HEALTHCARE POLICY: ARE TODAY’S PROBLEMS YESTERDAY’S SOLUTIONS?

Course Instructor

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Professor of the Practice

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Course instructor is available for online office hours by appointment, and will be checking e-mail daily.

Instructor’s Biography

Judith Bentkover, PhD is a Professor of the Practice in the Economics Department at Tufts University and Professor of the Practice in the Health Services Policy and Practice at Brown University's School of Public Health. She was the Inaugural Executive and Academic Director of the Executive Masters in Healthcare Leadership Program in Brown University’s School of Professional Studies. Trained as a health economist, she has spent most of her career working in healthcare in academe (Harvard, Tufts, and Brown), consulting (Arthur D. Little, KPMG, and Innovative Health Solutions Corp.), and public service (Greater Boston Health Forum, as well as two non-profit boards). At present, she is a member of the State of Rhode Island's Healthcare Reform Commission, and has served on the board of Health Imperatives, a non-profit community based agency that provides public health and human services within Massachusetts. Outside of the healthcare field, Judy is currently a member of the Board of Directors of WaterFire, an independent, non-profit arts organization whose mission is to inspire Providence and its visitors by revitalizing the urban experience, fostering community engagement and creatively transforming the city. While teaching at the Kennedy School in the 1990s, Judy was identified in The Healthcare 500 as one of the most influential healthcare policy makers in the United States.
Course Description

In this course, students will appraise past and current U.S. healthcare policy development. Students will critically examine the delivery and financing of health services in the U.S. as compared to multiple global healthcare systems. Participants will question assumptions, think creatively, and consider integrated patient care solutions to prepare for change and new alignments within healthcare. Students will develop a Healthcare Innovative Policy Initiative (HIPI).

Course Learning Objectives

1. Participants will compare U.S. healthcare policies to those of other nations, and will explore their potential applications in the U.S.

2. Participants will demonstrate how political, economic, social, and cultural determinants have shaped the evolution of current U.S. healthcare policy.

3. Participants will develop an individual Healthcare Innovative Policy Initiative (HIPI) and be encouraged to integrate their ideas into a healthcare system model focused on integrated patient care.

4. Participants will employ the basic concepts, methods and tools of community public health data collection and evidence-based approaches that are an essential part of public health practice.

5. Participants will employ the concepts of population health and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations.

6. Participants will identify and explore the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course in view of the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.

7. Participants will apply the fundamental concepts and features of project implementation, including planning, assessment and evaluation.

8. Participants will recognize the fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries in view of the legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government.

9. Participants will demonstrate basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

Course Structure
Blended learning maximizes the benefits of both online and face-to-face learning. While working online, students will access a plethora of digital resources and global connections with time to reflect, problem-solve, and respond to each other. Likewise, when the class participants come together for face-to-face sessions, all will benefit from live discussion, direct interaction, and collaborative scholarship. Group efforts are expected to continue outside of class in order to complete assignments due during the on-campus session.

Because of the interactive and collaborative nature of this course, and to ensure that all students receive the greatest benefit from the course design, it is critical that each student keeps up with assignments, and actively participates in online discussions in a timely fashion.

Students will incorporate relevant aspects of this course to the development of their HIPI. It is expected that for this 4-credit course, students will spend approximately the same amount of time as for an on-campus course, working on course-related activities, including in-class time, on line pedagogical time, on line discussions, and assignments. Typically, there will be 1 online discussion per week.

<table>
<thead>
<tr>
<th>Performance Evaluation Criteria</th>
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<td>This course will include a final project (HIPI), case studies, course discussions, and interactive assignments. To be successful in this course, students must complete all course work on time, and must actively contribute to discussions (points subtracted for late submissions and late postings to discussions).</td>
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<table>
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<tr>
<th>Category</th>
<th>Percentage</th>
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<tr>
<td>Assignments (other than Final Project)</td>
<td>35%</td>
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<tr>
<td>Final Project</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>35%</td>
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Online discussions (5) are graded based on a total of 6 possible points. 3 points are given for your initial post, and 1.5 points are given for each of the two replies to your classmates’ posts that you should be making. Your replies should mention whether or not you agree with your classmate’s post and indicate your reasons. You should also tell us what you learned from the post, or what you found surprising or interesting. You might also specify what questions the post inspired. Your conversations should be on track, polite, respectful, and grammatically correct. Points or a portion thereof are deducted for late or missing posts.

