

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.

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Course Objectives

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

1. 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.
2. Discuss the role of the hospital in cementing the authority of the medical profession.
3. Discuss the social meaning of science and the influence of science on the rise of the health professions.
4. 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).
5. 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.
6. Discuss the trend away from fee-for-service payments and toward payments based on a population of people, adjusted for their baseline health.
7. Discuss whether the federal law requiring that people have health insurance positively affects their engagement in their own health care.
8. Discuss the implications of initiatives like OpenNotes that allow patients to read their electronic health care record.
9. Describe how a single tragic medication error can force changes in the provision of health care.
10. Consider whether the advent of computerized health records has built a wall between health professionals and their patients.

11. Discuss how intelligent networks in health care can allow place, time, and people to become more efficiently distributed.
12. Consider whether the democratization of medicine means an end to medical paternalism.
13. Describe how the democratization of medical knowledge can lead to innovation in new places.
14. Describe how patients may ultimately be better at understanding medical risks than are health professionals.
15. Discuss the risks of innovation in health care.

Course Learning Resources:

- Required Textbooks:
 - Starr P. *The Social Transformation of American Medicine*, Basic Books. (updated edition in 2017).
 - Topol E. *Deep Medicine*, Basic Books (2019).
- Posted Video Lectures
- Online Articles

Course Structure & Outline

Online live classes will be held weekly with multiple choice quizzes weekly.

Evaluation Techniques:

Class attendance & discussion	25%
Quizzes	75%

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 the discussion. Students should be respectful of one another in the live class discussions and in any online discussions.

Quiz Policy

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

Course Communication

Instructor communications:

All students must have access to their university email address. Any changes to the syllabus or class schedule will be communicated through email (per the University Faculty Handbook). Students are responsible for obtaining course updates sent via email. Please check your email regularly for any important updates, changes, or cool news about the world of health care.

Etiquette and Professionalism:

As an enrolled student in a graduate professional program, you are held to the same professional standards as a healthcare professional. Please be courteous and respectful of your classmates and instructors when communicating in person and by email. Professionalism in your interactions includes correct and appropriate spelling, grammar, and punctuation.

Academic Dishonesty Statement:

Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at the Course Coordinator's discretion, an "F" on an exam, an "F" on the class component exercise, and/or an "F" in the entire course. Academic dishonesty means anything that represents someone else's ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person's writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically

Disability Support Statement:

The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, , please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss

Classroom Statement on Diversity:

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

Duty to Report:

UW faculty are committed to supporting students and upholding the University's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member MUST report information you share about the incident to the university's Title IX Coordinator (you may choose whether you or anyone involved is identified by name). If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may find info about UW policy and resources at <http://www.uwyo.edu/reportit>

You do not have to go through the experience alone. Assistance and resources are available, and you are not required to make a formal complaint or participate in an investigation to access them.

Substantive Changes to Syllabus:

All deadlines, requirements and course structure is subject to change if deemed necessary by the instructor. Students will be notified verbally in class, on our WyoCourses page announcement, and/or via email of these changes.

Student Resources:

DISABILITY SUPPORT SERVICES: udss@uwyo.edu, 766-3073, 128 Knight Hall, www.uwyo.edu/udss

COUNSELING CENTER: uccstaff@uwyo.edu, 766-2187, 766-8989 (After hours), 341 Knight Hall, www.uwyo.edu/ucc

ACADEMIC AFFAIRS: 766-4286, 312 Old Main, www.uwyo.edu/acadaffairs

DEAN OF STUDENTS OFFICE: dos@uwyo.edu, 766-3296, 128 Knight Hall, www.uwyo.edu/dos

UW POLICE DEPARTMENT: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, www.uwyo.edu/uwpd

STUDENT CODE OF CONDUCT WEBSITE: www.uwyo.edu/dos/conduct

Class Schedule

There is an online video orientation lecture that should be viewed prior to the start of classes.

You should begin your readings prior to the first live class. The first class will be held on Sunday, September 8, at 4pm Mountain Time (MT). Classes will be held on Sundays, starting at 4pm MT and will generally last about 1 hour.

Quizzes must be completed by the Tuesday after the live class discuss and will focus on the topic of that week.

Dates	Readings	Live Class	Quiz Due
09/04 to 09/10	Starr, Book 1: Intro (pg 3-29) & Chap 3 (pg 79-144)	09/08	09/10
09/11 to 09/17	Starr, Book 2: Chap 1-4 (pg 235-419)	09/15	09/17
09/18 to 09/24	Starr, Book2: Chapter 5 and Epilogue (pg 420-493) Medicare & Medicaid Overview	09/22	09/24
09/25 to 10/01	Topol, Chap 1-7	09/29	10/01
10/02 to 10/08	Topol, Chap 8-13	10/06	10/08

Please note that the HSA Seminar will be held in Laramie on October 12-13. There will be pre-seminar readings that you should begin as soon as you complete your final quiz in this course.