

**Argosy University**  
**COURSE SYLLABUS**  
B6507

*Healthcare Organizations: Changing Dynamics and Emerging Trends*

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**Faculty Information**

**Faculty Name:**

**Campus:**

**Contact Information:**

**Office Hours:**

**Short Faculty Bio:**

**Course description:**

This course maps the dynamic environment in healthcare focusing on the interplay among organizations, the impact of the changes and trends on business models within healthcare, and the implications of changes in healthcare policy on the future of the healthcare delivery system in the US. The course will touch on healthcare economics, effective business models and emerging organizational challenges facing healthcare organizations today.

**Course Pre-requisites:** None

**Required Textbook:**

**IMPORTANT: You are not required to purchase the textbook for this course. Your textbook will be available to you as an electronic book with your fully online or blended course on the eCollege platform.**

Shi, L. Singh, DA. (2007). *Delivery health care in America: A systems approach*. (4<sup>th</sup> ed.). Sudbury, MA: Jones and Bartlett.

**Supplemental reading:**

1. *HealthCast Tactics: A BluePrint for the Future*; Pricewaterhouse Coopers, May 2002, available at [www.pwcglobal.com](http://www.pwcglobal.com)
2. *Longevity 2020: A FutureScan of Trends in Living and Health Arrangements for Older Adults*; [www.larsonallen.com](http://www.larsonallen.com); Jim Rice, PhD, October, 2005
3. *Cost of Caring: Key Drivers of Growth in Spending on Hospital Care*; Jack Rodgers, Ph.D., Sandy Lutz; February 19, 2003; PricewaterhouseCoopers, Prepared for the AHA & the Federation of American Hospitals, available at [www.pwcglobal.com](http://www.pwcglobal.com)
4. *Alternative Scenarios for Health, Life Expectancy and Social Expenditure*; Erika Schulz, ENEPRI Research Report #4; February 2005; available from [www.ENEPRI.org](http://www.ENEPRI.org)

5. *Outcomes-Based Compensation: Pay for Performance Design Principles*; American Healthways & Johns Hopkins; Outcomes Summit, November, 2004; available at [www.americanhealthways.com](http://www.americanhealthways.com)
6. *Achieving High Performance in Health Care: Pay-for-Performance*; Lewis Redd, Accenture, 2005; available at [accenture.com](http://accenture.com)
7. *Pay for Performance: Fad or Forever?*; Kaveh Safavi, M.D. ; 2005 available at [HCTProject.com](http://HCTProject.com)
8. *Innovations & Visionaires: Strategies for Creating a Person-Centered Health System*; Foundation for Accountability (FACCT); September 2003; available at [www.facct.org](http://www.facct.org)
9. *The Role of Community Pharmacies in Diabetic Care: Eight Case Studies*; California Healthcare Foundation; July 2005; available at [www.chcf.org](http://www.chcf.org)
10. *Priced Out of Health Care and Insurance*; California Department of Insurance, 2005; [www.insurance.ca.gov](http://www.insurance.ca.gov)
11. *Fixing Healthcare from the Inside, Today*; Steven J. Spear, Harvard Business Review; September 2005; Reprint RO509D
12. *The Impact of Immigration on Health Insurance Coverage in the United States*; Paul Fronstin, Employee Benefit Research Institute; Notes, June, 2005, Vol. 26 #6; available at [www.ebri.org](http://www.ebri.org)

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

**Program Outcomes:**

1. Communication
  - 1.1. Oral/Written – Present business information orally and in writing using appropriate technology that is concise, clear, organized, supported, and persuasive in a professional manner appropriate to the business context
2. Critical Thinking/Problem Solving
  - 2.1. Critical Thinking – Incorporate and synthesize information, theory, and practice in order to implement appropriate business actions
  - 2.2. Problem Solving/Decision Making – Given a business situation, diagnose the underlying causes of the situation, evaluate possible solutions, and determine and defend appropriate course of action
  - 2.3. Information Literacy – Access information from a variety of sources, evaluate the credibility of the sources, and apply that information to solve business problems
3. Team
  - 3.1. Leadership – Describe the requirements of team members and leaders to work effectively and creatively in achieving team goals
  - 3.2. Collaboration – Collect, categorize, and consider the views of all stakeholders
4. Ethics
  - 4.1. Ethics – Identify the ethical principles related to personal and corporate behavior in specific business situations and explains the potential consequences
5. Diversity
  - 5.1. Diversity – Identify the impact of both cultural and economic factors on the modern enterprise and explain the potential consequences
6. Analysis/Application
  - 6.1. Applied Technology – Select and defend business technology solutions to typical business problems
  - 6.2. Integration – Describe the interrelationship of the functional business areas of statistics, accounting, finance, marketing, operations, and strategy within the context of specific organizational goals
7. Organizational Constructs
  - 7.1. Analyze the interrelationship of the functional areas of a healthcare organization

