AHRQ), the American Association of Health Plans and the American Medical Association. It is a listing of clinical guidelines that also enables the reader to compare recommendations for the same disease categories, e.g., there may be several guidelines listed for treatment of childhood asthma.

http://www.phrma.org provides links to biotechnology publications; also offers industry profiles, information on new drugs and Food and Drug Administration approvals, précis of studies of various diseases, and articles on issues facing the industry, from the promise of genetic research to patent protection.

http://www.biocentury.com has links to information about the impact of legislation on the biotech industry; also links to agencies and organizations, such as the FDA and the National Human Genome Research Institute, and to upcoming biotech conferences.

http://www.biotechnav.com offers a history of the industry, with an outlook for the sector, and a primer for biotech-stock investing; also provides links to analyst research reports and other industry news-and-information sites.

http://www.investhelp.com provides information on industry trends, explains the drug approval process, and answers basic questions about biotech investing; also links to newsletters and other websites and information about mergers in the industry.

http://www.centerwatch.com offers information about clinical trials and FDA approvals; links to the National Institutes of Health website, and posts notification of clinical trials in your area.

http://www.bioview.com provides links to news, biotech-company annual reports, and analyst reports; offers information on FDA approvals, developments in biotech research, and company profiles; sends registered users biopharmaceutical industry news weekly to their desktop computers.

http://www.biospace.com lets you search for breaking news about the industry, or by company, subject, or the date an article appeared, and enables you to track stock performance; links to feature stories, publications covering the industry, and industry analysis, as well as IPO news.

http://www.bio.org has links to other biotech websites, publications, and educational resources; lists upcoming events, such as biotech conferences and seminars.

http://www.biofind.com carries events listings and has several chat rooms where you can listen in anonymously on what other people are saying about the sector.

http://www.pharmalicensing.com offers a list of the entire year's biotech conferences, seminars, and industry shows.
http://www.nal.usda.gov deals primarily with agricultural biotechnology, with links to the FDA; carries conference listings and real audio segments on significant happenings in the industry.

Canadian Task Force on the Periodic Health Examination and Canadian Guide to Clinical Preventive Health Care is the full text of the Task Force guidelines on screening and other preventive health measures.


http://text.nlm.nih.gov HSAT is the full text of practice guidelines, consumer information and consensus statements from U.S. government agencies.

http://www.istahc.org ISTAHC is the International Society for Technology Assessment in Health Care and the main association for those involved in HTA. Check their website for further HTA links and a database of abstracts from ISTAHC annual meetings and from the Society’s journal.

http://www.tripdatabase.com/ Turning Research Into Practice (TRIP) indexes the titles of reports from 26 different HTA and evidence-based health agencies.

http://www.inahta.org The International Network of Agencies for Health Technology Assessment (INAHTA) members include the main publicly funded HTA agencies worldwide. The site includes links to all members’ websites (over 30 HTA agencies). This site also links to the Health Technology Assessment Database, a database of published and in progress HTA studies by INAHTA member agencies and others (compiled by the NHS Center for Reviews and Dissemination http://nhscr.d.york.ac.uk/htahp.htm).

http://www.jr2.ox.ac.uk/Bandolier is a wonderful evidence-based medicine newsletter. A search engine allows access to topics covered in previous issues (all of which are available in full text on the website).

http://www.elsevier.com/inca/publications/store/5/2/3/3/2/8/index.html The Elsevier website is a commercial database covering the literature of biomedical sciences and pharmacology. Particularly good for coverage of European literature and drug information.

http://www.econlit.org The American Association of Economists website gives information on the economics of healthcare, healthcare costs, methods for economic analysis, etc. available through commercial database vendors.

http://www.healtheconomics.com links to associations, research agencies, and information sources on the Internet in the areas of health economics, quality of life and outcomes assessment.
http://www.nber.org accesses working papers in the National Bureau of Economic Research (NBER) healthcare and health programs.

http://www.qlmed.org/url.htm Quality of Life Assessment in Medicine includes links to quality of life instruments and research organizations.

http://www.cche.net/principles/content_all.asp is the JAMA series of guides to appraising the literature. It is a users’ guide to the evidence-based practice.


