

PADM 561 Health Policy and Management

Spring Semester, 2023

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Classroom: SSCO 3030

Class hours: Monday 6 pm-8:30 pm

Office hours: Monday 4-5 pm SSCO 3002

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Course Description

This course will survey many of the critical issues currently facing health care managers and policy makers in the U.S. We will focus on management and performance, public policy and political forces that shape the complex healthcare ecosystem, particularly, key public and private actors and their relationships. Status quo and policy options will be analyzed. Key areas of discussion for this course include: a) quality of care and improvement, b) hospitals, c) health care costs and value, d) inter-organizational collaboration and competition in health policy and market, e) social determinants of population health, f) resilience to systemic shocks, and g) health information technology. Most of the material covered is drawn from recent journal articles in health policy, medicine, public health, and management. The course will involve lectures, readings, student presentations, and discussion.

Course Objectives

By the end of this course, the successful student will be able to:

1. Appropriately and effectively apply management theory and organizational analysis to various public and nonprofit health care system settings
2. Demonstrate knowledge of organizational behavior and major organization theories relevant to health administration
3. Describe operations and relationships among major actors in the U.S. healthcare ecosystem.
4. Assess the design and performance of healthcare systems in stable and turbulent environment.

Learning Outcomes

1. Analyze innovative solutions to improve health system performance
2. Understand the role of the government vs. the market in health policy and population health
3. Understand foundational concepts: competition, cost, quality, access and utilization.

4. develop analytic and writing skills to express oneself effectively in major organization theories in health care.
5. Work effectively in a group

Required Textbook:

Burns, L.R. (2021). The U.S. Healthcare ecosystem. New York: McGraw-Hill.
UNM Library eBook: <https://accessmedicine-mhmedical-com.libproxy.unm.edu/book.aspx?bookid=3027>.

Weekly required readings, including journal articles, are posted in Modules on UNM Canvas. You are expected to read them before the class meets for the week.

Communication Response Time

I will respond to messages received via email or the Canvas Inbox within 72 hours. I may/probably will respond earlier, but if you do not receive a reply from me within 72 hours, please re-send your message.

Grading and Feedback Time

Grades will be posted on UNM Canvas within 10 calendar days of the due date.

Assignments and Grading

Discussion Lead

These discussion leadership opportunities are designed to let you take the initiative and bring in at least 2 outside academic readings (peer reviewed healthcare journals, or from high-quality practice/industry sources, such as Harvard Business Review, Kaiser Health News, Wall Street Journal, **published within last ten years**) to enrich the class learning. Most of the readings assigned for this class are published in peer-reviewed journals. Most, if not all, of them are about healthcare management and behavior in the U.S. Ideally, the discussion leaders should find articles that are directly connected or relevant to the assigned readings for the week. The co-leaders (2 or 3 students can jointly lead a discussion) need to provide a brief summary of the outside readings, including research questions, study methods and populations, analytical methods, and main findings, highlight the connections with the assigned readings and/or NM's health care sector, and raises three or four questions for the class to discuss. **Powerpoint presentation is required. The co-leaders should email the instructor their readings and discussion questions two days before the actual class to get the instructor approval. I will distribute a guideline for the PowerPoint presentation later.**

Five Reading Reflections and Five Responses

The second assignment will be five Reading Reflection postings under Discussions on UNM Canvas for five weeks. This assignment is designed to provide structure and discipline to your interactions with readings assigned for the course. You will get more out of the process by taking notes while reading and by reflecting on the core message(s) of each reading afterward. You will also be better prepared to contribute to class discussions through clarifying and probing questions and sharing your interpretation of readings.

Prepare 2-3 paragraphs considering issues, factors and/or questions raised by at least two of the assigned readings for five weeks. You should give careful attention to all of the readings, but this assignment only requires you to address at least two readings. **Reflect on major themes of the readings, note points that you do not understand or points of connection or common themes across readings, and consider what the reading means for New Mexico health care managers and/or policymakers.** Post your reflection to the corresponding Canvas Discussion Thread by midnight the Sunday before the class meeting for which it was assigned. Reflection posts will earn full credit, no credit or partial credit depending upon the extent to which requirements are met. You are encouraged but not required to further online discussion by commenting upon your colleague's postings.

