

PBHE 410, Healthcare Systems, Syllabus (3 credits)

COURSE DESCRIPTION

This course will cover the major models for provision and financing of healthcare used around the world today. The historical development of these models will be traced, and the societal values and other factors underlying countries' choice of healthcare systems and policies will be examined. We will learn to analyze the advantages and disadvantages of various ways of organizing and financing healthcare and to evaluate health policies according to a range of criteria for cost, quality and equity.

The course will also examine a number of healthcare policy issues facing the United States such as rising healthcare costs, quality of healthcare services, financing of the healthcare system, adoption of new technologies, and the role of the public and private sectors in providing healthcare. However, in seeking to reform the US healthcare system, it is important to analyze healthcare systems comparatively, in order to understand how various countries address similar problems. Specifically, the healthcare systems of advanced industrialized countries such as the United Kingdom, Germany, Canada, and Japan will be studied.

REQUIRED TEXTS & RESOURCES

Textbook:

- Luquis, R. R., & Perez, M. A. (2014). *Cultural competence in health education and health promotion*. San Francisco, Calif: Jossey-Bass.

Other Resources:

- Developing Health Communication Campaigns: <https://www.nccmt.ca/registry/resource/pdf/75.pdf>
- Community Needs Assessment: https://www.cdc.gov/globalhealth/healthprotection/fetp/training_modules/15/community-needs_pw_final_9252013.pdf
- Public Health Campaigns that Change Minds: <https://publichealthonline.gwu.edu/blog/health-communication-campaigns/>
- Developing a Population Health Program Plan: https://www.checkup.org.au/icms_docs/182812_8_GUIDE_Developing_a_Population_Health_Project_Plan.pdf
- Theories Commonly Used in Health Education, Behavior Change, and Community Health Promotion <http://web1.sph.emory.edu/DTTAC/planningFundamentals/docs/TheoriesCommonlyUsed.pdf>
- Theories and Models in Communicating Health Messages: <https://pdfs.semanticscholar.org/d526/a9eb1462540efcf0456bac6d858acf48eeb9.pdf>
- Quick Guide to Health Literacy: <https://health.gov/communication/literacy/quickguide/Quickguide.pdf>
- Culturally Sensitive Communication in Healthcare: <https://www.sciencedirect.com/science/article/pii/S1322769617303153>
- The Impact Religion Can Play on Healthcare: <https://theculturalink.com/2016/10/17/the-impact-religion-can-play-in-healthcare/>

- Ethical Issues in Health Promotion and Communication
Interventions: <https://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-118>

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Week 1		
	Written Assignment - #1	Due Week 1, Day 7
	Initial Discussion Post	Due Week 1, Day 3
	Faith Integration Post	Due Week 1, Day 6
	Discussion Replies	Due Week 1, Day 7
	Course Project Deliverable	Due Week 1, Day 7
Week 2		
	Written Assignment - #2	Due Week 2, Day 7
	Initial Discussion Post	Due Week 2, Day 3
	Faith Integration Post	Due Week 2, Day 6
	Discussion Replies	Due Week 2, Day 7
	Course Project Deliverable	Due Week 2, Day 7
Week 3		
	Written Assignment - #3	Due Week 3, Day 7
	Initial Discussion Post	Due Week 3, Day 3
	Faith Integration Post	Due Week 3, Day 6
	Midterm	Due Week 3, Day 7
	Discussion Replies	Due Week 3, Day 7
	Course Project Deliverable	Due Week 3, Day 7
Week 4		
	Written Assignment - #4	Due Week 4, Day 7
	Initial Discussion Post	Due Week 4, Day 3
	Faith Integration Post	Due Week 4, Day 6
	Discussion Replies	Due Week 4, Day 7
	Course Project Deliverable	Due Week 4, Day 7
Week 5		
	Written Assignment - #5	Due Week 5, Day 7
	Initial Discussion Post	Due Week 5, Day 3
	Faith Integration Post	Due Week 5, Day 6
	Discussion Replies	Due Week 5, Day 7
	Course Project Deliverable	Due Week 5, Day 7

Week 6		
	Written Assignment - #6	Due Week 6, Day 7
	Initial Discussion Post	Due Week 6, Day 3
	Faith Integration Post	Due Week 6, Day 6
	Discussion Replies	Due Week 6, Day 7
	Course Project Deliverable	Due Week 6, Day 7
Week 7		
	Initial Discussion Post	Due Week 7, Day 3
	Faith Integration Post	Due Week 7, Day 6
	Discussion Replies	Due Week 7, Day 7
	Course Project Deliverable	Due Week 7, Day 7
	Final	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Discussion Forum Initial Posts (7 x 75pts)	525
Discussion Replies (7 x 25pts)	175
Faith Integration Forums (7 x 50pts)	350
Written Assignments (6 x 100pts)	600
Course Project Deliverables (5 x 100pts, 2 x 250pts)	1000
Midterm	100
Final	100
Total Points:	2,850

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

COURSE GOALS AND OBJECTIVES		Program Objective(s)
Goal 1: Analyze United States Healthcare Systems.		
	Objective 1.1: Explain the different components and functions of multiple health care delivery systems in The United States.	1.3, 1.8, 2.2, 2.1, 2.2, 3.2, 4.3
	Objective 1.2: Explain the evolution of the health care systems in the United States.	1.8, 4.2, 4.3, 3.2, 4.2
	Objective 1.3: Identify the social, legal, and economic factors that affect the delivery of health care in The United States.	1.3, 2.2, 4.2, 4.3
Goal 2: Compare International Healthcare Systems		
	Objective 2.1: Explain the similarities and differences of healthcare systems in The United States and similar Countries.	2.1, 3.2, 4.1
	Objective 2.2: Explain the difference between First World, Second World, and Third World Country healthcare systems.	1.8, 2.2, 4.1, 4.3
	Objective 2.3: Identify the social, legal, and economic factors that affect the delivery of health care internationally.	1.8, 4.1, 4.2, 4.3

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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