Unless otherwise specified (as is the case for Week 2), your initial post is due by midnight Eastern time on Wednesday. Your replies to classmates are due by midnight on Friday. Late posts will be awarded zero points (not counted).

On campus participation is critical to your overall class participation grade. Your combined participation in on-campus class activities and online discussions count toward your overall Class Participation grade of 35%.

Assignments, essays and tables are graded based on a total of 7 points for each submission. Points or a portion thereof are deducted for late submissions, or submissions that don’t address the assigned question(s), or that have a lot of room for improvement in terms of writing quality.
Unless otherwise specified (as in Week 2), assignments are due by midnight on Sunday. Late assignments are awarded zero points (not counted).

I will do my best to provide helpful feedback, even when you are right on target with your work.

Please look ahead through the syllabus to preview the distribution of assignments, and feel free to start early on assignments so that you’re not in a last minute crunch

**I will not accept re-submissions on assignments.**

Please don’t hesitate to contact me with questions about assignments, discussions, or your HIPI. I will do my best to reply within 24 hours, so the earlier you ask, the sooner you’ll receive a reply.

**The final project will not be graded unless all online course activities have been completed successfully.**

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**University Policies & Academic Integrity**

Tufts University values the diversity of our students, staff, and faculty; recognizing the important contribution each student makes to our unique community. Tufts is committed to providing equal access and support to all qualified students through the provision of reasonable accommodations so that each student may fully participate in the Tufts experience. If you have a disability that requires reasonable accommodations, please contact the Student Accessibility Services office at Accessibility@tufts.edu or 617-627-4539 to make an appointment with an SAS representative to determine appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Affairs Office for support. Furthermore, please notify the professor if you are comfortable in doing so.

It is important that you develop your own opinions and use your own words in all work undertaken for this class. Citations must be used when ideas and words are not your own. Plagiarism is a serious violation of academic integrity and will be severely penalized. Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts’ Academic Integrity handbook. If you ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask me for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If I suspect that you have cheated or plagiarized in this class, I must report the situation to the dean.

A more comprehensive list of University resources and policies for students will be posted at the course’s official website, which you will receive instructions on accessing via email on or
before the first day of the semester. Our office will be adding a week in each sum18 online and hybrid course that contains two standardized pages: ‘Tufts University Student Resources’ and ‘Online Learning & Academic Integrity Policies’

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<th>Course Resources</th>
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<td>Affordable Care Act</td>
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<td>Agency for Healthcare Research and Quality (AHRQ)</td>
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<td>American Enterprise Institute (AEI)</td>
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<td>Cato Institute</td>
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<td>Commonwealth Fund</td>
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<td>Health Affairs Blog</td>
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<td>Henry J. Kaiser Family Foundation (KFF)</td>
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<td>Kaiser Health News</td>
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<td>Heritage Foundation</td>
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<td>Institute for Healthcare Improvement (IHI)</td>
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<td>Organisation for Economic Co-operation &amp; Development</td>
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<td>Pioneer Institute</td>
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<td>The Robert Wood Johnson Foundation</td>
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<th>Schedule and Assigned Readings</th>
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| **Week 1**  
(May 23-May 27)*  
*Wednesday start for this week only  
Healthcare Policy Challenges, Today and Beyond  
(Online - No class meeting) |

**Lesson Overview:**
In this session, participants will explore why and how nations provide healthcare. What defines healthcare? What is and is not included in healthcare policy? What are the big 3 drivers of healthcare policy? What are the barriers to attaining an optimal healthcare delivery and financing system?
This week sets the stage for the rest of the course by clarifying major healthcare policy issues and challenges facing the nation today.

**Learning Objectives:**
At the end of this lesson, students will be able to:

1. Demonstrate knowledge of current healthcare policy issues as well as consequent challenges in healthcare financing and delivery through discussion of the data related to healthcare cost, quality, and access indicators.

