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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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.

<table>
<thead>
<tr>
<th>Activity</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>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
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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 application of course learning about the US Health Care System. Students may collaborate with one other student in this course, but they must declare their group status by the end of the week that the topic of their course paper is selected. Students who collaborate will be expected to initial any/all portion(s) of the paper in which he or she was the primary author. Screening for plagiarism within a group paper submitted to the instructor will be the responsibility of the entire group; the paper’s final grade will be a reflection of this collaboration and submission of a paper that is in agreement with the University’s policy on academic conduct and misconduct.

**Weekly Quizzes**
Each week, one or two quizzes will be available in the weekly units. 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 in each unit.

The discussion area labeled **Q&A** is where the instructor will post course information, updates, etc. Students will post course-related questions here and are encouraged to be a resource for one another.

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.

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 previously cited; 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.**

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.
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 Units/Lessons icon during the last week of the semester. It will consist of three short-answer essay questions. You will have 72 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.

**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.