

Issues in Health Care and Pharmacy – UGS 302
Fall 2012: 12:30PM – 2:00 PM TTH - Room PHR 2.114

Instructors:

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The UT BLACKBOARD web site will be used to post grades, extra readings, and messages.

All written assignments should be e-mailed to both Dr. Rascati krascati@mail.utexas.edu and Dr. Barner jbarner@mail.utexas.edu by **Noon** on the day they are due!

Objectives:

This course will provide an overview of the U.S. Health Care System—that is, who spends for and receives care in the U.S. We will consider insurance plans (HMOs, indemnity, Medicare, Medicaid), and how pharmacy fits into the picture (dollars spent on R & D, how many dollars per person per year). Discussions will consider many debatable health care issues (health care as "a right" in the U.S.; right-to-die; insurance coverage; physician extenders; role of nursing; etc).

Required Readings:

Introduction to Health Care Delivery: A Primer for Pharmacists, 5th Edition, 2012

Edited by Robert L. McCarthy, Kenneth W. Schafermeyer and Kimberly S. Plake.

Available on Amazon.com

Grading:

Grades will be assigned as follows:

93% - 100%	A	77% - 79%	C+
90% - 92%	A-	73% - 76%	C
87% - 89%	B+	70% - 72%	C-
83% - 86%	B		
80% - 82%	B-		

Assignments	Activities	Number	Format	Points
WRITING				
All written assignments should be e-mailed to both Dr. Rascati krascati@mail.utexas.edu and Dr. Barner ibarner@mail.utexas.edu by noon on the day they are due!				
Chapter Summary (p.5)	Summary of assigned textbook chapter_____	1	PowerPoint	45
Current Topics (p.7)	Summaries of recent newspaper, magazine or web articles of controversial health care issues	4	½ to 1 page	40 (10 points each)
Research Report (p.8)	Research report on a health issue topic	1	Approximately 10 pages	60
SPEAKING				
Current Topics	Presentation of news article	4	2-3 minutes	---Included in 40 points above---
Chapter Summary	Presentation of chapter	1	20 minutes PowerPoint presentation; 10 minutes audience engagement**	45 (5 points for activity/game/discussion)
Research Report	Presentation of research report	1	12 minutes PowerPoint presentation; 3 minutes audience engagement**	60 (6 points for activity/game/discussion)
University Gem* (p.9)		1	~5-10 minutes/group	10
Movie Summary* (p.9)		1	12 minutes PowerPoint presentation; 3 minutes audience engagement**	20 (3 points for activity/game/discussion)
University Lecture Summary* (p.9)		1	15 minutes	10
TOTAL				300 POINTS

*Group activities

** Audience engagement, activity, game, discussion: When giving oral presentations, we expect you to engage your audience to elicit their opinions and thoughts on the issues being presented. Think creatively with games, role play, examples, so the audience is able to better relate to your presentation. Consider interspersing discussion or activities throughout your lecture to maintain audience interest.

Class Policies:

Please read the following course policies and procedures. It is extremely important that you understand this information before the course begins.

1. Attendance. Please attend all scheduled class meetings and arrive on time. Late arrivals and early departures are very disruptive. If you are not able to attend class due to illness, let us know at least 30 minutes **before** class starts (my voice- mail and e-mail work 24 hours a day). **Unexcused absences will result in a 10-point deduction in your total points.**
2. Late assignments. No assignment grades will be dropped. **Missing a deadline will result in 10% off per day after deadline.**
3. Use of electronics. Cell phones / iPods and computers must be put away during class. Students performing non-class related activities will be marked absent and asked to leave for the remainder of that class.
4. Classroom disruptions. If you have trouble hearing the lecture because of distractions around you, quietly ask those responsible for the distractions to stop. If the distraction continues, please let me know.
5. Accommodations for disabilities. Please let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Division of Diversity and Community Engagement at 471-6259, Services for Students with Disabilities, 471-6259 Services for Students with Disabilities, 471-6259. <http://www.utexas.edu/diversity/ddce/ssd/>
6. Religious holidays. A student who misses an examination, work assignment, or other project due to the observance of a religious holy day will be given an opportunity to complete the work missed within a reasonable time after the absence, provided that he or she has properly notified each instructor. It is the policy of the University of Texas at Austin that the student must notify each instructor at least fourteen days prior to the classes scheduled on dates he or she will be absent to observe a religious holy day. For religious holidays that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. The student may not be penalized for these excused absences but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment or examination within a reasonable time after the excused absence.
7. UT Honor Code. *Students are expected to uphold honesty and integrity with class assignments. Any student suspected of academic dishonesty will be reported to the Dean of Students.* Please refer to the Student Judicial Services website (<http://www.utexas.edu/depts/dos/sjs/>) for the official University policies and procedures on scholastic dishonesty and the following website for UT's honor code <http://registrar.utexas.edu/catalogs/gi09-10/ch01/>.

