| **HPEM 5330** | **Healthcare Delivery Systems and Contemporary Issues** | **Credit Hours: 3** |
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| **Semester:** | Spring | **Year:** | 2025 |
| **Class Days/Times:** | Online | **Class Location:** | Online |

**Instructor of Record:** Gerald (Jerry) Ledlow, Ph.D., MHA, FACHE,     Professor
**Office:** H261
**Office Phone:** 903.877.1441 (email is best option)
**E-Mail:** Gerald.Ledlow@UTHCT.edu (preferred best option) or gledlow@uttyler.edu
**Office Hours:** Mondays from 9:00am – 12:00 Noon:  Email first to confirm.  Other times by appointment (Virtual Appointments are fine).

**Course Description:** This course provides advanced study of the complex and fragmented delivery systems for providing healthcare in the United States, including their origins, defining characteristics, and current dynamic forces and changes.

**Prerequisite:** None.                                        **Co-requisite:** None

**Student Learning Outcomes (SLO or "course objective"):**  Upon successfully completing this course, the student will be able to:

1.  Compare and contrast the U.S. health care system with those of other nations (2 nations). [PLOs; A.1, A.2, B.1, B.2] (Discussion Activities 1 & 5)
2.  Identify the social, economic, and legal aspects that impact the delivery of health care. [PLOs; A.7, B.1, and B.2] (Quiz and Discussion Activities 2, 3, 4, 7, & 8)
3.  Describe the critical health policy issues in the US and the contemporary problems affecting the current and future trends. [PLOs;4.1,4.2, A.1, A.3, A.5, and A.8] (Quiz and Discussion Activities 3, 6, 7, & 14)
4.  Discuss the evolution of the health care systems in the US. [PLOs; 2.3,  A.1, A.3, and A.8] (Quiz and Discussion Activities 2 & 10)
5.  Identify polices, regulations, and standards affecting healthcare operations.  [PLOs A6 and A.8,] (Quiz, Discussion Activities 3, 6, & 8)
6.  Identify and evaluate the potential risks to quality of care for the patient and the organization. [PLOs 6.1, A.10,  A.2 and A.8] (Quiz and Discussion Activities 1, 6, 7, & 11)
7.  Explain how the costs of health care influence the quality and delivery of care. [PLOs  A.1, A.5, and A.8] (Quiz and Discussion Activities 4, 6, & 10)
8.  Examine how innovations in health information technology can generate both positive and negative effects on health care delivery. [PLOs A.3 and A.5] (Quiz and Discussion Activities 11 & 12)
9.  Discuss the functions and expectations for organizations, boards, and managers in the delivery of quality health care. [PLOs 2.4, A.1, A.3, A.5, and A.8] (Quiz and Discussion Activities 7, 10 & 11)
10. Evaluate the effectiveness of the Affordable Care Act on health care delivery and changes that might need attention for future populations. [PLOs 6.1, A.1, A.2, and A. 3] (Discussion Activities 6 & 14)

**Course Assessment/Methods of Evaluation:**

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| Fifteen Discussion Forum Posts (2% of grade each as participation graded at end of course) | 30% |
| 15 Quizzes (3% of grade each) | 45% |
| Group Research Paper Project | 25% |
| Total | 100% |

**Course Grade Scale (points): A: 90-100, B: 80-89.99, C: 70-79.99, F: < 70 points**

Linked MHA Program Learning Outcomes:
The student learning outcomes listed on pp. 1 and 2 address the following MHA Program PLOs:

- PLO A.1 **-** The student will identify appropriate sources & gather information, effectively & efficiently.
- PLO A.2 - The student will appraise literature and data critically that enhances community health.
- PLO A.3 - The student will develop, understand and use data from performance, surveillance or monitoring systems.
- PLO A.5 - The student will understand and apply basic statistical methods relevant to public health and health administration practice.
- PLO A.8 - The student will analyze, design, or improve an organizational process, including the use of quality management, process improvement, marketing and information technology principles and tools.
- PLO A.10 - The student will implement a decision-making process that incorporates evidence from a broad analysis that includes uncertainty, risk, stakeholders, and organizational values.
- PLO B.1 - The student will speak and write in a clear, logical, and grammatical manner in formal and informal situations; prepare cogent business presentations; facilitate an effective group process.

