



University of the Incarnate Word - DRAFT

HSCI 4310 Healthcare Policy Syllabus & Course Outline – Spring I 2017

Instructor:

Dr. Fred Swiderski, PhD, MHA, MBA, FACHE
School of Applied Sciences
Office: Virtual

Office Hours: By appointment
email: swidersk@uiwtx.edu
Cell Phone: (580) 647-0474

I. Catalog description

This course is an introduction to healthcare policy issues in the U.S. This course will explore the three branches of government and how each of the three shape healthcare policy. We will explore the anticipated and unintended consequences of legislation and look at the political motivations of each party when a healthcare bill is introduced.

How Course Fits Within the Curriculum: Satisfies requirement in the core curriculum category of the Bachelor of Science, Health Science degree programs.

Description of Course:

This is a survey course in U.S. health policy and law. It begins by describing the basic machinery of policymaking and legal process that underpin the individual health care and public health systems, and then turns to an exploration of many of the fundamental problems and contemporary issues in health policy and law. Students will learn to think systematically about these issues and the various methods available to public and private policymakers to solve them.

II. Course Objectives

| Course outcomes: | Assessment: |
|--|--|
| Upon completion of the course, students will be able to: | The objectives will be assessed by: |
| Demonstrate an awareness of the policymaking process regarding health policy and law | Thorough discussion of course material and current events |
| Demonstrate knowledge of the fundamental disciplines of individual rights and health economics in a health policy context | Through tests and assessments |
| Demonstrate the ability to proficiently use technology to support analysis and decision making skills | Through evaluation of information obtained from the Internet and presented to the class discussion and responses to exam questions |
| Demonstrate the ability to think critically and to communicate complex ideas | Through evaluation of class participation and responses to essay questions |
| Demonstrate competent understanding of health insurance, government health programs and health reform in the United States | Through review of case briefs presented to the class |
| Demonstrate competent ability to analyze healthcare quality policy and public health preparedness | Through analysis of responses during class discussion |

III. Required Text

TITLE: Essentials of Health Policy and Law, 3rd Edition

AUTHOR: J. Teitelbaum, Sara Wilensky

PUBLISHER: Jones and Bartlett

IV. Methodology

Assessment of Course Learning Objectives will include individual evaluation of performances. Methods of assessment include group/class discussion, quizzes, exams and written assignments.

V. Assignments / Blackboard

The term “week” used in the syllabus/outline refers to the span of seven days from Monday (opens the week) to Sunday (closes the week). All assignments will have specific due dates throughout the week. BE SURE to verify the due date with each assignment. *Week 8 is a short week and all assignments will be due by midnight on Thursday of that week.* I make all weekly lesson folders available in Blackboard on Sunday evenings at 6pm (CST) in order for students to get a jumpstart on the weekly assignments. Within each weekly lesson folder, you will find sub-folders that contain all of the week’s assignments and supporting materials. There will also be a weekly class notes folder to emphasize what needs to be accomplished each week. It is each student’s responsibility to navigate through and familiarize themselves with Blackboard during week 1 if they are not familiar with it. In case of technical difficulties with Blackboard, I do accept assignments via email attachments, but I must be notified first if you experience any problems.

VI. Course Requirements / Expectations

A. Reading. Required reading is assigned from the course text. Students are responsible for all required reading and are expected to participate/contribute to class discussions and exercises based on the required reading assignments.

B. Instructional Media. Required instructional media exercises are assigned based on the course text and other supporting materials. Students are responsible for all required instructional media assignments and are expected to participate/contribute to class discussions and exercises based on the required instructional media assignments.

C. Discussion Questions. Students will participate in asynchronous discussion questions related to germane issues of various legal issues in healthcare. Discussions will be of a substantive nature. All students must understand that a significant part of an online class is the discussion process. Students will be graded on the number and quality of contributions to those discussions. Class discussions via postings are a critical component in the student's contribution to the course.

