The Health Care System

COURSE DESCRIPTION:
3 sem. hrs. (3:0) 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. Provides an undergraduate level overview of the U.S. health services system and its key components, including health system resources, health system foundations, health system resources, health system processes, and health system outcomes. Should be taken during first semester of Health Sciences courses.

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
5. Understand changes in the way healthcare is delivered and discuss the future of healthcare delivery in the U.S.
6. Demonstrate critical thinking and critical analysis.

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](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
- University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](#)

**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.
Civil Rights Reporting

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at Samuel.ramirez@tamucc.edu or Deputy Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me.

These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

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/ for the University procedure and see http://conhs.tamucc.edu/shbh/ 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.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. See TAMUCC Academic Calendar for the last day to drop a class with an automatic grade of “W” this term.
## COURSE CALENDAR

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<tr>
<th>Date</th>
<th>Unit Title, Readings, and Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td><strong>Unit Title:</strong> Course Start-up &amp; Orientation &amp; Past &amp; Present</td>
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<tr>
<td><strong>Textbook Readings:</strong> None</td>
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<tr>
<td><strong>Course Administration Readings:</strong></td>
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<td>□ Course Syllabus</td>
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<td>□ Course Schedule</td>
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<td>□ Course Research Project Assignment Guide available in U</td>
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<td><strong>Assignments:</strong></td>
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<td>□ Student Introduction Discussion Board</td>
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<td>□ Course Orientation Quiz</td>
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<tr>
<td>Week 2</td>
<td>Unit Title: Past &amp; Present</td>
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<tr>
<td>Textbook Readings:</td>
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<tr>
<td>- Chapter 1 – History of the U.S. Healthcare System</td>
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<td>- Chapter 2 – Impact of the Affordable Care Act on Health</td>
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<td>Assignments:</td>
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<tr>
<td>- Unit 2 Initial Discussion Board Post to Assigned Discussion</td>
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<td>- Chapter 1 Quiz</td>
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<td>- Chapter 2 Quiz</td>
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<th>Week 3</th>
<th>Unit Title: Social Regulation &amp; Disease Prevention</th>
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<td>Textbook Readings:</td>
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<tr>
<td>- Chapter 4 – Government's Role in U.S. Healthcare</td>
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<td>- Chapter 5 – Public Health's Role in Healthcare</td>
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<td>Assignments:</td>
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<tr>
<td>- Unit 3 Initial Discussion Board Post to Assigned Discussion</td>
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<td>- Chapter 4 Quiz, Chapter 5 Quiz</td>
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<th>Unit Title: System Operations &amp; Workforce</th>
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<tr>
<td>Textbook Readings:</td>
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<tr>
<td>- Chapter 3 – Current Operations of the Healthcare System</td>
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<td>- Chapter 7 – U.S. Healthcare Workforce</td>
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<td>Assignments:</td>
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<tr>
<td>- Unit 4 Initial Discussion Board Post to Assigned Discussion</td>
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<td>- Chapter 3 Quiz, Chapter 7 Quiz</td>
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<th>Week 5</th>
<th>Unit Title: Organization of Services</th>
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<td>Textbook Readings:</td>
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<tr>
<td>- Chapter 6 – Inpatient and Outpatient Services</td>
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<td>Assignments:</td>
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| Week 6 | **Unit Title:** Exam 1  
**Textbook Readings:**  
☐ None  
**Supplemental Readings:**  
☐ None  
**Assignments:**  
☐ Exam 1 (Chapters 1-7) |
|---|---|
| Week 7 | **Unit Title:** Financing & Managing Costs  
**Textbook Readings:**  
☐ Chapter 8 – Healthcare Financing  
☐ Chapter 9 – Managed Care Impact on Healthcare  
**Assignments:**  
☐ Unit 7 Initial Discussion Board Post to Assigned Discussion  
☐ Chapter 8 Quiz  
☐ Chapter 9 Quiz |
| Week 8 | **Unit Title:** Course Research Paper Proposal  
**Textbook Readings:**  
☐ None  
**Other Readings:**  
☐ Course Research Project Assignment Guide available in th  
**Assignments:**  
☐ Course Research Paper Proposal |
| Week 9 | **Unit Title:** Increasing Quality & Efficiency  
**Textbook Readings:**  
☐ Chapter 10 – Information Technology Impact on Healthca  
**Assignments:**  
☐ Unit 9 Initial Discussion Board Post to Assigned Discussion  
☐ Chapter 10 Quiz |
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| Week 10 | **Unit Title:** Rules, Regulations & Moral Guidelines  
**Textbook Readings:**  
☐ Chapter 11 – Healthcare Law  
☐ Chapter 12 – Healthcare Ethics  
**Assignments:**  
☐ Unit 10 Initial Discussion Board Post to Assigned Discussion  
☐ Chapter 11 Quiz  
☐ Chapter 12 Quiz |
| Week 11 | **Unit Title:** The Mental Health Conundrum  
**Textbook Readings:**  
☐ Chapter 13 – Mental Health Issues  
**Assignments:**  
☐ Unit 11 Initial Discussion Board Post to Assigned Discussion  
☐ Chapter 13 Quiz |
| Week 12 | **Unit Title:** Comparative Analysis  
**Textbook Readings:**  
☐ Chapter 14 – Analysis of the U.S. Healthcare System  
**Assignments:**  
☐ Unit 12 Initial Discussion Board Post to Assigned Discussion  
☐ Chapter 14 Quiz |
| Week 13 | **Unit Title:** Exam 2  
**Textbook Readings:**  
☐ None  
**Supplemental Readings:**  
☐ None  
**Assignments:**  
☐ Exam 2 (Chapters 9-14) |
|---|---|
| Week 14 | **Unit Title:** Course Research Paper  
**Textbook Readings:**  
☐ None  
**Supplemental Readings:**  
☐ None  
**Other Readings:**  
☐ Course Research Project Assignment Guide available in U  
**Assignment:**  
☐ Course Research paper |
| Week 15 – Finals Week | Final exam |