

ALHS 4306 – HEALTH CARE DELIVERY SYSTEM
SYLLABUS
Spring 2009

Sloan's **Health Care Delivery Systems**

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Health "Care"....?

THE PURPOSES OF THIS COURSE:

To gain an understanding of public and private health systems. To provide students a context for understanding America's diverse health system through its growth and development, its functional components, its changing structures, and possible alternative futures. To develop the capability for students to contribute to the broad social conversation of health care and be able to function competently as professionals in this vast and complex industry.

UT-Tyler Catalog Course Description

ALHS 4306— Study of the social, political, and economic systems that influence America's unique and diverse approach to systems of health enhancement and care delivery.

GETTING STARTED

Textbook: Austin & Wetle, The United States Health Care System: Combining Business, Health, and Delivery,-- PERSON/Prentice Hall, 2008
ISBN-13: 978-0-13-113414-0 ISBN-10: 0-13-113414-0

Course Access: All course material including detailed weekly outlines, objectives and daily assignments can be accessed once you have enrolled in the course and gained access via the University of Texas at Tyler, Blackboard

Key to Blackboard Contents: (Look for the following tabs on the left-hand side of the display after you have successfully logged into this course)

<i>Announcements</i>	= Information regarding <u>specific</u> information about class events. It may include such things as weather alerts, unscheduled assignments, updates and revisions, problem solutions, etc. It is the student's responsibility to check the announcements frequently.
<i>Course Syllabus</i>	= Course policies, guidelines, and procedures
<i>Course Outline</i>	= Tentative schedule of weekly reading assignments and activities as well as due dates and weekly learning objectives.
<i>Discussion Board</i>	= Location for online discussion postings as assigned. (optional)
<i>Course Documents</i>	= "How-To" Information: misc. instruction sheets, general guidelines, suggested readings, thought experiments, etc.

EDUCATIONAL OBJECTIVES

Professional Role-function Outcome Objectives: (Addresses: How should I have been prepared to *function* in a health related job role once I graduate from the University of Texas at Tyler?)

Upon graduation with your degree you ***should be able to function*** as a professional in the ***roles*** listed immediately below. Meeting these outcome objects are a shared responsibility of the student and the various faculty across the discipline.

KEY ROLE FUNCTION I = ASSESSOR-- **Assess Needs for Health Interventions**

KEY ROLE FUNCTION II = PLANNER-- **Plan Health Interventions**

KEY ROLE FUNCTION III = IMPLEMENTER-- **Implement Health Interventions**

KEY ROLE FUNCTION IV = EVALUATOR-- **Evaluate Research & Outcomes**

KEY ROLE FUNCTION V = COORDINATOR-- **Coordinate Services, People, & Information**

KEY ROLE FUNCTION VI = KNOWLEDGE RESOURCE-- **Serve as a Knowledge Resource**

KEY ROLE FUNCTION VII = COMMUNICATOR-- **Communicate Needs, Concerns, Messages, and Resource Availability**

KEY ROLE FUNCTION VIII = RESEARCHER-- **Consume, Create, and Evaluate Research**

KEY ROLE FUNCTION IX = ADMINISTRATOR-- **Administer Interventions**

KEY ROLE X = PROFESSIONAL—**Profession & Professional Development**

LIFELONG LEARNER OBJECTIVES(Addresses: What should I strive to "be" as a student and graduate of the University of Texas at Tyler?)

Attributes to be demonstrated as outcomes for a lifelong learner in this course:

Meeting these outcome objectives are a shared goal among students and the various faculty across the University.

What are overall learning outcomes?

The overall learning outcomes are outcomes expected both during, and as a result of, learning experiences through this course as well as the other courses you have taken or will be taking during your formal education.

These overall learning outcomes are common to all key learning areas (courses), although some key learning areas may make greater contributions to some overall learning outcomes than to others. These learning outcomes transcend the functional goals of completing tasks, passing tests, or even getting a job as a functionary... they represent the transformation of a person's "being" that *is* the intellectual life.

Why have overall learning outcomes?

