

**Course Title & Number:** Principles of Healthcare Delivery AHE 301

**Credits:** 5

**Lecture Hours:** 55

**Meeting Times:** Thursdays @ 6 PM

**Room:** HEC 328

**Instructor:** Carrie Sasynuik, MBA

**Contact Information:** After face to face class and the Canvas email system are the best ways to contact me with any issues or requests for face to face meetings.

**Instructor's Educational Philosophy:** I believe that learner-oriented teaching promotes learning that is both purposeful and enduring. As a teacher, it is my responsibility to know who my learners are, what kinds of knowledge and experience each of you bring to the group, and what each one of you want to achieve so that I can tailor course work that fits your needs, but leaves enough room to accommodate topics that emerge from group discovery. Through assessing where you are with respect to our mutual learning goals, I can provide the framework that will help you to build connections, between your current knowledge and future goals.

I feel a responsibility not only to prepare students for their lives ahead, but also to contribute to the evolution of knowledge for their future growth. I believe totally that every educator should cultivate the desire for learning, and that we can each contribute to overall quality of life for individuals going forward. It is my intention to set a tone in the classroom that is conducive for quality learning. However, I expect that each of you will present your best work that reflects corresponding time and energy into your innovative projects as opposed to just following a textbook or pre-determined curriculum.

**Web site:** <https://canvas.seattlecentral.edu/>

**Technical Support:** Distance learning office - BE1140 (below the cafeteria)

Ph.: 206-934-4060

Web site: <http://www.seattlecentral.edu/distance/index.php>

Email: [dislrn@seattlecolleges.edu](mailto:dislrn@seattlecolleges.edu)

If you have technical problems with IT, contact:

<http://www.seattlecentral.edu/it-services/index.php>

**Prerequisites:** Permission only

### **Course Description:**

Introduction to U.S. healthcare delivery topics such as purpose, history, components, organization, strengths and weaknesses, and proposed and implemented reforms. Covers current and future challenges of healthcare delivery and the development of healthcare policies to address these challenges.

## Course Purpose and Objectives:

This is a required course for the Health Services Management track of the BAS in Allied Health. The purpose of this course is to expose students to the basic knowledge and processes of healthcare delivery in America. Students of healthcare need to understand the impact that government policies, regulations, research, and payment have on medical care for diverse populations. The future of healthcare will need leaders to develop innovative solutions and implement these solutions in order to create sustainable and flexible modes of healthcare delivery.

## Course Student Learning Outcomes:

1. Analyze the major issues and concerns with the current U.S. healthcare system.
2. Relate the historical development of healthcare to changes in the current healthcare delivery systems.
3. Examine the government's role in the healthcare system and key issues of the government's health policy agenda including the enactment and implementation of healthcare reform legislation in the U.S.
4. Compare the effectiveness of the major reimbursement mechanisms for healthcare services and their relationship to the current policy issues in healthcare financing.
5. Analyze the impact of the public health and population health models on health care delivery.
6. Evaluate the critical issues facing the current healthcare delivery system in the U.S. and globally.
7. Explain the impact of health care quality measurement and initiatives on the future direction of healthcare.
8. Explain the impact of governance and management on organizational performance.
9. Analyze the impact of health policy on the health care workforce.
10. Compare and contrast the positive and negative impacts that information technology has made on healthcare costs.
11. Analyze the impact of Federal, State, and personal rights laws on ethical decision making.

## Topics

- A. Healthcare Providers
- B. Historical Perspective of the Healthcare Delivery System
- C. Health Promotion and Disease Prevention
- D. Managed Care Organizations
- E. Regulations and Accreditation
- F. Medicaid and Medicare
- G. Cost of Care
- H. Health Insurance
- I. Impacts of Information Technology

## Methods of Instruction:

Lecture, illustrated presentations, demonstrations, classroom discussion, computer assisted instruction, online assignments, student presentations, and small group participation. Class time is balanced between presentation of concepts and application of those concepts. Students work in small groups or teams for discussion, presentation and on selected assignments.

The hybrid mode of delivery includes a flipped classroom concept and blending of online and face-to-face learning activities. Online course content is delivered through online discussions, text readings, Internet research, and mini video lectures. Face- to -face, classroom delivery augmented through learner-centered approaches.

Students plan individual or group projects online and present them in class followed by class discussion, self-evaluation, and peer evaluation. This course blends online and face-to-face learning activities that enhance learning with more opportunities for interaction with the course content. Students engage in shared learning while acquiring the knowledge of the principles of healthcare delivery.

