

EDU 275S, GLHLTH 275S: Fall 2021

Leadership and the Changing Landscape of Health Care

Location: 126 Friedl
Time: Tuesday, Thursday, 1:45PM – 3:00PM

Class Attributes:

- Course Component
 - Small Group Learning Experience/(S) Seminar
- Modes of Inquiry
 - (EI) Ethical Inquiry
 - (W) Writing
- Areas of Knowledge
 - (SS) Social Sciences

By the end of the class, students will:

- Describe the development of physicians and health professions from the late 19th century to the present
- Analyze recommendations for health professions training
- Compare health care delivery, costs, and outcomes in other nations
- Discuss competing health care delivery reform initiatives locally and abroad
- Explain how the historical context of medicine in the US is critical to understanding current trends in access, affordability, inequities, and outcomes
- Develop skills in multiple writing genres (reflective, commentary, persuasive)
- Explore leadership styles and how leaders make tough decisions

Synopsis:

This is a writing-in-the-discipline seminar course and will investigate the historical, social, political, economic and ethical implications of health care in the United States. We will explore how other nations have taken in developing and funding health care resources. The course examines the educational preparation of health care providers historically as well as current calls for reform. Through reading and discussion, we will analyze health outcomes and contrast those outcomes with healthcare costs as well as implications for the future national and global economy. We will investigate proposed health care models, methods of training health care workers for an aging population, inequalities in distribution and the political and ethical implications of change. Finally, we look at the trend to population health and value-based healthcare and how the US is prepared to function in a new model of care delivery. Throughout the term we will explore your development as leaders in the broader healthcare landscape.

This is an appropriate course for students considering careers in education, global health and health professions and is designed to complement learning in other education, global health, and

pre-health professions coursework. Although we will examine policy recommendations, it is not a policy course per se.

Writing Assignments:

There are seven reflective writing assignments during the term. All reflective writing assignments are due by 12:00pm on the Sunday before Tuesday's class. Please title your assignment with the following convention: Lastname_Reflection#_2021 (e.g. Sangvai_Reflection1_2021). Use MSWord (no pdfs!), 11pt. Calibri, 1" margins on all sides, 1.5 spacing, 450-500 words. Reference information that you have obtained from other sources where appropriate. For more on avoiding plagiarism, please see <https://plagiarism.duke.edu>. You may use the citation format of your choice (<https://library.duke.edu/research/citing>). Citations do not apply to word count.

Instructors will distribute individual written pieces for class discussion. Writings are evaluated according to the rubric below. Twenty-five percent of the course grade will be based on the weekly writing assignments. Late assignments will be accepted **once per student**, up to one week late. After that, no late writing assignments will be accepted, except in case of documented emergency. At the end of the semester, the lowest score on an assignment turned in on time will be thrown out. Assignments are due via Sakai.

Reflections are due on 9/12, 9/19, 9/26, 10/17, 10/31, 11/7, 11/14

Students interested in additional assistance with their writing are encouraged to consult the Thompson Writing Program (TWP) Writing Studio (<https://twp.duke.edu/twp-writing-studio>).

The Duke Reader Project (<https://twp.duke.edu/dukereaderproject>) provides you with an opportunity to work 1:1 with expert readers.

Midterm Paper:

The midterm will consist of a commentary piece (Perspective) designed for publication in the *New England Journal of Medicine (NEJM)*. The paper must conform to the editorial style and guidelines for authors. Your opinion/perspective may be based on information gained in class or another topic of interest. Students are **highly encouraged** to consult with instructors regarding their midterm topic. **The midterm is due on 9/30/21.**

Final Project:

For the final, you will work in teams of two students. The project is as follows:

You are the health and human services director for any state that you choose. Describe the five largest health problems confronting your state and outline a five-year plan to address those problems. You must substantiate and reference those health problems and explain (or persuade), to the citizens of your state, your reasons for your selection and how the health of the state will improve. Your paper should include a 1-page executive summary, 10-pages of body (max), and 1-page conclusion/summary. Please submit in MSWord **and** pdf. Use 11pt. Calibri, 1" margins on all sides, 1.5 spacing.

Select the state you will represent by October 1. Only one pair of students may select a given state. You will make a 10 min presentation (7 PowerPoint slides) on Nov 30 or Dec 2 highlighting the important points of your paper.

