

# EDU 275S, GLHLTH 275S: Fall 2020

## Leadership and the Changing Landscape of Health Care

Location: West Duke, Room 106 (Tuesdays); ZOOM (Thursdays)  
Time: Tuesday/Thursday, 1:45PM – 3:00PM  
Instructor: Devdutta Sangvai, MD, MBA (devdutta.sangvai@duke.edu)  
Co-Instructor: Morgan Carney (morgan.carney@duke.edu)  
Office Hours: By appointment

### 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 19<sup>th</sup> century to the present
- Explain how the historical context of medicine in the US is critical to understanding current trends
- Analyze recommendations for health professions training
- Compare health care delivery, costs and outcomes in industrialized nations
- Discuss competing health care delivery reform initiatives locally and abroad
- Develop skills in multiple writing genres: expository, journalistic and editorial

### Books/Texts:

- Bodenheimer, T., & Grumbach, K. (2016). *Understanding Health Policy, A Clinical Approach* (7th ed.). New York: McGraw Hill Education.
- Hertzler, A. E. (1970). *The Horse and Buggy Doctor*. Lincoln: Bison Books.
- Starr, P. (2017). *The Social Transformation of American Medicine: The Rise of a Sovereign Profession and the Making of a Vast Industry* (2nd ed.). New York: Basic Books.
- Tweedy, D. (2016). *Black Man in a White Coat: A Doctor's Reflections on Race and Medicine*. New York, NY: Picador.
- Journal articles and other readings as assigned

### Format:

The course will start the semester in hybrid format--allowing for those who can come to class to join in person while following all University guidance for in-person instruction, not limited to masking and social distancing—while providing a quality academic experience for those who wish to attend virtually. Expect the class to be no more than 25-50% in person, which could change to more virtual instruction based on preference and state of the pandemic. We will be requesting regular feedback on format.

**Grading:**

- 25% class participation
- 25% written weekly work products
- 20% midterm paper
- 30% final project

**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 health care 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 will 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.

This is an appropriate course for students considering careers in health professions and is designed to complement learning in other pre-health professions coursework. Although we will examine policy recommendations, it is not a policy course. Readings will come from multiple disciplines. Local health care leaders will serve as consultants and instructors. The course is writing intensive and will include short weekly written reflections of assigned readings. A midterm paper will be an opinion piece, suitable for publication in a major medical journal (i.e., Health Affairs, JAMA, NEJM, Academic Medicine). The final presentation and project will identify state-level health issues, with proposals for five-year priorities.

**Midterm Paper:**

An opinion piece designed for publication in Health Affairs, the New England Journal of Medicine, Academic Medicine, or Journal of the American Medical Association. The paper must conform to the editorial style and guidelines for authors. Opinions may be based on information gained in class. Students are ***highly encouraged*** to consult with instructors regarding their midterm topic.

**Final Project:**

For the final, you will work in teams of two students.

Assume that 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, to the citizens of your state, your reasons for your choices and how the health of the state will improve. Select the state you will represent by midterm. Only one pair of students may select a given state. You will make a 15-20 min virtual presentation on Nov 10 or Nov 12 highlighting the important points of your paper.

**Writing Assignments:**

All reflective writing assignments are typically due by 12:00pm on the Sunday before Tuesday’s class. Please title your assignment with the following convention: Lastname\_Reflection#\_2020 (e.g. Sangvai\_Reflection1\_2020).

Instructors may choose to distribute individual written pieces for class discussion. Assignments will be 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.

**Writing – Grading Rubric**

1	2	3	4
Does not identify or summarize the main arguments/points of the reading	Represents the issues inaccurately, or is confused	Identifies issues clearly and accurately, summarizing effectively	Identifies nuances, subordinate issues and complexities in the argument and addresses the position(s) and bias(es) of the author
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:**

Participation is a vital component of the class. Attendance is mandatory and there are no unexcused absences. Please let Morgan know of any conflicts, illnesses, 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) during class. When participating virtually, students will be asked to enable their cameras.

