Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

HLSC 3300: The Health Care System
Syllabus
Fall 2017

FACULTY: Staff
OFFICE: Island Hall, Office 328B
OFFICE HOURS: by appointment
TELEPHONE: 361 825-3618 (leave message)
EMAIL: Blackboard email is preferred contact method
xxxxxx@tamucc.edu
FAX: na
CREDITS: semester hours (3:0)

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:
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

REQUIRED TEXTS AND RESOURCES:
GRADING OF COURSE ACTIVITIES
The item contribution to the final course grade is distributed as follows.

Course Paper:
Weekly Quizzes:
Weekly course postings/participation:
Final exam:

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

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.
POLICIES:

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

University Student Handbook and Code of Conduct: http://www.tamucc.edu/~students

University catalog related to academic integrity and honesty: http://catalog.tamucc.edu/


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 CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

**Active Military Duty**

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

**Grade Appeals Process**

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See [http://academicaffairs.tamucc.edu/Rules_Procedures/](http://academicaffairs.tamucc.edu/Rules_Procedures/) for the University procedure and see [http://conhs.tamucc.edu/shb/](http://conhs.tamucc.edu/shb/) for the CONHS process identified in the Student Handbook.

**Support Services**

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.