Class Participation:

Participation is a vital component of the class. Attendance is mandatory and there are no unexcused absences. Please let your instructors know of any attendance conflicts, etc. before class if you anticipate being absent. (This may not be possible for emergencies and illness.) Attendance and active participation are essential and will be reflected in the class participation component of grades. **Please do not use computers, cell phones or other electronic devices (other than that required for engaging virtually and conducting surveys) during class. When participating virtually, students will be asked to enable their cameras.**

Writing – Grading Rubric

1	2	3	4
Does not identify or summarize the main arguments/points of the reading or class discussion	Represents the issues inaccurately, or is confused	Identifies issues clearly and accurately, summarizing effectively	Identifies nuances, subordinate issues and complexities in the argument
Does not draw critical distinctions, fails to clarify the presented position	Addresses a single source of the argument/point	Appropriately identifies own position	Draws support for own point of view from outside sources and supports effectively
Does not identify or evaluate any conclusions, implications or consequences	Faulty explanation or conclusion	Accurately draws conclusions and consequences	Provides well-developed analysis and conclusion, analyzing own reflections
Contains errors in grammar or punctuation, fails to adhere to word count, and other structural elements of assignment.	Some flaws in language, causing confusion for the reader	Clear, declarative sentences with clear meaning.	Nuanced writing, using an economy of words to effectively and clearly establish argument(s)

Class Participation – Grading Rubric

1	2	3	4
Little or no participation	Limited interaction with instructors and students	Makes sincere effort to participate	Actively participates, supports, engages instructors and peers
Frequently unprepared	Usually prepared	Almost always prepared	Fully prepared for every session
Little interest in material	Comments frequently not on point	Comments frequently advance the level of discussion	Consistently provides in depth analysis and synthesis of material
Comments harm the group dynamic	Comments and/or presence does not affect group dynamic	Frequently improves level of discussion and group dynamic	Always improves the level of discussion and the performance of peers
Disrespectful of peers – ignores, reads, checks e-mail during class	Distracted when others are speaking; or student dominates the class without careful listening	Respectful, listens carefully and generally encourages peers	Actively listens to peers, asks intelligent and respectful questions of others, listens attentively
Never volunteers new information	Sometimes volunteers new information	Consistently volunteers new information	Consistently volunteers new information and volunteers to research questions posed by the class for future discussions

Class Schedule:

Date	Topic	Reading (complete prior to class) Writing (due by following Sunday at noon, except midterm)
UNIT 1		
[1] 8/24 (T)	<ul style="list-style-type: none"> Introduction Perceptions of US Healthcare 	None
[2] 8/26 (R)	<ul style="list-style-type: none"> Physicians and Healthcare pre-20th Century 	<ul style="list-style-type: none"> Medical Education in the United States and Canada Read pages vii-xvii, 3-37, 196-199, skim rest (page numbers are of text, not pdf) http://archive.carnegiefoundation.org/publications/pdfs/elibrary/Carnegie_Flexner_Report.pdf The Social Transformation of American Medicine (TSTAM) Introduction and Book 1, Chapter 1: pages 3-59
[3] 8/31 (T)	<ul style="list-style-type: none"> Workforce Estimates 	<ul style="list-style-type: none"> The Complexities of Physician Supply and Demand: Projections From 2019 to 2034 https://www.aamc.org/media/54681/download Read pages 1-38, skim rest Critical Challenges: Revitalizing the Health Professions for the Twenty-First Century http://www.jimbergmd.com/Way%20of%20Barefoot%20Doctoring/WEB%20way%20of%20bfd/Critical%20Challenges%20to%20Healthcare.html Too Many Law Students, Too Few Legal Jobs https://www.nytimes.com/2015/08/25/opinion/too-many-law-students-too-few-legal-jobs.html
[4] 9/2 (R)	<ul style="list-style-type: none"> Introduction to (Review of) Writing 	<ul style="list-style-type: none"> TSTAM Book 1, Chapter 2 and 3: pages 60-144, How to Become a Competent Medical Writer? https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3149406/ Article Types (Review the types of articles submitted to medical journals, esp. <i>Perspective</i>) https://www.nejm.org/author-center/article-types
9/3	ADD/DROP ENDS	
[5] 9/7 (T)	<ul style="list-style-type: none"> Non-physician Members of the Healthcare Team 	<ul style="list-style-type: none"> TSTAM Book 1, Chapter 4 and 5: pages 145-197 Understanding Health Policy (UHP) Chapter 7: pages 75-90 America's Most & Least Trusted Professions https://www.forbes.com/sites/niallmccarthy/2019/01/11/americas-most-least-trusted-professions-infographic/?sh=267affd57e94
[6] 9/9 (R)	<ul style="list-style-type: none"> Leadership 	<ul style="list-style-type: none"> UHP Chapter 1: pages 1-4 Case: Recognizing Leadership Styles (will be distributed in class on 9/2) Reflection 1 (due by noon, Sunday 9/12)