- PLO B.2 - The student will receive, process, and respond appropriately to information conveyed by others.
- PLO B.3 - The student will perceive and respond appropriately to the spoken, unspoken, or partly expressed thoughts, feelings, and concerns of others.

**Required Textbook:**

Johnson, James A.; Davey, Kimberly S. & Greenhill, Richard G. (2023) Sultz & Young's Health Care USA: Understanding its organization and delivery, Tenth Edition, Jones and Bartlett Learning, Burlington, MA. ISBN: 9781284211603

Textbook URL: https://www.jblearning.com/catalog/productdetails/9781284211603

**Other Required Readings: As assigned by the Instructor.**

**Course Content:**

| Schedule | Assigned Readings |
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| **Week 1 (Begins Monday, January 13th)** **(All Weeks are On-Line)** <br><br> • **Module 1 / Week 1** <br> • Overview of the U.S. Healthcare System <br> • Discussion Forum: After reading the NCBI and Commonwealth Fund website readings, how does the US Healthcare System compare to other nations? What surprises you and what can you add (reference material) to the discussion? (Note: Linked to readings outside the textbook) <br> • Weekly Quiz (Note: Linked to Textbook Chapter) | Textbook: Read Chapter 1 <br> Review Chapter Slides <br> Read: https://www.ncbi.nlm.nih.gov/books/NBK578535/ <br> (Pay particular attention to Quality and Disparities for the NCBI website reading) <br><br> Read: https://www.commonwealthfund.org/publications/issue-briefs/2023/jan/us-health-care-global-perspective-2022 <br> (How does US Healthcare compare to other nations?) |
| **Week 2 (Begins Monday, January 20thd)** <br><br> • **Module 2/ Week 2** <br> • Historical and Benchmark Developments in American Health Care <br> • Discussion Forum: How has the US Healthcare System Evolved over time? What were the key changes that impact healthcare delivery today (reference material for the discussion)? | Textbook: Read Chapter 2 <br> Review Chapter Slides <br> Read: https://www.nejm.org/doi/full/10.1056/NEJMp1200478 <br> (Pay particular attention to the economic influences of healthcare and how money/funds flow and how reimbursement has evolved) |

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| <ul><li>Weekly Quiz</li><li>Optional Synchronous Online Session (Will be announced and posted in the course; held during lunch hour on a day during the week)</li></ul> | |
| **Week 3 (Begins Monday, January 27th)**<br><br><ul><li>**Module 3/ Week 3**</li><li>Public Policy and the Role of Government</li><li>Discussion Forum: How does public policies and Governmental laws, statutes and programs influence healthcare delivery?  What can you add (reference material) to this discussion that is interesting and informative?</li><li>Weekly Quiz</li><li>Group members assigned by Instructor for Group Research Paper Project that is Due May 1, 2024 at 12 noon.</li></ul> | Textbook: Read Chapter 3<br>Review Chapter Slides<br>Read:  https://innovation.cms.gov/innovation-models/hpi<br>(Read Overview and review sections on Medicare and Medicaid/CHIP)<br><br>Read:  https://innovation.cms.gov/innovation-models/vbid<br>(What is Medicare Advantage Value-Based Insurance?) |
| **Week 4 (Begins Monday, February 3d)**<br><br><ul><li>**Module 4/ Week 4**</li><li>Financing Healthcare</li><li>Discussion Forum: How could the evolution of societal, legal and payment systems change healthcare delivery and outcomes of care?  Can you add informative material to the discussion (reference material)?</li><li>Weekly Quiz</li></ul> | Textbook:  Read Chapter 4<br>Review Chapter Slides<br>Read:  https://catalyst.nejm.org/doi/full/10.1056/CAT.20.0569<br>(Pay particular attention to changes in society, laws, and evolution of payment systems) |
| **Week 5 (Begins Monday, February 10th)**<br><br><ul><li>**Module 5/ Week 5**</li><li>The Healthcare Workforce</li><li>Discussion Forum: Where is the US Health Workforce concentrated and where are there shortages?  How does this compare globally?  Do you see similarities globally to US Health Workforce patterns/trends?   Can you</li></ul> | Textbook: Read Chapter 5<br>Review Chapter Slides<br>Read:  https://data.hrsa.gov/topics/health-workforce/data-research<br>(Pay particular attention to Health Workforce Shortage Areas, National Center for Health Workforce Analysis, and National Practitioner Databank) |