**Class Participation – Grading Rubric**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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	Student consistently provides in depth analysis and synthesis of material
Student's presence harms the group dynamic	Student's presence does not affect group dynamic	Student frequently improves level of discussion and group dynamic	Student always improves the level of discussion and the performance of peers
Student is disrespectful of peers – ignores, reads, checks e-mail during class	Student is sometimes distracted when others are speaking; or student dominates the class without careful listening	Student is respectful, listens carefully and generally encourages peers	Student actively listens to peers, asks intelligent and respectful questions of others, listens attentively
Student never volunteers new information	Student sometimes volunteers new information	Student consistently volunteers new information	Student consistently volunteers new information and volunteers to research questions posed by the class for future discussions

**Unit 1: The Physician, Workforce, and Society**

## **Tuesday August 18 (D. Sangvai and M. Carney)**

### **West Duke 106**

*Discussion: What do you know about health care in the 21<sup>st</sup> century? What do you want to know? Introductions, structure of the class, syllabus, grading rubric, class expectations.*

### Reading Assignment for Thursday 8/20

- Read Introduction, Chapter 1 (p. 1-19), also skim p. 185-319:  
Flexner, A. (1910). The Flexner Report: Medical Education in the United States and Canada: A Report to the Carnegie Foundation for the Advancement of Teaching. Retrieved from [http://archive.carnegiefoundation.org/publications/pdfs/elibrary/Carnegie\\_Flexner\\_Report.pdf](http://archive.carnegiefoundation.org/publications/pdfs/elibrary/Carnegie_Flexner_Report.pdf)
- *The Social Transformation of American Medicine* (TSTAM): Introduction and Chapters 1, from Book 1

## **Thursday August 20 (D. Sangvai)**

### **ZOOM**

*Discussion: What was the state of medicine as a profession at the turn of the 20<sup>th</sup> Century? What were general entrance requirements to medical school at the time of the Flexner Report? Compare the status of medicine as a profession at the turn of the previous century and in the 21<sup>st</sup> century. How does Starr explain that change? Of the two most prestigious professions in the US – law and medicine – physician shortage is rampant, but there is an oversupply of attorneys. Why?*

### Reading Assignment for Tuesday 8/25

- Association of American Medical Colleges. (2019, April). The Complexities of Physician Supply and Demand: Projections from 2017 to 2032. Retrieved from [https://aamc-black.global.ssl.fastly.net/production/media/filer\\_public/31/13/3113ee5c-a038-4c16-89af-294a69826650/2019\\_update\\_-\\_the\\_complexities\\_of\\_physician\\_supply\\_and\\_demand\\_-\\_projections\\_from\\_2017-2032.pdf](https://aamc-black.global.ssl.fastly.net/production/media/filer_public/31/13/3113ee5c-a038-4c16-89af-294a69826650/2019_update_-_the_complexities_of_physician_supply_and_demand_-_projections_from_2017-2032.pdf)
- Critical Challenges: Revitalizing the Health Professions for the Twenty-First Century. Retrieved from <http://www.jimbergmd.com/Way%20of%20Barefoot%20Doctoring/WEB%20way%20of%20bfd/Critical%20Challenges%20to%20Healthcare.html>
- Bennett, H. D., Chen, E., & Bodenheimer, T. (2009, February). Confronting The Growing Burden Of Chronic Disease: Can The U.S. Health Care Workforce Do The Job? Retrieved from <http://content.healthaffairs.org/content/28/1/64.full.html>
- Harper, S. J. (2015, August 25). Too Many Law Students, Too Few Legal Jobs. Retrieved from <https://www.nytimes.com/2015/08/25/opinion/too-many-law-students-too-few-legal-jobs.html>

## **Tuesday August 25 (D. Sangvai)**

### **West Duke 106**

*Discussion: How do we know how many health professionals we need? Who decides? Have we miscalculated in the recent past? How do we know we are right now? What could challenge current projections and what are the implications for physicians and society if we get it wrong?*

