HCA 175: U.S. Healthcare System Syllabus

Instructor Information

NAME
Telephone: **XXX**
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Office Hours: **By Appointment – GTW XXX**

Course Specifics:
Meeting Time: **Day, Time pm PST**
Classroom: **XXX ###**

Course Information

Course Description:

Survey of the U.S. Healthcare System. Meets general education requirements for first year experience including writing and research resources. Provide introduction to the Healthcare system and gain exposure to the local Healthcare environment. (3 credit hours)

Online Course Narrative:

This course enhances the student's understanding of policies and structures of the U.S. Healthcare system. Through the exploration of delivery foundations, historical overviews, and considering the impact of technology on healthcare delivery, the student engages in an in-depth view of the U.S. Healthcare system. A variety of healthcare delivery types are considered, including outpatient services, primary care, hospitals, and long-term services. Financial management, including cost, access to care, and quality of care is considered, especially in light of special needs populations.

Required Texts for Course:

Shi, L., & Singh, D. A. (2019). Essentials of the U.S. Healthcare system (5th ed.). Burlington, MA: Jones & Bartlett Learning.

Supplemental Texts and reading:

Additional readings and videos to watch have been listed under individual modules.

Course Learning Outcomes (CLOs):

1. Explain the evolution of U.S. Healthcare as well as how Healthcare is delivered in the U.S. versus other industrialized countries.
2. Analyze and evaluate Healthcare financing and the various insurance models and their subsequent effect on Healthcare delivery, including the challenges of coverage, access and cost in light of recent political changes and the promises of the Affordable Care Act.

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3. Analyze how technology has changed the delivery of Healthcare, as well as the pros and cons of policies affecting delivery of Healthcare in the U.S.
4. Deliver an effective, researched presentation related to a Healthcare delivery issue currently affecting either our national or our local Healthcare system.
5. Discuss physician shortage issues and the imbalances between primary and specialty care services in the U.S. Healthcare system.
6. Demonstrate improved accuracy in knowledge, facts, concepts, data, history, and policies regarding the U.S. Healthcare system as measured by questions on quizzes that have been assessed at Level 1.

University Undergraduate Learning Outcome (UULOs) Addressed

https://www.unlv.edu/provost/gen-ed/uulo

1. UULO 1.4: Transfer knowledge and skills gained from general and specialized studies to new settings and complex problems.
2. UULO 2.4: Recognize the complexity of problems and identify different perspectives from which problems and questions can be viewed.
3. UULO 3.1: Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.
4. UULO 4.2: Respond to diverse perspectives linked to identity, including age, ability, religion, politics, race, gender, ethnicity, and sexuality, both in American and international contexts.
5. UULO 5.6: Apply ethical concepts and theories to specific ethical dilemmas students will experience in their personal and professional lives.

Healthcare Admin. Program Outcomes Addressed:

(https://www.unlv.edu/degree/bs-health-care-admin-policy)

1. PLO 1: Students are able to describe the nature of Healthcare services, including the demographic, social, political, economic, technological, legal, ethical, professional, and historical factors that influence the present and future direction of Healthcare.
2. PLO 2: Students are able to describe the nature and function of Healthcare organizations, including multi-institutional systems and managed care arrangements.

Healthcare Administration Competencies (PHC) Addressed

1. HCAP A1: Healthcare Issues and Trends (Demonstrate a broad knowledge of the Healthcare industry and trends involved in provision, coverage, and access to care).
2. HCAP B1: Organizational Dynamics and Governance (Apply organizational theory and behavior to develop, assess, design or redesign Healthcare organizations). B. 1. Organizational Dynamics and Governance – students can demonstrate an understanding of organizational theory and behavior to develop, assess, design, or redesign Healthcare organizations.
3. HCAP B3: Time Management (Ability to balance multiple tasks and responsibilities; set and meet deadlines).

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4. HCAP D1: Personal and Professional Ethics (Adhere to ethical personal and business principles; exhibit ethical behaviors).
5. HCAP E3: Systems Thinking (Understand potential impacts and consequences of decisions in a wide variety of situations).
6. *HCAP C1: Interpersonal Communication (Build collaborative relationships).
7. *HCAP C2: Presentation Skills (Demonstrate effective oral communication and presentation skills).
8. *HCAP C3: Working in Teams (Create, participate in, and lead teams).
9. *HCAP C4: Writing Skills (Prepare effective written and business communications).