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| add informative material to the discussion (reference material)?<br>• Weekly Quiz<br>• Groups should decide upon a topic for Group Research Paper and get Instructor Approval of topic (by email is fine) | Read: https://www.who.int/health-topics/health-workforce#tab=tab_1<br>(Pay particular attention to the Overview and where workforce shortages are globally) |
| **Week 6 (Begins Monday, February 17th)**<br>• **Module 6/ Week 6**<br>• Hospitals and Integrated Delivery Systems<br>• Discussion Forum:  How will the evolution of Integrated Delivery Systems impact Quality and Value (outcomes) for patients/community members?  Where does the Accountable Care Act (ACA also known as Obama Care) fit in future models? Can you add informative material to the discussion (reference material)?<br>• Weekly Quiz<br>• <u>Optional</u> Synchronous Online Session (Will be announced and posted in the course; held during lunch hour on a day during the week) | Textbook: Read chapter 6<br>Review Chapter Slides<br>Read:  MarketInsights_CareModelsReport.pdf (aha.org)<br>(Pay Particular Attention to CMS Health Care Learning and Action Network (HCPLAN) on page 6 and Model table on page 8 and Future Implications to include advancing along the maturity model on page 14) |
| **Week 7 (Begins Monday, February 24th)**<br>• **Module 7/ Week 7**<br>• Ambulatory Care.<br>• Discussion Forum:  As the trend toward more ambulatory care increases, what quality and patient safety concerns and methods to improve are topics today?  Can you add informative material to the discussion (reference material)?<br>• Weekly Quiz | Textbook:  Read Chapter 7<br>Review Chapter Slides<br>Read: ic-resource-129.pdf (aamc-icollab.global.ssl.fastly.net)<br>(Pay particular attention to Quality and Clinical Care)<br><br>Read:                                     https://www.ahrq.gov/patient-safety/settings/ambulatory/tools.html<br>(Pay particular attention to the overview, Patient Safety and Quality Measures) |
| **Week 8 (Begins Monday, March 3d)**<br>• **Module 8/ Week 8**<br>• Long-Term Care and Specialized Services<br>• Discussion Forum:  As our society ages, what are the concerns and issues that we must address regarding long term care and specialized services?  Can you add informative material to the | Textbook:  Read Chapter 8<br>Review Chapter Slides<br>Read:  https://www.nia.nih.gov/health/what-long-term-care<br>(Pay particular attention to the overview)<br><br>Read:  https://www.nia.nih.gov/health/paying-long-term-care<br>(Pay attention to the methods of paying for LTC) |

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| discussion (reference material)?<br>• Weekly Quiz<br>• **SPRING BREAK is MARCH 17 - 23** | |
| **Week 9 (Begins Monday, March 10th)**<br>• **Module 9/ Week 9**<br>• Behavioral Health Services<br>• Discussion Forum:  Behavioral Health is a large issue and our nation faces major shortages on behavioral health delivery, however substance abuse adds greatly to this crisis, what are your thoughts, findings (reference materials), and possible solutions to these issues?<br>• Weekly Quiz<br>• SPRING BREAK is MARCH 17 - 23 | Textbook:  Read Chapter 9<br>Review Chapter Slides<br>Read: https://www.samhsa.gov/data/data-we-collect/nsduh-national-survey-drug-use-and-health<br>(Pay attention to the overview and the implications on drug and substance abuse on health the behavioral health) |
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| **Week 10 (Begins Monday, March 24th)**<br>• Module 10/ Week 10<br>• Public and Population Health<br>• Discussion Forum:  How does public health contribute to the over all health of our society?  How is population health different from public health ?   Why is population health important to the value based care models we have studied earlier in the course?  Can you add informative material (reference materials) to this discussion?<br>• Weekly Quiz | Textbook:  Read Chapter 10<br>Review Chapter Slides<br>Read:   https://www.cdc.gov/pophealthtraining/whatis.html<br>(pay attention to the overview)<br><br>Read:  https://www.cdc.gov/training/publichealth101/public-health.html<br>(pay attention to the overview and watch the Public Health 101 video – 52 minutes or read/review the slides in pdf) |
| **Week 11 (Begins Monday, March 31st)**<br><br>• **Module 11/ Week 11**<br>• Health Information Technology and Quality<br>• Discussion Forum:  How are leaders (Board Members, Senior Leaders, Middle level and front-line leaders) important to develop and sustain a culture of patient safety and quality in healthcare delivery?  How does health information technology impact (positive and negative) health care delivery? Can you add informative material to this discussion (reference material)?<br>• Weekly Quiz | Textbook:  Read Chapter 11<br>Review Chapter Slides<br>Read:   https://www.hhs.gov/hipaa/for-professionals/special-topics/health-information-technology/index.html  and https://www.hhs.gov/hipaa/for-professionals/index.html<br>(pay attention to the HIPAA information)<br><br>Read:  https://www.ahrq.gov/talkingquality/measures/six-domains.html and https://www.ahrq.gov/talkingquality/translate/organize/quality-domain.html<br>(pay attention how to measure quality) |