Five Reading Reflection Posting Responses

You are required to further online discussion by commenting upon your colleague's postings for five weeks. You are also required to draw from a published academic or practitioner source (published within last 10 years, use APA citation and reference). **Responses without citations and references will not be graded.** Please spread your reading responses across weeks in the semester, so that you post no more three (one reading reflection and two reading responses) per week.

Article Extracts

Please turn in four documents: two empirical article extracts and the corresponding quantitative (statistical analysis , hypotheses testing, using survey, experimental, existing datasets to test relationships between independent variables and dependent variables) research article and qualitative (interview, focus group, or archival data analysis, answering questions about how from the participants' perspective) articles in PDF. **Meta-analysis and theoretical articles may count, but you will need instructor permission before proceeding.** You need to use articles published in the last ten years from established healthcare management journals, such as Health Affair, The New England Journal of Medicine, Lancet, American Journal of Public Health, Social Science and Medicine, Journal of the American Medical Association, and Health Care Management Review. You may also select articles from a practitioner-oriented

journal (Harvard Business Review, the McKinsey Quarterly, Kaiser Health News, Wall Street Journal). That would require prior approval from the instructor, please email me your article candidates so that I can double check and give feedback.

The format of your extract can follow the sample extract or table format (at the end of this syllabus). You may use the table or type it up in a Word document, as in the posted sample article extracts on Canvas.

Final Paper

All students will be expected to keep up-to-date with the reading assignments as indicated on the course outline. Students will be expected to draw explicitly on the readings and lecture material for the research paper.

Soon after the course begins, you will decide whether you want to work individually or groups of 2 students on the project.

Research project

Students are required to write a final paper at the end of the semester. You can choose from following two options:

Option A: A Case Study of a Healthcare Organization

If you choose this option, you need to conduct a case study of a healthcare organization focusing on **ONE** of the ten main themes discussed in the classes, including quality of care and improvement, hospitals management, health care costs and value, inter-organizational collaboration and competition in health policy and market, social determinants of population health, minority and tribal health, resilience to systemic shocks, and health information technology. Within the chosen theme, you will identify a specific topic or question for examination. To collect the information on your chosen topic, you'll obtain access to a healthcare organization of your choice and interview 1-2 leaders of the organization (required) and review relevant documents (if needed). The paper should have 10-12 double-spaced pages (Times New Roman, 12-point font, and 1-inch margins). The paper should consist of following elements:

- 1) *Introduction*: introduce the paper, identify its topical areas, and raise the question(s) the paper aims to answer: How, what is being done, lessons learned, etc.
- 2) *Background*: a description of the background of the organization, including its brief history, mission, and programs.
- 3) *Literature review*: A review of concepts, theories, and studies related to your chosen topic, cite at least five sources, including peer-reviewed articles published in the last ten years from established healthcare management

journals, leading healthcare journals, such as Health Affair, The New England Journal of Medicine, Lancet, American Journal of Public Health, Social Science and Medicine, Journal of the American Medical Association, and Health Care Management Review). You may also select articles from a practitioner-oriented journal (Harvard Business Review, the McKinsey Quarterly, Kaiser Health News, Wall Street Journal).

- 4) *Methods*: A brief discussion of data collection. In other words, how do you collect the information (e.g. individual interview; focus group; observation; document review, key interview questions) .
- 5) *Findings and Discussion*: A discussion of the healthcare in the chosen topical area. The discussion should adequately address the question(s) raised in the introduction and articulate implications for NM's healthcare management and policy .
- 6) *Conclusion* .
- 7) *References in APA style* .
- 8) *Appendix including tables, figures, and endnotes if applicable.*

Option B: A Review of Literature on A Healthcare Management Topic

If you choose this option, you need to write a literature review on ONE of the ten healthcare management themes discussed in the classes. The paper should not repeat the content that were cover in class; rather, it should go above and beyond and provide an in-depth examination of a topic, concept, theory, or managerial practice of healthcare organizations. There is no specific format requirement for the paper. But the paper should review at least 10-12 academic articles published in last ten years and it should include an introduction that introduces the paper, identify its topical areas, and raise the question(s) the paper aims to answer through reviewing literature , use a table summarizing the main findings (organizing the table through research questions, study methods, study population, analytical methods, findings, implications) conclusion for consensus or common findings and implications for NM's healthcare leaders and policy makers. The paper should have 10-12 double-spaced pages (Times New Roman, 12-point font, and 1-inch margins).

