



**Course Assessment/Methods of Evaluation:**

Five Discussion Board Posts (20 points each)	100	20%
Midterm Exam	100	15%
Case Study 1	100	20%
Case Study 2	100	20%
Group Project (research paper)	100	25%
<b>Total</b>		<b>100%</b>

**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 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*. 12<sup>th</sup> 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><b><u>Week 1 (Begins Monday, January 9th) (On-Line)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Module 1 / Week 1 and Module 2/ Week 1</b></li> <li>• The Challenge of Health Care Delivery and Health Policy Organization of Care</li> <li>• Discussion Forum</li> </ul>	<p>Knickman &amp; Elbel (2019): Chapters 1 &amp; 2</p> <p>Read chapters 1 and 2 Listen to podcasts (chps 1 &amp; 2) Read the summary notes for ppts Review ppts Read conclusion</p>
<p><b><u>Week 2 (Begins Monday, January 16th )</u></b></p> <ul style="list-style-type: none"> <li>• The Politics of Health Care in the United States</li> </ul>	<p>Read Chapter 3 Listen to podcast (chp 3) Read the summary notes for ppts Review ppts Read the article on “New Politics for an Old System” Read conclusion</p>
<p><b><u>Week 3 (Begins Monday, January 23d)</u></b></p> <ul style="list-style-type: none"> <li>• Comparative Health Systems</li> <li>• Personal Reflection (not an assignment to turn in) on documentary (remember that the film is older so take that into account in your thoughts – meaning what has changed since 2008)</li> <li>• Discussion Forum</li> </ul>	<p>Read Chapter 4 Listen to Podcast (chp 4) Read the summary notes for ppts Review ppts Watch the documentary “Sick Around the World” Read conclusion</p>
<p><b><u>Week 4 (Begins Monday, January 30th)</u></b></p> <ul style="list-style-type: none"> <li>• Population Health</li> </ul>	<p>Read chapter 5 Listen to Podcast (chp 5) Read the summary notes for ppts. Review ppts Read the article “Medical Model vs Population Health Model –</p>

	Interventions at Each Level” Read conclusion
<p><b><u>Week 5 (Begins Monday, February 6th)</u></b></p> <ul style="list-style-type: none"> <li>Public Health: A Transformation in the 21<sup>st</sup> Century</li> <li><b>Reflect (not an assignment to turn in but think about it) on the COVID-19 pandemic crisis while working through this chapter!</b></li> </ul>	<p>Read chapter 6 Listen to Podcast (chp 6) Read summary notes for ppts Review ppts Read the article: Infectious Disease in the 21<sup>st</sup> Century Read conclusion</p>
<p><b><u>Week 6 (Begins Monday, February 13th)</u></b></p> <ul style="list-style-type: none"> <li>Health and Behavior</li> <li>Discussion Forum</li> </ul>	<p>Read chapter 7 Listen to Podcast (chp 7) Read Summary notes for ppts Review ppts. Read material corresponding to your selected educational intervention (must be peer-reviewed articles) Read conclusion</p>
<p><b><u>Week 7 (Begins Monday, February 20th)</u></b></p> <ul style="list-style-type: none"> <li>Vulnerable Populations: Meeting the Health Needs of Populations Facing Health Inequities.</li> <li>Mid-Term Exam (chapters 1-8)</li> </ul>	<p>Read Chapter 8 Listen to Podcast (chp 8) Read summary notes for ppts Review ppts Read 2 articles specific to your selected population for focus group Read conclusion</p>
<p><b><u>Week 8 (Begins Monday, February 27th)</u></b></p> <ul style="list-style-type: none"> <li><b>Modules 9/Week 8 and Module 10/Week 8</b></li> <li>Healthcare Workforce</li> <li>Health Care Financing</li> <li>Case Study 1 assigned</li> </ul>	<p>Read Chapters 9 and 10 Listen to Podcast (chps 9 &amp; 10) Read the eChapter: The Affordable Care Act in 2019: An Update Read summary notes for ppts Review ppts Read conclusion</p>
<p><b><u>Week 9 (Begins Monday, March 6th)</u></b></p> <ul style="list-style-type: none"> <li>Health Care Costs and Value</li> <li>Case study 1 due mid-week</li> <li>Reflection Activity (not assignment for grade)</li> </ul>	<p>Read Chapter 11 Listen to Podcast (Chp 11) Read summary notes for ppts Review ppts Read the 2 supplemental articles Read the narrative for the National Health Expenditures Review the charts on Health Care Spending and Value-Based Reimbursement Models Read conclusion</p>
<b>Spring Break March 13th – 19th</b>	
<p><b><u>Week 10 (Begins Monday, March 20th)</u></b></p> <ul style="list-style-type: none"> <li>High Quality Health Care</li> </ul>	<p>Read Chapter 12 Listen to Podcast (Chp 12) Read summary notes for ppts Review ppts</p>

