

COURSE SYLLABUS for HCM 110-7WA (3 credits)
The U.S. Healthcare System
Fall 2018

I. INSTRUCTOR INFORMATION

Instructor: Kolby T. Redd, Ph.D, MHA

Office Hours: Email as needed

Email: kredd@andersonuniversity.edu

Telephone: 803-545-6078 (7am-4pm)

Class Time: This course is an on-line course. Classroom: AU Canvas

This class is conducted asynchronously. Students should expect to spend a minimum of 6 – 8 hours per week on class-related activities.

Instructor Availability and Response: Contact the instructor using the classroom Q and A Board (preferred) or via e-mail. For questions or requests that are submitted Monday – Friday, you can expect a response within 24 hours. For questions or requests submitted on the weekend (after 4pm Friday until 8am Monday), you can expect a response before the end of the day on Monday.

II. COURSE INFORMATION

An introduction to health services, health care organizations, and policy making in the United States. Emphasis will be on the current issues in U.S. health policy, the present organization of the U.S. health care system, and professional and clinical specialties in health service settings.

PREREQUISITES None

III. COURSE PURPOSE, GOALS, AND STUDENT LEARNING OUTCOMES

A. Purpose: The purpose of this introductory course is to develop the student's understanding of the health care system in the United States, including the historical development, functions, interrelationships and future role of various segments of the health services industry.

B. Goals:

1. To describe the basic characteristics and functions of health care entities and organizations in the U.S.
2. To distinguish among various health care financing programs in the U.S.
3. To introduce the basic models of health system design, as illustrated by representative countries throughout the world.
4. To introduce methods for assessing health system performance, specifically in terms of access, cost, and quality.
5. To discuss emerging trends and the implications for health care delivery and health services management.

C. Student Learning Outcomes: Upon successful completion of this course, students will:

1. Demonstrate understanding of the current structure, delivery organizations and financing mechanisms of the U.S. health care system.
2. Discuss the unique complexities, interrelationships and implications of the current structure and financing of health care delivery in the U.S.
3. Compare and contrast key features of health systems in various countries.
4. Identify historical and emerging trends in health care access, cost, and quality.

IV. METHOD OF ASSESSING ACHIEVEMENT OF STUDENT LEARNING OUTCOMES

1. Students' understanding of key terms and concepts will be assessed based on participation in on-line discussions and performance on weekly quizzes.
2. Students will demonstrate their ability to research, analyze, synthesize and apply course content through assigned written activities.

V. STUDENT FEEDBACK AND GRADING POLICIES AND PROCEDURES

Grading: Course grades will be based on the following:

Discussions	20%
Quizzes	35%
Written Assignments	<u>45%</u>
	100%

Final Course Grade: A=90-100, B=80-89, C=70-79, D= 60-69, F = 59 and below.

Discussions: The instructor poses questions for class discussion. Participation in discussions should be thorough and thoughtful, reflecting consideration of the readings, course material, and peer comments. Responses should be organized for clarity while providing sufficient descriptive detail, examples, explanation and evidence. Initial postings are due by end of day on THURSDAY; continued discussion continues through end of day on SUNDAY. Review the grading rubric in the virtual classroom to understand expectations for discussions. A grade of 0 will be given for failure to participate within the assigned discussion period.

Quizzes: In order to maintain a steady pace and ensure basic knowledge of important material, weekly quizzes will be given. Quizzes will assess understanding of material in the assigned readings and web-based activities. When web-based activities are assigned, take notes for review and reference for quizzes. Quizzes will be available from Wednesday through Friday and must be completed by end of day on FRIDAY. Students must complete quizzes within the designated timeframe and make-up quizzes will not be given. Quizzes are time-limited and composed of multiple choice, true/false, matching, and short answer questions. You must complete the quiz once you begin.