## Software requirements:

- Adobe Acrobat Reader
- MS Office 1997 or newer:
  - Online MS Office: <https://login.microsoftonline.com/?whr=seattlecolleges.edu>
  - Google can be used, but download your documents in MS Word, Excel, or Power-point for assignment submissions. Do not share the google link.

## Required Textbook:

Shi, L., & Singh, D. A. (2017). *Essentials of the U.S. Health Care System*. 4<sup>th</sup> edition. Burlington, ME: Jones & Bartlett Learning.

Fadiman, A. (1997). *The Spirit Catches You and You Fall Down*. New York, NY: The Noonday Press.

## Optional Supplementary Readings/Audio-Video Media:

1. The [Institute of Medicine \(IOM\)](#) is a part of the National Academies of Science. The IOM has many free publications. To access their publications, go to [Reports](#). To download chapters or whole books you will need to register. This is a free service (your tax dollars at work) and files are .pdf when downloaded or read online. Three IOM publications have been influential in setting healthcare policy in America and globally, they are listed below:
  - To Err is Human
  - Crossing the Quality Chasm
  - Transforming Health Care Scheduling and Access: Getting to Now
2. The Joint Commission is an organization that is the major accreditation body for hospitals and other healthcare facilities in the United States and internationally. Their web site has information about their process and standards. However, access the full accreditation standards is costly. But they do publish various papers and reports that are free. For our purposes, the report titled, [America's Hospitals: Improving Quality and Safety](#) – The Joint Commission's Annual Report 2014 will be of interest.
3. The Patient Privacy and Affordable Care Act and other links pertaining to this law is found at [Healthcare Rights](#)
4. The Office of Disease Prevention and Health Promotion also administers a program called Healthy People. This program, every ten years, collects data on 26 leading health indicators. Many of these indicators

reflect healthcare policy and drive some improvements in population health care and health education practices. Healthy People 2020 is found at [Healthy People 2020](#). Note: Supplementary resources are for optional reading for greater and more in depth exploration of topics. The above list is not exhaustive, but serves as starting points for information concerning policy decisions by organizations and governments. These decisions impact many of the health services business topics that will be covered in this course.

## **Assignment Calendar/Schedule:**

- Refer to Addendum A-Calendar/Schedule of Assignments

## **Learning Resources:**

- [HEC Library resources](#)
- [Student support](#)
  - [HEC counselor Ruby Hansra](#)
- [Student handbook and school policies](#)

## **Course Policies:**

Please refer to the Seattle Central College Student Handbook for general school policies.

This course complies with all College policies as published in the College Catalog.

## **Late Work, Absences, & Professionalism:**

Every class has practice opportunities that rely on discussion and group learning. Other students depend on you to serve as a feed- back loop and discussion leader. You assume the role of a professional in meeting these responsibilities for participation whether face-to-face or online discussions that are a part of your grade in this class. A student's grade may drop one letter grade if the student fails to attend 80 percent of the scheduled classes.

Lateness from and/or absence is considered unprofessional behavior unless due to hospitalization, death in the family, or severe illness. An appropriate third party must verify exceptional circumstances, i.e. police report, a funeral notice, or a note from the student's doctor stating the patient's inability meet assignment deadlines, and/or attend class.

Please refer to page 6 for information on disabilities.

## **College closure:**

If, before the school day begins, you believe the college may be closing (i.e. inclement weather or road conditions) you may check <http://www.seattlecentral.org> the course site is open 24/7 regardless of school closure. If online assignments are due on a day the college is closed, the assignments must be submitted on, or before, that day.

## **Etiquette Online and Face-to-face:**

The college classroom, both "live" and "electronic," must be a working and learning environment in which adults treat each other with respect. Students who demonstrate a disregard for working, learning, adult behavior, appropriate use of language, or respect for other's ideas may be asked to leave the class. Keep in mind that other class members do not have the benefit of reading your body language as you speak online, so think about what you've written and how it will be perceived before you click that "submit" button.

## **Grading Policy, Criteria and Scales:**

This course makes use of several group projects. This means that attendance is important to fulfill, for yourself and others, these requirements. The textbook is supplemented in class by outside materials, class discussions and/or

lectures, class attendance is critical for a full understanding of the course. Therefore, if the student fails to attend 80 percent of the scheduled classes, then there will be a penalty of a drop in one letter grade.

In summary, your overall final grade is based on professionalism and participation, case studies, readings, presentations, and a paper. Evaluations and portions of the grade assigned to each of these areas are as follows:

### Grading:

Professionalism: 15%

- Attendance, discussion questions, and draft assignments are included in this grade.

Group Work: 30 %

- There are two group assignments: A mini-informational demonstration (presentation) and a Wiki Page with presentation.
- There is a grade for the over-all group and another for the individual work within the group. This means that your total grade is a combination of both and not completely dependent on the group grade.