Objective Mapping

Course Objective	Competency/ UULO/PHCs	Level*	Teaching Method	Assessment Method
1. Explain how Healthcare is delivered in the U.S. versus other industrialized countries.	UULO: 1.4 PLO: 1, 2 HCAP: A1, C1, C2, C3, C4	Level 1	Textbook Videos PDFs	Quiz Discussions Assignments
2. Analyze and evaluate Healthcare financing and the various insurance models and their subsequent effect on Healthcare delivery.	UULO: 1.4, 2.4 PLO: 1 HCAP: A1, C1, C2, C3, C4	Level 3	Textbook Videos PDFs	Quiz Discussions Assignments
3. Analyze how technology has changed the delivery of Healthcare.	UULO: 1.4, 2.4 PLO: 1, 2 HCAP: A1, B1, B3, C1, C2, C3, C4	Level 2	Textbook Videos PDFs	Quiz Discussions Assignments
4. Deliver an effective, researched presentation related to a Healthcare delivery issue currently affecting either our national or local Healthcare system.	UULO: 1.4, 2.4, 3.1, 4.2, 5.6 PLO: 1, 2 HCAP: A1, B1, B3, E1, C1, C2, C3, C4	Level 1	Textbook Videos PDFs	Quiz Discussions Assignments
5. Discuss physician shortage issues and the imbalances between primary and specialty care services in the U.S. Healthcare system.	UULO: 1.4, 2.4, 4.2 5.6 PLO: 1, 2 HCAP: A1, B1, B3, D1, E1, C1, C2, C3, C4	Level 1	Textbook Videos PDFs	Quiz Discussions Assignments

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Course Objective	Competency/ UULO/PHCs	Level*	Teaching Method	Assessment Method
6. Demonstrate an improved accuracy in knowledge, facts, concepts, data, history, and policies regarding the U.S. Healthcare system as measured by questions on quizzes that have been assessed at Level 1.	UULO: 1.4, 2.4, 4.2, 5.6 PLO: 1, 2 HCAP: A1, B1, B3, D1, E1, C1, C2, C3, C4	Level 1	Textbook Videos PDFs	Quiz Discussions Assignments

Grading Components

Assessment Method	Number of Units	Points per Unit	Total
Discussion Boards (9 graded + 1 ungraded)	9	20	180
Quizzes	10	30	300
Individual Assignments (8 graded + 1 ungraded)	8	35	280
Project	1	240	240
Total			**1000**

Assessment Overviews:

Quizzes and Exams

Quizzes (10 total)

- See course schedule for the number of quizzes and the associated module.
- Each quiz is worth 30 points, and includes multiple choice, multiple select, true/false, and matching type questions.
- The quizzes are due on Sundays (by 11:59 p.m. PST) of the assigned module week.
- You will have 1 attempt for each quiz. The time allotment for each 10-question quiz is 30 minutes. Each 20-question quiz is allotted 60 minutes. Time allotment for each quiz appears in the weekly module.
- As with other courses in the HCA program, quizzes will be open for three days prior to the due date listed on your course schedule.

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Discussion Boards (9 Graded and 1 Ungraded)

- There is one non-graded Introduction discussion and 12 graded discussions in the course.
- The graded discussions are worth 20 points each.
- In order to earn maximum points for each discussion topic, you must submit an initial post and then respond to at least two (2) postings by other students with substantive comments.
- You must first post your answer(s) before you can see the other students' posts. Submit your initial post(s) by the posted deadline.
- Comment on the posts of at least two fellow students by the posted deadline.
- APA citation is required for all outside resources. At least one class reference and three external references should be used.
- If you fail to respond, you will lose points for that discussion question.
- Discussion threads have a deadline as follows: Initial post is due by Wednesday at 11:59 p.m. PST. Response Posts are due by Sunday at 11:59 p.m. PST. No work will be accepted after the deadline.

Initial Posts

- Initial posts must be at least 500 words (1 page, double-spaced) in length.
- Your post must be in response to prompts and/or questions posed each week.
- Be sure to answer all the questions in each discussion forum.
- Posts require thoughtful responses and discourse that connect to the course material.
- Reference scholarly or peer-reviewed sources to support your discussion points as appropriate *(using proper APA 6th edition citation methods)*.
- The initial post is due by Wednesday 11:59 p.m. PST.

Response Posts

- Responses can be 250-500 words (1/2 to 1 page, double-spaced) in length.
- Reply to at least two different classmates outside your own initial post thread.
- Demonstrate more depth and thought than simply stating “I agree” or “you are wrong.”
- Respond to your peers with course content, examples, and/or personal/professional experiences.
- Responses can take one of three formats:
  - Complete affirmation. (I agree and I believe the following information further supports your stand . . .)
  - Affirmation with a twist. (I understand what you are trying to say. However, based on the following research, I might say it a bit differently . . .)
  - Polite disagreement. (While I understand how you arrived at this conclusion, I wonder if you have considered_____. This additional evidence leads me to think _____.)
- Response posts are due by Sunday 11:59 p.m. PST.
- Response posts are worth 3 points each (6 points total).

