

HCA 200 (3 CREDIT HOURS)
HEALTHCARE SYSTEMS
SPRING SEMESTER 2020



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COURSE DESCRIPTION

The focus of this course is to offer an introduction to the operations, organization, and financing of the U.S. healthcare system. Major areas of focus will be on key stakeholders, deliverers of healthcare, methods of payment or reimbursement, quality of care, and policy issues related to healthcare delivery.

HEALTH ADMINISTRATION PROGRAM STUDENT LEARNING OUTCOMES

- PSLO 1: Demonstrate knowledge of theories, facts, methodologies and research in the respective discipline to evaluate, propose and provide solutions to problems.
- PSLO 2: Recognize and evaluate ethical issues and situations.
- PSLO 3: Demonstrate the ability to apply qualitative and/or quantitative analytical reasoning skills to solve problems and evaluate outcomes.
- PSLO 4: Demonstrate the ability to communicate effectively in forms appropriate to the discipline, individually and/or in groups.

COURSE STUDENT LEARNING OUTCOMES

- Identify stakeholders and attributes of the healthcare system.
- Appreciate the interdependencies within the healthcare system.
- Describe the various professional roles and relationships.
- Evaluate the various roles played by practitioners that provide healthcare.
- Improve analytical, decision-making, and research techniques.

STUDENT RESPONSIBILITIES, COURSE POLICIES, & ACADEMIC POLICIES

Course Conduct. Active participation is critical for individual success. Course activities are built on collaborative learning and rely on the active input of others. As such each student is expected to read the assigned chapters and articles prior to each class session. Outside the classroom, students are encouraged to seek additional resources to supplement their collective learning and enhance their course performance.

Academic Integrity. The Healthcare Administration Program and this professor subscribe to the Academic Honesty Policy published in the most recent Walsh University Graduate Catalog (“Academic Policies & Procedures” section). If any student in this course violates any actions as defined as “academic dishonesty,” the professor will take appropriate action, after an appropriate investigation. Penalties may include an “F” for the assignment, an “F” for the course, or other penalties outlined in the academic integrity policy – but will always include submission of the student’s (or group’s) name to the university academic dishonesty database. Cheating on an examination will result in an “F” for the course.

Administrative Withdrawal. Per academic policies as outlined in the most recent edition of the Walsh University Catalog, any student that has greater than nine (9) cumulative hours of unexcused absences may be administratively withdrawn from this course. Consistent with the policy, this administrative withdrawal action may be taken after the student is provided with one (1) written warning.

Student Conduct. Appropriate source documentation must be supplied for all quoted and/or referenced materials. If any student has specific questions about proper citations, quotations, etc., please contact the instructor. Each student is expected to read the assignments for each module. The course is designed to encourage active learning by and between class members. The modules include recorded lectures, class discussions, assigned readings, videos, and other activities.

Student Preparation & Behavior. All students and faculty will display ethical and personal professional behaviors. The class must be sensitive to individual needs, as well as those of the class as a whole. Faculty and students are encouraged to work collaboratively and respectfully.

Make-Up Policy. Make-up assignments will only be permissible under EXCEPTIONAL circumstances. It is the student’s responsibility to notify the professor in-advance of the assignment. The professor will evaluate each situation on a case-by-case basis. A request is not synonymous with approval. In some cases, the assignment will be due or examination taken prior to the original due-date.

Writing Policy. A minimum of twenty-five (25%) percent of the grade on ALL written assignments is based on the writing skills evidenced in the writing assignment. Those skills are evaluated using the written report evaluation criteria (DSOB Writing Rubric) available from the School of Business. A student scoring lower than 16.5/24 on the DSOB Writing Rubric in this course will not have their work graded for quality, and the student will be required to remediate his/her work by getting writing tutoring provided by the Academic Support Center at Walsh University which is available in person or by electronic means.

A specific plan of action may be determined by the course instructor in consultation with the Academic Support Center. A specific plan of action may include, but not limited to: requiring a student to attend writing tutoring sessions prior to each subsequent assignment in the course; requiring students to submit multiple drafts of a paper; and/or requiring a student to attend multiple writing tutoring sessions. Any assignment that is remediated will be graded for content quality upon resubmission, however in fairness to those who submit acceptable work when it is due, the written quality grade will remain as it was upon first submission.

Format for Written Assignments. All written assignments submitted for this course will conform to APA writing guidelines. The format is published in the Manual of the American Psychological Association (Sixth Edition) and it available at the following cite: <http://owl.english.purdue.edu/owl/resource/560/01/>. All citations and sources used for papers and projects submitted for DeVille School of Business courses will be properly cited and conform to APA writing guidelines. It is the student's responsibility to become familiar with and include these into all appropriate submitted class work.

Accessibility Services for Students with Disabilities. Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law. If you feel that you may need an accommodation based on the impact of a disability, or temporary medical condition, please contact Meredith Soduk, Director of Academic Support Services, at 330-490-7529 or msoduk@walsh.edu. Accessibility Services will confidentially discuss your needs.

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Review your documentation and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

Student Expectations from Faculty. During this course, the professor pledges to respond to your emails/contacts within forty-eight (48) hours. At each week's conclusion, the professor will distribute an announcement summarizing the week's content, work, etc. During the week, please know that the professor is actively engaged in the course, even if he/she doesn't post.

Evaluations for Courses/Faculty. Students will be given the opportunity to evaluate the course and faculty at the end of the semester. Students have a responsibility and obligation to complete these evaluations.

COURSE MATERIALS

Primary Text: Jonas & Kovner's Health Care Delivery in the United States, 12th Edition, edited by James Knickman and Brian Elbel (Springer Publishing Company: New York, NY; 2018); ISBN-13: 9780826172723.

On-Line Materials: ECN includes journal articles for most class sessions. In addition, ECN also includes lecture handouts, healthcare articles and other learning materials for each session. You may find that printing them out facilitates improved note-taking and studying.

Additional Readings, etc.: Additional assigned readings may be distributed in the throughout the course of the session. Appropriate announcements will be made. Students are responsible for these additional readings.

TEACHING STRATEGIES

1. Readings – Include readings from the book, assigned articles, and other students' postings on the discussion forums.
2. Presentations – Each of the presentations include a review of the assigned materials, providing fodder for meaningful and relevant class discussions.
3. Discussion Forums – In every module (or week), students will have ample opportunity to offer their insights and react to others students' comments.
4. Learning Activities – Specific assignments and learning activities have been developed, linked to the student learning outcomes.

Online Modules. Online modules will officially run from Saturday through the following Saturday of each week. Modules will open on the Friday prior to the start of a module. All assignments, blog postings, discussion postings, readings, etc., should be completed and submitted as directed in the course syllabus.