Assignments: 55%

- The individual contributions to the group work are included in this category.

### Grading System:

The Seattle Colleges use a numerical grading system. Numerical grades may be considered equivalent to letter grades as follows:

A 4.0–3.9	B– 2.8–2.5	D+ 1.4–1.2
A– 3.8–3.5	C+ 2.4–2.2	D 1.1–0.9
B+ 3.4–3.2	C 2.1–1.9	D– 0.8–0.7
B 3.1–2.9	C– 1.8–1.5	E 0.0

### Americans with Disabilities Act Statement:

***Students with documented disabilities requesting class accommodations, requiring special arrangements in case of building evacuation, or have emergency medical information the instructor should know about are asked to contact the Disability Support Services office (DSS) in Rm. BE 1112. Once the disability is verified with DSS you (student) will be given a letter of accommodation to be handed to your instructor for a signature.***

Week A: F2F B: Online	Week Topic  <b>Note: Discussion</b> topics are to be submitted as an assignment and not on a discussion board. <b>Reflections</b> will be submitted on a discussion board.	Due Dates
<b>1A 9/27</b> <b>Room 328</b>	Course syllabus, plagiarism, expectations, & other stuff Basic Nature and Challenges: Read: pages 3-19 & <a href="#">"Comparisons of healthcare systems in the United States...."</a>	Sept 27 6 pm
1B	Reflection: Plagiarism Quiz	Sept 29 midnight Sept 30 midnight
<b>2A 10/4</b>	What is health and is competition good for healthcare?  Read pgs 33-49,341-46; and <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4556571/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4556571/</a> Time to work on five minute presentation	Oct 4 6 pm
2B	One-page draft of 5 min presentation & questions  Reflection Topic: Briefly describe the concepts of market justice and social justice	Oct 6 midnight  200-300 words Oct 6 midnight
<b>3A 10/11</b>	Historical: Culture, values, & politics Read: All of chpt 3 & pages 3-7 of <a href="#">"200 years of Amer. Medicine"</a> Work on Five Minute presentation & Team Project	Oct 11 @ 6 pm
3B	Discussion Topic: Discuss, how (a) organized medicine, (b) the middle class, and (c) American beliefs and values contributed to the successful efforts to deny national health insurance in America.  <b>Submit to Canvas:</b>  1. Final copy of 5-minute presentation & questions 2. Team Contract: Role assignment form	350-500 words Oct 13 midnight  Oct 13 midnight Oct 14 midnight
<b>4A 10/18</b>	Providers & Technology Read: pgs 85-90, 95-103, 107-114, 117-130, & 354, 356 Five-minute presentations: All groups	Oct 18 @ 6 pm
4B	Begin research for Wiki page topic  Discussion Topic: Identify and analyze potential reasons for the imbalance between primary and specialty care; urban and rural access to care and how technology might decrease the differences.	350-500 words Oct 21 midnight
<b>5A 10/25</b>	Social determinants & public health Read: <a href="http://files.kff.org/attachment/issue-brief-beyond-health-care">http://files.kff.org/attachment/issue-brief-beyond-health-care</a> & <a href="http://thenationshealth.aphapublications.org/content/46/5/1.3.full">http://thenationshealth.aphapublications.org/content/46/5/1.3.full</a>	Oct 25 6 pm  <a href="#">Ellis Island video</a>
5B	Reflection Topic: Read chpt 14 of "The Spirit Catches You...." and reflect on how Hmong historical experiences clash with American institutional expectations and access to care.	200-300 words Oct 28 midnight

6A 11/1	Managed & Integrated care Read: 219-222,225-242 & <a href="#">The Patient-Centered Medical Home as a Community-based Strategy</a> Read chpt 2 of "The Spirit Catches You...." Time to work on draft outline	Nov 1 6 pm
6B	<b>Submit</b> draft outline of group Wiki page Also send to group members  Discussion Topic: Outline how you would staff a PCMH for the Hmong population in Merced, CA that could also meet the needs of other cultures.	Nov 3 midnight  200-300 words Nov 4 midnight
7A 11/8	Vulnerable populations Read: 271-286	Nov 8 6 pm
7B	Reflection Topic: What characteristics would qualify Lia's family as a "vulnerable population?"	200-300 words Nov 11 midnight
8A 11/15	Policy & Access (insurance) Read: All of chapter 13	Nov 15 6 pm
8B	Complete <b>final Wiki page</b> send to team members & Send <b>individual</b> slides to presentation compiler  <b>Submit to Canvas:</b> <b>Individual</b> contributions to group Wiki page	Nov 18 midnight
9A Holiday	Read: <a href="#">The political context of social inequalities and health</a> and <a href="#">It's the Institutions Stupid</a>	<b>No f2f class</b>
9B	Discussion Topic: TB	Nov 28 midnight
10A 11/30	<b>Summary with an eye to the future</b>	Nov 29 6pm
10B	<b>Submit to Canvas:</b> Final <b>Group</b> Wiki page & presentation and send final presentation to team members	Dec 2 midnight
11A 12/7	Group Wiki page presentation	Dec 6 @ 6 pm
11B	Reflection Topic: What did you learn during the process of working as a group?	