These overall learning outcomes assist individuals to become lifelong learners, achieve their potential, and play an active role in their family and work life. It is not uncommon for college graduates to change jobs and even careers a number of times over a lifetime. The outcomes of a lifelong learner are such that, if desire, individuals are capable of continual intellectual growth and change irrespective of the of the specific job roles in which one finds himself/herself.

Underpinning this course are 27 overall learning outcomes that are grouped under 7 headings which collectively describe the valued *attributes of a lifelong learner*.

What are the valued attributes of a lifelong learner?

A lifelong learner (process outcome) is:

1. • a knowledgeable person with deep understanding
2. • a complex thinker
3. • a creative person
4. • an active investigator
5. • an effective communicator
6. • a participant in an interdependent world
7. • a reflective and self-directed learner.

At the conclusion of the course, the successful student will be a:

1. Knowledgeable person with deep understanding

A knowledgeable person with deep understanding values open-mindedness, curiosity, the importance of a sound knowledge base, world views, and ways of generating authoritative knowledge. The valued attribute of being a knowledgeable person with deep understanding will be evident when learners:

- understand and use the knowledge, concepts, theories and generalizations of each learning area
- understand and use the symbol systems, languages, notational systems, processes and methods of generating new knowledge specific to each learning area
- understand and use the specific discipline skills appropriate to a learning area.

2. Complex thinker

A complex thinker values rationality, objectivity, the importance of withholding judgments, a willingness to obtain adequate and credible evidence, a consideration of all viewpoints, ethical decision making, and the need to make connections between ideas and information. The valued attribute of being a complex thinker will be evident when learners:

- use a variety of complex reasoning strategies to analyze and synthesize information, solve

problems and make decisions

- judge the adequacy and accuracy of data from research, experimentation, calculation and measurement, and justify conclusions based on evidence
- recognize and identify patterns, connections, relationships and contexts; compare new knowledge with previous knowledge; develop concepts and generalizations; and build new information into a conceptual structure
- think inductively (from facts to generalization), deductively (from generalization or theory to facts), and intuitively (by perception of facts independent of any reasoning process).

3. Creative person

A creative person values looking for alternative solutions, flexibility in response to change or to problems, risk taking, innovation, enterprise, creative insight and the discipline required to develop creative performances. The valued attribute of being a creative person will be evident when learners:

- create with imagination, originality, aesthetic judgment, enterprise and by using a risk-taking approach
- create high-quality products, systems, information or performances using a range of techniques or technologies
- clarify contexts, explore options and consider the consequences and implications of choices that may lead to the creation of better products or preferred futures
- use a variety of methods or tools to generate new ways to resolve problems, view situations, make or express new meaning or envision alternative futures.

4. Active investigator

An active investigator values questioning habits of mind, a spirit of inquiry, searching for alternative sources of information, interpretation of data with an awareness of possible bias, the beneficial uses of technology, the benefits of research, and the need to support all conclusions with verifiable evidence. The valued attribute of being an active investigator will be evident when learners:

- pose problems, or initiate questions or hypotheses about a particular topic or issue
- use a variety of information gathering, processing and management techniques and technologies to search for, locate, collect, record and collate information with reference to the questions asked
- individually or in groups draw conclusions based on verifiable evidence in order to answer questions, support hypotheses or form generalizations.

5. Effective communicator

An effective communicator values literacy, numeracy, information-processing skills, different modes of communication and expression, clarity and accuracy of expression, positive intercultural communication, and a willingness to challenge texts for alternative meanings. The valued attribute of being an effective communicator will be evident when learners:

- comprehend and compose a range of written, spoken, visual, and kinaesthetic texts (including graphs and statistics) — and combinations of these — that convey information, meanings, ideas or viewpoints for particular purposes and audiences
- use effectively features of text (including structure, grammar, vocabulary and spelling), of numbers (including arithmetic operations, spatial relationships and mathematical processes) and of other symbol systems and notational systems.

- explore ideas critically and express them effectively with an understanding that all texts are constructed from particular viewpoints and for different purposes, and can empower some people and disempower others
- choose from known numeracy concepts and skills and apply them in different contexts and social situations
- express, as an individual and with others, feelings, thoughts, ideas, understandings, intuitions and interpretations through various modes of expressive media.

