

**University of Texas at Tyler
Health Science Campus**

HPEM 5330

**Healthcare Delivery Systems and
Contemporary Issues**

Credit Hours: 3

Semester: Spring
Class Days/Times: Online

Year: 2022
Class Location: Online

Instructor of Record: Patricia Royal Associate Professor
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Office Hours: T/W from 9:30 – 12:00 pm: Call first to confirm. Other times by appointment.

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 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. [PLOs; A.1, A.2, B.1, B.2] (Class Activity)
2. Identify the social, economic, and legal aspects that impact the delivery of health care. [PLOs; A.7, B.1, and B.2] (Exam)
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] (Project)
4. Discuss the evolution of the health care systems in the US. [PLOs; 2.3, A.1, A.3, and A.8] (Exam and Class Activity)
5. Identify policies, regulations, and standards affecting healthcare operations. [PLOs A6 and A.8,] Exam, Discussion Board # 3 and Class Discussion)
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] (Case Study 2 and Class Activity)
7. Explain how the costs of health care influence the quality and delivery of care. [PLOs A.1, A.5, and A.8] Discussion Board #4 and Case Study 2)
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] (Discussion Board #2)
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] (Discussion Board # 5)
10. Evaluate the effectiveness of the Affordable Care Act on health care delivery and changes that might need addressing for future populations. [PLOs 6.1, A.1, A.2, and A. 3] (Discussion Board # 1)

Course Assessment/Methods of Evaluation:

Assignments	Points	Percentage
Five Discussion Board Posts (20 points each)	100	20%
Midterm Exam	100	15%
Case Study 1	100	20%
Case Study 2	100	20%
Group Presentation/Project (Consist of presentation and paper)	100	25%
Total		100%

Course Grade Scale (points): A: 90-100, B: 80-89, C: 70-79, 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 and gather information, effectively and 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:

Knickman, J.R., & Elbel, B. (2019). *Jonas & Kovner's Health Care Delivery in the United States*. 12th Edition. New York, NY: Springer Publishing Company

eChapters and other resources available with this textbook:

- A Visual Overview of Health Care Delivery in the United States
- The Affordable Care Act in 2019: An Update
- Podcasts

Other Required Readings: As assigned.

There will be other readings assigned by the instructor with the focus of contemporary issues in health care. The readings will be assigned once the class determines their research topic since that subject

will be presented to the class. Therefore, to reduce redundancy, the instructor will determine the assigned reading after approving the research topics for the group projects.

Course Content:

Schedule	Assigned Readings
<p><u>Week 1 (Thursday January 13)</u></p> <ul style="list-style-type: none"> The Challenge of Health Care Delivery and Health Policy Organization of Care <i>Discussion Board Number 1 Due January 21 at 11:00PM</i> 	<p>Knickman & Elbel (2019): Chapters 1 & 2</p> <p>Read chapters 1 and 2 Listen to podcasts (chps 1 & 2) Read the eChapter: A Visual Overview of Health Care Delivery in the United States</p>
<p><u>Week 2 (Thursday, January 20) (Meet online 6-8)</u></p> <ul style="list-style-type: none"> The Politics of Health Care in the United States 	<p>Read Chapter 3 Listen to podcast (chp 3)</p>
<p><u>Week 3 (Thursday January 27)</u></p> <ul style="list-style-type: none"> Comparative Health Systems <i>Discussion Board Number 2 Due February 01 at 11:00PM</i> 	<p>Read Chapter 4 Listen to Podcast (chp 4)</p>
<p><u>Week 4 (Thursday February 03)</u></p> <ul style="list-style-type: none"> Population Health 	<p>Read chapter 5 Listen to Podcast (chp 5)</p>
<p><u>Week 5 (Thursday, February 10)</u></p> <ul style="list-style-type: none"> Public Health: A Transformation in the 21st Century <i>Discussion Board Number 3 Due February 15 at 11:00PM</i> 	<p>Read chapter 6 Listen to Podcast (chp 6)</p>
<p><u>Week 6 (Thursday, February 17) (Meet Online 6-8)</u></p> <ul style="list-style-type: none"> Health and Behavior 	<p>Read chapter 7 Listen to Podcast (chp 7)</p>
<p><u>Week 7 (Thursday, February 24)</u></p> <ul style="list-style-type: none"> Vulnerable Populations: Meeting the Health Needs of Populations Facing Health Inequities. <i>Case Study 1 Due March 02 at 11:00PM</i> 	<p>Read Chapter 8 Listen to Podcast (chp 8)</p>
<p><u>Week 8 (Thursday, March 03)</u></p> <ul style="list-style-type: none"> Health Care Financing Classroom Activity 	<p>Read Chapter 10 Listen to Podcast (chp 10) Read the eChapter: The Affordable Care Act in 2019: An Update</p>
<p><u>Spring Break (Monday, March 7-13)</u></p>	
<p><u>Week 9 (Thursday, March 17)</u></p> <ul style="list-style-type: none"> Health Care Costs and Value 	<p>Read Chapter 11 Listen to Podcast (Chp 11)</p>