Rules for Discussion Questions:

I require that each student logon and participate in the week’s threaded discussion on three different days each week. I will be looking for substantive comments (the more substantive the comments, the more points earned) each week that insightfully examine our course topics and must say more than “I agree” or “me too” to count. Each post must be a minimum of 4 sentences in length (80-100 words) and focus on the question or another’s comments in a thoughtful way. In the past this has been perhaps the most meaningful part of the student experiences—the exchange of ideas, philosophies and thoughts about the legal system and its impact on our daily lives.

The schedule for posting comments is as follows: Initial posts are due by 11:59pm CST each Thursday. Response (or reply) posts to others must be posted NLT 11:59pm CST each Sunday. Do not respond to the same students each and every week—mix it up and get involved.

The true purpose of discussion questions is meant to replicate the spontaneous discussion that occurs in any classroom. I generally will not get too involved but will come in and out to stimulate

some class discussion. As a general rule, the more you participate, the higher your grade and the greater degree of education takes place. This can be/is fun.

I will only evaluate participation for discussion threads within the current week's threaded discussion. For example, during week 2, I will only evaluate message postings in the week two discussion thread—not thread postings for week 1 threads (late thread postings will not be counted). **The week comes to a close on Sunday.** You may comment on one another's work after that, but I will only evaluate the postings up by midnight Sunday. Week 8 is a short week and class ends on Friday. *During week 8, all postings are due by midnight Thursday of that week.*

IMPORTANT: This course expects you to utilize current periodical literature, internet sources and published case analysis as appropriate to support your positions in your weekly discussions. Again, please remember to cite your sources. I have found that many students will bring in outside links in their response. This is good and it allows for more exposure by the class to outside supporting materials. I generally will not comment on each student's post or get involved in the discussion to a great extent, as long as the class is interactive and on point. I may come in and out of the thread to stimulate the discussion.

Please remember, your instructor is committed to the process of schooling and the journey of learning and appreciates learners who also have that same commitment. Just like in any classroom, your privacy is respected and your thoughts and observations will not be shared outside this class, as many learners appreciate confidentiality when speaking/writing about their past and current organizations.

For anyone new to "dialoguing" in the online environment, there are some basic rules to follow before writing replies. Please ask yourself:

- Is what I am about to say/write truthful?
- Is what I am about to say/write kind?
- Is what I am about to say/write necessary?

If you can answer "yes" to these, then your posting/message is "respectful dialogue".

Remember, when if you read a response for which you may not agree--First...don't just react to the posting...think about it..."really listen" to others...suspend judgment...then, when you have had a while to ponder on it...use the 3 guidelines above to post a "response" reply...not a "reaction" reply.

E. **Quizzes.** Following completion of each block or unit of instruction there will be a quiz covering fundamental principles from the assigned readings. Each quiz consists of 10 questions.

F. Healthcare Policy Paper: The objectives of the course have been designed to provide you the knowledge and skills to be successful in this area of the health care industry. Topics for student healthcare policy papers should identify a particular service that may be needed in your community. Students should also identify the connection between their service and their academic coursework, and their roles as citizens. The following guidelines will be followed when completing your paper:

- Submit topic for instructor approval NLT Friday of the fourth week of the semester.
- In weeks 5 - 7 of the semester, you will need to submit weekly topic paper update progress summaries. Your summary must be posted to the discussion board NLT 11:59pm (CST) on Friday of each week. Summaries must be a minimum of 4 sentences in length (80-100 words). Make this fun

and enjoyable to read. This is your free expression about the healthcare policy topic you chose to write about.

- Topic papers will be due NLT 11:59pm (CST) Thursday of the last week of the semester.
- You must use APA format when submitting your healthcare policy topic paper. Utilize the grading rubric and to get the maximum number of points for your paper. The minimum length is 2 pages. More than 4 pages is too much.
- Your Topic paper must include the following:
 - Why did you select this particular topic?
 - How do you envision this topic becoming a future healthcare policy?
 - What were your learning outcome(s) as a result of the topic you have chosen. In other words, what did you expect to get out of the topic you chose?
 - What can you conclude from researching this topic?