Final Project Proposal Students are required to submit a proposal (400 words) in mid-semester that identifies the topical interest, states the research question(s), and discusses why this topic is important to study or why you are interested in it. You need to clearly state which option you choose at the beginning of the proposal.

PowerPoint Presentation PowerPoint slides are due by midnight before the day of the presentation. You must post the PowerPoint slides on Discussions in the UNM Canvas .

The Power-Point document should include all key elements of the paper. The presentation should take 15-20 minutes. Please practice and time yourself before the presentation. There will be a 3-5 minutes Q&A session after each presentation. The presentation will be graded on both the quality of the paper and of the presentation itself.

Final paper should be submitted in the UNM Canvas under Assignment.

Participation of students in class discussions is strongly encouraged, and will count toward 10% of the final grade. Thoughtful comments based on the readings assigned for that day are especially welcome. Since so much of the course is based on the lectures and discussion, all students are expected to attend class regularly. Attendance will be taken and the final course grade will be lowered in proportion to classes missed (1 points off your participation grade per missed class, starting with the second missed class).

Grading Summary

1. UNM Learn discussion posting (5 postings, 5 responses 3% each)	30%
2. Discussion Lead Presentation	10%
3. Qualitative and Quantitative Article Extract (10% Per Extract)	20%
4. Final research paper	20%
5. Final Research presentation	10%
6. Class participation	<u>10%</u>
	100%

All students will turn in electronic copies of their course assignments before class through UNM Learn Assignment.

I will assign grades for points earned during the class according to the following scale:

A+ 97 and above A 93-96 A- 90-92

B+ 87-89, B 83-86, B- 80-82

C+ 77-79, C 73-76, C- 70-72

D+ 67-69, D 63-66, D- 60-62

F 59 points and below

* Your class participation grade will be based on my opinion of the quality and quantity of your participation in class discussions concerning the lecture material, the readings, and online(when I set up the discussion questions on UNM Learn). Attendance obviously matters in this regard (if you aren't here, you certainly can't participate), but mere attendance does not substitute for lack of participation in discussions.

Jan 23 **Course Introduction Overview of US Health System**

Burns, 2021. Chapter 1: Introduction, Chapter 2 and Chapter 3: What is a Healthcare System?

Jan 30 **Social Determinants of Population Health**

Burns, 2021. Chapter 4: Population Health and Chapter 5: Goals of Healthcare

Feb 6 **Costs and Value**

Burns, 2021. Chapter 6: Rising Healthcare Costs and Chapter 7: Managing Quality.

Feb 13 **Access to Care: the Role of Health Policy and Market**

Burns, 2021. Chapter 25: The Federal Bureacruracy, the US Congress and Healthcare Policy and Chapter 26: The Public Health System.

1. Guzman, et al. 2015. How best practices are copied, transferred, or translated between health care facilities: A conceptual framework. *Health Care Management Review*: (40)3:193–202

Feb 20 **Hospital Management.**

Burns, 2021. Chapter 9: The Medical Profession, Chapter 11: Hospitals and Chapter 12: Hospitals Diversification, Restructuring and Integration.

1. Hambrick, D.C. 2003. On the staying power of defenders, analyzers, and prospectors. *Academy of Management Executive*, 17(4): 115-118.
2. Ordonez, L D. et al. 2009. The systematic side effects of overprescribing goal setting. *Academy of Management Perspectives*, Feb, 6-16.

Feb 27. **Quality Improvement and Assessment**

1. Beck, M. 2015. Debate heightens over measuring health care quality. *The Wall Street Journal*, Jan 30.
2. Ingrid, M. N. et al. 2015. Breaking the silence: determinants of voice for quality improvement in hospitals. *Health Care management Review*, 40(3): 225-236.
3. Edmondson, Amy. C. 2004. Learning from failure in healthcare: frequent opportunities, pervasive barriers. *Quality and Safety in Health Care* 2004;13;3-9.