Written Assignments: Written assignments are intended to extend the course content outside of the textbook and into the world and may require research, synthesis, evaluation and/or critique of a realworld issue or case study. Specific instructions for written assignments will be provided within the virtual classroom.

Additional guidelines for this on-line course are provided in section XII. of this syllabus!

VI. CONTENT OUTLINE

- A. Health Policy
 - i. Overview of the U.S. health system
 - ii. Role of government and the policy process
 - iii. Comparative health systems
- B. Maintaining Health
 - i. Population health
 - ii. Social determinants of health
 - iii. Health and behavior
- C. Treating Illness
 - i. Organization of medical care
 - ii. Models of healthcare delivery
 - iii. The healthcare workforce
 - iv. Healthcare financing
- D. Health System Performance
 - i. Costs and value
 - ii. Quality

VII. METHOD(S) OF INSTRUCTION

Independent reading, chapter summaries, narrated lectures, web-based activities, directed on-line discussion, independent research and synthesis.

VIII. ASSIGNMENTS AND COURSE CALENDAR

Week	Begin	End	Topics	Readings Activities	Items Due (Due Day of Week)
1	8/20	8/26	Overview of US Health System	Chapters 1, 2	Orientation Tasks (W) Discussion Self-assessment (Su) Investing Wisely (Su)
2	8/27	9/2	Role of Government, Policy Process	Chapter 3, PPACA Appendix	Quiz (1,2, 3) (F) Discussion Assignment (Su)
3	9/3	9/9	Comparative Health Systems	Chapter 4 Sick Around the World	Quiz (4) (F) Discussion Assignment (Su)
4	9/10	9/16	Population Health, Health and Behavior	Chapters 5, 7 Unnatural Causes	Quiz (5, 7) (F) Discussion (Su)
5	9/17	9/23	Organization of Care, Healthcare Workforce	Chapters 9, 10	Quiz (9,10) (F) Assignment (Su)
6	9/24	9/30	Healthcare Financing	Chapter 11	Quiz (11) (F) Assignment (Su)
7	10/1	10/7	Costs and Value, Quality Course Synthesis	Chapters 12, 13	Quiz (12, 13) (F) Culminating Assignment (Su)

Discussion deadlines occur Thursday and Sunday of each week. Quizzes must be completed by end of day Friday. Written activities, where assigned, must be completed by end of day on Sunday. Deadlines for each week are also specified in the syllabus. If due dates are unclear, PLEASE ASK for clarification in advance.

IX. TEXTBOOK

Kovner, AR & Knickman, JR (2015). Health Care Delivery in the United States, 11th edition. Springer Publishing Company. New York, NY.

Additional materials from general media, professional journals, and web resources will be assigned for reading and review.

X. COMPUTER AND INFORMATION TECHNOLOGY USAGE

This is an online course. Students must be able to comfortably navigate the internet to complete the requirements for this course. Students are required to use a word processing application for typed submission of all homework assignments. Where required to attach a file, documents must be prepared in Microsoft Word or Adobe .pdf format.

All students are expected to establish and maintain a valid e-mail address on the Anderson University e-mail system. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse for failure to meet the requirements of a course or to adhere to University policy.

XI. COURSE POLICIES

Attendance:

‡ 6 WXGHQWV LQ RQOLQH FRXUVHV PXVW DFFHVV WKH course start date. Failure to access the course, which is defined as logging into the course, may result in automatic withdrawal from the course.

‡) DL Complete the orientation tasks by the stated deadline will result in automatic withdrawal from the course.

‡ \$ VWXGHQW ZLOO EH FRQVLGHUHG WR EH DFWLYH DQD\ WHN when the student actively participates in the course by completing assigned work within stated deadlines, i.e. quizzes, discussion forums, and timely submission of written assignments. For this 7 week course, lack of activity or participation for more than 1 week will result in an administrative withdrawal.

Academic Dishonesty: Academic dishonesty will be dealt with in accordance with the University policy as described in the Anderson University Student Handbook.