[7] 9/14 (T)	<ul style="list-style-type: none"> • Writer's Workshop 	<ul style="list-style-type: none"> • Start <i>The Horse and Buggy Doctor (HBD)</i> Complete by 1:45pm on 9/16
[8] 9/16 (R)	<ul style="list-style-type: none"> • Review HBD; Women as Consumers 	<ul style="list-style-type: none"> • Complete <i>The Horse and Buggy Doctor (HBD)</i> Complete by 1:45pm on 9/16 • Refection 2 (due by noon, Sunday 9/19)
UNIT 2		
[9] 9/21 (T)	<ul style="list-style-type: none"> • Introduction to the US Healthcare System 	<ul style="list-style-type: none"> • TSTAM Book 1, Chapter 6: pages 198-234 Book 2, Chapter 1: pages 235-289
[10] 9/23 (R)	<ul style="list-style-type: none"> • Comparing Health Systems 	<ul style="list-style-type: none"> • UHP Chapter 14: pages 169-184 • Refection 3 (due by noon, Sunday 9/26)
[11] 9/28 (T)	<ul style="list-style-type: none"> • Writer's Workshop 	<ul style="list-style-type: none"> • UHP Chapter 2 and 4: pages 5-18 and 35-46
[12] 9/30 (R)	<ul style="list-style-type: none"> • How Healthcare is Financed 	<ul style="list-style-type: none"> • The Cost Conundrum https://www.newyorker.com/magazine/2009/06/01/the-cost-conundrum • Why Some Doctors Purposely Misdiagnose Patients. Retrieved from https://www.theatlantic.com/health/archive/2019/08/when-doctors-purposely-misdiagnose-patients/596068/ • Midterm (due by 1:45pm today)
Fall Break 10/1 – 10/5		
[13] 10/7 (R)	<ul style="list-style-type: none"> • Insurance 101 	<ul style="list-style-type: none"> • TSTAM Book 2, Chapter 2: pages 290-334
[14] 10/12 (T)	<ul style="list-style-type: none"> • Medicare, Medicaid, and CHIP 	<ul style="list-style-type: none"> • TSTAM Epilogue: Pages 450-493 • How Medicare Was Made https://www.newyorker.com/news/news-desk/medicare-made • Start <i>Black Man in a White Coat: A Doctor's Reflections on Race and Medicine</i> Complete by 1:45pm on 10/19.
[15] 10/14 (R)	<ul style="list-style-type: none"> • Expanding Health Insurance 	<ul style="list-style-type: none"> • Case : The Affordable Care Act and Progress on UHC in the US (will be distributed in class on 10/7) • Refection 4 (due by noon, Sunday 10/17)
[16] 10/19 (T)	<ul style="list-style-type: none"> • Race and Equity – A Personal Perspective 	<ul style="list-style-type: none"> • Complete <i>Black Man in a White Coat: A Doctor's Reflections on Race and Medicine</i> Complete by 1:45pm on 10/19 • Medical Schools Have Historically Been Wrong on Race https://www.nytimes.com/2020/07/27/opinion/sunday/coronavirus-medicine-blackness.html • The Case for Black Doctors

