

# Syllabus

**HCA-430:** Issues for Healthcare Administrators

## Course Description

Students in this course will assess the healthcare delivery system, the resources that comprise it, and its strengths and weaknesses. Students will identify the components of public health and epidemiology, and the availability and role of alternative medicine in treatment programs. Students will determine the theoretical basis for the healthcare system, including its history, development, and epidemiology for major health policy issues, and assess health issues and intervention strategies from the perspective of health providers, community leaders, and community residents within a biblical worldview framework. Students will demonstrate methodological skills including the calculation of rates, analysis of vital statistics, and programming data using a basic statistical package and distinguish the challenges for privacy and patient rights resulting from increasing use of technology within the healthcare industry.

**Credit Hours:** 3

**Prerequisite Courses:** None

**Prerequisite Skills and Knowledge:** Meet the requirements for admission to the BS-HCA program.

## Course Outcomes

**Upon completion of this course, you should be able to:**

1. Assess the healthcare delivery system, the resources that comprise it, and its strengths and weaknesses.
2. Identify the components of public health and epidemiology, including the social-cultural factors associated with the distribution and etiology of health and disease.
3. Assess the availability and role of alternative medicine in treatment programs.
4. Demonstrate methodological skills, including the calculation of rates, analysis of vital statistics, and programming data using a basic statistical package.
5. Evaluate the current state of the public health system using census data and other sources of information, as well as its overall planning, organization, management, evaluation, quality, professions, and its major health policy issues.
6. Determine the theoretical basis for the healthcare system, including its history, development, and epidemiology for major health policy issues.
7. Assess health issues and intervention strategies from the perspective of health providers, community leaders, and community residents within a biblical worldview framework.

8. Distinguish the challenges for privacy and patient rights resulting from increasing use of technology within the healthcare industry.
9. Integrate biblically based ethical principles into personal and professional decision making.

## Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
<b>A</b>	4.0	95%–100%	950–1000
<b>A-</b>	3.7	92%–94.9%	920–949
<b>B+</b>	3.3	89%–91.9%	890–919
<b>B</b>	3.0	85%–88.9%	850–889
<b>B-</b>	2.7	82%–84.9%	820–849
<b>C+</b>	2.3	79%–81.9%	790–819
<b>C</b>	2.0	75%–78.9%	750–789
<b>C-</b>	1.7	72%–74.9%	720–749
<b>D+</b>	1.3	69%–71.9%	690–719
<b>D</b>	1.0	65%–68.9%	650–689
<b>F</b>	0.0	0%–64.9%	0–649

## Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the IWU Catalog.

## Letter Grade Equivalencies

Grade	Description of Work
<b>A</b>	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other

	disciplines. Anticipates next steps in progression of ideas. Example “A” work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The “A” cohort member is, in fact, an example for others to follow.
<b>B</b>	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example “B” work indicates good quality of performance and is given in recognition for solid work; a “B” should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
<b>C</b>	Quality and quantity of work in and out of class are average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
<b>D</b>	Quality and quantity of work are below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below-acceptable levels.
<b>F</b>	Quality and quantity of work are unacceptable and do not qualify the student to progress to a more advanced level of work.

## Course Summary

Workshop	Devotional	Discussion*	Assignment*	Journal*	Total Points
Workshop One	1/15	1/40	1/110	1/35	200
Workshop Two	1/15	2/70	1/80	1/35	200
Workshop Three	1/5	2/60	1/100	1/35	200
Workshop Four	1/5	1/30	2/130	1/35	200
Workshop Five	1/15	1/40	1/110	1/35	200
<b>Course Totals</b>	<b>5/55</b>	<b>7/240</b>	<b>6/530</b>	<b>5/175</b>	<b>1000</b>

\* Number of Activities/Sum Point Totals

## Course Assignments

### Workshop One

Title	Due Dates	Time	Points
<b>1.1 Discussion: Expanding our Boundaries of Love</b>	Due by the end of the third day of the workshop	1 hour	15
<b>1.2 Discussion: The Impact of Current Trends</b>	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop	6 hours	40
<b>1.3 Assignment: Strategic Planning Memorandum</b>	Due by the end of the workshop	8 hours	110
<b>1.4 Assignment: The Impact of Emerging Trends in Healthcare</b>	Due by the end of the workshop	3 hours	35
<b>Totals</b>		<b>18 hours*</b>	<b>200</b>

## Workshop Two

Title	Due Dates	Time	Points
<b>2.1 Discussion: Expanding Our Boundaries of Service</b>	Due by the end of the third day of the workshop	1 hour	15
<b>2.2 Discussion: Assessing and Analyzing Data</b>	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop	4 hours	40
<b>2.3 Assignment: Evaluating Community-Based Initiatives</b>	Due by the end of the workshop	5 hours	80
<b>2.4 Discussion: Working in Public Health</b>	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop	4 hours	30
<b>2.5 Assignment: Addressing the Needs of Community Health</b>	Due by the end of the workshop	4 hours	35

Title	Due Dates	Time	Points
<b>Totals</b>		<b>18 hours*</b>	<b>200</b>

## Workshop Three

Title	Due Dates	Time	Points
<b>3.1 Discussion: Expanding Our Boundaries of Morality</b>	Due by the end of the third day of the workshop	1 hour	5
<b>3.2 Discussion: Assessing the Impact of External Policy on Healthcare</b>	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop	4 hours	30
<b>3.3 Assignment: Protecting Patient Privacy and Securing Medical Records</b>	Due by the end of the workshop	6 hours	100
<b>3.4 Discussion: Epidemiology</b>	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop	4 hours	30
<b>3.5 Assignment: Public Policy Issues</b>	Due by the end of the workshop	3 hours	35
<b>Totals</b>		<b>18 hours*</b>	<b>200</b>

## Workshop Four

Title	Due Dates	Time	Points
<b>4.1 Discussion: Expanding Our Boundaries of Compassion</b>	Due by the end of the third day of the workshop	1 hour	5

Title	Due Dates	Time	Points
<b>4.2 Discussion: Privacy Compliance</b>	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop	3 hours	30
<b>4.3 Assignment: The Role of Public Health Organizations in the Healthcare Sector</b>	Due by the end of the workshop	6 hours	65
<b>4.4 Assignment: Governmental Oversight and the U.S. Healthcare System</b>	Due by the end of the workshop	6 hours	65
<b>4.5 Assignment: Issues When Protecting Patient Information</b>	Due by the end of the workshop	2 hours	35
<b>Totals</b>		<b>18 hours*</b>	<b>200</b>

## Workshop Five

Title	Due Dates	Time	Points
<b>5.1 Discussion: Expanding Our Boundaries of “Neighbor”</b>	Due by the end of the third day of the workshop	1 hour	15
<b>5.2 Assignment: Meeting the Need of Changing Demographics</b>	Due by the end of the workshop	8 hours	110
<b>5.3 Discussion: Gathering Community-Based Healthcare Data</b>	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop	4 hours	40
<b>5.4 Assignment: An Aging Population - Challenge or Opportunity?</b>	Due by the end of the workshop	3 hours	35
<b>End of Course Survey</b>	Due by the end of the workshop	-	10 extra credit

Title	Due Dates	Time	Points
<b>Totals</b>		<b>16 hours*</b>	<b>200</b>

\*These times are only estimates. Actual assignment completion times will vary.

## Course Development Resources

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## Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
School of Educational Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Wesley Seminary @ IWU	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Undergraduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Graduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>

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