Timely Submission of Assignments. Late work will not be accepted. Due to significant circumstances and at the professor's discretion, late assignments may be dropped a minimum of one letter grade (or at minimum of 10% of total points for the assignment) for each day the assignment is late. The acceptance of late work and deductions is at the sole discretion of the instructor. All course assignments must be completed before a course grade will be issued. Refer to Walsh University Catalog for incomplete grade protocol and policies.

Grade Appeal. Refer to the Walsh University Undergraduate Catalog for the specific policy and process for appealing.

HCA200 — TEACHING-LEARNING ACTIVITIES/EVALUATION OF PERFORMANCE

Program Learning Outcomes	Course Learning Outcomes	Sessions	Learning Activities	Assessment Methods
PSLO 1: Demonstrate knowledge of theories, facts, methodologies and research in the respective discipline to evaluate, propose and provide solutions to problems.	• Identify stakeholders and attributes of the healthcare system.	1	<ul style="list-style-type: none"> • Presentations & videos • Class discussions • Healthcare articles 	• Class discussions
	• Understand interdependencies within the healthcare system.	2 & 3	<ul style="list-style-type: none"> • Presentations & videos • Class discussions • Healthcare articles • Final Examination 	<ul style="list-style-type: none"> • Article discussion • Class discussions • Final Examination
	• Describe the various professional roles and relationships.	2 to 6	<ul style="list-style-type: none"> • Presentations & videos • Class discussions • Healthcare articles 	<ul style="list-style-type: none"> • Class discussions • Article discussions
	• Evaluate the various roles played by practitioners that provide healthcare.	1 to 3	<ul style="list-style-type: none"> • Presentations & videos • Class discussions • Health Profession Paper 	<ul style="list-style-type: none"> • Class discussions • Health Profession Paper

	<ul style="list-style-type: none"> • Improve analytical, decisionmaking, and research techniques. 	7 & 8	<ul style="list-style-type: none"> • Presentations & videos • Class discussions • Health Profession Presentation 	<ul style="list-style-type: none"> • Class discussions • Health Profession Presentation
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GRADING METHODOLOGY & POLICIES

Course assignments will be weighted as follows:

Component	Percent
Implication Papers	10%
Quizzes	20%
Health Professions Paper	20%
Health Professions Presentation	10%
Final Examination	20%
Discussion Forums	20%
TOTAL	100%

A grade will be assigned based upon achievement of points within one of the following ranges:

Grade	Total Points
A (93% to 100%)	930 to 1,000
A- (90% to 92%)	900 to 929
B+ (87% to 89%)	870 to 899
B (83% to 86%)	830 to 869
B- (80% to 82%)	800 to 829
C+ (77% to 79%)	770 to 799
C (73% to 76%)	730 to 769
C- (70% to 72%)	700 to 729
D+ (67% to 69%)	670 to 699
D (63% to 66%)	630 to 669
D- (60% to 62%)	600 to 629
F (Below 60%)	Less than 600

Final Course Grade. Final course grade will be based on the above listed graded activities, interactive participation at the graduate level in online and campus classrooms, labs, small group and community activities, along with demonstration of ethical and professional clinical conduct in all learning activities.

Withdrawal Policy. Students are to refer to the current Walsh University Calendar to obtain the last date for withdrawal (W) from a course. Students may be administratively withdrawn from a course for lack of attendance. Refer to the Walsh University Graduate Catalog for the specific policy regarding administrative withdrawal by faculty.

IMPLICATION PAPERS

The Implication Papers are worth collectively 100 points, comprising 10% of your final grade.

Students are required to submit two (2) implication papers, each worth fifty (50) points, coinciding with one of the week's topics. The purpose of the implication papers is to discern the student's ability to summarize, synthesize, and apply the article. Each article must be taken from a healthcare academic journal or trade publication.

Each one-page single-spaced implication paper should be typed, using 10-font with appropriate margins. At the top, the student should include his/her name, week number, topic, and complete bibliographic citation. One-third of the implication paper should summarize the article. The student should not retype major sections or quote the article. The remaining two-thirds of the summary is the most important section of the paper.

In the "Implication" section (which should be clearly designated by an appropriate heading), the student will identify problems, issues, and/or implications of the article, linking the article and applying the issues directly with that week's related course materials. This section is where the student will demonstrate in-depth knowledge and application of healthcare organizational concepts.

Only one implication paper may be submitted for any one topic. Failure to turn in the required implication paper will result in a deduction (50 points per paper) for each missed paper. Late work will not be accepted. The implication paper will be uploaded to the appropriate area on the Assignments Tab on ECN.

WEEKLY QUIZZES

The Weekly Quizzes are worth 200 points, comprising 20% of your total final grade. Weekly quizzes will be administered at the conclusion of each lesson (from Weeks #1 to #8) to assess your knowledge of the topics covered that week. Each weekly quiz is worth 25 points. An ECN announcement will be sent during the first week of the class to clarify quizzes, due-dates, and instructions (including how to access the quizzes, submitting your quiz, etc.).

The quizzes are open-book, but timed – so that a student will have only a fixed period of time to submit the completed quiz. Late quiz submissions will not be accepted. The quizzes can be accessed on the Test & Quizzes tab on ECN.

HEALTH PROFESSIONS PAPER

The Health Professions Paper is worth 200 points, comprising 20% of your final grade. This assignment involves the completion of analysis and research on a given health profession within the healthcare field. The student will identify and research on the profession, scope of practice, training and licensure/certification requirements, role within the healthcare system, current state of the profession, and

future need (shortage or surplus). As a part of the assignment, each student will also find and interview an individual in the selected health profession.

The health professions paper should be organized as follows:

- | | |
|---|---|
| <ul style="list-style-type: none">• Cover Page• Table of Contents• Executive Summary• Introduction• Description of the Health Profession• Educational Requirements | <ul style="list-style-type: none">• Licensure or Certification Requirements• Scope and Location of Practice• Role within the Healthcare System• Current State of the Profession• Future Needs of Profession• Conclusions |
|---|---|

The health professions paper will be six (6) to eight (8) pages, (12-font, double-spaced, and one-inch margins on all sides), exclusive of a table of contents, executive summary, bibliography, and exhibits. The well-written paper will be well organized, appropriately researched, comprehensive, and accurate.

The grading rubric used to assess student performance for this assignment is included under the “Grading Rubrics” section of the course syllabus. Late work will not be accepted. The implication paper will be uploaded to the appropriate area on the Assignments Tab on ECN.

HEALTH PROFESSION PRESENTATION

The Health Professions Presentation is worth 100 points, comprising 10% of your final grade. Toward the end of the course, each student will upload a YouTube video, presenting a summary of the health professions paper. The professor will send via an ECN announcement with directions for recording and uploading the video.

