

UNIVERSITY OF WYOMING
PHCY 4050-5040
The Evolution of American Health Services, 2 Credit Hours

Online Delivery, Asynchronous Through WyoCourses

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 in an asynchronous fashion. Students will be responsible for completing course materials as their time permits, each week, during the 6 weeks of the course, with four quizzes being administered on weekends following modules 0, I, and II, as well as a combined quiz covering modules III and IV. There is a comprehensive exam at the end of the course. 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

David Brushwood, RPh, JD

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Office Hours: TBD

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 principal 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.

<https://www.lri.fr/~mbi/Stanford/CS477/papers/Kuhn-SSR-2ndEd.pdf>

- Starr P. The Social Transformation of American Medicine. Basic Books (2017). Available free online as ebook through UW Library-Ask librarians for help if needed.
- Wachter R. The Digital Doctor: Hope, Hype, and Harm at the Dawn of Medicine's Computer Age, McGraw Hill (2015). Out of print. Purchase from online vendor.
- Topol E. The Patient Will See You Now: The Future of Medicine is in Your Hands, Basic Books (2015). Available free online as ebook through UW Library-Ask librarians for help if needed.
- Posted Video Lectures
- Journal Articles

Evaluation Techniques:

Discussion Board	30%
Weekly Quizzes (4)	30%
Comprehensive Exam (1)	40%

Grading:

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

Attendance/Participation Policy:

University sponsored absences are cleared through the Office of Student Life. Class attendance in this course is mandatory and is fulfilled through active participation on the course discussion board, as well as completion of assigned examinations. Students should post original threads early during each unit, respond with encouraging and helpful remarks to posts of other students.

Classroom Behavior Policy:

At all times, I expect you to treat your presence in the classroom and your enrollment in this course as you would a job. You will be respectful towards you classmates and instructor. Spirited debate and disagreement are to be expected in any classroom and all views will be heard fully, but at all times we will behave civilly and with respect towards one another.

Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. As the instructor, I have the right to dismiss you from the electronic forums and other areas where disruptive behavior occurs.

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.

Disability Support:

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

Academic Dishonesty Policies:

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 my 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.

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 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

Syllabus Changes: I will alert you to any possible course format changes in response to UW decisions about community safety during the semester.

HyFlex, Zoom, and WyoCourses expectations:

As with all UW coursework, this course will be educational and useful to you. I will respond to questions, concerns, and feedback in a timely manner.

Your responsibilities:

- Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
- Actively engage in civil discourse in a respectful manner. Use professional language in all course related forums.
- Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.
- Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
- Ask for help when you need it. For academic assistance for this course please contact me for available resources. For Dean of Students assistance please see: <https://www.uwyo.edu/dos/student-resources/covid-19-student-resources.html>
- Please let us know if you notice another student who needs help in our (anonymous) WyoCares referral option (<https://www.uwyo.edu/dos/students-concern/index.html>).

Information Technology (IT): If you have any IT related challenges, please contact the UWIT Service Center:

<https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDet?ID=8890>

Discussion Board (Class) Preparation/Participation

Grading Rubric

(30% of Grade)

	Excellent (A)	Good (B)	Inadequate (C)
Contributions	Consistently initiates useful and relevant ideas when participating in the discussion board. A definite leader who contributes major effort and who makes class discussions better.	Usually provides useful ideas when participating in classroom discussion board. A strong student who tries hard but is more of a follower than a leader in discussions.	Inconsistent in providing relevant comments on discussion board. Fails to initiate new threads that stimulate participation by other students.
Attitude	Always respectful of others; has a positive attitude and does not rudely criticize anyone else's ideas or work. Other students feel safe responding to this student's posts.	Occasionally becomes impatient with ideas or work of others. Usually has a positive attitude toward discussions. Usually treats others and self with respect.	On more than one occasion becomes disrespectful of ideas expressed by others, using insults rather than evidence to express contrary views.
Preparedness & Focus	Consistently stays focused on subject matter assigned for discussion board and achieves identified outcomes. Self-directed and highly motivated. Postings help with understanding of assigned materials.	Usually posts comments that are related to course materials, but occasionally rambles about subjects that are not relevant to the course.	Postings to discussion board are based on general knowledge and common sense, rather than on materials assigned for course.
Quality of Work	Provides work of the highest insight that motivates other students to achieve at a high level.	Provides quality work that is interesting but not consistently insightful.	Does work that reflects little understanding of the course material.