6. Participant in an interdependent world

A participant in an interdependent world values principles of individual responsibility, social justice; democratic processes; cooperation and courtesy for others; ethical behavior that is socially responsible; peaceful negotiation of conflicting interests; honesty; their own health and wellbeing; and a concern for the welfare of other individuals, the wider society and the environment. The valued attribute of being a participant in an interdependent world will be evident when learners:

- perform confidently as self-directed, independent individuals on tasks, physical activities, problems and projects, and in doing so, take responsibility for their own actions and decisions
- use interpersonal skills to contribute positively to group dynamics, appreciate diverse perspectives, negotiate conflicting interests, meet needs, perform tasks or work towards a shared goal
- construct a personally satisfying and responsible system of beliefs and attitudes that allow self-expression, personal growth and development in the physical, social, intellectual, emotional and spiritual dimensions
- actively participate as informed citizens by identifying and challenging unjust, undemocratic and unsustainable practices as well as exercising stewardship of the country's resources and heritage.

7. Reflective and self-directed learner

A reflective and self-directed learner values learning how to learn, taking responsibility for own learning, self-understanding, transferring of learning strategies to everyday life, and student willingness to revise approaches in the light of reflection. The valued attribute of being a reflective, self-directed learner will be evident when learners:

- consider their own learning style, strengths and weaknesses, attitudes, depth of knowledge, and repertoire of skills and strategies with the conscious aim of improving their learning
- plan, organize, evaluate and manage their own thinking, performance, behavior, wellbeing and progress by applying appropriate skills and strategies, and monitoring the success of that application
- transfer concepts, ideas, skills and strategies to entirely new situations and look for opportunities to do so
- critically evaluate assumptions, values and viewpoints, and consider the implications and/or ethics of their own and others' decisions and behaviors for themselves, others and the environment.

(modified from unknown sources: Su '07)

INDIVIDUAL STUDENT OBJECTIVES (THIS COURSE) (Addresses: What should I be able to do as a result of this course in Health Care Delivery Systems?)

At the conclusion of the course, the successful student will be able to:

- **demonstrate** skills, behaviors, attitudes of a lifelong learner through course activities
- interpret, compare, and assess information relevant to the healthcare system
- **make informed decisions** regarding access, cost and quality issues in health care.
- **demonstrate** an ability to situate healthcare systems within the broader context of health
- **select, apply, and assess** the value of selected system approaches to health prevention, education, intervention
- **create a personal model** representing the unique American values that influenced the development of our current system and specify which of those values are likely to lead to predictable change in the future.
- **provide** personally and socially meaningful responses to what Roland Barthes once called the "question *par excellence*": "Why the world? what is the meaning of things?" (e.g., design and use an effective "crap detector.")

GRADING POLICIES

GRADE PERCENTAGES: (WEIGHTED AVERAGES)

Tests (Blackboard)	25%
Major examination (prior to auto "W" drop date)	20%
Final examination (comprehensive.)	30%
Discussions	15%
Affective (attendance, participation, attitude, and initiative)	10%

GRADING SCALE:

- A = Clearly demonstrates *exceptional* competence (90-100%)
- B = Clearly demonstrates competence (80 - 89%)
- C = Strongly suggests competence (70-79%)
- D = Suggests incompetence (60-69%)
- F = Clearly demonstrates incompetence (below 60%, class abandonment, academic dishonesty)

GRADE REPRESENTATIONS:

- A demonstrates *exceptional* competence--A students take initiative for their learning; go beyond the stated requirements for assignments; contribute significantly to the quality of the class
- B demonstrates competence--B students take initiative for their learning; meet all the objectives of the course; successfully complete assignments; contribute regularly to the quality of the class
- C demonstrates promise of competence--C students successfully complete all major assignments on-time, meet most of the objectives and standards of the class; participate regularly in class activities
- D demonstrates probability of incompetence--D students meet some of the objectives and standards of the course; successfully complete most of the major assignments; usually attend class; sporadically participate in assigned activities

F demonstrates incompetence--F students miss an excessive number of classes (more than 3); or fail to complete one or more major assignments; or fail to demonstrate mastery of important concepts or fail to demonstrate mastery of the conventions of standard English and demonstrate an acceptable level of basic numeracy.

