COURSE SYLLABUS AND SCHEDULE

SYLLABUS

COURSE DESCRIPTION

HLSC 3300 addresses how the U.S. health services system is organized, how health services are delivered, and the mechanisms by which health services are financed in the United States. This course provides an undergraduate level overview of the U.S. health services system and its key components, including health system foundations, health system resources, health system policies and processes, and health system outcomes.

Course Objectives:

Upon completion of this course, students are expected to be able to:

1. Describe the history of the development of the U.S. health care system
2. Describe the current systems in operation in the U.S. health care delivery
3. Analyze the interrelationships among health service systems, policies and service delivery
4. Discuss and debate challenges and problems facing the U.S. health care system

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 (on one topic in concerning health care reform)
- Final examination

GRADING OF COURSE ACTIVITIES

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

- Course Paper: 40% of final course grade
- Weekly Quizzes: 20% of final course grade
- Weekly course postings/participation: 15% of final course grade
- Final exam: 25% of final course grade

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

General Course Expectations

1. Students will sign into the course at least every other day, check their course (Blackboard) emails, new course announcements (if any), and messages from Dr. Miller (DISCUSSIONS menu link to the left of the course home page).
2. Students will post original postings and responses before the end of the week during which they are assigned.
3. Chapter quizzes will be completed during the time the quizzes are open.
4. Students are expected to be on the course schedule at all times.
5. Students are responsible for reviewing the course schedule and assignments each week.
6. Students need to understand that grades in this course are earned, not given.
7. Students should always feel free to contact the instructor early as problems are noted in learning the course material.
**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 application of course learning about the US Health Care System. Students will this semester each submit his or her own course paper, and will not collaborate with other students. Course paper topics will be chosen during the first two weeks of class.

Students who have difficulty writing papers are encouraged to seek help from the University Writing Center, located in the Center for Academic Student Achievement, Glasscock Student Success Center, room 121J. The Writing Center can be reached at 361.825.5933, or by logging on to http://casa.tamucc.edu/wc.php. The center can also advise on the use of the required APA formatting for the paper. A separate document on APA formatting can be found under the course INFORMATION menu link.

**Weekly Quizzes**

Each week, one quiz 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. Quizzes will be open for two weeks (Wednesday is the first day of the course week). 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 is 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/Unit 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.

Weekly/Unit discussions will be assigned, as will questions to which the assigned student will respond. Students are encouraged to make more than the required meaningful postings. It is expected that each student will make a meaningful posting to this area two, 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 just in the course text or previously cited elsewhere in the course; while the original posting should be referenced as needed, the follow up response postings should similarly include appropriate citations. PLEASE NOTE: Copying and pasting of material from another source, including the internet, is considered plagiarism (a failure of academic integrity), and will be treated as such. If you find material you wish to post, please summarize it in your own words and post your summary, and cite the reference from which the material was obtained. This should be done in formatting recommended by the American Psychological Association (APA), 6th ed. The instructor will post a link to an internet site that has information on proper APA formatting under the course INFORMATION area. Discussion postings will be graded according to the course grading rubric (available from the home page, under the Grading Rubrics menu link.

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. Such postings will not count toward the weekly participation grade. The instructor reads all postings at least every other day, and may make further comments as well. Students who do not post as suggested are subject to a drop in their discussion posting/participation grade. All discussion postings should be made before the following Wednesday at 8 am, when the new week/unit begins.

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 cannot “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 is encouraged for 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 Tests/Quizzes icon during the last week of the 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/](http://disabilityservices.tamucc.edu/).

**Academic Advising:**

Not all students in the course are necessarily enrolled through the College of Nursing and Health Sciences (CONHS). However, the CONHS 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. The College's Academic Advising Center is located in Island Hall, within the College’s office. If you need to contact your advisor, or an advisor in the CONHS, please call 825-2648, and ask to speak to an undergraduate advisor.