8. Plagiarism. Policies on plagiarism and referencing can be found on the UT web site <http://www.utexas.edu/lbj/writing/plagiarism.pdf>. **If any assignment is found to be plagiarized, the student will fail the course.** This is a form of cheating and will not be tolerated. If you do not understand the definitions of plagiarism after reading the webpage, please set up an appointment to talk with me before you turn in an assignment.
9. Security/Evacuation: The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> : Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Behavior Concerns Advice Line (BCAL): 512-232-5050. Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Presentation Schedule – Version 1 – This may be updated during the semester – changes will be posted on Blackboard

Date	Topic	Faculty	Student Presenters	Current Topics Presenters	Deadlines
Aug 30	Introduction	Rascati/ Barner	---	---	Choose chapter
Sept 4	Chapter 1	Rascati	---		
Sept 6	US Health Care System	Barner	---		Choose group and movie
Sept 11	Pharmacoeconomics	Rascati			Choose paper topic
Sept 13	Library Meeting	Rascati	---	---	PCL 1.339
Sept 18	Mental Health Services on Campus	Rascati	---		
Sept 20	Writing a Research Paper UWC	Rascati	---		
Sept 25	Chapters	Rascati			
Sept 27	Chapters	Barner			Email reference citation list
Oct 2	Chapters	Rascati			Email paper outline
Oct 4	Chapters	Barner			Email paper introduction – peer review
Oct 9	Chapters	Barner			Email paper introduction
Oct 11	Chapters	Barner			
Oct 16	Discuss University Lecture Series #1	Rascati			Email paper middle section –peer review
Oct 18	Discuss University Lecture Series #2	Barner			Email paper middle section
Oct 23	Movie Presentations	Rascati			
Oct 25	Movie Presentations	Barner			Peer review paper conclusions –peer review
Oct 30	Movie Presentations	Rascati			Email paper conclusions
Nov 1	Movie Presentations	Barner			
Nov 6	Discuss other University Lectures/Events	Barner			
Nov 8	Project Presentations	Barner			Email final write-up of paper
Nov 13	Project Presentations	Rascati			
Nov 15	Project Presentations	Barner			
Nov 20	THANKSGIVING – NO CLASS	---	---	---	---
Nov 22	THANKSGIVING– NO CLASS	---	---	---	---
Nov 27	Project Presentations	Barner			
Nov 29	Project Presentations	Rascati			
Dec 4	Project Presentations	Rascati			
Dec 6	Wrap-up	Rascati/Barner			

Chapter Assignment

Each student will choose one of the chapters below from the required textbook. You should prepare a 30-minute presentation using PowerPoint (20 minutes presenting, 10 minutes discussion/activity). You are not required to cover every single issue in the chapter; just choose those issues that you feel will be most interesting to the class and summarize them in your PowerPoint.

Audience Engagement required: Include 2 opinion questions and 2 knowledge questions with 3 response categories in your chapter presentation. We will use red, yellow, and green cards to solicit audience opinions. We will provide you with example discussion questions that you can use and/or modify.