The presentation should be between 12-15 minutes in length, prepared using PowerPoint or Prezi slides, along with other web media (you can include relevant Internet videos, although be mindful of their length – up to fifteen (15) minutes. Upload your file or weblink to the Discussion Forum by the assigned due-date.

Each presenter will be graded on the content of each student’s presentation (exclusive of handouts, etc.). In addition, you are required to upload your PowerPoint file to the Assignments Tab on ECN. Late presentations will not be accepted.

Please consult with YouTube’s privacy policies and understand their policies, as you’ll upload to YouTube in this course: <https://www.youtube.com/yt/about/policies/#community-guidelines>.

FINAL EXAMINATION

The Final Examination is worth 200 points, comprising 20% of your total final grade. The examination will require the student to demonstrate knowledge and application of the materials presented in the class. The well-written examination will go beyond presenting the materials, but will effectively apply concepts and topics to demonstrate knowledge and understanding of course materials. All materials covered in the class and/or assigned as readings (textbook, handouts, etc.) may be included on the examination. Late examinations will not be accepted. The final exam will be uploaded to the appropriate area on the Assignments Tab on ECN.

DISCUSSION FORUMS

The Discussion Forums are worth 200 points, comprising 20% of your final grade. There will be a total of sixteen (16) Discussion Forum postings due, each worth 12.5 points individually, for a total of 200 points.

Active student participation is the intellectual sharing of and engaging with others in the discussion forums and experiences that are integral in the teaching-learning milieu. There is also the expectation that contributions made should reflect a growing understanding of course topic(s).

Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials. Participation includes **BOTH** original discussion and responses to discussions of other students.

Discussion Forum. Participation in the discussion forums is critical for maximizing students' learning experiences in this training course. Each student is required to be part of an online community through discussion to enhance and support the learning development of the group and its respective members. Part of the assessment criteria for the course includes assessing the quality and quantity of each student's participation in the discussion forum.

Active participation in discussion topics is defined as making at least one (1) original posting per week for each discussion question and at least one (1) response to the early group members' postings.

Postings must be relevant and substantive (i.e. not comprised of one word responses or just stating, "I agree"). The course discussion rubric provides specific guidelines on how discussion contributions will be graded and what is considered a substantive response.

Some characteristics that are considered to be a part of excellent discussion contributions are outlined below and will be considered when assessing students' quality and level of participation.

- Each student should submit his/her initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the session – all by the deadlines identified. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.
- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references.
- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.

- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what others have posted to your posts. The required number is the “minimum” number of posts required – however, students are encouraged to engage in online dialogues.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, Websites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.
- Each post should include a consistent format for the subject line. As an example, please identify the Module number and day on which the post is required. As an example, “Module #2—Wednesday” or “Module #6—Sunday.” Deviating from this format may cause confusion.

CLASS COMMUNICATION (ESPECIALLY EMAIL COMMUNICATION)

We will use Walsh emails address exclusively. It is critical that you check your Walsh email account throughout the week between classes. The professor may send handouts and/or articles to review between class meeting times. **It is your responsibility to check your Walsh email account,** read any attachments, and take appropriate action based upon the email message.

If you have any questions about the technical aspects of your Walsh email account, please contact Walsh University’s Information Systems Department Help Desk at helpdesk@walsh.edu. If you need to contact the instructor, please feel free to contact at any time – don’t hesitate! Use the contact information on the first page of this course syllabus.

TENTATIVE SCHEDULE (AS OF December 20, 2019)

MODULE	READINGS AND ACTIVITIES
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<p>Module 1 (Week #1)</p> <p>January 6-12)</p>	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #1 (Read chapter and watch narrated PowerPoint lecture) • Chapter #2 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s), listen to podcasts, and/or watch videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Reply to others' Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #1) on ECN.
<p>Module 2 (Week #2)</p> <p>(January 13-19)</p>	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #3 (Read chapter and watch narrated PowerPoint lecture) • Chapter #13 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s), listen to podcasts, and/or watch videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. • Upload "Implication Paper" via Assignment Tab on ECN. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Reply to others' Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #2) on ECN.
<p>Module 3 (Week #3)</p> <p>(January 20-26)</p>	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #4 (Read chapter and watch narrated PowerPoint lecture) • Chapter #6 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s) and/or watch assigned YouTube videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. • Upload "Implication Paper" via Assignment Tab on ECN. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Reply to others' Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #3) on ECN.

MODULE

READINGS AND ACTIVITIES

Module 4 (Week #4) (Jan, 27-Feb.2)	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #9 (Read chapter and watch narrated PowerPoint lecture) • Chapter #14 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s), listen to podcasts, and/or watch videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. • Upload “Implication Paper” via Assignment Tab on ECN. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Reply to others’ Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #4) on ECN.
Module 5 (Week #5) (February 3-9)	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #7 (Read chapter and watch narrated PowerPoint lecture) • Chapter #8 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s), listen to podcasts, and/or watch videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. • Upload “Implication Paper” via Assignment Tab on ECN. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Reply to others’ Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #5) on ECN.
Module 6 (Week #6) (February 10-16)	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #5 (Read chapter and watch narrated PowerPoint lecture) • Chapter #10 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s), listen to podcasts, and/or watch videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. • Upload “Implication Paper” via Assignment Tab on ECN. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Reply to others’ Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #6) on ECN.

MODULE	READINGS AND ACTIVITIES
Module 7 (Weeks #7) (February 17-23)	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #11 (Read chapter and watch narrated PowerPoint lecture) • Chapter #12 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s), listen to podcasts, and/or watch videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. • Upload “Implication Paper” via Assignment Tab on ECN. • Upload “Health Professions” paper via Assignment Tab on ECN. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Upload “Health Professions” presentation file or weblink to Discussion Forum. • Reply to others’ Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #7) on ECN.
Module 8 (Week #8) (February 24-29)	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #15 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s), listen to podcasts, and/or watch videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. • Submit Final Examination via Assignment Tab on ECN. • Upload YouTube link for “Market Analysis” presentation to Discussion Forum. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Reply to others’ Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #8) on ECN.

(Please note that this course schedule is subject to change. Students will be notified if/when any changes to the schedule occur.)

MODULE #1 — THE CHALLENGES OF HEALTHCARE DELIVERY & HEALTH POLICY (1) ORGANIZATION OF CARE (2)

Module Student Learning Outcomes

Chapter #1

1. Appreciate the importance of health and health care to American life.
2. Describe defining characteristics of U.S. health care delivery.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

- 1.
3. Discuss major issues and concerns.
4. Identify key interest groups (stakeholders).
5. Explain the importance of engaging a new generation of health leaders.