**Academic Honesty and Integrity:**

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, including the penalties that may be invoked, at [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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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<thead>
<tr>
<th>REQUIRED ACKNOWLEDGEMENT OF RECEIPT OF THE COURSE SYLLABUS AND SCHEDULE</th>
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<tbody>
<tr>
<td>After reviewing the course syllabus and schedule, each student will use</td>
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<td>the course (Blackboard) email function (available under the MAIL icon</td>
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<td>on the home page) to email the instructor that both documents have been</td>
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<td>downloaded, read, and understood. Each student may ask pertinent questions</td>
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<td>at that time as well. The instructor will reply to the student email</td>
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<td>within 24 to 48 hours.</td>
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The course weeks run from Wednesday, 8am, to the following Wednesday 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: Aug. 27 (Wednesday) – Sept. 3, 2014  Introductions and History of the US Health Care System

Wed., September 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.

Readings/Assignments:


Assigned reading:

Week 2: Sept. 3 – Sept. 10, 2014  The Affordable Care Act of 2010 and Aspects of the US Health Care Services Delivery

Wed., September 3: Last day to register or add a class

Reading Assignments:

Niles, 2nd ed.:  Chapter 2.  Impact of the Affordable Care Act on Healthcare Services  Complete Quiz 2.

Assigned reading:

Week 3: Sept. 10 – Sept. 17, 2014  The State and National Government’s Role in Health Care

**Week 4: Sept. 17 – Sept. 24, 2014**

Inpatient and Outpatient Healthcare Services

Niles, 2nd ed.: Chapter 4: Government’s Role in US Health Care
Complete Quiz 4.

**Week 5: Sept. 24 – Oct. 1, 2014**

The Provision of Care: Who Does It, and Who Pays for It?

Niles, 2nd ed.: Chapter 5: Public Health’s Role in Health Care
Complete Quiz 5.

**Week 6: Oct. 1 – Oct. 8, 2014**

The Alphabet Soup in Health Care, and IT

Niles, 2nd ed.: Chapter 6: Inpatient and Outpatient Services
Complete Quiz 6

**Assigned readings:**

http://www.realclearmarkets.com/articles/2013/04/30/for_an_obamacare_preview_look_to_e ngland_100290.html

The Daily Take Team. (2013. May 8). One hospital charges $9,000—another, $38,000. Available at http://truth-out.org/opinion/item/16256-one-hospital-charges-8000another-38000

**Week 7: Oct. 8 – Oct. 15, 2014**

Legal Aspects of Health Care

Niles, 2nd ed.: Chapter 7: US Healthcare Workforce
Complete Quiz 7.

**Assigned reading:**
Cook, R. (2014, May 5). Debate heats up as California considers allowing NPs and pharmacists to do more and get paid. MedCity News. Available at


**Week 8: Oct. 15 – Oct. 22, 2014**

Ethical Aspects of Health Care

Niles, 2nd ed.: Chapter 8: Healthcare Financing
Complete Quiz 8.


The Conundrum of Mental Health

Niles, 2nd ed.: Chapter 9: Managed Care Impact on Healthcare Delivery
Complete Quiz 9.
Week 10: Oct. 29 – Nov. 5, 2014

Niles, 2nd ed.: Chapter 10: Information Technology: Impact on Health Care
Complete Quiz 10.

Week 11: Nov. 5 – Nov. 12, 2014

Friday, Nov. 7: Last day to drop a class

Niles, 2nd ed.: Chapter 11: Healthcare Law
Complete Quiz 11.

Week 12: Nov. 12 – Nov. 19, 2014

Niles, 2nd ed.: Chapter 12: Healthcare Ethics
Complete Quiz 12

Assigned reading:

Week 13: Nov. 19 – Nov. 26, 2014

Niles, 2nd ed.: Chapter 13: Mental Health Issues
Complete Quiz 13

STUDENT PAPERS ARE DUE ON OR BEFORE Wednesday, Nov. 26, at 8am.

Week 14: Nov. 26 – Dec. 3, 2014

Thursday/Friday, Nov. 27 – 28: Thanksgiving Holidays
Monday, Dec. 1: Last day to withdraw from the University
Tuesday, Dec. 2: Last day of classes
Wednesday, Dec. 3: Reading Day
Thursday, Dec. 4: Final examination due before 5pm.

Niles, 2nd ed.: Chapter 14: Analysis of the US Healthcare System
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, Dec. 1, and must be turned in (via course email) before 5pm, Thursday, Dec. 4.