Add

## Addendum B: Group Project Instructions

### AHE 301 Mini-Informational Instruction Demonstration

Students Pairs with an assigned partner. Each group of students will present on the assigned topic and will need to keep it to a 5 minute mini-informational in front of the class. Each mini-informational can be augmented with **one** of the following:

- A handout
- A Graphic or media
- A Worksheet
- Or Something Original

#### Topic Assignments:

You will find your group and topic under the “people” link in Canvas

1. Characteristics of the American HC System
2. Overview of Healthy People 2020
3. How American Values Shaped HC System
4. How Blum's Four Key Determinants of Health Impact HC Delivery
5. What are the Main Roles the Gov't Plays in HC Delivery
6. Overview of the PPACA (Obama Care)

#### Requirements for the Mini-Informational Instruction Demonstration

**Components below (A, B, C, & D) need to be in the presentation**

##### **A. Three Web Resources:**

☛**Note:** *Pick three (3) resources that you feel are worthy to share with your classmates.*

##### **B. Learning Objectives:**

☛**Note:** Write at least three (3) Learning Objectives that you want your classmates to be able to do after your Mini-Informational Demonstration.

**Example:** After completing this lesson, the students will be able to:

1. State the mission of Healthy People 2020.
2. Identify three goals of HP 2020.
3. Describe the focus of HP 2020.

##### **C. Create the Mini-Informational**

☛**Note:** This will be what you present in the Five (5) Minute Mini-Information Demonstration in class on October 18, 2018. You do not have to have a PP; you can use other methods to demonstrate your topic.



**D. Create two (2) test questions on your topic and turn these & the correct answer into the instructor only. Do not share with your classmates.**

Example: This is a medical example. You will create appropriate questions that fit your presentation

1. "The procedure that breaks the cycle of cross-infection and ideally eliminates cross-contamination" is a definition of
  - a. Antimicrobial Procedure
  - b. Sanitation Technique
  - c. Aseptic Technique
  - d. Antiseptic Process
  
2. The risk of contracting Tuberculosis (TB) increases the closer and longer you are in contact to the infected person. TB virus can pass through most brands of masks used in dental clinics.
  - a. The first statement is TRUE. The second statement is FALSE.
  - b. The first statement is FALSE. The second statement is TRUE.
  - c. Both statements are TRUE.
  - d. Both statements are FALSE

- **Turn in your draft Mini-Informational to the instructor by October 6, 2018 midnight.**
- **Turn in your final Mini-Informational to the instructor by October 13, 2018 midnight.**
- **On October 18, 2018 – Deliver your Five (5) Minute Mini-Informational Instruction Demonstration to the class.** A sign up sheet will be available for presentation times.

## AHE 301: Wiki Page Group Project

### Group Topics:

- Group A: National Health Insurance
- Group B: Social Health Insurance
- Group C: National Health System
- Group D: Integrated Population Health
- Group E: Future Directions for U.S. Healthcare

### Individual Topics

- **Historical background-** evolution of healthcare system
- **Financing-** who and how is system financed, include payment
- **Delivery-** how is the care delivered and who delivers it (providers)
- **Quality-** patient satisfaction, mortality, and infant survival
- **Future-** are there financing, political, economic, quality of care, or other issues that the system will need to have corrected

**Please refer to the Team Contact & Role Assignment document**

### Instructions

You will work in groups of three or four. Each person will take an individual topic and write a three page research paper that will be included in the final wiki page of the group. This contribution will include the following:

- Two to three peer reviewed references.
- Two in text quotations:
  - One less than 30 words with proper APA citation.
  - One 40 words or more with proper APA citation
- All resources APA formatted. Paper will be double spaced with 12 point font either New Times Roman or a non-serif font.
- Resource page will be separate from the two page article and is not included in the three page article count.

The final page will be posted to a class wiki page that the instructor will open up in the 10<sup>th</sup> week. In week 11 groups will present their research with each person presenting the section they wrote.