Chapter #2

1. Describe the current care delivery system.
 2. Define and distinguish between types of health care services along the continuum of care.
 3. Identify and discuss types of organizations in the U.S. health care delivery system.
 4. Increase awareness of new mechanisms for health system performance improvements.
 5. Identify and discuss future trends in the health delivery system.
 6. Describe innovative approaches to improving care delivery.
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Learning Activities

Each student will complete the following learning activities for Module #1:

Readings & Activities:

- Read Jonas & Kovner – Chapter #1.
- Read Jonas & Kovner – Chapter #2.
- Read Article: “Overview of the United States Healthcare System.”

Recorded Presentations and Videos:

- Watch Module #1 Presentation – Course Introduction.
- Watch Module #1 Presentation – Chapter #1.
- Watch Module #1 Presentation – Chapter #2.

Recorded Podcasts:

- Listen to Podcast – Chapter #1.
- Listen to Podcast – Chapter #2.

Discussion #1: One of the key arguments for universal access to health (where everyone is covered by a government-run insurance program) is that healthcare is right – not a privilege. Please answer the following questions in your three to four paragraph posting:

- a. What is your position – is access to healthcare a right for all or a privilege for those who qualify?
- b. What does the United States Constitution say about health? Or, where could you infer that it does?
- c. How will the above affect future legislation that deals with healthcare?

2. Discussion #2: It is important to understand the three levels of care (or prevention): primary care, secondary, care, and tertiary care. Please answer the following questions in your three to four paragraph posting:

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- a. How are they similar? Different?
 - b. From your perspective, which has the greatest impact on advancing health? Why?
3. Student Introduction: On the General Discussion Forum, include a brief introduction: your name, current employment, what interests you in the healthcare field, and future career goals.
4. Implication Paper (If applicable): Submit through the Assignment Tab your completed implication paper from a refereed journal that is aligned with one of this week's major topics. Please refer to the assignment section of the course syllabus for a complete description of assignment requirements and guidelines.

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least one (1) of your fellow learner's original postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. Take an opposite position than the one advanced by the person offering the original post. For example, if the other student posted originally that healthcare is not a right, then advocate why you think that it is.
 - b. For other similar posts, be sure to include "new information" if you are taking the same position in other replies, do not simply restate what you replied in a previous post.
2. Discussion #2: Comment on at least one (1) of your fellow learner's original postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. Take an opposite position than the one advanced by the person offering the original post. For example, if the student posted that tertiary care is the most critical, then pick primary or secondary and argue why you think that this one is more important.
 - b. For other similar posts, be sure to include "new information" if you are taking the same position in other replies, do not simply restate what you replied in a previous post.
3. Quiz #1: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).

**MODULE #2 — THE POLITICS OF HEALTHCARE IN THE UNITED STATES (3) HEALTHCARE
MANAGEMENT (13)**

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1.

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Module Student Learning Outcomes

Chapter #3

1. Appreciate the health care infrastructure.
2. Explain the effect of spending on the health care infrastructure.
3. Describe the politics of Medicare and Medicaid.
4. Discuss the impact of politics on the health care delivery system.
5. Explore how personal health decisions become public.

Chapter #13

1. Discuss what board members do.
 2. Describe challenges that boards face.
 3. Recognize what managers do and how they behave.
 4. Discuss challenges managers face.
 5. Identify how organizational performance is measured.
 6. Understand the constraints and opportunities for managers of evidence-based practice.
-

Learning Activities

Each student will complete the following learning activities for Module #2:

Readings & Activities:

- Read Jonas & Kovner – Chapter #3.
- Read Jonas & Kovner – Chapter #13.
- Read Article: “Historical Background of the Affordable Care Act.”

Recorded Presentations and Videos:

- Watch Module #2 Presentation – Chapter #3.
- Watch Module #2 Presentation – Chapter #13.

Recorded Podcasts:

- Listen to Podcast – Chapter #3.
- Listen to Podcast – Chapter #13.

Discussion #1: From your understanding of Medicare and Medicaid, answer the following questions in your four to five paragraph posting:

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- a. Compare and contrast these two program – how are they similar? How are they different?
 - b. Which constituent groups do they serve? From your perspective, is there any overlap?
 - c. Why are they administered differently: one by the federal government and one by state governments?
2. Discussion #2: Hospital and health system CEOs face a number of challenges and issues. Please answer the following questions in your three to four paragraph posting:
- a. What are the top three (3) challenges that a hospital or health system CEO faces?
 - b. For which of these should the CEO involve the board of trustees? Why?
 - c. For which of these should the CEO involve the organization's management team? Why?
3. Implication Paper (If applicable): Submit through the Assignment Tab your completed implication paper from a refereed journal that is aligned with one of this week's major topics. Please refer to the assignment section of the course syllabus for a complete description of assignment requirements and guidelines.

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least one (1) of your fellow learner's original postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. What else would you add to the similarities and differences between Medicare and Medicaid, beyond what they posted?
 - b. Based upon their answer to (C) above, why do you think that they were proposed to be two different programs, run differently, and serving different populations?
2. Discussion #2: Comment on at least one (1) of your fellow learner's original postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. What type of management or leadership training would you recommend to address one of the management-level challenges proposed in this classmate's original post?
3. Quiz #2: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1.

MODULE #3 — COMPARATIVE HEALTHCARE SYSTEMS (4) PUBLIC HEALTH: TRANSFORMATION IN THE 21ST CENTURY (6)

Module Student Learning Outcomes

Chapter #4

1. Recognize differences between national health insurance (NHI) and national health service (NHS) systems.
2. Highlight key features and issues in the health systems of Britain, France, Canada, and China.
3. View the U.S. health system from an international perspective.

Chapter #6

1. Discuss why a healthy population is in the public interest.
 2. Contrast defining characteristics of prevention-oriented public health & treatment-oriented health care.
 3. Identify the core functions of public health.
 4. Define essential public health activities.
 5. Describe state, federal, tribal, and local authority for public health laws, regulations, and services.
 6. Identify how challenges and opportunities are transforming public health.
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Learning Activities

Each student will complete the following learning activities for Module #3:

Readings & Activities:

- Read Jonas & Kovner – Chapter #4.
- Read Jonas & Kovner – Chapter #6.

Recorded Presentations and Videos:

- Watch Module #3 Presentation – Chapter #4.
- Watch Module #3 Presentation – Chapter #6.

Recorded Podcasts:

- Listen to Podcast – Chapter #4.
- Listen to Podcast – Chapter #6.