http://www.fda.gov is the Food & Drug Administration database.

http://www.nih.gov is the main site for U.S. federally funded biomedical research by the National Institutes of Health.

http://www.gao.gov is the United States General Accounting Office (GAO) database responsible for audits and evaluations of government policies and programs, including those in healthcare.

http://clinicaltrials.gov is a database of clinical trials provided by the U.S. National Institutes of Health, through the National Library of Medicine.

http://www.centerwatch.com/main.htm is a clinical trials listing service.

http://www.controlled-trials.com/ is a source of clinical trials, protocols and other information.

REQUIRED READING

Case packet

Before each class session, please read the outline/lecture notes, if any.

HONOR CODE AND CLASSROOM ETIQUETTE

1) General
The Kellogg Honor Code is applicable in this class. The complete text of the Honor Code is available on the Honor Code website:
http://www.kellogg.nwu.edu/student/gma/honor/index.htm
The Honor Code is enforced at Kellogg and violations are subject to disciplinary sanctions. Honor Code issues seldom arise because of Kellogg’s culture. I do not want such issues to arise in my class.

The discussion in this syllabus of the Honor Code, while intended to be as comprehensible as possible, may not cover all applications of the Honor Code. If you believe something is unclear or has been omitted, please do not hesitate to speak to me.

2) Assignments
Write-ups must be your original work. You may not use materials prepared by current or former Kellogg students. If your analysis contains information from outside sources, then you must properly cite the sources.

3) Working in groups
You are encouraged to work in groups. However, I expect you to have a full understanding of any written material you, or somebody else on behalf of you, submit(s) with your name on it. You must come to this understanding in collaboration with your group and you must be completely familiar with the material and able to answer questions about the assignment. Substantial contribution by each group member on each case is expected. The act of placing your name on an assignment signifies that you have substantially participated in the preparation of the assignment.

4) Quizzes
You may not give or receive any communication with others regarding the quizzes. Even casual statements, such as “it was easy” or “it was hard”, are not permitted. You are not to use the case packet, notes or any information source except yourself to complete the quizzes. You should take the quiz in one uninterrupted time period.

5) Attendance
There is no formal attendance sheet for each class, however, on occasion an attendance sheet may be circulated to spot-check attendance. You are not allowed to sign this sheet on behalf of another person.

6) Exchange/Cross Registered students
The Honor Code and the rules in this syllabus are also applicable to any exchange or visiting student. I expect you to have signed the Honor Code before the first class. If you haven’t done this yet, please do so immediately by contacting the Student Affairs Office.

Students are expected to comply with the school’s current code of classroom etiquette. This etiquette applies particularly to four areas. 1) Minimize entering and leaving the classroom; there will be a short break in the middle of class. 2) Eating and drinking is permitted as long as it is not disruptive. I usually do not mind drinking, but eating is frequently a problem. 3) Laptops are only to be used for note taking or retrieval of web-based material that I send for class purposes. Emailing and/or web surfing are not allowed during class. 4) Pagers and cell phones are to be turned off during class. If you are expecting an emergency call, notify me before class and put the pager/phone on silent/vibrate mode. If a pager or phone rings during class, please shut it off for the duration of the class.
Suggested Topics for Final Paper

You may choose from among any of the following topics for your final paper. These topics are suggestions and you should feel free to modify them. You can also use any of the topics covered in class for your papers - but be sure that your discussion does not duplicate what we covered there. Make sure the topics are focused! In the past, the single greatest problem for students writing the papers has been the lack of adequate focus. *If you have any questions about the scope of the paper, please ask me.* If you want to cite a case in the paper, it should demonstrate a particular point you wish to make. The paper should **not** be a case study. Any key fact you cite or conclusions you make should be supported by good research studies.