<ul style="list-style-type: none"> • Mid-term Exam Due March 17th (exam open from 5:00 - 10:00PM) 	
<p><u>Week 10 (Thursday, March 24)</u></p> <ul style="list-style-type: none"> • <u>High Quality Health Care</u> <p><i>Discussion Board Number 4 Due March 29 at 11:00PM</i></p>	<p>Read Chapter 12 Listen to Podcast (Chp 12)</p>
<p><u>Week 11 (Thursday, March 31)</u></p> <ul style="list-style-type: none"> • Health Care Management 	<p>Read Chapter 13 Listen to Podcast (Chp 13)</p>
<p><u>Week 12 (Thursday, April 07)</u></p> <ul style="list-style-type: none"> • Health Information Technology • <i>Discussion Board Number 5 Due April 11 at 11:00PM</i> 	<p>Read Chapter 14 Listen to Podcast (Chp 14)</p>
<p><u>Week 13 (Thursday, April 14)</u></p> <ul style="list-style-type: none"> • The Future of Health Care Delivery and Health Policy Groups 1, 2, and 3 presents • <i>Case Study 2 Due April 18 at 11:00PM</i> 	<p>Read Chapter 15 Listen to Podcast (Chp 15)</p>
<p><u>Week 14 (Thursday, April 21)</u></p> <ul style="list-style-type: none"> • Groups 4, 5, and 6 presents 	<p>Read Opioid Material in Canvas</p>
<p><u>Week 15 (Thursday, April 28)</u></p> <p>Finalize project</p>	<p>Complete Project</p>
<p><u>Week 16 – (Thursday May 05)</u></p> <ul style="list-style-type: none"> • <i>Project Paper due May 04 at 11:00PM</i> 	

Assignments:

Discussion Board Posts: Students are required to post a response to the question posted by the instructor. The instructor will post the question a week in advance of the due date. A thorough response is typically approximately 300 words which includes a minimum of one outside source. This source cannot be in the form of newspaper, TV, or magazines. 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.

Case Studies: You will be required to analyze two different cases which will be provided by the instructor. Your response will require a minimum of one outside source (For source information see above). The typical response to a case study will be approximately 2-4 double-spaced pages. Keep in mind that this range may be different depending on the case provided. Your instructor will provide details once the case has been selected. You must cite your sources (including your in-class text) using APA formatting. You will only need the case analysis and reference page. No title page or abstract is needed. **You should have your name in the top right-hand corner of the paper.**

Midterm Exam: You will have one exam that will be taken during class. It will be a multiple choice and true/false exam. There will be between 25-40 questions. You will be allocated 30-45 (depending on the actual number of questions) minutes to complete the exam.

Group Project: As a group you will write one paper based on a current health care issue. Your topic must be approved by the instructor before proceeding with the research. In addition to the paper, you will present to the class. Your presentation will be between 25-30 minutes with 10 minutes for Q &A. Your paper should be approximately 12-17 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 as 20 pages. Regardless, your paper should not exceed 22 pages including all parts.) Your paper must include at least 5 outside references. Your group members will be determined around the first 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.

Other Class Policies:

Attendance:

Although the course is online, there will be at least 2 times when we meet online. Regular or punctual attendance is expected. If a student misses a class or lab, the student is responsible for obtaining any information distributed during those times. Make-ups are possible only under certain instances (labs cannot be made up). Arrangements for any make-ups and/or missed labs should be discussed directly with the instructor for that day's class.

Participation:

Attendance and participation in class is important. Students will be frequently asked to review concepts and online presentations prior to the scheduled class, so that class time can be used for hands-on activities and work on assignments..

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. **If you and another student take the exam and use the same amount of time while missing the same questions, that is a red flag so be prepared to explain how this event might have happened.**

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.

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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Gornick ME. 2000. Vulnerable populations and Medicare services: Why do disparities exist? New York. NY. Century Foundation Press.

Jost T. 2017. March 14. CBO projects coverage loses, cost savings from AHCA; administration signals flexibility to governors on waivers. <https://www.healthaffairs.org/doi/10.1377/hblog20170314.059186/full/>.

Moore, R. 2009. Telehealth connected care. Health Manage Technol.30(3):39-40.

National Center for Health Statistics (NCHS). 2017. Health, United States, 2016. Hyattsville, M.D. U.S. Department of Health and Human Services.

Rakich JS, et al. 1992. Managing health services organizations. Baltimore, MD: Health Professions Press.

Shi, L., & Singh, D., (2019). U.S. Health Care System. 5 Edition. Jones and Bartlett. Burlington, MA.

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.

CRITERIA/POINTS	1	2	3	4	5
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. 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 post

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
Does not respond to any other student	Deduction of 4 points

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.