Additional ideas for discussion, opinion and knowledge questions might include discussing controversial issues with this topic, discussing a current event, playing a game, role play, etc. Consider interspersing discussion or activities throughout your lecture to maintain audience interest.

CH	Topic	Presenter
2	Interdisciplinary Care	
3	The Pharmacist	
4	The Patient	
5	Drug Use in the US	
6	Public Health	
7	Hospitals	
8	Ambulatory Care	
9	Long-Term Care	
10	Mental Health	
11	Home Care	
12	Informatics	
14	Health Economics	
17	Managed Health Care	
18	Medicaid and Medicare	
20	International Health Care Services	
21	Health Care Reform	

Presentation Evaluation Form

All students and Dr. Rascati/Barner will complete this form for your oral presentations

Name of Presenter:

Date of Presentation:

1. Slides (readable, print too small - nice graphics etc)

2. Did presenter speak extemporaneously (versus read from notes the entire time)?

3. Pace and volume of presentation (too fast - too slow - too quiet)?

4. Absence of fillers (ums, ers etc.)

5. Did presenter stop and ask questions of the audience during presentation? (Note: points will be deducted if presenter does NOT engage the audience)

6. Did the presentation keep your interest?

Please fill in your answer for these two questions

Best thing about the presentation:

Top suggestion for improvement:

Current Topic Assignments

Current news items about controversial health care topics are reported everyday! Problems with health care coverage, new treatments, cloning, right-to-die issues etc. are discussed on the news, on the web, and in the newspaper. Please choose one *current* report (**that appeared in the news within the last week**) and summarize it for the class. Also please turn in a written summary of the report to both Drs. Rascati and Barner via e-mail. **Use your own words, not that of the reporter.** One objective of the course is to enhance your writing skills, and feedback on this assignment will be quick.

EXAMPLE: ORIGINAL NEWS ITEM

August 10, 2011

<http://thechart.blogs.cnn.com/2011/08/09/blood-test-to-tell-babys-gender-found-reliable/>

Blood test to tell baby's gender found reliable

A blood test designed to tell the sex of an unborn baby is very reliable, especially after seven weeks' gestation, compared with urine-based tests that are also available to parents, according to new research in this week's issue of Journal of the American Medical Association.

The blood test was designed to be an alternative to invasive procedures, such as amniocentesis, which involves removing a sample of amniotic fluid surrounding the fetus, and chorionic biopsies, which test tissue that makes up most of the placenta. These tests detect inherited birth problems like hemophilia, as well as single -gene disorders such as congenital adrenal hyperplasia and ambiguous genitalia (where a child could have a mix of both sex organs).

"These methods are gold standards for determining fetal abnormality issues," says Dr. Diana Bianchi, co-author of the paper and executive director of the Mother Infant Research Institute as well as a professor of Pediatrics, Obstetrics, and Gynecology at Tufts University School of Medicine." But some of these procedures are invasive and can carry a small risk of miscarriage. The blood test has no major safety issues."

One of the main concerns to researchers was the easy availability of these tests on the Internet, for non-medical purposes. Companies now tout the test as a quick way for parents-to-be to kill their curiosity and find out the sex of their child as early as five to seven weeks' gestation.

"There are companies that say these tests can help determine the sex of the child as early as five weeks," said Dr. Bianchi, "We just didn't see that, but after seven weeks, the percentage of accuracy in determining a male was much higher and after 20 weeks, it shot up to more than 99 percent."

Because of the ease of the blood test, and the earlier window for sex determination, some medical ethicists feel the test makes it easier for parents to abort a child because of its sex. But scientists and policy experts say even though sex selection may have been documented sporadically in other parts of the world, there is no strong evidence of that happening in the U.S.

The blood tests are usually given to women who either have a relative or they themselves know they carry a genetic defect that could be transferred to their babies. In some cases, these defects or conditions can be reversed inside the womb, so doctors say the sooner parents know about their unborn baby's issues, the better. Although there is ultrasound technology, such as a

sonography that can be performed as early as 11 weeks' gestation to determine fetal sex, many parents may want to know sooner.