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| **Week 12 (Begins Monday, April 7th)**<br><br>• Module 12/ Week 12<br>• Health Services and Systems Research<br>• **Remember your Group Research Paper Project (should have good first draft)**<br>• Discussion Forum: Why is health services and systems research important to the leadership, policy considerations, etc… of healthcare systems? Can you add informative materials to this discussion (reference materials)?<br>• Weekly Quiz | Textbook: Read Chapter 12<br>Review Chapter Slides<br>Read: https://www.ahrq.gov/funding/training-grants/hsrguide/hsrguide.html<br>(pay attention to the introduction and definition)<br><br>Read:<br>https://www.ahrq.gov/healthsystemsresearch/index.html<br>(pay attention and click on and review the categories under 'Conducting Intramural Research') |
| **Week 13 (Begins Monday, April 14th)**<br>• **Module 13/ Week 13**<br>• Preparedness and Emergency Management<br>• Discussion Forum: What are the key principles to preparedness and emergency preparedness and response for health organizations? What have we learned from the COVID-19 pandemic? Can you add informative material to the discussion (reference material)?<br>• Weekly Quiz | Textbook: Read Chapter 13<br>Review Chapter Slides<br>Read:<br>https://www.cdc.gov/niosh/topics/healthcare/emergency.html<br>(pay attention to 'Emergency Preparedness and Response Resources,' 'Emergency Preparedness and Response,' 'Types of Emergency,' 'Natural Disasters and Severe Weather,' and 'Recent Outbreaks and Incidents.')<br><br>Read: https://www.jointcommission.org/resources/patient-safety-topics/emergency-management/<br>(pay attention to the Joint Commission EM standards and overview this website)<br><br>Read: https://www.cms.gov/Medicare/Provider-Enrollment-and-Certification/SurveyCertEmergPrep/Emergency-Prep-Rule<br>(pay attention to overview) |
| **Week 14 (Begins Monday, April 21st)**<br>• Module 14/ Week 14<br>• Rural Health Care<br>• Work on Group Paper<br>• Discussion Forum: What can be improved in Rural Health outcomes and health status of rural populations? What challenges does the Affordable Care Act (also known as Obama Care) have in rural areas? This week you find quality information and add to the | Textbook: Read Chapter 14<br>Review Chapter Slides |

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| discussion and reference your material. <br> • Weekly Quiz | |
| **Week 15 (Begins Monday, April 28th)** <br> • **Module 15/ Week 15** <br> • **Submit group research paper project by Wednesday April 30th at noon** <br> • Health Care and Future Opportunities <br> • Discussion Forum: What are the most important two or three pieces of knowledge/information did you learn from this course? <br> • Weekly Quiz <br> • Submit evaluation for the course <br> • | Textbook: Read Chapter 15 <br> Review Chapter Slides |
| **Week 16 – (May 5th)** <br> • Course concludes | Course conclusion |

**Assignments:**

**Discussion Forum Posts**: Students are required to post a response to the question posted by the instructor. The instructor will post the question at least a week in advance of the due date. A thorough response is typically 200 to 300 words which includes a minimum of one outside source. This source cannot be in the form of newspaper, TV, or magazines and requires a proper citation/reference. Your required textbook can be used but will not count as the external source. In addition to your required post, you must also read and respond to one other student's response. This response may not be "I agree or disagree" but rather a thought-out response/analysis based on some reliable source. You must always cite your source used on your original response and in the response to the other student. A general rubric is at the end of the syllabus.