Final Paper Proposal Due

March 6th **Inter-organizational Competition in Healthcare Market and Policy**

Burns, 2021. Chapter 18: Medicare and Chapter 19: Medicaid and the Patient Protection and Affordable Care Act.

1. Baicker, Katherine. and Levy, Helen. 2013. Coordination versus competition in health care reform. *The New England Journal of Medicine*. 369(9): 789-791.
2. Clarke, R. & Youngstein, T. 2017. Cyberattack on Britain's National Health Service- A wake-up call for modern medicine. *The New England Journal of Medicine*. 377(5):409-411.

3. Evans, M. 2017. Why some of the worst cyberattacks in healthcare go unreported. *The Wall Street Journal*. June, 18.
 4. Stacey, D. 2015. On Asia's flights, potentially dangerous mistakes go unreported. *Wall Street Journal*. <https://www.wsj.com/articles/on-asias-flights-potentially-dangerous-mistakes-go-unreported-1436836841>.
- Ibarra, H. & Hunter, M. 2007. How leaders create and use networks. *Harvard Business Review*, Jan, 40-47.

Mar 13 Spring Break No class.

Burns, 2021. Chapter 10: Primary Care: Physicians, Nurses, and Pharmacists. Qualitative and Quantitative Article Extracts due on May 19th.

Mar 20 **Health of Minority, Rural, and Tribal Populations**

Burns, 2021. Chapter 13: Organized Ambulatory and Care Chapter 14: Post-Acute Care.

Mar 27 **No class, individual one-on-one meetings to go over your paper project**

Apr 3 Inter-organizational Collaboration and Coordination in Healthcare

1. Rao, Hayagreeva, and Robert Sutton. 2008. The Ergonomics of Innovation. *McKinsey Quarterly* 2008(4): 131–41.
2. Evans, M. 2016. Nonprofit hospitals adjust to attract investors. *The Wall Street Journal*, May 18th.

April 10 Health Information Technology

Burns, 2021. Chapter 20: The Healthcare Technology Sector and Chapter 24: Healthcare Information Technology

April 17 Healthcare System Resilience to Shocks

April 24 Final Paper Presentations

May 1 Final Paper Presentations

May 8 Final Paper Presentations

All readings listed above are required and should be prepared for discussion on the date indicated. All the readings will be available on-line through the university's UNM Canvas. You should be able to access UNM Canvas to download readings and syllabus now.

Academic Integrity. Academic integrity encompasses the core values and basic principles of honesty and responsibility that govern our practices as scholars, researchers, and creative artists in the university. Unfortunately, incidents of academic dishonesty, especially plagiarism, have been increasing throughout colleges and universities in the United States. Plagiarism is the act, intentional or unintentional, of using other people's words or ideas as your own. This trend in part results from the ready availability of papers and resources on the Internet. The university, college, department, and I expect you to write your own papers and to provide full and accurate citations for any specific ideas or language—words, phrases, sentences—that you take from outside sources, including the Internet. Refer to the [UNM Pathfinder](#) and the [UNM Catalog](#) for the university's policy on Academic Dishonesty. Following the guidelines of UNM policy, any act of academic dishonesty in this class will be reported to the department and to the Dean of Student's office and may result receiving an F on the assignment, dismissal from class with a final grade of F, and even suspension or expulsion from the university, depending upon the severity of the violation.

Academic Dishonesty and Plagiarism Policy. Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Familiarize yourself with UNM's [Student Code of Conduct](#) and [UNM's policies](#) on academic dishonesty.

Plagiarism. Plagiarism is taking credit for someone else's work whether deliberately or unintentionally. This includes but is not limited to turning in all or part of an essay written by someone other than yourself (a friend, an Internet source, etc.) and claiming it as your own, and including information or ideas from research material without citing the source. The University of New Mexico considers plagiarism a serious form of academic dishonesty. Avoid plagiarism by carefully and correctly citing your sources whenever you use someone else's words, equations, graphics, or ideas. If you are unsure of something and are worried you may be plagiarizing, come see me, or go to CAPS. Plagiarism in this course results in one or more of the following consequences: failure of the assignment, failure of the course, and/or disciplinary action by the University. Cite sources carefully, completely, and meticulously; when in doubt, cite. Consult [UNM's Plagiarism Guidelines](#), the Pathfinder for UNM's [Student Code of Conduct](#) and the Dean of Student's [Academic Integrity/Honesty](#) for more information.