E. **Weekly Summaries.** Each week students will post to the discussion board a brief summary of what they have learned that week. Students must also respond to one (1) classmate's summary post each week. This is a chance to share some knowledge and relate ideas and experiences with you classmates. Weekly summaries must be a minimum of 150 words. Weekly postings are a graded activity and are due by 11:59pm (CST) each Sunday

F. **Article Research & Review.** Each week, students will locate and read an article from a professional journal that relates to the weekly topic. Then students will post a review of the journal article and must be a minimum of 250 words. Students should discuss how the article applies to the field of health care policy. Remember to include a reference using the correct APA format with the source. Students must also respond to one (1) classmates' article review post each week. This is a chance to share knowledge and relate some ideas and experiences with your classmates. Responses to classmate article reviews must be a minimum of 150 words. Both the review of the journal article and responses to classmate article reviews are graded activities.

H. **Class Participation.** Students are expected to participate in discussion and class activities during each class session. We are here to share knowledge, techniques, skills, approaches, and philosophies. In order to do that, each student should understand and embrace the 4 Ps: preparation, presence, promptness, and participation.

- If the student does not fully prepare by reading and otherwise completing assignments, class discussion will be of limited value.
- If the student is not present, learning cannot take place and his/her unique thoughts and perspectives are lost to the rest of the class. Two absences equal 1 grade letter drop.
- Students learn best by participating. More importantly, each student has the responsibility to share his/her understanding and judgment with the class to advance the group's collective skills.

This online course is not self-paced, nor is it open-ended. There is a beginning and ending date for each course, and assigned deadlines for homework, reading, quizzes, and on-line discussion. Our online class will be taught in a somewhat informal lecture and discussion format. Open-ended discussion is highly encouraged and students are invited to ask questions or raise points for discussion at any time. All of our discussion and person-to-person contact will be done through the website to maintain the integrity of the learning process. Questions or comments regarding grades or other personal matters should be sent directly to me.

This course is eight weeks long. We cannot possibly cover all aspects of this course in that short period of time. You will do most of your work off-line, but you will be expected to access the website area at least five out of the seven days per week to submit work, retrieve assignments, read, and participate in posted group discussion. Participation is critical to your successful completion of this class and will have a major bearing on your final grade. Let me be clear that this does not mean you will not pass the course if you are on less than five days, but it makes it harder for you to complete the course because you will spend more time when you are on less often.

Finally, you cannot learn scientific concepts unless you practice them regularly. There will be weekly homework assignments. Discussion will also be based around the concepts in order for all of the students in the class to support each other in learning the course material.

VII. Method of Evaluation

A. Required Assignments*

- Discussion Questions 30%
 - Weekly Summaries 10 %
 - Article Research & Review 20%
 - Quizzes 10%
 - Healthcare Policy Topic Paper 25%
- Total = 100%

*Note on Required Assignments: To receive the greatest number of possible points for each requirement: instructions must be correctly followed; all work must be completed and successfully submitted by the designated due date.

B. Grading*

Grading Scale:

| | | | | | |
|----|----------|----------------|-------|----|-------|
| A | 93 – 100 | B- | 80-82 | D+ | 67-69 |
| A- | 90 – 92 | C+ | 77-79 | D | 63-66 |
| B+ | 87 – 89 | C | 70-76 | D- | 60-62 |
| B | 83 – 86 | There is no C- | | F | < 60 |

*Note on Grading: I encourage all students to approach each assignment with utmost importance.

A and A- indicates an **exceptional demonstration** of superior mastery and original insights and/or application of the subject matter **AND** exceptional **demonstration** of (1) adherence to instructions; (2) clarity and depth of written work; (3) content accuracy and thoroughness; (4) correct grammatical usage and spelling; (5) use of multiple citations and references in addition to textbook source citations to support positions; and (6) APA writing style and formatting.

