

Remaking the American Health Care System

Course Syllabus

[Course Information](#)

[Assessment](#)

[Policies](#)

[Course Expectations](#)

[Download a printable syllabus.](#)

Course Information

Course Description

Americans continue to identify health care as one of the nation's most critical issues. The United States spends more on health care than any other nation, yet over 46 million Americans are without health insurance, and employee health care benefits reflected reductions as employers struggle with rising health care premiums. This online course addresses five major questions:

- What should a nation's health care system accomplish?
- How does health care work in America?
- Just how healthy is America's health care system?
- How does the American health care system compare to other nations' health care systems? and
- Focusing on one key health care issue and ways to improve it, how can we chart a new course for health care in America?

Course Learning Goals

After completing this course, you will be able to:

- Determine a key weakness of the American health care system and create a plan that addresses it.
- Describe challenges faced by communities in urban, suburban, or rural areas in accessing health care services and determine how these problems could be remedied.
- Plan change within a health care system, and evaluate its likely impact.
- Recognize ethical perspectives and can compare two or more philosophical perspectives on the relationship of the individual to the health care community.
- Describe key scientific and technological issues that impact health care policy.

Course Resources

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

Required Textbook:

Leiyu Shi & Douglas A. Singh. *Delivering Health Care in America*. Jones and Bartlett Publishers, Boston, 2008 ISBN-10: 0-7637-4512-X, ISBN-13: 978-0-7637-4512-7.

Suggested Readings

Module One:

Shi and Singh Chapter 1: "A Distinctive System of Healthcare Delivery"

Shi and Singh Chapter 2: "Beliefs, Values and Health"

Shi and Singh Chapter 12: "Cost, Access and Quality"

Finkelstein, E.A. et al, Health Affairs Online, Annual Medical Spending Attributable to Obesity: Payer and Service Specific Estimates (July, 2009)
<http://content.healthaffairs.org/cgi/content/short/hlthaff.28.5.w822>

Healthy People 2010/2020 Homepage: <http://www.healthypeople.gov>

Institute for Healthcare Improvement's Triple Aim Initiative: <http://www.ihl.org/IHI/Programs/StrategicInitiatives/TripleAim.htm>

Institute of Medicine. Report Brief. To Err is Human: Building a Safer Health System.
<http://www.iom.edu/CMS/8089/5575/4117.aspx>

National Center for Policy Analysis: Ten Surprising Facts About American Healthcare
<http://www.ncpa.org/pub/ba649>

Price Waterhouse Coopers: <http://pwchealth.com/video/leary.wmv>

RAND Corporation: RAND Health <http://www.rand.org/health/>

Robert Wood Johnson Foundation "Talking About Quality Part 1: Healthcare Today"
<http://www.rwjf.org/pr/product.jsp?id=44868>

The Commonwealth Fund. The Path to a High Performance U.S. Health System: A 2020 Vision and the Policies to Pave the Way <http://www.commonwealthfund.org/Content/Publications/Fund-Reports/2009/Feb/The-Path-to-a-High-Performance-US-Health-System.aspx>

U.S. Preventive Services Task Force Recommendations: <http://www.ahrq.gov/clinic/uspstfix.htm#Recommendations>

Value-Driven Healthcare <http://www.hhs.gov/valuedriven/>

Module Two:

Shi and Singh, Chapter 4: "Health Services Professionals"

Shi and Singh, Chapter 8, "Inpatient Facilities and Services"

Shi and Singh, Chapter 6, "Health Services Financing"

Agency for Healthcare Research and Quality
<http://www.ahrq.gov/>

American Academy of Family Physicians: <http://www.aafp.org/online/en/home/membership/initiatives/pcmh.html>

Centers for Medicare and Medicaid Services:
<http://www.cms.hhs.gov/>

Health Resources and Services Administration (USDHHS)

<http://ask.hrsa.gov/Organ.cfm>

Health Affairs Journal

<http://content.healthaffairs.org/index.dtl>

Health Care Financing Review:

<http://www.cms.hhs.gov/HealthCareFinancingReview/>

Healthcare Financial Management Association

<http://www.hfma.org/>

Healthcare Information and Management Systems Society <http://www.himss.org/ASP/index.asp>

Henry J. Kaiser Family Foundation: Update on Medicare Spending and Financing and Highlights from the 2009 Medicare Trustees' Report <http://www.kff.org/medicare/7905.cfm>

Informed Medical Decisions.org Highlights from 2009 Forum: http://www.informedmedicaldecisions.org/research_forum.html