Forms of plagiarism include, but are not limited to, the following:

- Use of direct quotations without the use of quotation marks and referencing of the source of the quotation.

- Incorrect paraphrasing information without proper citation of the source.
- Failure to provide adequate citations for material used.
- The purchase of a scholarly paper or any other academic product from the Internet or any other commercial sources and submitting it as your own work.
- Downloading work from the Internet and submitting it without citation.
- Directly copying and pasting from any source, electronic or written, into any academic assignment without explicit citation of the original source.
- Submission of a work product from a previous course for credit in a current course without direct permission of the instructor.

You can also create a free account at (<http://ithenticate.unm.edu/>) to precheck your papers before your online submission at Canvas.

Decorum Guidelines for Distance (Zoom) Students

Students taking a course through the Synchronous On-line modality (Distance Education using the Zoom software platform) have some additional requirements that they must fulfill to receive full credit in the course. These expectations are due to the nature of distance education through a distributed format that relies on internet-based virtual presence rather than physical attendance.

Students that do not meet these expectations may be dropped from the class. These expectations include:

Working Digital Equipment – Distance students must have access to a computer with a working camera and access to the internet. The available internet bandwidth must be robust enough to support both simultaneous voice and video in Zoom. For attendance purposes, distance students must be connected to the internet with the computer's camera *on* for the entire session: students not visible to the instructor will not be considered in attendance.

Appropriate Location – Distance students must find a suitable and quiet location that is free of noise and interruption when attending class. This location may be in an office or domicile, but other business or engagement may not be conducted during the class session. It is expected that distance students will devote their attention to class while it is in session.

Appropriate Dress – Distance students should remember that they will be visible to the instructor and other students during the class session. So, they should take care to dress

appropriately. Formal or business wear is not required, but lounge or bed wear is discouraged.

Other Activities – Distance students should behave as if they were in the classroom. So, they should not engage in activities that do not take place in the classroom setting

COVID-19 Health and Awareness.

UNM is a mask friendly, but not a mask required, community. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's [Administrative Mandate on Required COVID-19 vaccination](#). If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days and isolate yourself from others, per the [Centers for Disease Control \(CDC\) guidelines](#). If you do need to stay home, please communicate with me at khuang@unm.edu; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

Support:

[Student Health and Counseling \(SHAC\)](#) at (505) 277-3136. If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR If you recently tested positive and may need oral treatment, call SHAC.

[LoboRESPECT Advocacy Center](#) (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience.

Accommodations: UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or by phone at 505-277-3506.

Support: Contact me at khuang@unm.edu and contact [Accessibility Resource Center](https://arc.unm.edu/) (<https://arc.unm.edu/>) at arcsrvs@unm.edu (505) 277-3506.

This is a three credit-hour course. Class meets for two 65-minute sessions of direct instruction for fifteen weeks during the Spring 2023 semester. Please plan for a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

Title IX

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Support: [LoboRESPECT Advocacy Center](#), the [Women's Resource Center](#), and the [LGBTQ Resource Center](#) all offer confidential services.

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

Respectful and Responsible Learning: We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence

algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. *Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively.* Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. Learning the course material depends on completing and submitting your own work. UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (<https://pathfinder.unm.edu>) and the *Faculty Handbook* (<https://handbook.unm.edu>).

Support: Many students have found that time management workshops or work with peer tutors can help them meet their goals. These and are other resources are available through [Student Learning Support](#) at the Center for Teaching and Learning.

Connecting to Campus and Finding Support: UNM has many resources and centers to help you thrive, including [opportunities to get involved](#), [mental health resources](#), [academic support including tutoring](#), [resource centers](#) for people like you, free food at [Lobo Food Pantry](#), and [jobs on campus](#). Your advisor, staff at the [resource centers](#) and [Dean of Students](#), and I can help you find the right opportunities for you.