**Course Objectives:**

1. Evaluate the structures inherent in the delivery of healthcare in the United States and how together they provide comprehensive quality care. (Program Outcome: 7.1)
2. Analyze the impact of the changing demographics of health care delivery and the issues these changes create for healthcare organizations. (Program Outcomes: 5.1, 6.2, 7.1)
3. Delineate the inadequacies of the current healthcare systems for those without health insurance. (Program Outcomes: 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 5.1)
4. Compare and contrast the public and private financing mechanisms found in the United States and the challenges inherent in each modality. (Program Outcomes: 2.1, 2.2, 2.3, 6.2, 7.1)
5. Examine the current and future trends in health care delivery systems in the United States. (Program Outcomes: 2.1, 2.2, 2.3, 5.1, 6.1, 6.2)
6. Describe the growth and impact of consumerism in health care and the challenges those dynamics create for healthcare organizations. (Program Outcomes: 3.2, 5.1, 6.2)

## Assignment Table

Unit	Topics	Readings	Assignments
1	Overview of the U.S. Healthcare System <ul style="list-style-type: none"> <li>• Organization of the U.S. Healthcare System and Current Policies</li> <li>• Role of Providers, Insurers and Consumers in the U.S. Healthcare System</li> </ul> Key financing of the US Healthcare System	Chapters 1, 2, 13	
2	Changing Demographics <ul style="list-style-type: none"> <li>• Impact on Use of Health Services               <ul style="list-style-type: none"> <li>○ Aging Society</li> <li>○ Health Care Workers</li> <li>○ Economic Indicators</li> <li>○ Ethnic Diversity</li> </ul> </li> </ul> Key Policy Issues for US	Chapters, 4, 11	
3	Healthcare Services: Current and Emerging Delivery Model Trends <ul style="list-style-type: none"> <li>• Overview of the Healthcare Services Delivery Spectrum by provider category, i.e., physician, hospital, ambulatory service provider, etc.               <ul style="list-style-type: none"> <li>○ Inpatient</li> <li>○ Outpatient</li> <li>○ Community based</li> <li>○ Age specific services</li> <li>○ Specialty services</li> <li>○ Chronic Care</li> </ul> </li> </ul>	Chapters 5, 7, 8	
4	Health Care Consumerism	Chapter 12, <i>National</i>	

	<p>Economics</p> <ul style="list-style-type: none"> <li>• Role of consumers in health care</li> <li>• Role of employers in influencing health care consumers</li> <li>• Consumer-directed health care-what is it; what impact will it have?</li> <li>• Women consumers</li> <li>• Consumer impact on quality and service</li> </ul>	<p><i>Trends in Healthcare Consumerism: The Quality-Conscious Consumer; 3<sup>rd</sup> Annual Report;</i> Solucient LLC.; September 2004, available at <a href="http://www.solucient.com">www.solucient.com</a></p> <p><i>Understanding the Female Consumer: Health-Care Needs, Impact on Utilization and Decision-Making Role in the Household;</i> Solucient, LLC., available at <a href="http://www.solucient.com">www.solucient.com</a>;</p> <p><i>Encouraging a Responsible Approach to Consumer-Driven Health Care;</i> October 2004; McDermott, Will &amp; Emery, available at <a href="http://www.mwe.com">www.mwe.com</a></p>	
5	<p>Healthcare Finance and current business models</p> <ul style="list-style-type: none"> <li>• Drivers of health care cost increases</li> <li>• Healthcare Finance <ul style="list-style-type: none"> <li>○ Where the Dollars come from and Where they go</li> </ul> </li> </ul> <p>Impact of Payer Policies on Health Care Utilization</p>	Chapter 6	
6	<p>Health Care Financing and Business Model Trends – Part 1</p> <ul style="list-style-type: none"> <li>• Payer Groups</li> </ul>	Chapters 9, 14; <i>Pay for Performance in Medicare;</i> Mark E.	