		<p>https://www.nytimes.com/2015/05/17/opinion/sunday/the-case-for-black-doctors.html</p> <ul style="list-style-type: none"> • Misrepresenting Race — The Role of Medical Schools in Propagating Physician Bias https://www.nejm.org/doi/full/10.1056/NEJMms2025768 • Revisiting Black Man in a White Coat https://www.youtube.com/watch?v=b3Q7SDMrfLo
[17] 10/21 (R)	• Healthcare for the poor and sick	<ul style="list-style-type: none"> • The Hot Spotters https://www.newyorker.com/magazine/2011/01/24/the-hot-spotters
[18] 10/26 (T)	• Technology and Digital Health	<ul style="list-style-type: none"> • The Costly Paradox of Health-care Technology https://www.technologyreview.com/2013/09/05/252307/the-costly-paradox-of-health-care-technology/ • Why Isn't Innovation Helping Reduce Health Care Costs? https://www.healthaffairs.org/doi/10.1377/hblog20200602.168241/full/
[19] 10/28 (R)	• Pharmacy	<ul style="list-style-type: none"> • America's Broken Health Care System: The Role of Drug, Device Manufacturers. https://www.forbes.com/sites/robertpearl/2014/04/24/americas-broken-health-care-system-the-role-of-drug-device-manufacturers/#4b1539486861 • With \$2.1 million price tag, families fight to get lifesaving drug for babies covered. Retrieved from https://www.nbcnews.com/health/kids-health/2-1-million-price-tag-families-fight-get-lifesaving-drug-n1033596 • Why are patients struggling to access life-saving immune globulin? https://www.pharmaceutical-technology.com/features/immune-globulin-shortages • Nationwide Shortage of Immunoglobulin Forces Patients to Find Alternatives. https://www.ashclinicalnews.org/online-exclusives/nationwide-shortage-immunotherapy-drug-forces-patients-find-alternatives/ • Refection 5 (due by noon, Sunday 10/31)
[20] 11/2 (T)	• Field Trip	<ul style="list-style-type: none"> • No assigned reading
UNIT 3		
[21] 11/4 (R)	• New Models of Payment	<ul style="list-style-type: none"> • UHP Chapter 8 and 9: pages 91-116 • Healthcare Hotspotting – A Randomized Controlled Trial https://www.nejm.org/doi/full/10.1056/NEJMsa1906848 • Refection 6 (due by noon, Sunday 11/7)
[22] 11/9 (T)	• Venture Capital	<ul style="list-style-type: none"> • The Burgeoning Role of Venture Capital in Health Care https://www.healthaffairs.org/doi/10.1377/hblog20181218.956406/full/
[23] 11/11 (R)	• Consumerism	<ul style="list-style-type: none"> • Refection 7 (due by noon, Sunday 11/14)

<p>[24] 11/16 (T)</p>	<ul style="list-style-type: none"> • Globalization 	<ul style="list-style-type: none"> • Medical Tourism: Travel to Another Country for Medical Care https://wwwnc.cdc.gov/travel/page/medical-tourism • Why Medical Tourism is Drawing Patients, Even in a Pandemic https://www.nytimes.com/2021/01/19/travel/medical-tourism-coronavirus-pandemic.html • 2021 Global Health Care Outlook https://www2.deloitte.com/global/en/pages/life-sciences-and-healthcare/articles/global-health-care-sector-outlook.html • Coronavirus shows U.S. too dependent on cheap medical imports, USTR says https://www.reuters.com/article/us-health-coronavirus-trade-ustr/coronavirus-shows-u-s-too-dependent-on-cheap-medical-imports-ustr-says-idUSKBN21I042
<p>[25] 11/18 (R)</p>	<ul style="list-style-type: none"> • Independent Project Time 	<ul style="list-style-type: none"> • No assigned reading
<p>[26] 11/23 (T)</p>	<ul style="list-style-type: none"> • Advanced Illness Planning and EOL 	<ul style="list-style-type: none"> • The Status of End-of-Life Care in the United States The Glass is Half Full https://jamanetwork.com/journals/jama/fullarticle/2687842 • Society's End-of-Life Problem https://www.scientificamerican.com/article/societys-end-of-life-problem • End-of-Life Care, Not End-of-Life Spending https://jamanetwork.com/channels/health-forum/fullarticle/2760146
<p>Thanksgiving Recess 11/24 – 11/28</p>		
<p>[27] 11/30 (T)</p>	<ul style="list-style-type: none"> • Presentations 	<ul style="list-style-type: none"> • No assigned reading
<p>[28] 12/2 (R)</p>	<ul style="list-style-type: none"> • Presentations 	<ul style="list-style-type: none"> • No assigned reading • Final Project Written (TBD)