COURSE POLICIES & PROCEDURES:

Attendance and Participation. (See Note under Grade Percentages.) (1) I consider regular attendance—accessing the Blackboard course-- vital not only to your success but also to the success of the class. (2) Participation involves completing scheduled assignments in full before their due date, fulfilling other commitments, contributing to class discussions, and "listening" [reading] attentively to the contributions of others (the instructor's and well as classmates').

Absences. Excessive absences [failure to access the course regularly] may result in a lower grade in the course or unsuccessful completion of the course. Generally, three consecutive days without accessing the course is a concern. Overly excessive failure to engage significantly in the course will result in a D or less depending on other work. Some of you may have responsibilities and obligations that may conflict with the requirements of this course. *Take care of those responsibilities during the first week of class.* Other responsibilities need to adjust around the class--not the other way around.

Assignments. Assignments are expected on the date specified either on the course outline or via special announcement. VERY IMPORTANT: All announced assignments require two submissions on or before the due date: an electronic copy placed in your Individual Drop Box on Blackboard, and a copy placed on your hard drive. No exceptions.

Daily Activities. You are responsible to follow the class schedule and stay abreast of any announced changes in assignments, due dates and other changes that *probably will occur*. Unless otherwise instructed, complete all assignments, whether or not they are covered in a specific course activity, as information regarding those assignments may be included on tests and major exams.

Extra Credit Assignments. I do not give work for extra credit. Period. Improving one's grade average requires improving performance on regular assignments. **Make-Up Work.** I do not give make-up tests; I drop your two lowest test grades (excluding midterm and final).

Class Etiquette. The general rule: A breach of etiquette is any willful behavior that is perceived by another member of the class, including me, to distract and detract from optimal learning and that which is counter to a healthy learning environment. (Recommended policy: when in doubt, don't.) Examples: Flaming, racist, sexist, overly ignorant, stupid, personally mean, uncivilized, blah..blah) In other words, be tough when challenging ideas but avoid attacking people.

Communication with Instructor. I encourage students to contact me throughout the semester by email or phone. Very important: Every email related to the course should have "HCDS" in the subject line as well as your full name. (Example: HCDS-John Sloan) Although I check my email regularly even on weekends, please allow at least two days for a reply. I will be taking emails on my home computer at sloanj@suddenlink.net . If an issue legitimately requires immediate attention, please mark it "URGENT" in the subject line (Example: HCDS-John Sloan—URGENT!).

UNIVERSITY POLICIES & PROCEDURES

Academic Honesty. All members of the UTT community are responsible for maintaining an environment that encourages academic integrity. Any students or faculty member who witnesses an observed or suspected case of academic dishonesty must immediately contact the faculty member in charge of the assignment.

Since the value of an academic degree depends on the absolute integrity of the work done by the student pursuing the degree, a student must maintain a high standard of individual honor in scholastic work. **Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion.**

"Cheating" includes, but is not limited to,

- Copying from the paper of another student
- Engaging in written, oral, or any other means of communication with another student; or giving aid to, or seeking aid from, another student when not permitted by the instructor;
- Using unauthorized material during an examination or when completing an assignment
Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself
- Using, obtaining, or attempting to obtain, by any means, all or any part of an unadministered examination or work assignment

"Plagiarism" includes

- unacknowledged incorporation of the work of another person in work that a student offers for credit.

"Collusion" includes

- unauthorized collaboration with another person in preparing written work that a student offers for credit.

Grade Replacement. If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog, p. 35)

Grade Appeal. Please refer to Section 2.05 of the Handbook of Operating Procedures, available online at <http://www.uttyler.edu/ohr/hop/>

Disability Statement. "If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)." Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

Social Security Statement. It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. Students are responsible to know their i.d. numbers.

Note Regarding Student Absence due to Religious Observance. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor by the second class meeting of the semester.