Patient Centered Medical Home Primary Care Collaborative: <http://www.pcpcc.net/>

U.S. Department of Health and Human Services:

<http://www.hhs.gov/>

US Department of Health and Human Services Federal Coordinating Council on Comparative Effectiveness Research. <http://www.hhs.gov/recovery/programs/cer/index.html>

Module Three:

Shi and Singh, Chapter 9: "Managed Care and Integrated Organizations"

America's Health Insurance Plans

<http://www.ahip.org/>

American Hospital Association

<http://www.aha.org/>

American Medical Association:

<http://www.ama-assn.org/>

Price Waterhouse Coopers: <http://pwchealth.com/video/henry.wmv>

Module Four:

Commonwealth Fund: Mirror, Mirror on the Wall: An International Update on the Comparative Performance of American Healthcare <http://www.commonwealthfund.org/Content/Publications/Fund-Reports/2007/May/Mirror--Mirror-on-the-Wall--An-International-Update-on-the-Comparative-Performance-of-American-Health.aspx>

French Healthcare and Comparative Effectiveness: <http://www.commonwealthfund.org/Content/Multimedia/2009/Jul/Laurent-Degos-on-Comparative-Effectiveness-in-France.aspx>

Institute for Healthcare Improvement's "Safer Patients Initiative in the UK"

<http://www.ihl.org/IHI/Topics/PatientSafety/SafetyGeneral/ImprovementStories/SaferPatientsInitiativeLeadstoReductionsInMortalityandAESintheUK.htm>

PBS Frontline webinars:

<http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/>

Price Waterhouse Coopers: <http://pwchealth.com/video/clark.wmv>

Module Five:

Shi and Singh, Chapter 13 “Health Policy”

"A Strategy for Health Care Reform--Toward a Value-Based System" New England Journal of Medicine (07/09/09) Vol. 361, No. 2, P. 109; Porter, Michael E.

Commonwealth Fund: How Health Reform Can Improve the Individual Insurance Market
<http://www.commonwealthfund.org/Content/Multimedia/2009/Jul/How-Health-Reform-Can-Improve-the-Individual-Insurance-Market.aspx>

John Wennberg, M.D., (Dartmouth Atlas) <http://www.youtube.com/watch?v=lr9Uh2RjFU0>

National Institutes of Health: www.nih.gov

Robert Wood Johnson Foundation: “Why is U.S .Healthcare So Costly?” (video)
<http://www.rwjf.org/healthreform/product.jsp?id=46208>

Module Six:

Centers for Disease Control and Prevention “HIV/AIDS in the United States”
<http://www.cdc.gov/hiv/resources/factsheets/us.htm>

National Business Coalition on Health: Evidence Based Benefits
http://www.businessgrouphealth.org/benefitstopics/et_evidencebasedbenefits.cfm

Price Waterhouse Coopers: What Works – Healing the Healthcare Staffing Shortage
<http://www.pwc.com/us/en/healthcare/publications/what-works-healing-the-healthcare-staffing-shortage.jhtml>

U.S. D.H.H. S. Flu.gov “U. S. Response to Pandemic Declaration” (H1N1 – Swine Flu)
<http://www.youtube.com/watch?v=ZJ4dQaK4sE0&feature=related>

Module 7:

Shi and Singh, Chapter 11, “Health Services for Special Populations”

American Medical Association President on Health Care Reform <http://www.ama-assn-media.org/HR3200Presentation/index1.html>

Bipartisan Policy Center “Crossing Our Lines” <http://www.bpcleadersproject.org/>

H.R. 3200: America’s Affordable Health Choices Act of 2009
<http://www.opencongress.org/bill/111-h3200/text>

Henry J. Kaiser Family Foundation: Health Care and the Middle Class: More Costs and Less Coverage http://www.kff.org/healthreform/7951.cfm?utm_source=kff&utm_medium=homepage_nn&utm_campaign=nn_072409_healthreform_7951

Robert Wood Johnson Foundation “Administrative Solutions in Health Reform” (July, 2009) <http://www.rwjf.org/healthreform/product.jsp?id=45768>

Robert Wood Johnson Foundation Health Care Consumer Confidence Index (June, 2009) <http://www.rwjf.org/healthreform/product.jsp?id=46010>

The Lewin Group’s Analysis of H.R. 3200 <http://www.lewin.com/News/Article/27/>

Towers Perrin website on health care reform: <http://www.towersperrin.com/tp/showhtml.jsp?url=usa/service-areas/health-care-reform/index.htm&country=usa>

U.S. Department of Health and Human Services: Health Reform
<http://www.healthreform.gov/>