### Reading assignment for Thursday 8/27

- TSTAM: Chapters 2 and 3 from Book 1
- Sharma, S. (2010). How to Become a Competent Medical Writer? Perspectives in Clinical Research, 1(1), 33–37. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3149406/>
- Review the editorial policies and information for authors of each journal:
  - Journal of the Association of American Medical Colleges <https://journals.lww.com/academicmedicine/Pages/InformationforAuthors.aspx>
  - Health Affairs <https://www.healthaffairs.org/help-for-authors>

## **Thursday August 27 (M. Carney)**

### **ZOOM**

*Discussion: Why write? Writing vs. public speaking. Writing for publication. Review criteria for midterm paper. Who is the intended audience for each of the journals you read? What is their editorial style?*

### Reading assignment for 9/1

- TSTAM: Chapters 4 and 5 from Book 1
- *Understanding Health Policy, A Clinical Approach* (UHP): Chapter 7, The Health Care Workforce and the Education of Health Professionals
- McCarthy, N. (2018, January 4). America's Most and Least Trusted Professions [Infographic]. Retrieved from <https://www.forbes.com/sites/niallmccarthy/2018/01/04/americas-most-and-least-trusted-professions-infographic/#5a78960a65b5>
- Cooke, M., Irby, D. M., Sullivan, W., & Ludmerer, K. M. (2006). American Medical Education 100 Years after the Flexner Report. *New England Journal of Medicine*, 355(13), 1339–1344. doi: 10.1056/nejmra055445
- Duffy, T. P. (2011). The Flexner Report — 100 Years Later. *Yale Journal of Biology and Medicine*, 84(3), 269–276. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3178858/>

### Writing Assignment I:

500-word reflection on assigned reading and discussion to date. Due Sunday 8/30 at 12pm.

-----**Drop/Add ends Friday, August 28**-----

**Tuesday September 1 (D. Sangvai)**

**West Duke 106**

*Discussion: Review writing assignment I; highlight 1-2 in class. How do the developments of other health professions differ from medicine? Describe the relative social and economic status of these professions in the 21<sup>st</sup> century. What might you propose as solutions to close the physician gap...if you think we have one...?*

Reading Assignment for 9/3

- Hertzler, A. E. (1970). *The Horse and Buggy Doctor*. Lincoln: Bison Books.

**Thursday September 3 (M. Carney, D. Sangvai)**

**ZOOM**

*Discussion: Review Horse and Buggy Doctor. How would you describe Hertzler as a writer? Midterm planning. **Writer's workshop** (review Writing Assignment I)*

Reading Assignment for 9/8

- None

Writing Assignment II:

500-word reflection on The Horse and Buggy Doctor, other readings, and discussion to date. Due Sunday September 6 at 12pm.

**Tuesday September 8 (D. Sangvai)**

**West Duke 106**

*Discussion: Review Unit 1.*

Reading Assignment for 9/10

- TSTAM: Chapters 1, 2, 3, 4 from Book 2
- UHP: Chapter 14, Health Care in Four Nations

**Unit 2: Evolution of the US Healthcare System**

**Thursday September 10 (D. Sangvai)**

**ZOOM**

*Discussion: An overview of the US healthcare system: Facts and Figures.*

Reading Assignment for 9/15

- Read: Overview, p. 1-137, skim the tables

World Health Organization. (2013, July 29). The world health report 2000 - Health systems: improving performance. Retrieved from <https://www.who.int/whr/2000/en>

Writing Assignment III:

500-word reflection on assigned reading/discussions to date. Due Sunday September 13, 12pm.

**Tuesday September 15 (D. Sangvai)**

**West Duke 106**

*Discussion: How does the US Health Care system stack up in the world? What are contributing factors? Discuss the difference between 'caring for the sick' and 'prevention'. Where are US dollars spent?*

Reading assignment for 9/17

- Tweedy, D. (2016). *Black Man in a White Coat: A Doctor's Reflections on Race and Medicine*. New York, NY: Picador.