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Discussion #1: With your growing knowledge of the U.S. and global healthcare systems, answer the following questions in your four to five paragraph posting:

- a. Within the U.S., what are the advantages and disadvantages of government involvement in healthcare?
 - b. Choosing two countries covered in the textbook, explain how healthcare providers are paid differently?
 - c. How do these two countries' payment systems create an inequality? Or are they inherently fair?
2. Discussion #2: It's important to differentiate how health prevention efforts are organized and delivered. Please answer the following questions in your four to five paragraph posting:
- a. What are the differences between individual- and population-health prevention efforts?
 - b. How do these differences drive how they are delivered?
3. Implication Paper (If applicable): Submit through the Assignment Tab your completed implication paper from a refereed journal that is aligned with one of this week's major topics. Please refer to the assignment section of the course syllabus for a complete description of assignment requirements and guidelines.

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least one (1) of your fellow learner's original postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. Which one disadvantage of the U.S. healthcare system can you see addressed successfully in another country's healthcare system?
 - b. Would this work in the United States? If so, why? If not, why not?
2. Discussion #2: Comment on at least one (1) of your fellow learner's original postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. As the Commissioner of a County Health Department, would you focus more on individual- or population-health prevention? Why?
 - b. To whom would you want to engage (think of healthcare providers and other community organizations) to advance population-health initiatives?
3. Quiz #3: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1.

MODULE #4 — THE HEALTH WORKFORCE (9)

HEALTH INFORMATION TECHNOLOGY (14)

Module Student Learning Outcomes

Chapter #9

1. Identify who is part of the health workforce.
2. Discuss the importance of the entire health workforce in delivering health care services.
3. Describe the different education paths for the health workforce.
4. Critically assess the reasons for shortages of health care providers.
5. Review new models and new roles of deploying health workers.
6. Assess the effects of health reform on the health workforce.

Chapter #14

1. Define health information technology (HIT).
2. Describe government's role in spurring HIT adoption and setting expectations for the market.
3. Demonstrate how HIT and health data have improved patient care and reduced health care costs.
4. Discuss how HIT and health data can improve population health.
5. Examine the role of HIT in the nation's evolving health care system and value-based care.
6. Introduce and explore examples of successful HIT adoption and use and public health.
7. Discuss what is needed in the future as HIT takes on a bigger role in health care and health improvement, including technology advancements and policy challenges.

Learning Activities

Each student will complete the following learning activities for Module #4:

Readings & Activities:

- Read Jonas & Kovner – Chapter #9.
- Read Jonas & Kovner – Chapter #14.

Recorded Presentations and Videos:

- Watch Module #4 Presentation – Chapter #9.
- Watch Module #4 Presentation – Chapter #14.
- Watch TedTalk (“Nurse Innovation”):
https://www.ted.com/talks/rebecca_love_nurse_innovation_saving_the_future_of_healthcare?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Recorded Podcasts:

- Listen to Podcast – Chapter #9.
- Listen to Podcast – Chapter #14.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1. Discussion #1: Physicians drive most the revenue within the healthcare system. As such, a keen and deep of physician relations and dynamics is critical to any successful healthcare manager. Please answer the following questions in your four to five paragraph posting:
 - a. What drives the supply of physicians?
 - b. Why are primary care physicians so important?
 - c. As issues of primary care physician supply emerge, what other types of physician extenders have emerged to fill in part of the clinical gap?
1. Discussion #2: From your understanding of health information technology, answer the following questions in your four to five paragraph posting:
 - a. It’s been said that the field of healthcare spends the least among other major industries on information technology. Why does this dynamic exist?
 - b. Think of the last time that you were at your doctor’s office. What type of technology did they use?
2. Implication Paper (If applicable): Submit through the Assignment Tab your completed implication paper from a refereed journal that is aligned with one of this week's major topics. Please refer to the assignment section of the course syllabus for a complete description of assignment requirements and guidelines.

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least one (1) of your fellow learner’s *original* postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. Given your colleague’s thoughts on physician supply issues, how might you address so that more physicians are training and available?
 - b. Specific to the primary care specialty, what strategies might you recommend to increase the number of physicians in this specialty?
2. Discussion #2: Comment on at least one (1) of your fellow learner’s *original* postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. From your classmate’s post, are you surprised with any technology that they did not use?

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3. Quiz #4: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).

MODULE #5 — HEALTH & BEHAVIOR (7) VULNERABLE POPULATIONS (8)
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Module Student Learning Outcomes

Chapter #7

1. Learn about the contributions of personal health practices (e.g., tobacco use, risky drinking, physical activity, diet, obesity) to individual and population health status.
2. Link how strategies for changing individual and population health behavior have evolved, and identify the targets and characteristics of effective interventions.
3. Learn about the social, policy, and environmental determinants of healthy and unhealthy behaviors and the disparities and inequities in exposure to them.
4. Classify models and prospects for addressing behavioral risk factors through national health care quality improvement efforts and health reform.
5. Describe provider-oriented interventions for changing individual and population health behavior and their influence in achieving national health care quality objectives.

Chapter #8

1. Connect the predisposing and enabling factors that increase the vulnerability of people disproportionately affected by health inequities.
2. Identify the growing number of health inequities.
3. Describe how the Great Recession has led to a strained social service sector.
4. Explain how the U.S. health care system provides and pays for services to vulnerable populations.
5. Discuss social needs of populations affected by health inequities and the safety net currently provided by the social service sector.
6. Identify challenges and opportunities to reduce health care costs and improve health outcomes of people disproportionately affected by health inequities.

Learning Activities

Each student will complete the following learning activities for Module #5:

Readings & Activities:

- Read Jonas & Kovner – Chapter #7.
- Read Jonas & Kovner – Chapter #8.

Recorded Presentations and Videos:

- Watch Module #5 Presentation – Chapter #7.
- Watch Module #5 Presentation – Chapter #8.

Recorded Podcasts:

- Listen to Podcast – Chapter #7.
- Listen to Podcast – Chapter #8.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

2. Discussion #1: Individual health behaviors have a larger role in shaping the population's health, as well as health policy. From your understanding in this area, answer the following questions in your four to five paragraph posting:
 - a. Briefly describe the effects of personal health behavior (e.g., tobacco use, risky drinking, diet, and physical activity) on individual healthcare costs.
 - b. In addition, describe how these personal health behaviors will then affect the population health status in the United States.
3. Discussion #2: While healthcare is generally available to most Americans, there are still who lack regular access and/or continuity of care. To that end, answer the following questions in your four or five paragraph posting:
 - a. How would you define a "vulnerable population" individual? Use your own words and do not simply paraphrase the definition used in the textbook.
 - b. How do fragmented or siloed structures affect health care delivery to vulnerable populations?
4. Implication Paper (If applicable): Submit through the Assignment Tab your completed implication paper from a refereed journal that is aligned with one of this week's major topics. Please refer to the assignment section of the course syllabus for a complete description of assignment requirements and guidelines.