	<ul style="list-style-type: none"> <li>○ Managed Care</li> <li>○ Commercial Insurance</li> <li>○ Governmental Payers</li> <li>● Medicare Modernization Act</li> <li>● Pilot Studies and Current Research</li> <li>● New Approaches to Funding Health Care Utilization <ul style="list-style-type: none"> <li>○ Pay for Performance</li> <li>○ Health Savings Accounts</li> <li>○ Case Management/ Care Coordination</li> </ul> </li> </ul>	<p>Miller, Ph.D., MedPac, Statement before Committee on Finance, U.S. Senate, July 27, 2005; available at <a href="http://www.medpac.gov">www.medpac.gov</a></p>	
7	<p>New Plans, i.e., Long Term Care Insurance Senior Living Chronic Disease</p> <ul style="list-style-type: none"> <li>● Impact of demographics on Chronic Disease</li> <li>● Impact of lifestyle on Chronic Disease</li> <li>● Effective Business Models for Chronic Disease Management</li> </ul> <p>Implications of Chronic Disease on the Health Care System Implications of Growth in Older Adults</p> <ul style="list-style-type: none"> <li>● Economic Implications</li> <li>● Caregiver/Family implications</li> <li>● Changing Customer Expectations</li> <li>● Changes in Retirement &amp; Retirement Income</li> <li>● Senior Living <ul style="list-style-type: none"> <li>○ Long Term</li> </ul> </li> </ul>	<p>Chapter 10 <i>Rapid Growth Expected in the Number of Americans Who Have Chronic Conditions; Partnership for Solutions, 2005;</i> available at <a href="http://www.partnershipforsolutions.org">www.partnershipforsolutions.org</a></p> <p><i>Chronic Conditions: A Challenge for the 21<sup>st</sup> Century;</i> November, 2004; available on line at <a href="http://www.ihcrp.georgetown.edu/agingsociety/pdfs">www.ihcrp.georgetown.edu/agingsociety/pdfs</a></p> <p><i>Health Status and Medical Treatment of Future Elderly, Final Report;</i> Prepared for the Centers for</p>	

	<p>Care</p> <ul style="list-style-type: none"> <li>○ Post-Acute Care</li> </ul> <p>Combining lifestyle with health</p>	<p>Medicare and Medicaid by the Rand Corporation under grant TR-169-CMS; August 2004; available at <a href="http://www.rand.com">www.rand.com</a>, Updated fall, 2005 edition is now available.</p>	
8	<p>The Uninsured</p> <ul style="list-style-type: none"> <li>• Who Are They and How Many Are There?</li> <li>• What Impact do the Uninsured Have?</li> <li>• Implications of Changing Demographics on Uninsured</li> <li>• Economic Consequences of Uninsured</li> </ul> <p>Health status of the Uninsured</p>	<p>Institute of Medicine's series on Uninsured in America; available at <a href="http://www.iom.gov">www.iom.gov</a></p> <p><i>Sicker &amp; Poorer: The Consequences of Being Uninsured</i>; Kaiser Family Foundations, 2002, available at <a href="http://www.kff.org">www.kff.org</a></p> <p><i>Sources of Health Insurance and Characteristics of the Uninsured: Analysis of the March 2004 Current Population Survey</i>; Paul Fronstin, Employee Benefit Research Institute; Issue Brief # 276, December, 2004; available at <a href="http://www.ebri.org">www.ebri.org</a></p>	

## Grading Criteria

*Grading Scale*  
*Grading requirements*

<b>A</b>	100 – 93
<b>A-</b>	92 – 90
<b>B+</b>	89 – 88
<b>B</b>	87 – 83
<b>B-</b>	82 – 80
<b>C+</b>	79 – 78
<b>C</b>	77 – 73
<b>C-</b>	72 – 70
<b>F</b>	69 and below

<i>Attendance/participation</i>	<i>25%</i>
<i>Weekly Assignments</i>	<i>20%</i>
<i>Final paper</i>	<i>35%</i>
<i>Optional</i>	<i>10%</i>
<i>Optional</i>	<i>10%</i>
	<i>100%</i>

## **Library**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over 48, 889 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarian.

## **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

## **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of

Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.