**Thursday September 17 (Guest Presentation: D. Tweedy)**

**ZOOM**

*Discussion: Diversity and Equity in healthcare. What does Dr. Tweedy's experience in medical school say about race? What surprised you about that experience? What are the conscious or unconscious biases that practitioners bring to their patient encounters? Can training impact those biases?*

Reading Assignment for 9/22

- Gawande, A. (2017, June 19). The Cost Conundrum. Retrieved from <https://www.newyorker.com/magazine/2009/06/01/the-cost-conundrum>
- Khazan, O. (2019, August 15). Why Some Doctors Purposely Misdiagnose Patients. Retrieved from <https://www.theatlantic.com/health/archive/2019/08/when-doctors-purposely-misdiagnose-patients/596068/>
- UHP: Chapter 2, Paying for Health Care
- UHP: Chapter 8, Painful Versus Painless Cost Control

Writing Assignment IV and Midterm Draft:

500-word reflection on assigned reading/discussions to date. Due Sunday September 20, 12pm. Midterm draft due on Sakai by the start of class Thursday September 24.

**Tuesday September 22 (D. Sangvai)**

**West Duke 106**

*Discussion: How is healthcare financed? Who pays for healthcare? Why are health care costs in the US so high? How do we contain them?*



### Reading Assignment for 9/24

- Frenk, J., Chen, L., Bhutta, Z. A., Cohen, J., Crisp, N., Evans, T., ... Zurayk, H. (2010). Health Professionals for a New Century: Transforming Education to Strengthen Health Systems in an Interdependent World. *The Lancet*, 376(9756), 1923–1958. doi: 10.1016/s0140-6736(10)61854-5.  
[https://dash.harvard.edu/bitstream/handle/1/4626403/Ed\\_HealthProfCommisionp5\\_40.PDF](https://dash.harvard.edu/bitstream/handle/1/4626403/Ed_HealthProfCommisionp5_40.PDF)

### **Thursday September 24 (M. Carney)**

#### **ZOOM**

*Discussion: Writers' workshop. Submit a copy of your midterm draft on Sakai before the start of class.*

### Reading Assignment for 9/29

- None

### **Tuesday September 29 (D. Sangvai)**

#### **West Duke 106**

*Discussion: Insurance 101. What are the origins of health insurance? What does it mean to be uninsured? How does insurance impact access to healthcare. Midterm due by start of class.*

### Reading Assignment for 9/29

- None

### Writing Assignment

Midterm final draft due on Sakai by start of class Thursday October 1.

### **Thursday October 1 (D. Sangvai)**

#### **ZOOM**

*Discussion: Medicare and Medicaid and federal programs.*

### Reading Assignment for 10/6

- Zelizer, J. E. (2015, February 15). How Medicare Was Made. Retrieved from <https://www.newyorker.com/news/news-desk/medicare-made>
- Expanding Health Insurance to Millions: Lessons from the Oregon Health Insurance Experiment. Harvard Kennedy School, Case 2019.2. (to be distributed in class)

### **Tuesday October 6 (D. Sangvai)**

#### **West Duke 106**

*Discussion: Review Expanding Health Insurance to Millions: Lessons from the Oregon Health Insurance Experiment*

Reading Assignment for 10/8

- TBD

**Thursday October 8 (D. Sangvai)**

**ZOOM**

*Discussion: How will increased globalization affect health care? What can the US learn from other parts of the world?*

Reading Assignment for 10/13

- Pearl, R. (2014, April 25). America's Broken Health Care System: The Role of Drug, Device Manufacturers. Retrieved from <https://www.forbes.com/sites/robertpearl/2014/04/24/americas-broken-health-care-system-the-role-of-drug-device-manufacturers/#4b1539486861>
- Carroll, L., Dunn, L., & Dahlgren, K. (2019, July 27). 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>

**Tuesday October 13 (D. Sangvai)**

**West Duke 106**

*Discussion: Understand how important drugs are to health and healthcare. Explore how the cost of drugs is impacting access. Is Big Pharma to blame?*

Reading assignment for 10/15

- UHP: Chapter 1, Introduction: The Paradox of Excess and Deprivation
- UHP: Chapter 4, Paying Health Care Providers

Writing Assignment V:

500-word reflection on assigned reading/discussions to date. Due Sunday October 18, 12pm.