United States House of Representatives

<http://www.house.gov>

United States Senate
<http://www.senate.gov>

Module 8:

Employee Benefit Research Institute: Outlook for Consumer/ Patient Engagement in Health Care - 30 Years into the Experiment http://www.ebri.org/pdf/notespdf/EBRI_Notes_Mar09.PolFor.pdf

Kaiser Family Foundation “Employer Health Benefits 2008 Annual Survey” (See pdfs and ppt slides) <http://ehbs.kff.org/>

Price Waterhouse Coopers: <http://pwchealth.com/video/chin.wmv>

Price Waterhouse Coopers: <http://pwchealth.com/video/lutz.wmv>

Safeway Health Incentives Solutions (See web information and video) http://www.coalition4healthcare.org/about/stories/detail.php?_c=y1petxpuba94ly&id=jhi9qprehwept

Module 9:

Shi and Singh, Chapter 14, “The Future of Health Services Delivery”

H1N1 (Swine) Flu Immunization Campaign: <http://www.flu.gov/>

HIV AIDS Response Program at World Health Organization (WHO) <http://www.who.int/hiv/en/>

UCBerkeleyEvents: “Swine Flu: Are We Facing a Pandemic?” <http://www.youtube.com/watch?v=h4hh8X4JdN4&feature=channel>

World Health Organization: World Health Report 2008 <http://www.who.int/whr/2008/en/index.html>

Module 10:

Simple Truths, LLC “212 The Extra Degree Movie” <http://www.212movie.com/>

Student choice of credible, current (within the last three years) web resources and peer-reviewed literature.

Optional recommended books to read:

Gawande, Atul. 2008. “Better: A Surgeon’s Notes on Performance”, Henry Holt and Company.

Porter, Michael, et al. 2006. “Redefining Healthcare”, Harvard Business School Publishing.

Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement
F-X	Can analyze the elements of the American health care system and design a plan for its modification.

H-1-H	Can describe and analyze the challenges faced by communities in urban, suburban, or rural areas.
H-1-I	Can understand change methodology, plan change within a community, and assess its likely impact.
S-3-D	Can use scientific (technological) knowledge to understand varying perspectives on a policy issue.
A-3-X	Written by student/faculty.

Relationship of this course to the competence statements

F-X

Can analyze the elements of the American health care system and design a plan for its modification.

Can also be rewritten by student with input from their faculty mentor, professional advisor and the course instructor.

H-1-H

Can describe and analyze the challenges faced by communities in urban, suburban, or rural areas in accessing and utilizing health care services.

H-1-I

Can understand change methodology, plan change within a community, and assess its likely impact as it pertains to changes within the American health care system.

A-3-X

Can examine health care issues from an ethical perspective and can compare two or more philosophical perspectives on the relationship of the individual to the community.

S-3-D

Can use scientific knowledge to understand varying perspectives on a health care policy issue. (Identifies and describes a current public policy issue that has significant scientific or technological elements. Analyses the scientific methods or standards taken by two or more perspectives on the issue.)

Assessment Criteria for each Competence

The following are criteria for receiving a passing grade. The criteria for passing require that:

- You participate consistently and constructively by completing the readings and assignments by their due dates.
- You submit your final paper by the due date.
- You consistently, actively, and in a timely fashion participate in the online discussions. You will receive periodic comments from the instructor, regarding your assignments and your level of participation in the course.

(* The instructor may provide additional criteria during the course.)

Course Structure

This course consists of 10 modules. The estimated time to complete each module is one week.

To view the course schedule, click on the **Schedule** link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

[Top](#)

Assessment

Assessment Criteria for Reading and Writing Assignments

- Your participation and advance preparation in terms of concepts and competencies will be accessed in the weekly discussion forums.
- Please see the course web board for specific criteria to be used in the grading of written assignments.

Assessment Criteria for your Final Paper or Project

It is important that your final paper:

- Topic has been approved by your course instructor.
- Defines a real life situation, which can be analyzed and is related to terms like health care access, cost and quality.
- Demonstrates that you can apply criteria of health system evaluation to real life issues and at least plan for improvements in one key aspect of America's health care system.
- Fully addresses the course competences. The paper should be approximately 8 -10 typed pages in length (2000 - 2500 words), double-spaced for each competence.
- Bibliography contains at least ten credible, current (within the past three years), academic resources, peer-reviewed journals or scholarly resources. (Newspapers, popular press do not meet the criteria for the final paper. Check that all resources, including web resources meet these criteria.)
- Includes several (approximately three to seven) specific, actionable, recommendations that address the implementation of your chosen topic and plan.
- Organizes your supportive evidence into relevant paragraphs that address your subject.
- Takes into account a variety of points of view.
- Demonstrates your ability to express differing points of view about the values and philosophies that form the basis of the provision of health care in America.
- Demonstrates that you are able to integrate the evidence derived from your chosen sources into your argument according in standard English using proper grammar, mechanics, and sentence structure.
- Includes an introduction and a concluding paragraph.
- Contains a thorough review of literature, uses sourced references and a bibliography at the end of the paper.
- Uses the proper APA or MLA citation form for in-text references as well as for the bibliography.

