COURSE SYLLABUS AND SCHEDULE

SYLLABUS

COURSE DESCRIPTION

HCAD 5312 reviews the development, organization, management, delivery, resource production, and financing of health care in the United States. Healthcare policy development, legislation, and regulation will be discussed. Comparison to, and contrasts between, other health system models are used to help understand current problems of health care delivery in the United States, the rationales for changing the health care system, and the potentials for improved health care for the US population.

COURSE OBJECTIVES

1. Explain the foundations of the health care system in the United States
2. Compare and contrast the US Health care system to other health care system models.
3. Differentiate between the components of the health care delivery system.
4. Understand the interrelationships and integration of the components of the US health care system responsible for the actual delivery of health care to the population at large.
5. Articulate the effect of major health care legislation on the delivery of health care.
6. Understand how basic health care policy and politics shape health care delivery systems.
7. Compare and contrast the ideals of market justice and social justice in health care delivery.
8. Examine the concepts of cost, quality, and access to care as vital components of health care system changes.

FACULTY

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Office Hours: By appointment; please call in advance, or email via the course email.
REQUIRED TEXTBOOK AND READINGS


Supplemental readings will be posted during the semester as announced on the course schedule or as postings to the discussion forum, Messages from Dr. Miller.

Students are expected to be up-to-date with the assigned readings at all times during the summer semester, as outlined within the course schedule.

TEACHING METHODS

- Online discussions
- Chapter Quizzes (timed; open book)
- Written assignment (course paper)
- Final examination

GRADING OF COURSE ACTIVITIES

The relative contribution to the final course grade is distributed as follows.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly course postings/participation</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grading Scale of the College of Nursing and Health Sciences:

- 90 – 100%: A
- 83 – 89 %: B
- 75 – 82%: C
- 67 – 74%: D
- Less than 67%: F

Extra credit work will not be accepted.

EXPECTATIONS AND REQUIREMENTS OF EACH GRADED COURSE COMPONENT

Course Paper

A complete explanation of the course paper will be provided after the semester begins, including a grading rubric. Grading criteria will be included. This explanatory document will be posted under the INFORMATION icon on the course home page. This document is considered an appendix to
the syllabus. The paper topics will, in general, center on policy issues and financial issues in the US Health Care System.

**Weekly Quizzes**

Each week, one or two quizzes will be available under the Assessment icon on the course home page. You will see there the quiz and the dates of availability. You will have 90 seconds to answer each question; for example, if the quiz has 10 questions, then you will have 15 minutes to complete the quiz. The questions will be in a multiple-choice format. Only one attempt is allowed per quiz. Upon completion you will see all the questions again, along with items you may have missed and with the correct answer. Your scores will be available in your personal gradebook.

The schedule for the weekly quizzes will be included on the official course schedule. This document is considered part of the course syllabus.

**Weekly Discussion Postings**

Each week, all students are expected to post to the course discussions. These will be found under the DISCUSSIONS icon on the home page’s menu on the left side of the Blackboard 9.1 menu. This will bring up several discussion posting options.

The discussion area labeled *Messages from Faculty* is where the instructor will post course information, updates, etc.

You will also see a discussion forum called *Student Introductions*, which is where you will post your student introductions. You are welcome to attach a photo of yourself, so your classmates can see you “really”...not just as a cyberspace messenger.

The *Weekly Discussion* area, accessed by clicking on that item, will be where you can respond to weekly discussion postings made by the instructor to that area and ask questions yourself about reading material assigned for the week. Please note under this discussion area there is a discussion folder for each week of the course, with the “topic title” next to the course week number and inclusive dates. Blackboard 9.1 allows the instructor to link the weekly discussion topics and questions under the UNITS/LESSONS menu button, also to the left on the home page. By using the information in each weekly unit, the student won’t have to go back and forth as much as was necessary in the past.

It is expected that each student will make a meaningful posting to this area three, or more, times per week. A “meaningful posting” is one that offers new information about the week’s topic(s) or further supports the posting of another student by citing additional information on that topic. Meaningful posts usually contain some new information not previously cited; while the original posting should be referenced as needed, the follow up response postings should similarly include appropriate citations. Students who do not post as suggested are subject to a drop in their discussion posting/participation grade.

Comments such as, “I agree with this posting,” or “I really like your idea” do not add new meaning and should be avoided since they add to the time students must review postings and fail to offer new information about the topic being discussed. The instructor reads all postings at least every
other day, and may make further comments as well. Failure to post at least three meaningful discussion postings weekly will result in your discussion participation grade being reduced by one (1) point.

The CYBER CAFÉ area is a discussion area where you can post interesting discoveries outside the material being discussed that week. Meaningful postings in the Cyber Café will count toward your discussion postings for the week.

Course emails (BLACKBOARD [Bb] MAIL icon, menu at left) are not to be used for discussions about the course discussions, quizzes, course paper, etc. Any discussions you have should appear in the discussion areas under the Communication icon. Reserve the course emails for rapid exchanges or contacting the instructor. Remember: If the instructor doesn’t “see” the discussion, it will not count toward the participation component of the course grade.

Posting etiquette. Each student will show other students and the instructor appropriate respect in postings. Do not use terms that are stereotyping, stigmatizing, or demeaning to one or more groups of individuals. Acknowledging cultural differences in a meaningful way (see above clarification of the meaning of “meaningful discussions) is encouraged by all students. Failure to do this will result in your posting being removed. The second occurrence will result in a deduction in your participation grade of 50%. The third occurrence will result in a reduction of your course grade by 10%. No exceptions will be granted.

Final Examination

The final exam will be posted under the Assessments icon during the last week of the summer semester. It will consist of three short-answer essay questions. You will have 48 hours to submit the final examination. It will cover all material from the course. Further information will be distributed to students later in the semester.

