



The Catholic University of America
Metropolitan School of Professional Studies

MADM 611: The American Health Care System
SYLLABUS -- Fall 2018: August 27 to October 20 2018

Instructor: **Michael Strand**
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No on-campus office hours

Required Text: *Delivering Health Care in America: A Systems Approach*
Author: Leiyu Shi and Douglas A. Singh
Publisher: Jones & Bartlett Learning – 7th edition

Add/Drop Deadline: September 1
Withdrawal Deadline: October 3

Course Description: This course introduces students to the history of healthcare delivery in the United States from pre-colonial times to the present. The course would be most valuable to students who do not have a broad work background in healthcare. Comparisons are made with healthcare delivery in other countries, especially with regards to healthcare financing. Students will learn how healthcare services are organized, accessed and delivered. The course will explore influences that impact access and healthcare public policy decisions; factors that determine the allocations of healthcare resources; the establishment of priorities within the healthcare system; and the relationship of healthcare costs to measurable benefits.

The course describes the roles/responsibilities of the variety of health services professionals; the various health care delivery mechanisms in the United States; and how the health care systems in other countries compare to the US. Students will understand the roles and significance of outpatient, ambulatory, and primary care.

Libraries

The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the [main web site](#). For assistance on papers and assignments, consult the [research guides](#) or schedule an appointment with a [subject librarian](#).

Course Goals: The purpose of this course is to provide the student with information about the broad field of health care in the United States; its history and evolution including comparisons to health care systems in other countries as well as the impact of health care on individuals and groups of populations.

Goals for Student Learning:

Upon course completion, student exit competencies include the ability to:

1. Describe the private, governmental, professional and economic contributions to the development and operation of the health care system;
2. Describe the types and interrelationships of health care facilities, services, and personnel;
3. Understand important challenges of public sector health policy making;
4. List the major ethical, economic, professional and legal issues confronting providers, insurers, and consumers; and
5. Describe the special problems of high-risk populations and health system responses.

Academic Integrity: Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not your own—whether test answers, whole papers or something in-between—I have a responsibility to hold you accountable for that action. I also have a responsibility to treat you with respect and dignity while doing so.

There is no group work

Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>):

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at <http://policies.cua.edu/academicundergrad/integrity.cfm> and <http://policies.cua.edu/academicundergrad/integrity.cfm>.

There is no group work in this class; therefore, you should not collaborate with classmates on work that is to be submitted for an individual grade.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit <http://integrity.cua.edu>.

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office of Disability Support Services. Please contact Disability Support Services by email at dss.cua.edu, or call 202-319-5211 to make an appointment to discuss reasonable accommodations. DSS is located in PRYZ 127.

Academic Support Services

The university's primary academic support resources are located on the 2nd floor of Mullen Library, McMahon Hall, and at the Pryzbyla Center. These affiliated offices and services include:

The Undergraduate Advising Center (UAC) offers guidance to all undergraduates, especially first-year students, as they move toward their academic goals. The UAC is located in B 10 McMahon Hall.

Office hours are Monday through Friday from 9:00am to 5:00pm.

Phone: (202) 319-5545 **Email:** cua-advising@cua.edu **Web:** advising.cua.edu

The Center for Academic Success (CAS) provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Individual Skills Meetings, Peer Mentoring, and more. CAS is located at Mullen Library Second Floor.

Phone: (202) 319-5655 **Email:** cua-academicssuccess@cua.edu **Web:** success.cua.edu

The Writing Center is an excellent resource for any student. The Writing Center is committed to supporting the writing needs of students at all stages of the writing process. If, at any point in the semester, you feel that you are struggling to draft, revise, or properly reference sources in a writing assignment, make an appointment at <http://english.cua.edu/wc>; we also welcome walk-in appointments at the Writing Center, which is located in 219 Mullen Library.

Phone: (202) 319-4286 **Email:** cua-writingcenter@cua.edu **Web:** english.cua.edu/wc/

The Math Center is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center on Monday through Thursday between the hours of 4:00 and 10:00pm. No appointment is necessary and services are absolutely free. The Math Center is located at Mullen Library Second Floor.

Phone: (202) 319-5655 **Email:** cua-academicssuccess@cua.edu

The Office of Disability Support Services provides reasonable accommodations for the classroom and testing environment for students with documented disabilities. DSS is located in Pryz 127. Office hours are Monday, Wednesday, and Friday 8:00am-5:00pm, and Tuesday and Thursday 8:00am -6:30pm.

Phone: (202) 319-5211 **Email:** cua-dss@cua.edu **Web:** dss.cua.edu

The Counseling Center provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O'Boyle Hall, or by phone.