**Weekly Quizzes**: You will have one quiz a week during the course. This is instead of a large mid – term and/or final examination. It will be a multiple choice and true/false exam covering the chapter of the textbook assigned for that week of the course. There will be between 15 - 20 questions. You will be allocated 15 – 20 minutes to complete the quiz.

**Group Project:** As a group of four to six students (4 – 6), you and your group will write one paper based on a current health care issue. Your topic must be approved by the instructor before proceeding with the research. Your paper should be approximately 10-12 double-spaced pages, 12pt New Roman font, with an abstract, title page, table of contents, and reference section. (Your prefatory pages will not count toward your total number of pages; consequently, your total number of pages might be as many of 18 - 20 pages. Regardless, your paper should not exceed 20 pages including all parts.) Your paper must include at least 5 outside references. Your group members should be determined around the first to second week of class. Although this paper is considered a research paper, you should present the issue along with an analysis of the problem, and subsequently, identify strategic alternatives/solutions to remedy or alleviate the problem. A rubric is provided at the end of the syllabus.

**Participation / Discussion:** Your final component of grading is the participation grade *as integrated in the discussion forum post assignments.* Remember to participate and be actively engaged by contributing to the body of knowledge and/or asking thought-provoking questions. There may be up to 4 *optional* Virtual Zoom sessions for 30 to 45 minutes during the week during lunch (central time) anytime from 11 am until 12:45/1 pm and they will be posted prior to the session; again, these are optional to attend.

Other Class Policies:

**Late Assignments**:
Late assignments will be accepted but deductions will be reflected in the grade. For each day the assignment is late, 5% will be deducted from the total score. The instructor has the discretion to alter this policy in the event of an emergency or illness if the student notifies the instructor in a timely manner. In this event, documentation may be required.

**Academic Honesty:**
Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

*Cheating*
Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and unpermitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating. Cheating includes but is not limited to:
- Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class.
- Falsifying or inventing any information, including citations, on an assigned exercise.
- Helping or attempting to help another in an act of cheating or plagiarism.

*Plagiarism*
Plagiarism is presenting the words or ideas of another person as if they were your own. Materials, even ideas, borrowed from others necessitate full and complete acknowledgment of the original authors. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials, or even the writing of a fellow student. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Misconduct in Research and Other Scholarly Activity 05.00. Examples of plagiarism are:
- Submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another.
- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
Incorporating the words or ideas of an author into one's paper without giving the author due credit.

**Adding/Dropping:**
The official deadline for adding and dropping courses is as published in the academic calendar and Graduate Bulletin (typically the day before Census Day). However, students are strongly encouraged to meet with their graduate advisor or the Program Coordinator prior to adding/dropping courses. Movement into and out of classes after the 4th class day requires approval of the Program Director. Students can drop until mid-semester without a WP or WF. Drops after mid-semester require approval of the Dean. Each student is responsible for their own enrollment status with the university.

**Disability Accommodations:**
UTHSCT abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Student Services Office (located on the UT Tyler Campus). You may call 903-566-7079 for more information.

**Artificial Intelligence in this Course**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.  For this course, **AI is permitted only for specific assignments or situations, namely the research paper, and appropriate acknowledgement is required.  Please see below.**

**AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.  This course has specific assignments, namely the research paper, where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.**

This AI guidance was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.

**References:**

Agency for Healthcare Research and Quality (AHRQ). 2017b. Consumer Assessment of Healthcare Providers and Systems. https://www.ahrq.gov/cahps/index.html

Agency for Healthcare Research and Quality (AHRQ). 2014. Health IT for improved chronic disease management. https://healthit.ahrq-funded-projects/emerging-lessons/health-it-improved-chronic-disease-management.

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Torrens PR. 1993. Historical evolution and overview of health services in the United States. In: Williams SJ, Torrens PR, eds. Introduction to health services. 4th ed. New York. NY: Delmar.