### Team Contract:

Because this is a team project, there will be the common problems that many of you may have experienced with team projects. Each team will be submitting a contract and team roles document to the instructor. Once these documents have been submitted and approved then the assumption is that everyone in the group has agreed to the contract and assigned roles. If these documents are not formally approved then any submission by the group is void and no credit is given for the project nor for the team presentation.

### Three Page Article and individual Slides Instructions:

This paper is your individual grade for the group project and you will convert it to a wiki page. Submit the paper itself to be graded. The paper will require two to three (2-3), peer reviewed journal articles as sources and the paper will be formatted in [APA style](#). You will then submit this paper and all articles to the group wiki page editor. Your paper will be converted to a slide presentation of two to three slides and you will present your slides. The total presentation will take 15 minutes for each group including transition time between group members.

**Presentation:**

The slides for the presentation will consist of each group member's three page paper converted to 2-3 slides with a resource slide. The presentation has a 15 minutes maximum time limit, including transition times. The person who compiles the presentation will not edit the slides nor correct the resource slides in any way or form. The compiler will alphabetize the resources on the resource slide for the group presentation.

**Other:**

Each group wiki page and each student private page is monitored. It is expected that individuals will compile research articles and other materials for their paper and slides on their private pages. When compiling the final page only the material cited on the three page contribution will be included. When compiling the final group page and presentation the individual contributions will not be edited, but the compiler will organize, check links, and alphabetize the sources section, but not correct the submitted formatting.

**Grading Wiki Page & Presentation:**

The wiki page will be graded as a group and your individual three page articles are graded as individual grades. The same process is used for the presentation. The wiki page and presentation will be turned in as group assignment and the individual slides and three page paper as individual assignments. The presentation will be done on the last face to face class which is Dec 6, 2018. A sign up sheet will be available for presentation times.

Below is the Team contract and team member designation form. These forms are due Oct 14, 2018.

### TEAM CONTRACT

Team Name: Group Letter or Team Member Names

Team Members:

1 Identify a role for each team member. This structure allows the team to be more effective. Roles may include team leader, facilitator, team members, note taker, timekeeper, and reviewer/publisher. (Note: There must be a team leader as well as someone designated to compile and organize the page and presentation, in addition to the remaining roles listed above.)

a) By assigning roles to individuals a team becomes more effective through efficient organization: Confusion is minimized, communication is efficient, tasks are completed in a timely manner, and the team runs smoothly.

b) Assignments:

- i. Leader -
- ii. Facilitator/Meeting organizer -
- iii. Reviewer/Compiler of wiki page -
- iv. Reviewer/Compiler of presentation -
- v. Note Taker/Timer -

2 Identify at least three team goals.

3 Review and discuss weekly assignments and deadlines outlined below.

Week	Weekly Assignments	Date Due
Three	<ol style="list-style-type: none"><li>1. Schedule and conduct first team meeting</li><li>2. Complete the Team Contract and have team leader submit to <a href="#">instructor</a> for approval.</li><li>3. Complete the Assignment Designation Form submit to instructor.</li></ol>	Oct. 14, 2018
Four	<ol style="list-style-type: none"><li>1. Research your topic for the page, post the resources and notes in personal (non-group) page. (Note: Continue to do this through-out the weeks.)</li></ol>	Oct. 21, 2018
Six	<ol style="list-style-type: none"><li>1. Complete and submit a draft outline of group page.</li><li>2. Continue to research your topic.</li></ol>	Nov. 4, 2018
Eight	<ol style="list-style-type: none"><li>1. Compile the final wiki page and send the final copy to all team members.</li><li>2. Send individual presentation slides to compiler</li></ol>	Nov. 18, 2018
Ten	<ol style="list-style-type: none"><li>1. Final Wiki page.</li><li>2. Send final presentation to all team members.</li></ol>	Dec. 2, 2018
Eleven	<ol style="list-style-type: none"><li>1. Group presentation due.</li></ol>	Dec. 6, 2018

4 Determine the team decision-making policy (by consensus? by majority vote?).

5 Create a communication plan for ongoing communication and file sharing. What will be the primary method for communication? How will urgent issues be communicated to the team? How often will the team meet or communicate each week? Etc.

### Team Assignment Designation Form

Complete the assignment designation form below by entering the names of *each* group member and the sections that *each* member will create.

TEAM MEMBER	SECTION

Topic Sections:

- **Historical background-** evolution of healthcare system
- **Financing-** who and how is system financed, include payment
- **Delivery-**how is the care delivered and who delivers it (providers)
- **Quality-**patient satisfaction, mortality, and infant survival
- **Future-** are there financing, political, economic, quality of care, or other issues that the system will need to have corrected