Phone: (202) 319-5765. **Web:** counseling.cua.edu

Incomplete Grades

A student may request the provisional grade of I (incomplete) in a course when the student is unable to complete the course requirements for grave reasons (e.g., family emergency, person illness or injury, death in family, etc.). The student must make the request by submitting a signed MSPS Incomplete Grade Request Form to the Associate Dean after the last day to withdraw from class but before the last day of the class in which the student wishes to receive the incomplete. The Dean's office will only approve a grade of incomplete when all of the following conditions are met:

1. The student requests a grade of incomplete from the instructor by using the MSPS Incomplete Grade Request Form which can be obtained from the student's advisor; and
2. The student provides specific evidence to verify that the reason for the request is legitimate; and
3. The student must be passing the course at the time of the request; and
4. The amount of work remaining in the course can be reasonably and sufficiently completed after the conclusion of the course session; and
5. Both the student and the instructor sign and submit the MSPS Incomplete Grade Request Form to the

Associate Dean; and

6. The Associate Dean approves the request by signing the MSPS Incomplete Grade Request Form.

Students granted an incomplete for the fall semester must complete the outstanding work by January 15 of the following spring semester; students granted an incomplete for the spring semester must complete the outstanding work by June 15 of the following summer term; and students granted an incomplete for the summer term must complete the outstanding work by September 15 of the following fall semester. In extraordinary circumstances, the student or the instructor may request an extension of the deadline for the outstanding work to be submitted. Such a request must be approved in writing by the Associate Dean. An incomplete grade not resolved by the deadline automatically becomes a failing (F) grade.

The student is responsible for completing all outstanding work and submitting it to the instructor on time.

Class Attendance and Absences

Success in college coursework requires regular attendance and participate by the student enrolled in a course, and all classes sessions are enhanced by the presence and participation of the whole course roster. Therefore, while recognizing that extraordinary circumstances prevent a student from being able to attend a specific class session, all students are expected to attend and arrive on time for all class sessions. Students who are absent from more than 33% of a given course (i.e., students who miss more than 5 classes in a 14-week course or more than 3 classes in a 7-week course) will be given a failing grade (F*) automatically. The Metropolitan School of Professional Studies makes no distinction between “excused” and “unexcused” absences. Instructors teaching in MSPS may include supplemental attendance policies for their courses.

Course Schedule

Each class meeting date, topic, due dates for assignments and projects/test dates

Note midterm date (and be prepared to have enough grades in to submit interim grades for freshmen if you teach them)

Final Exam

Note date for final exam (as found on the Registrar’s website).

The final exam must be given on the day and time assigned by the Registrar. Final examinations, if required, must be administered in the final examination period. Please plan accordingly for travel, work or appointments.

A student having an exam scheduling conflict such as:

1. two or more exams scheduled for the same time period or
2. three or more exams scheduled for one day

must report to her/his school's Academic Dean's Office no later than fourteen calendar days before the end of classes. The dean will assist the student in rescheduling the exam(s) for the courses having the lowest enrollment(s). All make-up exams must be completed at the earliest possible time during the final examination period.

Class Schedule:

Date	Week	Assignments	
8/27 to 9/1/2018	#1	<p>Read CH1 An Overview of U.S. Health Care Delivery Review CH1 PowerPoint slides (PPs) Complete CH 1 Quiz Complete 150 to 250-word essay: <i>Select the health care system in another country (described on pages 22-32) that would represent the best improvement to our current system in the U.S. Justify your choice.</i> Participate in conference call with instructor and other students</p>	
9/2 to 9/8/2018	#2	<p>Read CH2 Beliefs, Values, and Health Review CH2 PPs Complete CH 2 Quiz Complete 150 to 250-word essay: <i>What is the role of health risk appraisals in health promotion and disease prevention?</i></p> <p>Read CH3 The Evolution of Health Services in the United States Review CH3 PPs Complete CH 3 Quiz</p>	
9/9 to 9/15/2018	#3	<p>Read CH4 Health Services Professionals Review CH4 PPs Complete CH 4 Quiz Complete 150 to 250-word essay: <i>Which factors are associated with the development of health services professionals in the United States?</i></p> <p>Read CH5 Medical Technology Review CH5 PPs Complete CH 5 Quiz</p> <p>Participate in conference call with instructor and other students</p>	
9/16 to 9/22/2018	#4	<p>Read CH6 Health Services Financing Review CH6 PPs Complete CH 6 Quiz Complete 150 to 250-word essay: <i>Discuss the general concept of insurance and its general principles. Describe the various types of private health insurance options, pointing out the differences among them.</i></p> <p>Read CH7 Outpatient and Primary Care Services Review CH7 PPs Complete CH 7 Quiz</p>	
9/23 to 9/29/2018	#5	<p>Read CH8 Inpatient Facilities and Services Review CH8 PPs Complete CH 8 Quiz Complete 150 to 250-word essay: <i>Discuss the role of government in the growth, as well as the decline, of hospitals in the United States.</i></p> <p>Read CH9 Managed Care and Integrated Organizations Review CH9 PPs Complete CH 9 Quiz</p> <p>Participate in conference call with instructor and other students</p>	
9/30 to 10/6/2018	#6	<p>Read CH10 Long Term Care Review CH10 PPs Complete CH 10 Quiz</p>	