B+, B, and B- indicates **above average demonstration** of course essentials **AND/OR** above **average demonstration** of: (1) adherence to instructions; (2) clarity and depth of written work; (3) content accuracy and thoroughness; (4) correct grammatical usage and spelling; (5) use of multiple textbook source citations and references to support positions; and (6) APA writing style and formatting.

C+ and C indicates an **acceptable demonstration** of course essentials **AND/OR acceptable demonstration** of: (1) adherence to instructions; (2) clarity and depth of written work; (3) content accuracy and thoroughness; (4) correct grammatical usage and spelling; (5) use of a textbook source citation and a reference to support a position; and (6) APA writing style and formatting.

D+, D and D- indicates a **minimal acceptable demonstration** of course essentials **AND/OR minimal acceptable demonstration** of: (1) adherence to instructions; (2) clarity and depth of written work; (3) content accuracy and thoroughness; (4) correct grammatical usage and spelling; (5) minimal use of a textbook source citation and a reference to support a position; and (6) APA writing style and formatting.

F indicates **failure** to demonstrate the understanding of the minimum essentials of the course **AND failure to demonstrate** (1) adherence to instructions; (2) clarity and depth of written work; (3) content accuracy and thoroughness; (4) correct grammatical usage and spelling; (5) no use of source citations or references to support positions; and (6) APA style and formatting.

VIII. Professionalism / Lateness

Your assignments reflect your abilities to articulate your thoughts in writing. Be mindful of your spelling, presentation and organizational skills when writing in discussion and completing your assignments. A good way to think of this is to treat each assignment as though you are submitting it to your boss. Likewise, you never want to be late to your boss with an assignment. Unless there is a true emergency situation, I don't tolerate lateness. **Ten points will be deducted for assignments up to 24 hours late. After 24 hours, I will not accept any late assignments.**

IX. Writing Style:

Students are expected to submit their paper following the most current APA writing guidelines published by the American Psychological Association. Students should read and become familiar with these standards. Quoted text must be accompanied by an appropriate explanation. This means for every one line of quoted text there is to be a one-paragraph synthesis of the relevance to the topic being discussed.

WIKAPEDIA and other non-academic writing is NOT considered professional, scholarly literature appropriate as citations or for supporting your text in academic papers. Use of non-scholarly citations will result in loss of points. Bulleted lists of items or statements are not APA style and not acceptable in papers.

Colloquial expressions should not be used. **In most instances, scholarly papers are generally written in the third person, so do not use the personal pronoun "I" in papers.**

It is important to choose language appropriately so that your writing may not be construed as biased or discriminatory. Words that reflect bias regarding presupposed outcomes of the or with respect to issues such as ethnicity, nation origin, gender, marital status, age, religion, sexual orientation, or disability should be avoided. Useful guidelines concerning writing style and appropriate use of language can be found in the APA manual. You can reference <http://www.apastyle.org> to find out more about writing in the APA style.

Writing assignments (discussions, article review, healthcare policy paper, etc.) will be used to explore substantive health policy issues that require more individual focus to better prepare and inform students. Papers will challenge the student in key topics to synthesize information and to

introduce the application of fundamental principles of professional writing. The paper assignments will be graded according to the rubric provided by the instructor. Also, I recommend you review the Student Resources “Helpful Link”. There are a number of topics that include APA formatting, drafting/creating an outline, revising or editing written papers, etc.

X. Disability Statement

The University is committed to providing a supportive, challenging, diverse, and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act—Subpart E and Title III of the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. For more information contact the

Student Disability Services
Administration Building, Suite 105
Ph. (210) 829-3997
Fax. (210) 829-6078
Website: <http://www.uiw.edu/ada/>

XI. Academic Dishonesty

University of Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. For details on what constitutes academic dishonesty and its consequences, go the following address. <http://uiw.edu/ugcat01-03/05.html#grades>.

XII. Important “Drop Course” Information

It is the student's responsibility to drop their course within the 100% refund period to avoid assessment of tuition and fees. There will not be a university-initiated drop for non-participation. If you do not plan to attend, you must drop your courses by Friday at 5 p.m. (CST) of the first week of the term to be within the 100% refund period. You may do so by emailing your request to virtual@uiwtx.edu. **A \$50 administrative fee is applied for all drops from courses offered through the UIW Online. ARMY Students** must drop their course(s) through **GoArmyEd** and the drop fee will be waived.