Assessment Criteria for Online Discussion Participation

- In the online discussions, you clearly and consistently link what you are learning in the course to your real life experiences.
- Specifically, in order to receive credit for your participation in the online discussion parts of the course it is important that:
 - You are able to contribute to the online discussions in a collegial fashion. Especially you may begin your contributions with addressing your peer

students, may maintain a kind and collegial tone and close with your signature.

- You regularly demonstrate good "listening" skills and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion in ways that facilitate learning for other people.

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Students who want to take a course for Pass/Fail rather than for a grade must make the arrangements by the end of the 2nd week of the quarter.

Percent distribution of assignments

Discussion Assignment 1.1: Strengths and Weaknesses of the U.S. Healthcare System	2%
Written Assignment 1.2: Healthcare Report Card	5%
Discussion Assignment 2.1: Insurance Coverage, Reimbursement and Population Health	3%
Written Assignment 2.2: Final Paper Topic	7%
Discussion Assignment 3.1: Stakeholder Exercise	3%
Written Assignment 3.2: Annotated bibliography	7%
Discussion Assignment 4.1: Market Justice and Social Justice	2%
Written Assignment 4.2: National Healthcare System Comparison	8%
Discussion Assignment 5.1: Healthcare Experts	3%
Discussion Assignment 6.1: Innovations to Date	2%
Written Assignment 6.2: Submit outline for final paper	7%
Discussion Assignment 7.1: Federal Reform	3%
Written Assignment 7.2: Presidential Recommendations	8%
Discussion Assignment 8.1: Special Populations	2%
Written Assignment 8.2: Community-based Organization Exercise	8%
Discussion Assignment 9.1 Global Healthcare	3%
Discussion Assignment 10.1: Your Plan	2%
Written Assignment 10.2: Final Paper	25%

Online Participation Guidelines

The following guidelines may encourage you to be active and critical in your participation, only together we will make this course a significant and pleasant learning experience:

- Participation is essential, so please connect to the course every day or at least every second day.
- Post your response to the discussion assignments in the first part of the week, in the second part of the week post comments to the other students.
- Discuss critically, give support to your peers, provide own ideas and experiences, respectfully challenge ideas of others, and use evidence to support your postings.
- The role of the instructor, to make it easy for you to interact, to promote significant discussion, to give feed back on your postings and offer help where needed.

[Top](#)

Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296

(TTY); or call PLS at 773-325-1677.

The Writing Center

All students are urged to utilize the Writing Center to discuss their assignments for this course or any others. For your convenience, writing groups have been established under the direction of the Writing Center on the Oak Forest, Naperville, and O'Hare campuses, meeting Saturdays from Sept. 26 to Nov. 14 at 10 am. You may also use our online services at your convenience, including Feedback-by-Email and IM conferencing (with or without a webcam). If you are able to use services at the Loop and Lincoln Park campuses, you may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. Bring your assignment handout and other relevant materials to your appointments.

Quick Links & Locations:

- For information regarding the Suburban Campus Writing Group program, visit <http://condor.depaul.edu/~writing/html/sched/suburbs.html>
- To schedule an appointment at the Center's LPC and Loop locations: <http://condor.depaul.edu/~writing/html/sched/WCOnline.html>
- To schedule Real-time conversations with IM and/or webcam: <http://condor.depaul.edu/~writing/html/sched/im.htm>
- To request Feedback by Email: <http://condor.depaul.edu/~writing/html/sched/email.html>
- Loop Campus Office: 1620 Lewis Center, 312.362.672
- Lincoln Park Office: 250 McGaw, 773.325.4272
- For more information, visit: <http://www.depaul.edu/~writing/>

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Protection of Human Subjects

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve "interactions"-interviewing and or observing other people-discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no "harm"-physical, mental, or social-does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
 - a. If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>.

[Top](#)

Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting

per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Kathleen T. Goryl, MBA and staff of SNL Online at DePaul University.

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[Top](#)