Course Withdrawal: The last day to withdraw from this course with no grade is August 24, 2017. 7KH ODVW GD\ WR ZLWKGUDZ IURP WKLV FRXUVH ZLVH

Disabilities and Academic Adjustment: If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive

classroom accommodations. Please contact Dr. Dianne King, Director of the Center for Student Success, who will advise you on appropriate documentation, determine reasonable accommodations, and notify me of the accommodations for which you are eligible. Once you have been approved for accommodations through the Center for Student Success, please discuss with me their implementation in this course. Documentation must meet the guidelines specified by university policy, and no one can be notified of your accommodations without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive accommodations. Accommodations are intended to “level the playing field” so that students with disabilities can demonstrate their true abilities in their courses. Adjustments cannot be made to grades earned before a student has requested accommodations, so please attend to this early in the semester.

Syllabus Modifications: The instructor retains the right to change the syllabus and schedule during the term to accommodate unforeseen or unexpected circumstances. Any changes will be communicated to students as soon as possible via announcements in the on-line classroom.

XII. ON-LINE COURSE PROTOCOLS

Please read carefully. While the list may seem excessive, it is intended to clarify course expectations.

Written Assignments

1. Required formatting for written assignments: Student name on document. 1" margins. Doublespaced, 12-point Times New Roman font. Submitted through the learning management system in a Microsoft Word (.doc or .docx) or Adobe (.pdf) format.
2. Use proper grammar, spelling, capitalization, and punctuation.
3. The purpose of the assignments in this course (e.g., questions, cases, etc) is to engage you in some reflection of the topics from readings and activities. Demonstrating thoughtful understanding (or asking thoughtful questions) should take the form of you putting in your own words your thoughts and ideas about the topic or question asked. In addition to providing your own thoughts and ideas, you should be able to support and defend them through facts and supporting materials.

Do not just write down ideas/things from your head - try and cite the book, notes, supplemental readings, etc. to support and substantiate your point and give your answer credibility. Do not copy word for word from the book or notes as this can be considered plagiarism. If you want to use a direct quote from the book, you must cite it properly.

Plagiarism

Plagiarism is a violation of the student code of conduct. All assignments are subject to review by plagiarism software such as Turnitin.com and Plagiarism.com. Please note that using your classmates' work - past, present, and future - is also strictly prohibited. Plagiarism is unacceptable and will not be tolerated. Any student who plagiarizes will receive an automatic zero for that assignment and will be subject to further disciplinary action.

Email and Virtual Communications

- When sending e-mail to the instructor, put the course title in the subject line.

- Be courteous, considerate and respectful. It is important to be honest and to express yourself freely; robust discussion - even disagreement - is an important aspect of learning. I encourage civil discourse.
- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
- Write for correctness and ease of reading:
 - Check spelling, grammar, and punctuation.
 - Break-up large blocks of text into paragraphs and use a space between paragraphs.

Discussions

Use the Q and A board to ask any and all questions about the course.

- Use the following conventions when composing a Discussion post:
 - Use the reply button rather than the compose button if you are replying to someone else's post.
 - Avoid posts such as "I agree," "I don't know either," "Who cares," or "Ditto". These posts take up space and will not be counted for credit. You can agree or disagree with others' comments but **then** you need to add to the discussion by explaining your position, extending a point, or providing information to dispute a point.
 - Discussions are intended to invoke student discussion. The instructor crafts the discussion board to prompt a focused discussion. From there the instructor will monitor the discussion and may post a comment intermittently. Make this your discussion - so don't wait for the instructor to prompt every move.
 - Discussions are an important aspect of the course (and so they represent an important part of your grade). Discussions are graded using a rubric, which can be reviewed in the virtual classroom. Note that the rubric is applied separately to EACH discussion. If there are two or more discussion prompts within one week, you should respond to EACH prompt with the following criteria in mind.