2. Identify 5 current and future healthcare policy challenges.
Readings for Week 1


5. “Jay’s Story”. 2014

Discussion Activity
In this class, everyone will demonstrate an understanding of medical decision making from a variety of perspectives: physician, patient, payer. Each student will choose the role of a patient in the Groopman/Hartzband book and explain patient’s choice. Each student will respond to another student’s discussion by assuming the role of the physician for a different patient. As a physician, the student’s discussion will explain the recommendation for the patient, acknowledging the feelings and beliefs of the patient. Students can either elaborate on the positions stated in the text or creatively change the roles as desired using the taxonomy of patients in the book.

Written Assignment
Based on your reading of “Jay’s Story”,

1. Identify 2 issues (.5 points per issue) raised in the narrative that posed a problem for the patient or his family.

2. For each of 2 issues, describe the issue (1 point per issue), identifying who is affected (1 point per issue), and consider what can be done for people like Jay in the future (1 point per issue). There are a lot of players here, be sure to think about this from a variety of perspectives – MD, hospital, relatives of Jay, Jay, ……others. This should be done succinctly and clearly so it is easy to identify *the description of the issue, who is affected, what can be done*. Use italics to separate out sections of your response. The length of this should not exceed 1 page with each issue contained in its own paragraph.

Week 2
(May 28-June 3)
International Healthcare Systems

Part 1: On-Campus  (Tuesday, May 29)

Lesson Overview:
Participants will analyze how different nations have responded to the imperatives of cost, quality, and access. Additionally, students will explore how nations have prioritized ways to
improve the health of their populations. Throughout this week, students will assess each
country’s relative success and identify the barriers and challenges that each system may face
in the future.

Students will work in small groups to: discuss current trends, identify, and prioritize
healthcare policy issues in various countries and share results with each other.

Learning Objectives:
At the end of this week, students will be able to:
1. Compare and contrast the main features of healthcare systems.
2. Explain historical, political, and socioeconomic origins of the healthcare policies.
3. Identify the major challenges that healthcare leaders will face as a result of the current
healthcare environment. How are today’s problems a result of yesterday’s
“solutions?”

Readings:

2. Schoen C, et al. Access, affordability, and insurance complexity are often worse in
the United States compared to ten other countries. Health Affairs 32.12 (2013): 2205-
2215.
Commonwealth Fund, November 2014.
5. Your own internet research re your specific country assignment.

Assignment (In-Class Presentation)

Working in groups announced on the course website, develop a slideshow overview of the
healthcare system for your group’s assigned country:

1. Group 1: France
2. Group 2: Germany
3. Group 3: UK
4. Group 4: Japan
5. Group 5: Switzerland
6. Group 6: Canada

The slideshow presentation should follow the following outline:

- Overview description of country’s healthcare system
- Brief history of how country got to where it is today
- How country deals with the “Big 3” issues of cost, quality, and access
- Are today’s problems the result of yesterday’s solutions?
- What do you think are pros and cons of this healthcare system?
- What is (and is not) applicable to the US?

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<tr>
<th>Week 2 Part 2 (Online)</th>
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<tr>
<td>The Past, Present, and Future of Healthcare Policy in the US:</td>
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<td>Where Are We Going? Why? How Will We Get There?</td>
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<tr>
<td>From the 40,000 Foot Level Down to the Ground</td>
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<td>Where did we come from? Where are we now?</td>
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Lesson Overview
What does healthcare need to achieve in the U.S.? Why? How will we achieve it? This week, we will identify what we need to accomplish in order to have a healthier population and a more effective/efficient health system. We will start with the Triple Aim and how health policy/reform provides a framework for achieving it (the 40,000 foot level); and then, we will get down to the ground by considering the problems that occur every day in our system and our roles in addressing them.

