

SYLLABUS

PHCY 5040 The Evolution of American Health Services

2 Credit Hours

Background: American health care is changing rapidly. Science has played a key role in bringing about this change, yet social and cultural forces have been even more influential. The relationship between patients and health care professionals has changed dramatically as the result of advances in information technology and artificial intelligence. Health service administration requires an understanding of how change occurs and how change can be directed in positive directions.

Course Description: This course explores the predictable response to a crisis in health care that has led to a paradigm change in the way health services are delivered. The professionalization of health care over the past century, and the development of the modern hospital over the past half century. The implications of computerized health information, and the trend toward empowerment of patients through the democratization of health services.

Course Purpose: Students in this course learn how change happens in science, and how the environment in which change occurs can influence the direction of that change. The history of medicine is reviewed, and the interaction between regulations, economics, patient advocacy, pharmaceutical marketing, organizational leadership, and biomedical ethics is emphasized.

Place and Time of Class Sessions

This course will be taught primarily in synchronous fashion. Virtual classroom sessions will be held live each week on Sunday afternoon/evening. Students will be responsible for completing course materials as their time permits, each week, during the 5 weeks of the course, with quizzes and exams being administered on weekends. Discussion board sessions will be held around the clock during the course. Students are expected to actively participate in discussion board on a regular basis.

Course Instructor

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Course Objectives

Upon successful completion of this course, the student will be able to:

1. Describe how “normal science” often suppresses fundamental novelties because they are necessarily subversive of its basic commitments.
2. Describe how paradigms help bind scientific communities to their disciplines.

3. List the principle problems of “normal science.”
4. Discuss how paradigm shift comes about in science.
5. Discuss how when there is a transition from a former to an alternate paradigm, the profession changes its view of the field, its methods, and its goals.
6. Describe how the assimilation of either a new sort of phenomenon or a new scientific theory must demand the rejection of an older paradigm.
7. Discuss how during scientific revolutions, scientists see new and different things when looking with familiar instruments in places they have looked before.
8. Discuss the meaning of a “gestalt shift” as a perceptual transformation.
9. Describe the process by which a new candidate for paradigm replaces its predecessor.
10. Consider whether a field makes progress because it is a science, or whether it is a science because it makes progress.
11. Describe the rise of the medical profession from an eclectic, competitive group of practitioners in the late 18th century to its current powerful role and high social status.
12. Discuss the role of the hospital in cementing the authority of the medical profession.
13. Discuss the social meaning of science and the influence of science on the rise of the health professions.
14. Consider whether health care should be viewed as a commodity that must, because of the unusual nature of the healing relationship, be provided to the buyer (patient) by the producer (licensed health professional).
15. Describe how American health care was able to embrace modernity through a new science, and at the same time cling to an essentially traditional system of independent fee-for-service delivery.
16. Discuss the trend away from fee-for-service payments and toward payments based on a population of people, adjusted for their baseline health.
17. Discuss whether the federal law requiring that people have health insurance positively affects their engagement in their own health care or the health care system.
18. Discuss the implications of initiatives like OpenNotes that allow patients to read their electronic health care record.
19. Describe how a single tragic medication error can force changes in the provision of health care.
20. Consider whether the advent of computerized health records has built a wall between health professionals and their patients.
21. Discuss how intelligent networks in health care can allow place, time, and people to become more efficiently distributed.
22. Consider whether the democratization of medicine means an end to medical paternalism.
23. Describe how the democratization of medical knowledge can lead to innovation in new places.
24. Describe how patients may ultimately be better at understanding medical risks than are health professionals.
25. Discuss the risks of innovation in health care.

Course Learning Resources:

- Required Textbooks:
 - Kuhn TS. *The Structure of Scientific Revolutions* (4th ed), Chicago University Press (2012). Available free online.
 - Starr P. *The Social Transformation of American Medicine*. Basic Books (1984). Available free online.
 - Wachter R. *The Digital Doctor: Hope, Hype, and Harm at the Dawn of Medicine’s Computer Age*, McGraw Hill (2015).
 - Topol E. *The Patient Will See You Now: The Future of Medicine is in Your Hands*, Basic Books (2015).
- Posted Video Lectures
- Posted Expert Videos
- Journal Articles

Course Structure & Outline

A live online virtual class will be held using the virtual classroom prior to the start of the course. This orientation class will provide an explanation of course structure and operations, and it will provide an opportunity for students to meet the instructor and to meet each other.

Classes will then be held weekly, with multiple choice quizzes following weeks 1, 2, and 4, and short answer/essay exams following weeks 3 and 5.

Evaluation Techniques:

Class participation	30%
Quizzes & Exams	70%

Grading:

A:	90 - 100
B:	80 – 89
C:	70 – 79
D:	60 – 69
F:	<60

Class Attendance Policy

Students must regularly attend online classes and productively participate in discussion board. Each student is expected to initiate two original threads per week and three responsive threads that follow the original thread posted by another student. All threads, whether original or responsive, must relate directly to the course material for that week, and must indicate reflective consideration of the material.

Quiz/Exam Policy

Inquiries regarding quizzes and exams should be directed to the course coordinator, preferably prior to the assessment, and always within a week following the assessment.

Make-up Quiz/Exam Policy

Students who are excused from a quiz or exam will not be required to make up that assessment and their final grade will be calculated without consideration of the missed assessment. Students who are not excused from a missed quiz or exam will receive a grade of zero on that missed assessment. Any student who misses quizzes and/or exams of a sufficient number that indicate the student has not completed enough coursework to achieve the objectives of the course will be given an incomplete (I) grade for the course.

Policy on Old Quizzes and Assignments

All quizzes and exams will be posted, with answers, to the course discussion board, and these materials may be shared with anyone who wishes to have them.

Academic Dishonesty Statement:

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: <http://uwadmnweb.uwyo.edu/legal/universityregulations.htm>

Disability Support Statement:

The University of Wyoming is an affirmative action/equal opportunity educator and employer. If you have a physical, learning, or psychological disability and require accommodations, please let the instructor know as soon as possible. You will need to register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall. The University Disability Support Services website, which may be found at: <http://uwadmnweb.uwyo.edu/udss/facultyandstaff/tipsforteaching.asp> or you may contact UDSS for more information at (307) 766-6189, TTY: (307) 766-3073

Class Schedule

Module	Topic	Assignments	Course Activities	Assessment
I	The Process of Ordinary Change in Health Care	Kuhn, pp 1-76 Articles Video Lecture	Weekly Live Online Class; Discussion Board	Exam I
II	Paradigm Shifts as Revolutions in Health Care	Kuhn 77-208 Articles Video Lecture	Weekly Live Online Class; Discussion Board	Exam II
III	The Evolution of Health Care in America	Starr, entire book Articles Video Lecture	Weekly Live Online Class; Discussion Board	Exam III
IV	Technology and the Future of Health Care	Wachter, entire book Articles Video Lecture	Weekly Live Online Class; Discussion Board	Exam IV
V	Patient Empowerment Through Technology	Topol, entire book Articles Video Lecture	Weekly Live Online Class; Discussion Board	Exam V