XIII. Announcements

Please plan on reading the Announcements area a couple of times per week. Each week I may post a general announcement, but if there is anything that comes up that you all need to know I will post it there.

XIV. Course Outline

The term “week” used in the syllabus/outline refers to the span of seven days from Monday to Sunday. All homework assignments are due at the appropriate time of the week indicated on the course outline.

Each week you will notice a number in the AIE column. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic each week. Its primary purpose is for accreditation.

| Week | Assignments | AIE |
|------|---|-----|
| 1 | a. Orientation: Course Syllabus & Outline | 0 |

| | | |
|---|---|----------|
| | b. Read: Chapter 1 | .5 |
| | c. Read Instructional Media: Chapter 1 Power Point (PPT) Slide Presentation | .5 |
| | d. Discussion Board Part I (Autobiography) | 1 |
| | e. Discussion Board Part II | 1 |
| | f. Instructional Media: APA Tutorial and Quiz | 1 |
| | g. Weekly Summary | 1 |
| | h. Quiz – Chapter 1 | 1 |
| | Subtotal | 6 |
| 2 | a. Read: Chapters 2 & 3 | 1 |
| | b. Instructional Media: Chapters 2 & 3 | 1 |
| | c. Discussion Board | 1 |
| | d. Article Review | 1 |
| | e. Weekly Summary | 1 |
| | f. Quiz – Chapters 2 & 3 | 1 |
| | Subtotal | 6 |
| 3 | a. Read: Chapters 4 & 5 | 1 |
| | b. Instructional Media: Chapters 4 & 5 | 1 |
| | c. Discussion Board | 1 |
| | d. Article Review | 1 |
| | e. Weekly Summary | 1 |
| | f. Quiz: Chapters 4 & 5 | 1 |
| | Subtotal | 6 |
| 4 | a. Read: Chapters 6 & 7 | 1 |
| | b. Instructional Media: Chapters 6 & 7 | 1 |
| | c. Discussion Board | 1 |
| | d. Article Review | 1 |
| | e. Weekly Summary | 1 |
| | f. Quiz: Chapters 6 & 7 | 1 |
| | Subtotal | 6 |
| 5 | a. Read: Chapter 8 | 0 |
| | b. Instructional Media: Chapter 8 | 1 |
| | c. Discussion Board I | 1 |
| | d. Discussion Board II | 1 |
| | e. Article Review | 1 |
| | f. Healthcare Topic Update Summary | 1 |
| | g. Quiz: Chapter 8 | 1 |
| | Subtotal | 6 |
| 6 | a. Read: Chapter 9 | 0 |
| | b. Instructional Media: Chapter 9 | 1 |
| | c. Discussion Board I | 1 |
| | d. Discussion Board II | 1 |
| | e. Article Review | 1 |
| | f. Weekly Summary | 1 |
| | g. Quiz: Chapter 9 | 1 |
| | Subtotal | 6 |
| 7 | a. Read: Chapters 10 & 11 | 1 |
| | b. Instructional Media: Chapters 10 & 11 | 2 |
| | c. Discussion Board | 1 |

| | | |
|---|--|-----------|
| | d. Article Review | 1 |
| | e. Weekly Summary | 1 |
| | f. Quiz: Chapters 10 & 11 | 1 |
| | Subtotal | 6 |
| 8 | a. Read: Chapters 12 & 13 & 14 | 1 |
| | b. Instructional Media: Chapters 12 & 13 | 1 |
| | c. Healthcare Policy Topic Paper – Due by 11:59pm, Thursday of Week 8. No late papers accepted! | 3 |
| | d. Quiz – Must be submitted by 11:59pm, Thursday of Week 8. | 1 |
| | Subtotal | 6 |
| | Total AIE | 48 |