We will also address the following questions: What are the major historical determinants of healthcare policy in America? Why is healthcare reform hot? What is at stake? This week will provide a history of healthcare reform, including discussion and analysis of the following concepts:
- Access
- Benefit design
- Cost-containment
- Medicare/Medicaid
- The Triple Aim
  - Patient experiences
  - Population health outcomes
  - Payment reforms
- The nature of patient interactions with the health system (primarily one-on-one) and the implications of those interactions for change
- The opportunities for creating the needed changes

Throughout this discussion, we include the roles of:
- Healthcare providers (e.g., hospitals, physicians, and nursing homes)
- Private insurers (e.g., Blue Cross Blue Shield)
- Employers (e.g., small businesses)
- Government (e.g., Medicare, Medicaid)

Learning Objectives:

At the end of this week, students will be able to:
1. State the components of the Institute for Healthcare Improvement’s Triple Aim.
2. State broadly what must be improved in the US healthcare system and why.
3. Describe critical elements needed to achieve the Triple Aim at the level of government and the inclusion of several in existing legislation (e.g., the Affordable Care Act)
4. Describe some of challenges in achieving the Triple Aim.
5. Explain to others some critical features of a patient-first health care system. 
6. Trace the major historical determinants of current US healthcare policy. 
7. Identify the main reforms in US healthcare policy in the last century. 
8. Describe fundamental challenges to healthcare reform.

Readings and Videos:

4. Visit the healthcare.gov website, and read through some of the information on the “Learn” tab.
5. Search the Internet to learn about the Institute for Healthcare Improvement’s Triple Aim. Be sure to read what it entails, what’s good about it, and what critics claim is wrong with it.
6. Watch https://www.youtube.com/watch?v=esugL07XANg

Discussion Activity:

1. Given our past, present, and what others believe about our future, what do you think that the U.S. healthcare system will look like in 2025 in terms of
   a) Cost containment measures (1 pt)
   b) Access to healthcare initiatives (1 pt)
   c) Quality of care assurance policies (1 pt)
2. How do you think that we will be performing in each category? Comment on 2 other posts, challenging assumptions. (1.5 each of 2 comments)

WEEK 3 (June 4-June 10)
Unique Populations and Needs
(Online)

Lesson Overview:

Now that we have covered the big picture in Week 2, we will spend Week 3 drilling down with some specific concerns. In particular, we turn our attention to the unique needs of unique populations—children, residents of rural areas, migrant workers, veterans, prison inmates, the near-poor, those with orphan diseases, LGBT population, women, the homeless, refugees, and the mentally ill.

Specific questions that we will address include:

- How do healthcare systems care for these special groups with specific needs?
- Does the market work?
• Is there a safety net when the market fails?

Good healthcare policy not only addresses the needs of the majority, but also the needs of the minority. Sometimes those with special circumstances and needs are let down by the market. Market forces do have some leverage but seem to work best for those who live in the right zipcode—what if people have no zipcode because they are homeless or migrant workers? What if their zip code is a prison? What if they live in a rural area? What if they are special because they are kids?

Learning Objectives:

At the end of this week, students will be able to:

1. Identify specific populations who have some unique needs.
2. Define these needs and consider how these needs can be addressed.
3. Explain relevant healthcare policies we have today and opine about what works, and what we can do better with the goal of exploring potential solutions for those who are too often not heard.

Discussion Activity:
What Types of Market Failures Have You Encountered? When is a Government Solution Necessary?

We have just described several examples of market failures (relating to both inefficiencies and inequities) that are commonly seen in the healthcare market. Based on the examples provided in the previous pages and your own experience or research, please share your thoughts on the following:

• What examples of market failures in health care have you encountered or been affected by within your sector?
• What do you think motivates or justifies governmental involvement when a market failure occurs? What do you think the government involvement should be in response to this market failure?
• What are the ideal consequences of governmental involvement in correcting a market failure? Is this what tends to happen in practice? What are the intended benefits and unintended consequences (good and bad) of government intervention?
• What should the role of the government be in healthcare markets that are prone to market failures? Of the types of market failures that were described, which do you believe is most readily or effectively addressed by a government solution?
• Do you feel that CHIP is justified by market failures? Is the current CHIP working? How can it be improved?
• Go to the Rural Healthy People 2010 Models for Practice Website and select one of the innovative rural health care programs. Briefly describe a) how the program works, b) what is innovative about this program, and c) what are the limitations of this program.
• Is there a compelling case to be made for allowing any healthcare markets (such as those for a specific service, etc.) to function without government intervention?