		Complete 150 to 250-word essay: <i>What is meant by “quality of life”? Briefly discuss the five main features of this multifaceted concept.</i> Read CH11 Managed Health Services for Special Populations Review CH11 PPs Complete CH 11 Quiz	
10/7 to 10/13/2018	#7	Read CH12 Cost, Access, and Quality Review CH12 PPs Complete CH 12 Quiz Complete 150 to 250-word essay: <i>Why should the United States control the rising costs of health care?</i> Read CH13 Health Policy Review CH13 PPs Complete CH 13 Quiz Participate in conference call with instructor and other students	
10/14 to 10/20/2018	#8	Read CH 14 The Future of Health Services Delivery Review CH14 PPs Complete CH 14 Quiz Complete 150 to 250-word essay: <i>Discuss the main elements of the evolving health care delivery infrastructure in the United States.</i>	
		Unless otherwise indicated, readings and assignments are to be completed and submitted no later than 6:00 PM Saturday of each Class Week.	

Grading:

Activity	Max Points	Max %
Chapter Quiz (13 @ 8 to 10-points maximum each quiz)	120 Points	40.0%
Essays (7 @ 20-points maximum each)	140 Points	46.7%
PowerPoint Slide Presentation	30 Points	10.0%
Each student will select one chapter and develop and submit the PPT slides for that chapter. The student will not complete the essay nor complete the quiz for that chapter. Chapter choices: 6; 8; 10; or 12. Limit of 18 slides. Written narration in the “Notes” of each slide. Presentation submitted by email to instructor no later than 6:00 PM of the Monday of the assignment week.		
Conference Call Participation (4 @ 2.5-points maximum each)	10 Points	3.3%
TOTAL AVAILABLE POINTS	300 Points	100%

Grading Scale

Grading System (Graduate)			
Grade	Meaning	Scale	Points
A	Excellent	93 - 100	279-300
A-		90 - 92	270-278

B+		87 - 89	261-269
B	Satisfactory	83 - 86	249-260
B-		80 - 82	240-248
C	Passing but Marginal	70 - 79	210-300
F	Failure – student failed to demonstrate an adequate understanding of course concepts	<70	Under 210
F*	Failure – student ceased to participate in or attend the class		

Fractions of point totals will be **rounded down**. Example: a total point score of 269.5 points rounds down to 269 points and yields a B+.

Essay/Papers:

Essay/paper submissions: Minimum margins of 1” and minimum type size of Times Roman 12 point or Ariel 11 point. Some use of bullet and table formats are acceptable. Papers should be written as though the topic is being presented to all levels of employees in a health care organization including one’s superiors at work. As is true in the business world, spelling, grammar and semantics *do matter* and will be grounds for downgrading. Students will be graded on their ability to make a cogent, concise, informative and interesting written presentation. Correct grammar, typing, sentence structure, and syntax are crucial and are part of the grading process. Sentences of excess length (31 words or more) and sentences that begin with unclear reference (such as “This, That, or These...”) will result in point deductions.

- You are expected to write at a graduate school level. If you need help with writing, contact CUA’s Writing Center at <http://english.cua.edu/wc/>.
- Be sure to read the University’s policy on plagiarism and carefully follow requirements for citations.
- Submit your papers/assignments to Michael Strand electronically by 11:59 p.m. on the due date.

Chapter Quiz: Chapter quizzes will include a combination of question types including true/false and multiple choice, and will come from any/all material covered in class and in the required reading including PPT slides. Quizzes will be completed on BlackBoard. At least three minutes per question will be allocated.

Class assignments, conference call attendance and participation:

- Class participation: you are expected to actively participate in class, complete assigned readings in advance, and apply reading to in-class discussion and small group work

Faculty availability: Response to e-mail will be within 24 hours of contact, unless prior notice is provided. Office hours by appointment.