1. The Food and Drug Administration (FDA) - Controversies in the Drug Approval Process
2. Financing Care for the Uninsured and Underinsured
3. Trends and Issues in Physician Specialization
4. Costs and Benefits of Corporate "Wellness" Programs
5. Pharmaceutical Industry-Research and Development Issues
6. Hospice Care
7. Health Maintenance Organizations - Assessment of Quality, Access and/or Cost Issues (choose only one aspect).
8. AIDS - any one of several aspects of this condition may be discussed; for example, research priority, expenditures on care, manpower needs to care for the ill, social implications, etc.
9. Drug Testing in the Workplace - Legal, Ethical and Managerial Implications
10. Marketing and Advertising in the Health Care Industry - Legal and Ethical Implications (A particularly relevant topic now is direct to consumer - DTC - advertising).
11. Physician Joint Ventures with Healthcare Organizations
12. Physicians and Office Drug Dispensing - Economics, Legal and Ethical Implications
13. Alzheimer's Disease - various aspects of this condition may be discussed, including those mentioned for AIDS, as well as long term care implications
14. Sub-acute Care Centers - What is Their Role in Our Health Care System?
15. What Can Hospitals Do to Assist in Assuring Access to Health Care Services for the Indigent?
16. How Should Hospitals Position Themselves to Cope with the Increasing Demands of the Aging Population?
17. Periodic Health Screening - What Should be Done, How Often and at What Cost? Limit to one screen, e.g., Pap Smears, Prostate Cancer Screening, Colon Cancer Screening, Mammography, etc.

18. Should "Allied Health Personnel" be Permitted to Practice their Professions Independently? - Look at certain professionals such as Physical Therapists, Nurse Midwives, and Physician Assistants and discuss whether they should be permitted to practice independently of the supervision of a physician. Make sure to cite examples of applicable state laws.

19. Long-term Care Options

20. The Generic Drug Controversy – What is The Place of Generic Drugs?

21. The Effect of Malpractice Litigation on the Cost of and Access to Care

22. Physician Self Referrals - Ethics and Economics

23. Pharmaceutical Formularies - Do They Achieve Cost Savings or Are They Unnecessary Restrictions On Physician and Patient Choice?

24. Genetic Testing - Ethical and Insurance Implications
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<th>Date</th>
<th>Topic</th>
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<tr>
<td>Thursday,</td>
<td>Course Introduction/ Framework for Health</td>
<td>1. Shalowitz, J: Chapter 1. Introduction, Definitions, Descriptions and</td>
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Thursday, January 18  
Managerial Epidemiology


2. Please browse the following web site National Center for Health Statistics: www.cdc.gov/nchs/


Thursday, January 18  
Information Technology and the Healthcare Industry


4. Below are a few key sites that will help to keep you informed about HIPAA.
   - www.aha.org/hipaa/hipaa_home.asp
   - www.os.dhhs.gov/ocr/hipaa/
   - www.hcfa.gov/hipaa/hipaahm.htm
   - www.wedi.org


Thursday, January 25  
Healthcare Insurance

1. Shalowitz, J: “Chapter 4 – Payers” *Draft Only – Not for Reproduction*


5. For a definition of healthcare terms go to www.bcbs.com/glossary/glossary.html
5. Slides on the principles of managed care, prepared by Professor Shalowitz. (not in casepacket) For additional information, you can access the Kaiser Family Foundation and HRET charts on www.kff.org


Thursday, Quality Assessment (QA) & Quality Improvement (QI) (Quiz 2 is due)  


10. Viswanathan, H and Salmon, JW: “Accrediting Organizations and Quality Improvement.” The American Journal of Managed Care 6 (10): 1117-1130, 2000. (This article is for your reference and can be skimmed).

Optional Reading (not in case packet)

   This article is essential reading for those of you interested in marketing health care products or services.


Thursday, February 22

Medical Ethics -

Guest Lecturer: Professor Mark Sheldon


Thursday, February 22

Technology Assessment & The Cost of Medical Care


2. Fuchs, VR: “More Variation in Use of Care, More Flat-Of-The-Curve Medicine” *Health Affairs* web exclusive VAR-104-107, 10/7/04.


Optional Readings (not in case packet)


Thursday Technology Assessment and March 1 The Cost of Medical Care (continued)
Presentations of Comparative Healthcare Systems Papers


Thursday Open Session/Retiree, Aging March 8 and Long-Term Care (Quiz 3 is due)