**Note: The Instructor retains the right to change this syllabus.**

**Rubric for Discussion Board Posts**

## DISCUSSION BOARD POSTINGS
## GRADING CRITERIA

The purpose of the discussion board in an online course is to take the place of the class interchange that would occur in a face-to-face class. It is your opportunity to demonstrate your mastery of the assigned readings and your ability to supplement those readings with expanded exposure to related (and sometimes contrary) information that you will seek in your self-directed quest to understand and be informed. To that end, I will expect you to share ideas you have gained from the literature noting the source and interpreting into your own words. I will also expect that you will use a more complex thought process to dissect and analyze what you read in the literature and in the discussion thoughts

of your fellow students as you offer your own insights. I do not care if you use big words or a lot of words (remember, the world values parsimony), but I am eager to read your thoughtful insights into the questions and statements, your analysis of the words and ideas, and your recommendations for future pathways for health care delivery systems.  The following information will give you some guidelines and allow you to see thinking process we will use to assign a grade to the discussion board exercises at the end of the course.  Table rubric follows:

| CRITERIA/POINTS | 1 | 2 | 3 | 4 | 5 |
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| **Format and logical progression of posting** | Spelling and grammar errors detract from the substance of the posting; random thoughts with no sense of a plan to reach a logical conclusion. No clear main idea or direction for flow of information. | | midpoint | | Form is superior; obvious attention to proofreading and grammar.  Main idea is stated early and clearly; argument or ideas are built using a logical progression of thoughts which are stated clearly and succinctly. |
| **Depth and relevance of post to the topic at hand** | Posting shows superficial thinking based on personal experiences or opinions only, there is little consideration of contributions to the topic in the literature or from colleagues. Literature support is not relevant to the topic or major literature contributions are missing. Post strays from topic with much irrelevant information and does not address the intent of the assignment. No references cited. | | midpoint | | Posting clearly shows evidence of critical thinking and analysis to a substantial depth expected of a doctoral student.  Ideas offered are relevant to the topic and show the ability to extrapolate complex ideas from various sources into a coherent argument or statement(s). At least one external relevant reference cited; cited reference(s) are appropriate and indicative of the best knowledge on the topic. |
| **Contribution to the learning community** | Posting is largely aimed at self-expression without consideration of the reader. There is no room for dialogue or disagreement and no acknowledgment of the potential contributions of others. The posting is a rehash of old ideas without consideration of how these can advise the future. No evidence is found of making the material consumable or reader friendly. | | midpoint | | Posting shows an astute awareness of the needs of the learning community with an interest in their growth and knowledge acquisition; attempts to move colleagues into meaningful dialogue and presents creative approaches that are open to discussion. Post contributes to the progression of health care delivery as a scholarly community but is presented in a clear, enlightening, and engaging way. |
| **Punctuality and timeframes** | Posting is late leaving little opportunity for student colleague feedback and interchange. | | Midpoint | | Posted well before deadline with opportunity for student interaction and feedback. |

You will be graded on how close you come to the ideal, as indicated in Column 5, and how far you range away from the minimal, as evidenced in Column 1. Grades will consider the discussion forum posts and interchange for the entire course.  Faculty discretion will be used to set the actual point value.   The values will be awarded in % in the gradebook in this manner:

20 pts  =   100%
19 pts  =    95%
18 pts  =    90%
17 pts  =    85%
16 pts  =    80%
15 pts  =    75%
14 pts  =    70%  Etc.

Rubric for response to other posts for the entire course

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| Responds to another student in a logical, clear, insightful manner using respectful language and engages discussion by adding a new idea or solidifies original post. | No point deductions |
| Responds to another student but the response is very terse, does not contribute to the body of knowledge, and does not move discussion in a meaningful dialogue. | Deduction of 2 points for each discussion forum |
| Does not respond to any other student | Deduction of 4 points for each discussion forum |

Your total point value will be determined by the value for your original post minus deductions (if any) for not responding to one other student.

**Research Paper Rubric**

| Content | Grammar | APA citations | Clarity |
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| Was material covered in all areas? Did information contribute to the body of knowledge? Were ideas thought-out and presented in a manner of strategic alternatives? Were all required parts of the paper submitted? | Was correct grammar used including correct sentence structure, correct usage of subject and verbs, correct spelling of words, correct punctuation? | Were references cited in text? Were references in correct format? Were the references appropriate – no newspaper or magazine articles, or dot com websites? Were the correct number of references used, if stated? Did references support the material? | Was the paper presented in a coherent, logical manner? Were the ideas presented in a way which did not create ambiguity? |
| Up to 50% of grade | Up to 10% of grade | Up to 10% of grade | Up to 30% of grade |

**End of Syllabus**