See Discussion Board Rubric for grading criteria.

Individual Assignments

- There are eight (8) graded assignments and one non-graded assignment that build up to the final project for the course.
- See assignment breakdown in course schedule for the number and due date of assignments.
- The graded assignments are worth thirty-five (35) points each.

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- Complete the assignments and upload them to the file submission area for assignments.
- The assignments are due by 11:59 p.m. PST on Sundays of the assigned module weeks.

See Individual Assignment Rubric for grading criteria.

Final Project

The final project is a compilation of the nine assignments relevant to The U.S. Healthcare System that were completed over the different modules. It is worth 240 points. It will be submitted in Module 10 and will include the final version (after incorporating the inputs of your instructor) of the following items, developed throughout the course:

MODULE	ITEM	NAME
1	Assignment	Flow Chart / Mind Map
2	Assignment	Jeopardy Game
3	Assignment	Healthcare Delivery – PowerPoint or Prezi
4	Assignment	Interview
5	Assignment	Let's Think Ethically – Ethics Brochure
6	NONE	NONE
7	GROUP Assignment	Special Populations and Health Disparities: Video and Report
8	Assignment	Populations with Special Needs; Health Disparities
9	Assignment	Consultant's Report

- APA 6th edition formatting required
- 10 to 15 external resources are required for the 5- to 8-page consultant's report

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Grading Scale:

Points in %	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
70-79	C
<70	F

Additional Considerations:

Program Use of Student Work: Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

Missed Assignments: A grade of zero will be given for any student missing an assignment due date without a satisfactory excuse. An example of a satisfactory excuse would be work commitments (discussed prior to deadline with faculty), serious personal injury or illness to the student or a family member that can be documented. In the event the absence is excused, at his discretion, the instructor will allow a makeup or weight the other assignments more heavily.

Other UNLV Policies: You are also responsible for reviewing and complying with the policies found on the following website: https://www.unlv.edu/sites/default/files/page_files/27/EVPP-Syllabi-Content.pdf

Schedule of Due Dates

Week	Module	Summative Assessment	Points	Due, 11:59pm
1	**1**	Reading: Chapters 1 & 2	--	N/A
		Discussion 1: Introduction Video	--	Wednesday/Sunday
		Assignment 1: Flow Chart / Mind Map	35	Sunday
		Quiz 1	30	Sunday

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Week	Module	Summative Assessment	Points	Due, 11:59pm
2	**2**	Reading: Chapters 3 & 4	--	N/A
		Discussion 2: Healthcare in the U.S.	20	Wednesday/Sunday
		Assignment 2: Jeopardy Game	35	Sunday
		Quiz 2	30	Sunday
3-4	**3**	Reading: Chapters 5 & 6	--	N/A
		Discussion 3: Technology and Finance	20	Wednesday/Sunday
		Assignment 3: Healthcare Delivery: A broad overview – PowerPoint or Prezi Presentation	35	Sunday
		Quiz 3	30	Sunday
5-6	4	Reading: Chapter 7	--	N/A
		Discussion 4: The Medical Care Home Model	20	Wednesday/Sunday
		Assignment 4: Interview	35	Sunday
		Quiz 4	30	Sunday
7-8	5	Reading: Chapter 8	--	N/A
		Discussion 5: Hospitals	20	Wednesday/Sunday
		Assignment 5: Let's Think Ethically – Ethics Brochure	35	Sunday
		Quiz 5	30	Sunday
9-10	6	Reading: Chapters 9 & 10	--	N/A
		Discussion 6: Managed Care and Integrated Systems	20	Wednesday/Sunday
		Assignment 6: Status Update – Ungraded	--	Sunday
		Quiz 6	30	Sunday
11-12	7	Reading: Chapter 11	--	N/A
		Discussion 7: Special Needs Populations	20	Wednesday/Sunday
		Assignment 7: Group Assignment – Video and Individual Report	35	Sunday
		Quiz 7	30	Sunday
13-14	8	Reading: Chapter 12	--	N/A
		Discussion 8: Cost, Access, and Quality	20	Wednesday/Sunday

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Week	Module	Summative Assessment	Points	Due, 11:59pm
13-14	8	Assignment 8: Populations with Special Needs: Health Disparities	35	Sunday
		Quiz 8	30	Sunday
15	9	Reading: Chapter 13	--	N/A
		Discussion 9: Health Policy	20	Wednesday/Sunday
		Assignment 9: Consultant's Report	35	Sunday
		Quiz 9	30	Sunday
16	10	Reading: Chapter 14	--	N/A
		Discussion 10: Metacognitive Reflection	20	Wednesday/Sunday
		Final Project Turn-In	240	Sunday
		Quiz 10	30	Sunday

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