**Unit 3: A New Paradigm for Workforce and Healthcare in the US**

**Thursday October 15 (D. Sangvai)**

**ZOOM**

*Discussion: New Models of Payment and Delivery. Introduction to Final.*

Reading Assignment for 10/20

- Berenson, R. A., & Rich, E. C. (2010). US Approaches to Physician Payment: The Deconstruction of Primary Care. *Journal of General Internal Medicine*, 25(6), 613–618. doi: 10.1007/s11606-010-1295-z. [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2869428/pdf/11606\\_2010\\_Article\\_1295.pdf](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2869428/pdf/11606_2010_Article_1295.pdf)
- New York Times Editorial. (2012, July 21). A Formula for Cutting Health Costs. Retrieved from <https://www.nytimes.com/2012/07/22/opinion/sunday/a-formula-for-cutting-health-costs.html>
- UHP: Chapter 9, Mechanisms for Controlling Costs

**Tuesday October 20 (D. Sangvai)**

**West Duke 106**

*Discussion: Case Study.*

Reading Assignment for 10/22

- Ahle, S. (2019, July 10). Nationwide Shortage of Immunoglobulin Forces Patients to Find Alternatives. Retrieved from <https://www.ashclinicalnews.org/online-exclusives/nationwide-shortage-immunotherapy-drug-forces-patients-find-alternatives/>

**Thursday October 22 (D. Sangvai)**

**ZOOM**

*Discussion:*

Reading Assignment for 10/27

- Gawande, A. (2011, January 24). The Hot Spotters. Retrieved from <https://www.newyorker.com/magazine/2011/01/24/the-hot-spotters>
- Gawande, A. (2011, May 26). Cowboys and Pit Crews. Retrieved from <https://www.newyorker.com/news/news-desk/cowboys-and-pit-crews>
- Gawande, A. (2007, December 2). A Life-Saving Checklist. Retrieved from <https://www.newyorker.com/magazine/2007/12/10/the-checklist>
- Gladwell, M. (2015, December 6). How to Cure Cancer. Retrieved from <http://www.newyorker.com/magazine/2015/12/14/tough-medicine>

Writing Assignment VI:

500-word reflection on assigned reading/discussions to date. Due Sunday October 25, 12pm.

**Tuesday October 27 (D. Sangvai)**

**West Duke 106**

*Discussion: Compare Gawande's work with check lists to Gadwell's recommendation for innovation in health care. What are the conflicts between the two? How can those be resolved? Is 'evidence-based' medicine always best?*

Reading Assignment for 10/29

- Skinner, J. S. (2013, September 5). Unproved Technologies Are to Blame for Health Costs. Retrieved from <https://www.technologyreview.com/s/518876/the-costly-paradox-of-health-care-technology/>

**Thursday October 29 (D. Sangvai)**

**ZOOM**

*Discussion: End of Life*

Reading Assignment for 11/3

- TBD

Writing Assignment VII:

500-word reflection on assigned reading/discussions to date. Due Sunday November 1, 12pm.

**Tuesday November 3 (D. Sangvai)**

**West Duke 106**

*Discussion: Patients as consumers. When can a patient be a consumer? When is it less likely? What are social determinants of health?*

Reading Assignment for 11/5

- TBD

**Thursday November 5 (M. Carney)**

**ZOOM**

*Discussion: Writers' Workshop.*

**Tuesday November 10 (D. Sangvai)**

**ZOOM**

*Final Presentations and Feedback, Part 1*

**Thursday November 12 (D. Sangvai)**

**ZOOM**

*Final Presentations and Feedback, Part 2*

**Sunday November 22 (D. Sangvai)**

- Turn in Final Project