Instructions:
1. By Wednesday (end of day), click ‘Reply’ to post your thoughts about market failures in healthcare and your responses to at least 2 questions posed above. Please limit your response to 750 words.

2. By Friday (end of day), read through your classmates' posts and respond to two or three. Challenge your fellow students to take their thinking a step further. Introduce a new element to the discussion, or pose a provocative question.

Week 4 (June 11-June 17)
2 Special Phenomena Affecting Healthcare Policy: Opioid Crisis and The Gray Tsunami
(On campus Tuesday June 12 and online)

Lesson Overview:
In this week, we will focus on a specific unique problem, the opioid epidemic and a specific population: the elderly. We will have an on campus presentation and discuss of the opioid epidemic. On line, we will review the major social insurance program for the elderly in the U.S. (Medicare) and discuss how other countries care for their elderly citizens. We will consider how the Affordable Care Act will affect this population and evaluate innovative programs for caring for elderly patients.

Learning Objectives:
At the end of this week, students will be able to:
1. Describe and discuss the problem and potential solutions related to the opioid epidemic we are now facing.
2. Identify the challenges and opportunities for the U.S. healthcare system to provide care for the elderly.
3. Evaluate solutions that have been proposed to address the difficulties in providing care of the elderly in the U.S.

Readings and Video:

1. “Chasing Heroin.” Frontline, PBS, 23 February 2016. (video)


Assignment:

As we have seen in this week, there are many challenges to providing health care to the elderly population. Several organizations have identified challenges that arise in providing care for the elderly. Consider their perspectives, provided here:

- Mayo Clinic
- Kaiser Family Foundation Issue Brief
- AARP
- AHRQ
- World Health Organization
- The American Nurses Association
- State Case Study: Wyoming
- State Case Study: New York

The ACA includes funding for a variety of pilot programs that provide care to the elderly and attempt to improve quality while cutting costs. There has increasing been a focus on such innovative programs at the state and federal level, especially as the elderly population grows and their care needs become greater. Peruse and quickly review some of the examples of innovative projects in elder healthcare below. Please feel free to peruse the internet and find other current examples of innovative projects in eldercare. Please be sure to identify (with full citations) new sources that you locate.

1. Elder Care Specialists
2. Medicare Imaging Demonstration
3. Medicare Health Care Quality Demonstrations
4. Bundled Payments for Care Improvement
5. Hospital Gainsharing
6. Acute Care Episode Bundling Demonstration
7. Independent Living Models

By Sunday (end of day), submit a 2-3 page paper responding to the readings and content presented in this week regarding challenges for providing medical care to the elderly and innovative programs. Please answer these questions:

- What do you think are the most challenging issues for providing care to the elderly today, both in the U.S. and internationally?
- Which of the innovative projects above do you think would have the most impact? Which do you find most intriguing? What concerns do you have?
- What are the challenges and opportunities your organization faces in providing care for the elderly? Identify the most pressing challenge to your organization and propose a solution.

**Discussion Activity**

End of Life Care or The Opioid Crisis

End-of-life care is a complicated, controversial issue that often comes up in discussions about cutting healthcare costs and improving care for the elderly.

1. Please read [Atul Gawande's seminal article](#) in the New Yorker on the challenges and concerns with providing care at the end of life.
2. Please watch [this debate](#) from the University of Virginia's Miller Center for Public Affairs about providing care at the end of life:

Based on the article, the debate, and your own readings, please consider the following questions:

- Should doctors and hospitals ration health care for people who are terminally ill in order to bring medical costs down? Explain.
- Medicare is projected to "go broke" in the next seven to nine years. Should the federal government ration Medicare benefits or care at the end of life to some now so that others may have health care in the future? If yes, what criteria should the federal government use? If no, how should the federal government address the impending bankruptcy of Medicare?
- What are the strongest arguments for and against providing extensive care at the end of life for terminal patients? What are possible solutions to this conundrum?

Or

- Put yourself in the position of a governor who needs to respond to the addiction crisis in her state. Prepare a proposal for what you would do to address this urgent issue.