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least one (1) of your fellow learner's *original* postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. In light of your classmate's original post, how will the discussion inform your role as a healthcare manager?
 - b. How does the "5 A's" model affect changing health behaviors?

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2. Discussion #2: Comment on at least one (1) of your fellow learner's *original* postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. Using your classmate's definition of "vulnerable populations," how would you edit their definition? Why did you make that change?
 - b. Given your classmate's thoughts on a fragmented and siloed healthcare system, what changes would you recommend to address these issues at a macro level?
3. Quiz #5: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).

MODULE #6 — POPULATION HEALTH (5) HEALTHCARE FINANCING (10)

1. Appreciate the differences between the medical and population health models of producing health, including the difference between the concepts of health care and health.
2. Explain how the two models lead to different strategies for interventions to prevent disease and improve health.
3. Learn about the differential importance of various health determinants.
4. Review the evidence regarding social and physical environmental influences on behavior and on health outcomes.
5. Review the variation in health and life expectancy between counties and between countries 6. Describe innovative synergistic approaches that integrate the clinical and population models.

Chapter #10

1. Recognize trends in U.S. health care spending over time.
 2. Explain the flow of funds into the health system (who pays) and the flow of funds through the system (how providers are paid).
 3. Classify the major categories of services purchased.
 4. Differentiate between public and private spending and purchasing in addition to the categories of health plan types within the public and private systems.
 5. Explain how 2010 federal health reform legislation is changing the health care financing system.
 6. Describe the major reimbursement mechanisms for health care services.
-

Learning Activities

Each student will complete the following learning activities for Module #6:

Readings & Activities:

- Read Jonas & Kovner – Chapter #5.
- Read Jonas & Kovner – Chapter #10.
- Read Article: “Population Health Management.”

Recorded Presentations and Videos:

- Watch Module #6 Presentation – Chapter #5.
- Watch Module #6 Presentation – Chapter #10.

Recorded Podcasts:

- Listen to Podcast – Chapter #5.
- Listen to Podcast – Chapter #10.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1. Discussion #1: Rather than treating the sick patients that present to the hospital, many hospitals are being proactive to address the community’s health issues before they are sick enough for medical care. With this in mind, answer the following questions in your four to five paragraph posting:
 - a. Choose a health problem and describe how it would be tackled using the medical model.
 - b. Using that same health problem, describe how it would be tackled using the population health model.
2. Discussion #2: As you’ve likely determined, healthcare financing is confusing to say the least. It is complex. It is oftentimes doesn’t make sense. From your understanding in this area, answer the following questions in your four to five paragraph posting:
 - a. Describe the complications that the current financing system causes for providers.
 - b. Describe the complications that the current financing system causes for patients.
3. Implication Paper (If applicable): Submit through the Assignment Tab your completed implication paper from a refereed journal that is aligned with one of this week’s major topics. Please refer to the assignment section of the course syllabus for a complete description of assignment requirements and guidelines.

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least one (1) of your fellow learner’s *original* postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:

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- a. In light of your classmate's health problem, how would you convince your hospital board that they need to address this issue?
2. Discussion #2: Comment on at least one (1) of your fellow learner's *original* postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. Given your classmate's posting, what would you do to address the complications caused to providers?
 - b. Looking beyond the complications caused for patients, what types of frustrations are faced when someone looks for new health insurance?
3. Quiz #6: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).

MODULE #7 — HEALTHCARE COSTS AND VALUE (11)

HIGH-QUALITY HEALTHCARE (12)

Module Student Learning Outcomes

Chapter #11

1. Appreciate the contributing factors to the growth in healthcare costs in the U.S. over the past 60 years.
2. Explain value in terms of health care.
3. Recognize conflicts embedded within the healthcare that drive up costs and reduce value.
4. Identify why attempts at cost control have not succeeded.

Chapter #12

1. Explain why quality measurement is important in health care.
2. Explain how health care quality in the United States compares to that in other countries.
3. Identify methods used to improve quality.
4. Locate the extent to which economic incentives have influenced quality improvement.
5. Describe recent trends in quality improvement.
6. Discuss the core competencies for health administrators that impact quality.

Learning Activities

Each student will complete the following learning activities for Module #7:

Readings & Activities:

- Read Jonas & Kovner – Chapter #11.
- Read Jonas & Kovner – Chapter #12.

Recorded Presentations and Videos:

- Watch Module #7 Presentation – Chapter #11.
- Watch Module #7 Presentation – Chapter #12.

Recorded Podcasts:

- Listen to Podcast – Chapter #11.
- Listen to Podcast – Chapter #12.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1. Discussion #1: Everyone involved in healthcare – whether a front-line clinician, a top-level executive, or anyone in-between – must understand and be committed to delivering the highest quality to patients. To that end, answer the following questions in your four to five paragraph posting:
 - a. Describe the three dimensions of quality.
 - b. The authors advanced a model where the patient is at the center of the circle. Look at that model and identify who is involved at each of the five levels.
2. Discussion #2: Provide a four to five paragraph posting, summarizing your Health Professions Paper, including the following:
 - a. What health profession did you select? Why?
 - b. What does this health profession do?
 - c. How are they trained?
 - d. What is the current status of the profession? Future status of the profession?
3. Implication Paper (If applicable): Submit through the Assignment Tab your completed implication paper from a refereed journal that is aligned with one of this week's major topics. Please refer to the assignment section of the course syllabus for a complete description of assignment requirements and guidelines.
4. Health Professions Paper: Upload your Health Professions Paper via the Assignment Tab on ECN.

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least one (1) of your fellow learner's *original* postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:

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- a. How might you revise your classmate's definition of quality? What did they leave out in their definition?
 - b. If you were the Vice President of Quality for a large healthcare system, using their examples for the five concentric circles, which is the most important? Why?
2. Discussion #2: Comment on at least one (1) of your fellow learner's *original* postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. What did you learn after reading your classmate's post about his/her Health Professions paper?
 - b. If you are currently working in healthcare, what did your classmate post that resonated with your decision to work in healthcare? If you aspire to a career in healthcare, what in your classmate's post resonated with your goal to work in this field?
3. Quiz #7: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).
4. Health Professions Presentation: Upload your Health Professions Presentation via the Assignment Tab on ECN. The file should be a .ppt or .pptx file – not a PDF. In addition, upload the weblink to the YouTube or video file to your Health Professions Presentation to the Discussion Forum.

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MODULE #8 — THE FUTURE OF HEALTHCARE DELIVERY & HEALTH POLICY (15)

Module Student Learning Outcomes

Chapter #15

1. Explain why it is important to forecast the future.
 2. Recognize the forces in health care that shape change in the health system.
 3. Describe the roles various stakeholders play in shaping the future.
 4. Evaluate predictions about how the health system changed over the last five years.
 5. Identify key challenges that will receive attention in the coming years.
-

Learning Activities

Each student will complete the following learning activities for Module #8:

Readings & Activities:

- Read Jonas & Kovner – Chapter #15.

