# "WBUlogo"

**WAYLAND BAPTIST UNIVERSITY**

**VIRTUAL CAMPUS**

**SCHOOL OF BUSINESS**

**SYLLABUS**

**2. UNIVERSITY MISSION STATEMENT**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

# 3. COURSE NUMBER & NAME: HLAD 5334 – Health Care Delivery Systems

## **4. TERM**: Summer 2018

## **5. INSTRUCTOR**: Dr. Brad Beauvais, MA, MBA, PhD, LSSBB, FACHE

## **6. CONTACT INFORMATION**:

## - Office phone: 210.627.1078

## - WBU Email: [bradley.beauvais@wayland.wbu.edu](mailto:bradley.beauvais@wayland.wbu.edu)

## **7. OFFICE HOURS, BUILDING & LOCATION**: Off Campus, call to schedule.

## **8. COURSE MEETING TIME & LOCATION**: Online

## **9. CATALOG DESCRIPTION**: Conceptual dimensions and elements of the health care delivery ecosystem and important patterns of behavior and organization.

## **10. PREREQUISITE:** None

## **11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL**:

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| --- | --- | --- | --- | --- | --- | --- |
| BOOK | AUTHOR | ED | YEAR | PUBLISHER | ISBN# | UPDATED |
| Delivering Health Care in America | Shi, L., & Singh, D. A. | 7th | 2019 | Jones & Bartlett | 978-1284124491 | 5/2/2018 |

## 12. OPTIONAL MATERIALS: None

## **13. COURSE OUTCOMES AND COMPETENCIES**:

Upon completion of the course students will be able to:

* Become aware of the historical settings which will shaped the development of the US health care system;
* Understand the role of that the health care system plays in improving health status;
* Identify the key components of the health care delivery system;
* Recognize the cultural milieu which nurtured the system;
* Understand the social, economic, historical factors that influenced the nature and dynamics of the evolution of the US Health System;
* Identify funding sources and their relative contributions to the health expenditure;
* Identify major gaps in access to care and reasons for those gaps;
* Identify recent trends in health care finance and delivery;
* Understand how financing and delivery systems are interrelated, and understanding of historical third-party strategies. And the strategies behind contemporary managed care initiatives;
* Understand how organized health systems contract for services;
* Understand the elements of managed care;
* Describe collaborative methods and approaches to build on existing service delivery systems to maintain or improve health status of populations;
* Describe how the roles of technology, management, and patient information systems function in the delivery of health care services;
* Describe the role wellness and patient education programs in improving medical care outcomes and reduction of costs.

## 14. ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

## **15. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY**:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

## **16. DISABILITY STATEMENT**:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

## **17. COURSE REQUIREMENTS and GRADING CRITERIA**:

1. *Examinations* will be made available in the course room and will be open book, and open notes. The purpose of the examinations are to test knowledge of health services topics from the perspective of a practitioner of management in the field of health administration. Exams will be available in MS Word and must be uploaded in MS Word for grading. No PDFs, text files or any non-MS Word format will be accepted (40 percent of final grade per examination).
2. *Research Paper*. The purpose of the research paper is to enable students to develop and refine their research and writing skills in the practice of management. Students will select a health services topic of interest to research and prepare a 5-10 page (excluding cover page and reference list; no abstract required) research paper. This paper will provide a brief review of the literature on the topic of interest that develops and articulates either a statement of problem or opportunity in health services administration. The literature review will include at least one source that provides empirical evidence that the proposed health administration problem or opportunity is substantial in the field. **A suggested topic must be submitted to the instructor by the fourth week of class for approval**. Topics will expand on areas covered in the textbook and class discussion. Appropriate sources include published books, articles in peer reviewed journals, or first-tier print media. Magazine articles and articles from non-peer reviewed journals are generally not appropriate and may be referenced in this paper only by exception. The final paper must be typed (1 inch margins/10-12 point font), double-spaced, and follow *Publication Manual of the American Psychological Association*, 5th ed. (APA) format. Students will cite at least ten relevant and valid sources in the final paper. **Papers must be submitted in MS Word electronic format in week 10 (peer review draft) and week 11 (final draft).** Papers not received by the last day of class will not be considered for grading (30 percent of final grade).

The evaluation of the research paper will be based on the following criteria:

**Content** – Quality of research based on substance of material presented and depth and breadth of research.

**Context** – Logic, clarity, and organization of material, as well as demonstrated importance of topic to health care delivery.

**Form** – Adherence to the provided format and style manual and extent to which the work meets graduate level attention to grammar and appearance.

1. Participation in Current Events Discussion. Students are required to be familiar with current health services related articles and news items. Recommended sources of current events include the American Health Line email list, the Wall Street Journal or other newspapers, and current health services journals. **Students are required to share a current article / event with the class each week and lead a brief class discussion in the courseroom environment.** No duplications are allowed for credit. This will provide a view of up to 20 different articles on the weekly topic. “Poster” discussions should include a discussion of current events and how the subject matter relates to concepts presented in the text. “Commenters” input should develop on prior content. Students will obtain full credit for class participation by actively participating in the class discussions and assignments. Students are expected to post one original article and comment on at least TWO peer postings. (30 percent of final grade).
2. *Grades* will be based on students’ preparation and performance in case discussions, article summaries, film critiques, and projects.