**Instructions:**

1. By Wednesday (end of day), click ‘Reply’ to post your thoughts on end-of-life care and your responses to the questions posed above.
2. By Friday (end of day), read through your classmates' posts and respond to two or three. Challenge your fellow students to take their thinking a step further. Introduce a new element to the discussion, or pose a provocative question.

**Week 5 (June 18-June 24)**
Lesson Overview

In this week, we will explore the strengths and pitfalls of innovative healthcare delivery and finance models. We will critically analyze past and current examples of innovative healthcare practices to understand challenges and unintended consequences. We will explore how organizational entities have been developed and how they function to create reformed healthcare delivery and finance.

Recent examples of healthcare reform attempted in the U.S. include: accountable care organizations (ACOs), bundled payments, [cross-training, healthcare coaching,] patient empowerment/efficacy, patient-centered medical homes (PCMHs), patient portals in electronic health records (EHRs) and [staff empowerment models], and healthcare insurance exchanges.

Learning Objectives:
At the end of this week, students will be able to:

1. Identify examples of integrated healthcare delivery and finance and explain how they were developed and implemented.
2. Highlight the opportunities and challenges in translating innovative ideas into practice.
3. Research and identify examples of the best practices for several innovative methods of delivery and suggest methods of assessment.

Readings and Video:


3. Pitts SR, Carrier ER, Rich EC, Kellermann AL. Where Americans Get Acute Care: increasingly, it’s not at their Doctor’s Office. Health Aff 2010; 29(9):1620-1629.


Assignment:
1. Research the MA health insurance mandate and exchange and consider the following questions:
   - Does it work well? Why? -- Technology? People? Other?
2. Visit an online insurance exchange, such as www.mahealthconnector.org, and pick a health plan for the following individual. (feel free to supplement information below with your own clearly stated assumptions re Medicaid eligibility, etc.):
   - A single 25-year old, part-time employed, man who is in pretty good health, but (a) has asthma, migraines, and a skin condition for which he takes a drug, (b) sees his PCP several times a year, a dermatologist twice a year, and a mental health counselor regularly (twice a month) when things go bad e.g. 3-4 months a year when a girlfriend dumps him—which seems to happen at least once a year. He is currently free on Saturday nights and seeing his therapist. He uses several prescription drugs routinely.

Discussion Activity:
Innovative Payment Reform Models

Instructions:
1. Review the following:
   - Watch this webinar: National Academy for State Health Policy webinar on Strategies for Payment Reform in States. (1.5 hours)
   - Read the Commonwealth Fund's Issue Brief on Developing Innovative Payment Approaches. (16 pages)
   - Read Kavita Patel's (Managing Director for Clinical Transformation and Delivery at the Engelberg Center for Health Care Reform) testimony to the U.S. House of Representatives Committee on Energy and Commerce, Subcommittee on Health on Innovative Ways to Reform Medicare Physician Payment. (10 pages)
2. Based on the webinar, readings, and your own internet research, choose one example of an innovative payment method.
3. By Wednesday (end of day), click Reply to post a brief description and your responses to the following questions:
   - How does this model work?
   - What is innovative about this program?
   - What kinds of provider behaviors does this payment reform aim to encourage?
   - How will it remove conflicts of interest?
   - What are the limitations of this approach?
   - Do you think this program will have its intended effect or are there ways it could be improved?
4. By Friday (end of day), read through your classmates’ posts and click Reply to respond to two or three. Challenge your fellow students to take their thinking a step further. Introduce a new element to the discussion, or pose a provocative question.
This week we will present and discuss your HIPI (final project). At the end of this lesson, you will have developed your own healthcare policy initiative and critiqued those of your classmates.

**HIPI Assignment Overview:**

In your final presentation, you will:

- Make a 20 minute pitch (you use but not read ppt slides) to your peers on how you will create value through your HIPI.
- Create a poster summarizing your HIPI.
- Comment on your classmates’ HIPIs.

Your presentation and poster should address:

- What is the topic/subject of your innovative policy initiative?
- Why is this innovative policy initiative important; i.e., what is the problem it’s trying to solve and how big is that problem?
- What benefits will accrue from your policy; i.e., what will be its positive outcomes and how will it create value?