Recorded Presentations and Videos:

- Watch Module #8 Presentation – Chapter #15.

Recorded Podcasts:

- Listen to Podcast – Chapter #15.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1. Discussion #1: Part of being a successful healthcare leader is to look at where the field is today and project where it will be in the future. Drawing from the assigned readings for this week, answer the following questions in your four to five paragraph posting:
 - a. Identify three of the principal drivers of change that will affect the system over the next ten years.
 - b. Of these three, which is the most important? Why?
2. Discussion #2: Whew! We've covered a lot in the class. It's hard to believe that eight weeks have flown by this fast! So, it's time to reflect. To that end, please offer a three to four paragraph post (note the change in length) as you answer the following:
 - a. What did you learn that confirmed what you already knew about the healthcare system?
 - b. What did you learn that was "new knowledge"?
 - c. What will you take away from this course? How will you apply it?
3. Final Examination: Submit your Final Examination via the Assignment Tab on ECN.

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least one (1) of your fellow learner's *original* postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. Which driver did you identify?
 - b. If it is different than the one identified in your classmate's post, offer a reason in your reply why you selected that driver as the most important.
2. Discussion #2: Comment on at least one (1) of your fellow learner's *original* postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. How did your classmate's insights resonate with your experiences?
 - b. Did you have any different learnings?
3. Quiz #8: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).



DSOB WRITING RUBRIC (TOTAL OF 24 POINTS AVAILABLE FOR EACH WRITING ASSIGNMENT)

	Not Acceptable (0 Points)	Needs Improvement (1 Point)	Satisfactory (2 Points)	Exemplary (3 Points)
Organization and Coherence	Unorganized and incoherent.	The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.	The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.	The paper is well organized and coherent throughout. The reader can follow the line of reasoning.
Professional Tone/Voice (Use of Third Person)	Tone and voice are inappropriate throughout.	Frequent lapses in tone and voice. The writing does not engage the reader.	Tone and voice are generally appropriate with only minor lapses.	Tone and voice are professional and consistently appropriate throughout.
Presentation of Ideas	Lacking in flow of thoughts and ideas.	Minimal flow of thoughts and ideas.	Flow of thoughts and ideas is generally consistent.	Flow of thoughts and ideas is consistent throughout.
Word Choice	Word choice is confusing, unclear and/or inappropriate.	Word choice is poor and/or inappropriate.	Word choice is generally clear, concise and appropriate.	Word choice is accurate, clear, concise and appropriate throughout.
Sentence Structure	Sentences are fragmented and incomplete.	Several sentences are constructed incorrectly.	Most sentences are well phrased, clear and varied.	Sentences are well phrased, clear and varied throughout.
Grammar and Spelling	No attention given to grammar and spelling.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.
Punctuation and Capitalization	No attention given to punctuation and capitalization.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.
Format (Length, Report, Essay, and APA)	APA formatted is not correctly used throughout and/or the paper does not meet the length guidelines.			APA formatted is correctly used throughout and the paper meets the length guidelines.
TOTAL POINTS				/24 Points

Note: A student scoring lower than 14/24 on the DSoB Writing Rubric on any written assignment will not have their work graded for content, and the student will be required to remediate his/her work by obtaining

writing tutoring, as provided by the Academic Support Center at Walsh University. This support is available in person or by electronic means.

ONLINE DISCUSSION RUBRIC (TOTAL OF 12.5 POINTS AVAILABLE FOR EACH POST AND REPLY)

	Below Average (50%)	Average (80%)	Very Good (90%)	Excellent (100%)
Quality of Information (5 Points Total)	Postings restate the main concept(s).	Postings focus on the week's topic, but do not integrate course concepts and/or do not offer any examples.	Postings consistently focus on the week's topic and integrate course concepts; provides one (1) supporting detail or example.	Postings consistently focus on the week's topic and integrate course concepts; provides several supporting details and/or examples.
Timeliness of Posting (2.5 Points Total)	Initial posting or any subsequent replies are not uploaded before the deadline.			Initial posting and all subsequent replies are uploaded before the deadline.
Writing Assessment (2.5 Points Total)	The score from the DSoB writing rubric will be applied to this grading line item. Basically, the total assessed writing rubric score will be converted into a percentage (with a maximum of 24 points available) and applied to the points available for this specific assignment grading rubric line item.			
			TOTAL POINTS	/12.5 Points

Note: Students are required to complete all assigned initial posts and subsequent replies by the date/time noted on the course syllabus and on the ECN Discussion Forums. Five (5) points will be deducted for a student who does not make an initial post or appropriate number of replies. In addition, a two and one-half (2.5) point deduction will be applied for any initial posting or subsequent replies that is late.

IMPLICATION PAPER — PROJECT GRADING RUBRIC (TOTAL OF 50 POINTS AVAILABLE FOR EACH)

	Below Average (50%)	Average (80%)	Very Good (90%)	Excellent (100%)
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Article Summary (15 Points Total)	Paper does not adequately summarize the article in order to provide any context for the issues or materials covered.	Paper summarizes the facts and issues of the article in a very average way.	Paper summarizes the facts and issues of the article in a generally complete way, with only minor opportunities for improvement.	Paper superbly summarizes the facts and issues of the article in a totally complete and comprehensive fashion.
Implication Discussion (15 Points Total)	Merely restates the facts and issues of the article within this section without any further comments, implications, and/or evidence of critical thinking.	Generally restates the facts and issues of the article within some further comments, implications, and/or evidence of critical thinking – but clearly could've gone deeper.	Exhibits a generally complete discussion of the implications of the article's, exhibiting critical thinking skills and thought, with only minor opportunities for improvement.	Exhibits a superb discussion of the implications of the article, exhibiting exceptional critical thinking skills and thought.
Integration of Course Materials (7.5 Points Total)	Does not integrate course materials.	Integrates course materials sporadically, but does not demonstrate grasp of concepts.	Generally integrates course materials, but could demonstrate greater grasp of concepts.	Comprehensively integrates course materials showing a real grasp of the concepts.
Writing Assessment (12.5 Points Total)	The score from the DSoB writing rubric will be applied to this grading line item. Basically, the total assessed writing rubric score will be converted into a percentage (with a maximum of 24 points available) and applied to the points available for this specific assignment grading rubric line item.			
			TOTAL POINTS	/50 Points

Note: It is our practice to share this grading rubric with you – adding in your specific scores for each grading rubric element. Along with sharing rubric, you will also receive formative feedback on the assignment. If you have any questions about any of the above, please contact your professor.