OTHER INFORMATION

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Corpus Christi Hall 118. Qualifying students should do this during the first week of classes. Online information is available at http://disabilityservices.tamucc.edu/.

Academic Advising:

Not all students in the course are enrolled through the College of Nursing and Health Sciences. However, the College of Nursing and Health Sciences requires that students enrolled in the college consult with an Academic Advisor regarding their degree plan and/or changes to
their degree plan. The Academic Advisor will set up a degree plan and indicate plan is active by signing the plan. Once the plan is completed it will be filed in the student’s record. For student’s whose degree program is within the CONHS, the College’s Academic Advising Center is located in Island Hall, within the College’s office, and the Graduate Academic Advisor is Shannon Jackson, Room 322, 361-825-5893. Mr. Bailey’s email address is shannon.jackson@tamucc.edu. If you are enrolled in this course as part of a masters in business or masters in public administration degree plan, you can continue to work with academic advisors withing the College of Business or College of Liberal Arts, respectively.

**Academic Honesty:**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Students are directed to the following site for additional information: [http://catalog.tamucc.edu/content.php?catoid=2&navoid=11#Academic_Honesty](http://catalog.tamucc.edu/content.php?catoid=2&navoid=11#Academic_Honesty).

**Grade Appeal Process:**

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes he or she has an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process. As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outline in the course syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**REQUIRED ACKNOWLEDGEMENT OF RECEIPT OF THE COURSE SYLLABUS AND SCHEDULE**

After reviewing the course syllabus and schedule, each student will use the course email function (available under the MAIL icon on the home page) to email the instructor that both documents have been downloaded, read, and understood. Each student may ask pertinent questions at that time as well. The instructor will reply to the student email within 24 to 48 hours.
COURSE SCHEDULE

This schedule may be revised during the semester. If so, students will be notified in postings from the instructor.

(Posted URL links were verified May 11, 2014 or later.)

The course weeks run from Monday, 8am, to the following Monday at 8am. This schedule may be changed during the summer semester; changes will be announced to the main discussion area. Supplemental readings may also be announced by the instructor during the semester. Important University calendar dates are shown in RED.

Week 1: June 2 (Monday) – June 9, 2014
Introductions and History of the US Health Care System

Tuesday, June 3: Last day to register or add a class

Student expectations:

• Each student will review of the course documents, including the syllabus and schedule.
• Each student will introduce himself/herself under the discussion heading, Student Introductions.
• Each student will review materials currently listed under each of the icons accessible from the course home page. This will facilitate understanding about where course materials can be found at any time during the semester.

Shi & Singh: Chapter 3. The Evolution of Health Services in the United States
Complete Quiz 3.

Additional material to be provided: Timeline of Healthcare Development in the US

Week 2: June 9 – June 16, 2014
The Foundations and Personal Meanings of Health and Components of Healthcare Delivery

Reading Assignments:
Shi & Singh: Chapter 1. Basic Components of a Health Services Delivery System
Chapter 2. Beliefs, Values, and Health
Complete Quiz 1 and 2.

Supplemental Readings:

Week 3: June 16 – June 23, 2014
Health Providers and Health Care Professionals

Shi & Singh: Chapter 4: Health Services Professionals
Complete Quiz 4

Supplemental Reading:
**Week 4: June 23 – June 30, 2014**

Inpatient and Outpatient Healthcare Services

Shi & Singh:  
Chapter 7: Outpatient and Primary Care Services  
Chapter 8: Inpatient Facilities and Services  
Complete Quiz 7 and 8

**Week 5: June 30 – July 7, 2014**

Health Care Financing  
**Friday, July 4: Independence Day Holiday**

Shi & Singh:  
Chapter 6: Health Services Financing  
Chapter 12: Cost, Access, and Quality  
Complete Quizzes 6 and 12.

**Supplemental Readings:**


**Week 6: July 7 – July 14, 2014**

The Alphabet Soup: Managed Care, Integrated Health Care Systems (HMOs, PPOs, ACOs, etc.), and IT (Information Technology)

Shi & Singh:  
Chapter 5: Medical Technology  
Chapter 9: Managed Care and Integrated Organizations  
Chapter 10: Long-Term Care  
Complete Quizzes 5, 9, and 10.

**Week 7: July 14 – July 21, 2014**

Health Policy and Healthcare Law

Shi & Singh:  
Chapter 13: Health Policy  
Complete Quiz 13

**Supplemental Reading:**

**Week 8: July 21 – July 28, 2014**

**Ethical Issues and Cost, Access, and Quality: The “Iron Triangle” and the “Triple Aim”**

Shi & Singh: Chapter 8, pages 323-327 on Ethical and Legal Rights
No scheduled quiz this week.

**Supplemental Readings:**

**Week 9: July 28 – August 4, 2014**

**Caring for Special Populations**

Shi & Singh: Chapter 11: Health Services for Special Populations
Complete Quiz 11.

**Supplemental Reading:**

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**STUDENT PAPERS ARE DUE ON OR BEFORE WEDNESDAY, JULY 30, AT 8am.**

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**Week 10: August 4 – (Thursday) August 7, 2014**

**Tuesday, August 5: Last day to withdraw from the University**

**Thursday, August 7: Last day of class and final examinations**

Shi & Singh: Chapter 14: The Future of Health Services Delivery
No Quiz this week.

Each student is requested to **complete the course evaluation** before submitting the course final exam. Course evaluations remain anonymous when submitted.

The **course final examination** will be available from **8am, Monday, August 5**, and must be turned in (via course email) on or before **8am, Thursday, August 8**.

5312 Syllabus and Schedule Summer 2014

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