

Navigating Health Care Trends

This a 5-day online executive-education course based on health care courses taught to Duke University graduate students. It is a non-degree course open to executives.

Links

- Web page for information: <https://www.fuqua.duke.edu/programs/executive-education>
- Web page for enrolled participants: <http://fuqua.instructure.com/>
- Professor's email: david.ridley@duke.edu

Faculty and Staff

David Ridley, PhD is the Faculty Director for Health Sector Management at Duke University's business school. In his research, he examines innovation and pricing in health care. David was the lead author of the paper proposing the priority review voucher program which became law in 2007 and created a market of more than a billion dollars for drug development for neglected diseases. He was the principal investigator on a grant from the Bill & Melinda Gates Foundation for 2018 to 2020. He has taught health care management to more than 3000 Duke graduate students since 2001.

Brian Caveney, MD, JD, MPH is president of diagnostics and chief medical officer of LabCorp. Previously, he was chief medical officer of Blue Cross Blue Shield where he directed the development and implementation of strategies to help employers control health care costs while improving the health of their employees. Earlier in his career, Dr. Caveney served as a physician and assistant professor at Duke University Medical Center and co-directed the preventive medicine course in the Duke University School of Medicine.

Alex Markiewicz (lex.markiewicz@duke.edu) and Ann Stephenson (ann.stephenson@duke.edu) from the Duke Executive Education team are available to help. For technical support please Email dukeXed-support@fuqua.duke.edu or call (919) 660-1991.

Overview

The course has four components. First, we will discuss health care disruption. Second, we will discuss the basics of health insurance as well as consumer-directed care. Third, we will discuss the shift to accountable care organizations and other alternative payment models. Fourth, we will discuss other current events in health care.

We will begin each class with a discussion of a health sector case. Class participants speak first so that we can reward preparation and so that we can utilize the richness of experience in the room. One of the best features of the class is the diversity of experience. Rarely in life do we have the opportunity for people with expertise on the topics of payers, providers, and producers to gather in a place and debate the big issues of health care. Past participants tell me that they miss this interaction.

Some people in the class have little background in health care. Outside perspectives can help to identify dysfunction in healthcare. However, people new to health care might find terms unfamiliar. Please ask for clarification of unfamiliar terms; it will help you and others. Also, please use the supplementary materials on the class web page.

Businesses and foundations have supported my research and this can be a source of bias, as well as a source of insights. I genuinely hope to encourage vigorous discussion and welcome diverse views.

Objectives

At the conclusion of the program, participants will understand

- which disruptive forces can succeed in health care
- how government regulation and reimbursement influence disruption
- how insurers cover patients and pay providers and product makers
- the function of new payment mechanisms, including accountable care organizations
- insurance economics including adverse selection, moral hazard, and risk pooling
- how to be better health care managers using tools from economics and strategy
- the perspectives of many players throughout the health care ecosystem

Preparation and Assessment

Before each class session, participants should do the following:

- View the videos
- Read the case
- Submit the answers to the assessment at least 15 minutes before class

These pre-class activities take 3 to 6 hours per session. We ask that you do these before the class session in order to facilitate a richer discussion.

Assignments are not accepted after class, because i) the primary objective of the homework is to encourage preparation for class, ii) answers are included in the slides posted on the web page after class, and iii) it is generally better to work on future homework rather than past homework.

You may discuss the assignment with other current participants in the class, but each person should submit her own work. Working with other current participants should be a complement rather than a substitute for your own work.

The slides for class will be available 15 minutes before class.

To receive credit for the class, a person should:

- submit each assignment on time with a score not too far below the mean
- attend each class with camera on for nearly all of the class

- volunteer to answer a question during class discussion; it is not necessary to be called on, just volunteer

Technical requirements

You will need a computer camera and microphone for Zoom sessions. We will send you an access link to the Canvas web site before the orientation session. You will create a OneLink account in order to access Canvas. The web site is compatible with Google Chrome, Safari and Firefox, but not Internet Explorer.

Tips

- Before each session, test your microphone and equipment.
- Join 15 minutes before each session to network and socialize in our virtual exchange called “DukeXpert”. DukeXpert is a chance to win points and earn prizes.
- Due to the sensitive material in the program, we will not record live sessions to view at a later date, so please take notes accordingly.
- Attend the orientation session to learn basic Canvas site navigation, course set-up, meet the professor and attendees.
- Canvas is the learning platform you will access for slides, cases, assignments, announcements, and more. Bookmark the Canvas learning platform site: <https://fuqua.instructure.com> to access easily. Once you login you may exit the site without logging out to have it easily available for your next use.

Schedule

(See next page)

Day	Topic	Faculty	Before Class
0	Orientation	David	
1	Consumer-Driven Care	David	<ul style="list-style-type: none"> • Case: "Consumer-Driven Health Care: Medtronic's Health Insurance Options" • Video: Healthcare Spending 10:42 • Video: Health Insurance 4:14 • Video: Insurance Economics 8:21 • Video: High-deductible Health Insurance 6:07 • Video: Medicare and Medicaid 4:51
2	Accountable Care Organizations	David	<ul style="list-style-type: none"> • Case: "Transforming Care at UnityPoint Health - Fort Dodge" • Video: Managed Care 10:46 • Video: Medicare and Medicare Managed Care 5:40
3	Health Care Disruption	David	<ul style="list-style-type: none"> • Case: "Will Disruptive Innovations Cure Health Care?" • Video: Medical Value Travel 13:38 • Video: Retail Clinics 6:12
4	Conversation with a health care executive	Brian & David	<ul style="list-style-type: none"> • Email David with recommendations for topics we should discuss with Brian who has been a C-suite executive for a major insurer and diagnostic manufacturer.
5	Follow up	Brian & David	<ul style="list-style-type: none"> • Email David with recommendations for current events we should discuss