	Read conclusion
<p><b><u>Week 11 (Begins Monday, March 27th)</u></b></p> <ul style="list-style-type: none"> <li>• Health Care Management</li> <li>• Discussion Forum</li> </ul>	Read Chapter 13 Listen to Podcast (Chp 13) Read summary notes for ppts Review ppts Read article on “New Directions in Health Care Management” Read conclusion
<p><b><u>Week 12 (Begins Monday, April 3d)</u></b></p> <ul style="list-style-type: none"> <li>• Health Information Technology</li> <li>• <b><u>Remember your Group Paper</u></b></li> <li>• Discussion Forum</li> </ul>	Read Chapter 14 Listen to Podcast (Chp 14) Read summary notes for ppts Review ppts Read conclusion
<p><b><u>Week 13 (Begins Monday, April 10th)</u></b></p> <ul style="list-style-type: none"> <li>• The Future of Health Care Delivery and Health Policy</li> <li>• Case Study #2 (due mid of next week)</li> </ul>	Read Chapter 15 Listen to Podcast (Chp 15) Read summary notes for ppts Review ppts Read posted articles Read conclusion
<p><b><u>Week 14 (Begins Monday, April 17th)</u></b></p> <ul style="list-style-type: none"> <li>• Opioid Crisis</li> <li>• Work on Group Paper</li> </ul>	Opioid Module
<p><b><u>Week 15 (Begins Monday, April 24th)</u></b></p> <ul style="list-style-type: none"> <li>• Submit group assignment / Paper and PowerPoint Slides project (Final Exam) <b>by Wednesday of this week</b></li> <li>• Submit evaluation for course</li> <li>• Submit evaluation for peers in group</li> </ul>	Wrap up
<p><b><u>Week 16 – (Monday May 1st)</u></b></p> <ul style="list-style-type: none"> <li>• Course concludes</li> </ul>	Course conclusion

**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, and approximately 250 to 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 3-5 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 the course. It will be a multiple choice and true/false exam covering the first eight (8) chapters of the textbook. There will be between 40 - 50 questions. You will be allocated 45 minutes to complete the exam.

**Group Project:** As a group of four to five students (4 – 5), 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 10-14 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 should 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. You will also prepare a 7 to 10 slide presentation that covers the highlights of your paper and post in the course so other students can benefit from your groups' work.

**Participation:** Your final component of grading is the participation grade *as integrated in the discussion 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 45 to 60 minutes during a Tuesday or Thursday during lunch (central time) from 12 noon 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.

### **References:**

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

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

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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. 4<sup>th</sup> 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. Table rubric follows:



CRITERIA/POINTS	1	2	3	4	5
<b>Format and logical progression of posting</b>	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.
<b>Depth and relevance of post to the topic at hand</b>	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.
<b>Contribution to the learning community</b>	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.
<b>Punctuality and timeframes</b>	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.