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| **Requirement** | **Percent of Grade** | **Session Due** |
| Midterm Exam (Chapters 1-8) | 20% | Week 5 |
| Final Exam (Chapters 1- 14) | 20% | Week 9 |
| Research Paper Peer Draft | 10% | Week 10 |
| Research Paper Final Draft | 20% | Week 11 |
| Class Discussion / Participation | 30% | All |

1. Wayland Baptist Grading Chart

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| --- | --- |
| **Percent Equivalent** | **Grade** |
| 94 - 100 | A |
| 90 - 93 | A- |
| 87 - 89 | B+ |
| 84 - 86 | B |
| 80 - 83 | B- |
| 77 - 79 | C+ |
| 74 - 76 | C |
| 70 - 73 | C- |
| Below 70 | F |

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**17.1 Grade Appeal Statement**: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

## 18. TENTATIVE SCHEDULE: The Course Calendar provides assigned readings and key dates for the course, and is subject to change.

**Week Session Topic/Objectives/Readings**

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|  | **HEALTH CARE BELIEFS, VALUES & DELIVERY** |
| **1**  Week of  **May 28 – June 3** | **READINGS:** Shi and Singh Chapters 1 – 2  **REQUIRED**: Post your introduction, mark down the course exam dates, note dates for all paper requirements, change your profile to include a picture, and get to know your classmates! |
|  | **HEALTH PROFESSIONALS & EVOLUTION OF CARE IN THE US** |
| **2**  **June 4 - 10** | **READINGS:**  Shi and Singh Chapter 3 - 4 **REQUIRED**: Post a current events discussion article / link, add a paragraph of explanation and insights you’ve gathered and then review and respond to two of your peers in the discussion forum. |
|  | **MEDICAL TECHNOLOGY & FINANCING OF HEALTH** |
| **3**  **June 11 - 17** | **READINGS:** Shi and Singh Chapter 5 – 6 **REQUIRED**: Post a current events discussion article / link, add a paragraph of explanation and insights you’ve gathered and then review and respond to two of your peers in the discussion forum. |
|  | **INPATIENT & OUTPATIENT SERVICES** |
| **4**  **June 18 - 24** | **READINGS:** Shi and Singh Chapter 7 - 8 **REQUIRED**: Post a current events discussion article / link, add a paragraph of explanation and insights you’ve gathered and then review and respond to two of your peers in the discussion forum. **REQUIRED: Submit Research Paper Topic Proposal - due June 24th**   * Identify topic * Brief one paragraph summary of problem or opportunity * Three (3) key references |
|  | **MID TERM EXAM (Chapters 1 – 6)** |
| **5**  **June 25 – July 1** | **REQUIRED: MID TERM EXAM due July 1st**  **Submit your exam in MS Word format by 11:59 PM Central. No late exams will be accepted.** |
|  | **MANAGED & LONG TERM CARE** |
| **6**  **July 2 – July 8** | **READINGS:** Shi and Singh Chapter 9 - 10 **REQUIRED**: Post a current events discussion article / link, add a paragraph of explanation and insights you’ve gathered and then review and respond to two of your peers in the discussion forum. |

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|  | **SOCIAL & COST / QUALITY / ACCESS COMPONENTS OF CARE** |
| **7**  **July 9 - 15** | **READINGS:** Shi and Singh Chapter 11 - 12 **REQUIRED**: Post a current events discussion article / link, add a paragraph of explanation and insights you’ve gathered and then review and respond to two of your peers in the discussion forum. |
|  | **HEALTH POLICY & THE FUTURE OF THE INDUSTRY** | |
| **8**  **July 16 - 22** | **READINGS:** Shi and Singh Chapter 13 - 14 **REQUIRED**: Post a current events discussion article / link, add a paragraph of explanation and insights you’ve gathered and then review and respond to two of your peers in the discussion forum. | |
|  | **FINAL EXAM (Chapters 1 – 14)** | |
| **9**  **July 23 - 29** | **FINAL EXAM DUE July 29th**  **Submit your exam in MS Word format by 11:59 PM Central. No late exams will be accepted.** | |
|  | **PAPER DRAFT #1 DUE – Peer Review** | |
| **10**  **July 30 – Aug 5** | **Submit Research Paper Draft for Peer Review due August 5th**  **REQUIRED**: (1) Submit a draft paper, (2) review and comment on at least two of your peer’s papers | |
|  | **PAPER FINAL DRAFT DUE** | |
| **11**  **Aug 6 - 12** | **FINAL PAPER DUE August 12th**  **REQUIRED: Submit your final paper for grading.** | |