"The availability of reliable noninvasive alternatives to determine fetal sex would reduce unintended fetal losses," noted the authors, "And would presumably be welcomed by pregnant women carrying fetuses at risk for disorders."

EXAMPLE WRITE-UP - Use your own words!!

A new blood test is now available to determine the sex of a fetus at an early stage of development. Advantages of the blood test include; it is more accurate than the urine-based test and 2) it is less invasive than amniocentesis procedure, which is prone to more risks for the fetus. The blood test can be conducted as early as five weeks into the pregnancy, but becomes more accurate as the pregnancy progresses. The blood test can also provide early detection of some genetic disorders and, in some patients, serves as a good alternative to the amniocentesis procedure. If genetic disorders are identified at an earlier stage, treatment can, in turn, be planned or conducted at an earlier time. Some critics point out that this blood test can be used for non-medical reasons, e.g., solely to allay the parents' curiosity about the gender of their unborn child, or to determine if they want to seek an abortion.

Project Assignment

This is a 'research paper' on a topic related to health issues. Examples of topics would be Alternative Medicines/Treatments, Cloning, Genetic Mapping, AIDs, Reproductive Issues etc.

The paper should contain 3 main sections: 1) An introduction to the topic; 2) The issues surrounding the topic; and 3) A conclusion section. The completed paper, **due Nov 3**, should be about 10 pages, double-spaced. ***Please use headings and subheadings (using your outline)***, and page numbers. Number references as they appear in the paper (1, 2, 3 ...). Most paragraphs will have at least one citation included.

Due dates are listed on the syllabus and below. We will use peer critiquing to improve these drafts. Important Dates:

Sept 6	Choose topic for paper
Sept 22	Email reference citation list
Sept 27	Email outline of paper
Sept 29	<i>Peer review</i> *-Introduction of paper
Oct 4	Email introduction of paper
Oct 11	<i>Peer review</i> *- Middle section of paper
Oct 13	Email middle section of paper
Oct 20	<i>Peer review</i> *-Conclusions of paper
Oct 25	Email conclusion section of paper
Nov 3	EMAIL FINAL PAPER

*Come to class with a good draft of your paper. You will trade with a classmate for peer review. Take advantage of this opportunity to get constructive feedback on your paper prior to turning it in.

Movie Assignment

Choose a movie that deals with a controversial health care topic. Examples would include: Girl, Interrupted (Mental Health), Philadelphia (AIDS), If these Walls Could Talk (Abortion), and The Doctor (Patient's Rights). You will work in teams of two students. Your group and movie should be chosen by **Sept 1**. Give a 15 to 20 minute synopsis using PowerPoint of the movie and the part of the story-line that relates to the health topic. ***Make sure to include 3-5 minutes of audience engagement in your presentation.***

University Lecture Series Assignment

Designed to create a campus-wide conversation, the University Lecture Series gives first-year students an opportunity to interact with leading members of our faculty—scholars, scientists, and civic leaders who are nationally and internationally renowned. All students, faculty, alumni, staff and community guests are invited, but the events will be aimed at entering first-year students.

Signature Course students are **required** to attend **at least one** of the two large lectures (or watch online) and discuss in class.

UNIVERSITY LECTURE SERIES

Dates and general topics have been announced. Updates on other lecture series will be forwarded to you as they are announced.

University Gems

During the semester, each student should visit **at least one** 'University Gem'. Each student will discuss what they learned and what they liked about their favorite gem. See the following link <http://www.utexas.edu/ugs/sig/essentials/gems> . Examples are:

- Blanton Museum of Art
- Center for American History
- The Fine Arts Library
- Harry Ransom Humanities Research Center
- Lyndon Baines Johnson Library and Museum
- Texas Natural Science Center
- UT Campus Telescopes
- UT Press
- The Performing Arts Center

Writing

This course carries the **Writing Flag** <http://www.utexas.edu/ugs/teaching/flags>. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

We strongly encourage you to use the **Undergraduate Writing Center**, FAC 211, 471-6222: <http://uwc.fac.utexas.edu/>. The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.