HEALTH PROFESSIONS NARRATIVE — PROJECT GRADING RUBRIC (TOTAL OF 200 POINTS AVAILABLE)

	Below Average (50%)	Average (80%)	Very Good (90%)	Excellent (100%)
Description of Selected Health Profession (15 Points Total)	Either does not describe the health profession or does so in a very below average manner, or offers a below average introduction.	Describes the health profession in an average manner or offers an average introduction	Describes the health profession in an above average manner and offers an above average introduction	Superbly describes the health profession and offers a superb introduction.
Educational Requirements (10 Points Total)	Either does not describe the health profession's training requirements or does so in a very below average manner.	Describes the health profession's educational requirements in an average manner, including some of the training options. The discussion is missing some important elements.	Describes the health profession's educational requirements in an above average manner, including most of the training options. The discussion is generally complete.	Superbly describes the selected health profession's educational requirements, including all options to being trained. The discussion was totally and superbly complete.
Licensure or Certification Requirements (10 Points Total)	Either does not describe the health profession's licensure/certification requirements or does so in a very below average manner.	Describes the health profession's licensure/certification requirements in an average manner. The discussion is missing some important elements.	Describes the health profession's licensure/certification requirements in an above average manner. The discussion is generally complete.	Superbly describes the selected health profession's licensure/certification requirements. The discussion was totally and superbly complete.
Scope and Location of Practice (10 Points Total)	Either does not describe the health the selected health profession's profession's scope and location of practice or does so in a very below was totally and average manner.	Describes the health profession's scope and location of and location manner. The discussion is missing important elements. generally	scope Describes the health of practice in an average and some average manner. The complete. superbly complete.	profession's scope Superbly describes location of practice in an above discussion is practice. The discussion
Role within the Healthcare System (15 Points Total)	Either does not describe the health profession's role within the healthcare system or does so in a very below average manner.	Describes the health profession's role within the healthcare system in an average manner. The discussion is missing some important elements.	Describes the health profession's role within the healthcare system in an above average manner. The discussion is generally complete.	Superbly describes the selected health profession's role within the healthcare system. The discussion was totally and superbly complete.
Current State of the Profession (15 Points Total)	Either does not describe the current state of the health profession or does so in a very below average manner. The discussion was not well-research.	Describes the current state of the health profession in an average manner. The research was average, but the discussion was missing some important elements.	Describes the current state of the health profession in an above average manner. The research was above average and the discussion was generally complete.	Superbly describes the current state of the health profession. It is totally and completely researched. The discussion was totally and superbly accurate.

Future Needs of the Profession (15 Points Total)	Either does not describe the future state of the health profession or does so in a very below average manner.	Describes the future state of the health profession in an average manner. The research was average, but the discussion was missing some important elements.	Describes the future state of the health profession in an above average manner, including most of the training options. The discussion is generally complete.	Superbly describes the future state of the health profession. It is totally and completely researched. The discussion was totally and superbly accurate.
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	Below Average (50%)	Average (80%)	Very Good (90%)	Excellent (100%)
Organization (10 Points Total)	The paper is organized and presented in a below average manner. It does not include the proper headings, nor does it flow appropriately.	The paper is organized and presented in an average manner. It includes the proper headings, but does not flow as well as it could be.	The paper is organized and presented in an above average manner. It includes the proper headings and flows well.	The paper is superbly organized and presented. It includes the proper headings and flows superbly.
Writing Assessment (50 Points Total)	The score from the DSoB writing rubric will be applied to this grading line item. Basically, the total assessed writing rubric score will be converted into a percentage (with a maximum of 24 points available) and applied to the points available for this specific assignment grading rubric line item.			
			TOTAL POINTS	/200 Points

Note: It is our practice to share this grading rubric with you – adding in your specific scores for each grading rubric element. Along with sharing rubric, you will also receive formative feedback on the assignment. If you have any questions about any of the above, please contact your professor

HEALTH PROFESSIONS PRESENTATION — PROJECT GRADING RUBRIC (TOTAL OF 100 POINTS AVAILABLE)

	Below Average (50%)	Average (80%)	Very Good (90%)	Excellent (100%)
Organization and Discussion (20 Points Total)	Student presents information in a disorganized fashion.	Student covers all of the necessary areas, but does so in an illogical format.	Student presents information in logical sequence which can be followed.	Student presents information in logical and interesting sequence which audience can follow, engaging them in discussion as appropriate.
Subject Knowledge (20 Points Total)	Student does not have a grasp of information.	Student is uncomfortable with information being presented.	Student is at ease.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Slide Grammar, Spelling, and Graphics (10 Points Total)	Slides are not formatted correctly and are difficult to read.	Slides contain no grammatical or spelling errors and are generally wellformatted, but could be improved.	Slides contain no grammatical or spelling errors, are well formatted, and easy to follow along.	Slides contain no grammatical or spelling errors, are excellently formatted, and easy to follow along.
Cohesion and Transitions (10 Points Total)	Student does not appear to have rehearsed or planned the presentation so that it fits together.	Transitions from one slide to the other are acceptable but could be more polished.	Transitions from one slide to the other are generally well-done.	Slide transitions from one slide to the other are expertly handled.
Elocution and Public Speaking (10 Points Total)	Student does not speak loudly enough to be heard and seems very uncomfortable presenting.	Student speaks clearly and loudly enough some of the time.	Student speaks clearly and loudly enough much of the time for all in the audience to hear every word, throughout the presentation.	Student speaks clearly and loudly enough for all in the audience to hear every word, at all times throughout the presentation.
Eye Contact (10 Points Total)	Student reads all of his/her slides with little or no eye contact.	Student seems generally tethered to his/her slides and/or notes, only glancing to the class from time to time.	Student is evenly balanced between looking at the audience and glancing at the slides or his/her notes.	Student maintains constant eye contact with the audience, only glancing at the slides or his/her notes.
Professional Appearance category (dress, three categories of	and Student neither looks nor acts Student looks and acts evidenced in	in a professional manner, suitable only two categories (dress,	for Student looks and acts professionally, Student looks and	professionally, evidenced in only one acts professionally, evidenced in all
Poise graduate students. poise, or content). poise, and content). dress, poise, and content. (10 Points Total)				

Length of Presentation (10 Points Total)	Within four minutes (+/-) of allotted time	Within three minutes (+/-) of allotted time	Within two minutes (+/-) of allotted time	Within one minute (+/-) of allotted time
			TOTAL POINTS	/100 Points

Note: It is our practice to share this grading rubric with you – adding in your specific scores for each grading rubric element. Along with sharing rubric, you will also receive formative feedback on the assignment. If you have any questions about any of the above, please contact your professor