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Health Services Administration Syllabi Fall 2020

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2020

# HESA 572-ONL Health Care Services in the United States, Past and Future

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# HESA 572: Health Care Services in the United States, Past and Future

Fall 2020

Department of Health Services Administration  
College of Professional Sciences  
Xavier University

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**Schedule:** Thursdays from 5:45-8:15pm  
Students alternate remote and in person attendance

**Classroom:** HUB 305 with Zoom for remote

**Credit Hours:** 3 Graduate Credit Hours

**Prerequisites:** None

**Faculty:** Frederick Browne, Ph.D.

**Office:** Schott Hall, Room 405

**Office Hours:** Time available by appointment

**Office Phone:** 513.745.3187

**Mobile Phone:** 513.614.4915 (call or text)

**Email:** [brownef@xavier.edu](mailto:brownef@xavier.edu) (preferred)

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Xavier Writing Center: Conaton Learning Center

## **Course Description:**

This course provides (1) an historical perspective on the development of healthcare services in the United States, (2) a description of the key factors and issues which influence the development of the current health care delivery systems and (3) a description of the current healthcare delivery systems including reimbursement and (4) discussion of the future of US healthcare system. [SLOs: 1,2,17,18,19,20,26,27]

## **HSA Department Mission Statement (2011):**

In keeping with its Catholic, Jesuit tradition, the mission of the Department of Health Services Administration at Xavier University is to educate knowledgeable, highly skilled, values-oriented future leaders who will contribute to the health of society by continuously improving the management of health related organizations. HSA will accomplish its mission through:

- Challenging students in the classroom and in applied field experiences including internships and administrative residencies
- Developing internal and external collaborative relationships with academicians and with health care practitioners which lead to innovations in teaching as well as in the delivery of health services
- Incorporating research, scholarship, and collaborative projects into the classroom experiences and field work.

**Course Objectives:**

Upon the successful completion of this course, students should be able to:

<b>Objectives, SLO's, Competency Level, and Assessment</b>			
<b>Course Objectives</b>	<b>Competency/Student Learning Outcome</b>	<b>Minimum expected level of competence</b>	<b>Method of assessment</b>
Describe current issues and trends in the organization & delivery of healthcare across the continuum	1. Describe current issues and trends in the organization and delivery of healthcare along with the roles of healthcare professionals serving in our dynamic healthcare system.	Basic - Identifies basic issues and trends, Unable to articulate how these affect the delivery of healthcare. Unable to articulate how to work with different healthcare professionals.	Discussion Quiz Assignment
Explain how health services are organized, delivered and financed in the US.	5. Articulate the roles, responsibilities, structures, and influence that professional groups, regulatory bodies, and governing bodies hold in healthcare organizations.	Basic - Identifies basic issues and trends, Unable to articulate how these affect the delivery of healthcare. Unable to articulate how to work with different healthcare professionals.	Discussion Quiz Assignment
Apply strategic, economic, and financial principles in decision making within the healthcare environment. Define how these are changing under health care reform being driven by the Affordable Care Act (ACA) of 2010.	5. Articulate the roles, responsibilities, structures, and influence that professional groups, regulatory bodies, and governing bodies hold in healthcare organizations.	Basic - Identifies basic issues and trends, Unable to articulate how these affect the delivery of healthcare. Unable to articulate how to work with different healthcare professionals.	Discussion Quiz Assignment
Describe the differences in the US health care system as compared to other developed countries including England, Canada, France, and China.	5. Articulate the roles, responsibilities, structures, and influence that professional groups, regulatory bodies, and governing bodies hold in healthcare organizations.	Basic - Identifies basic issues and trends, Unable to articulate how these affect the delivery of healthcare. Unable to articulate how to work with different healthcare professionals.	Discussion Quiz Assignment
Write and present in an effective, concise business style	13. Write in an effective, concise business style. Demonstrate effective oral communication and presentation skills.	Basic - Identifies basic issues and trends, Unable to articulate how these affect the delivery of healthcare. Unable to articulate	Discussion Assignment

		how to work with different healthcare professionals.	
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**Readings:**

Knickman JR, Elbel, Beds. Jonas & Kovner’s Health Care Delivery in the United States. Springer Publishing Company, 2019 12<sup>th</sup> Edition. ISBN: 978-0-8261-7272-3

Additional readings will be posted in Canvas.

**Learning Methodology:**

You will learn in this course using a variety of learning and teaching methods.

- Assignments 30%
- Quizzes 15%
- Discussions 25%
- Lectures 20%
- Readings 15%

**Course Outline:**

Module	Session	In-Person	Topic(s)	Readings	Assignments Due This Week (Check Module for Exact Date/Time)
<b>Module 1:</b> Opens August 14	August 20	A	An Overview of Health Care in the US	Chapters 1	Quiz Discussion
	August 27	B		Chapter 2	Assignment
<b>Module 2:</b> Opens August 28	September 3	A	Introduction to HC Policy in the US & Other Developed Countries	Chapters 3	Discussion Quiz
	September 10	B		Chapter 4	Assignment
<b>Module 3:</b> Opens September 11	September 17	A	Keeping Americans Healthy	Chapters 5-6	Quiz
	September 24	B		Chapters 7-8	Quiz Assignment
<b>Module 4:</b> Opens September 25	September 31	All remote	Mid-Term		Midterm
<b>Module 5:</b> Opens October 2	October 8	A	How Health Care is Delivered	Chapters 9 - 10	Discussion Quiz

	October 15	B		Chapter 11	Quiz Assignment
<b>Module 6:</b> Opens October 16	October 22	A	How We Ensure Health Care is Valuable	Chapters 12-13	Quiz
	October 29	B		Chapter 14	Assignment
<b>Module 7:</b> Opens October 30	November 5	A	The Future of Health Care <b>Guest Spaker: Alieu Nassar, System Director, Diversity and Inclusion, St. Elizabeth Healthcare</b>	Chapters 15	Quiz Discussion
	November 12	B		Chapter 16	Discussion
<b>Module 8:</b> Opens November 13	November 19	All remote	Final Exam		Final Exam

Note: Supplemental readings and Due dates will be posed in Canvas. The above schedule is subject to change. Any changes will be posted in Canvas.

### **Assessment & Evaluation:**

#### **Assignments:**

All assignments will have a description that is available via Canvas. The assigned dates noted in Canvas are intended to help you stay on track with completing your work for this course. All papers and the group project should be written utilizing APA format. Purdue University has a very helpful resource for APA style, utilize the following website:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) All assignments for this course will be submitted electronically through Canvas unless otherwise instructed.

#### **Quizzes:**

There will be several quizzes for this course. They will always be due by the start of class (5:45pm) on the due date! These quizzes will be a combination of multiple choice, true/false, fill in the blank and short answer. Materials from the readings and assignments will be included on the quizzes.

#### **Discussion(s):**

Discussions are a way for you to engage with each other and the instructor about the course content. Generally, each module will have a question that links to the discussion board. You can also access each discussion board by clicking on the button in the course navigation links. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response(s) in accordance to the guidelines specified in the Discussion and Discussion Rubric.

#### **Exams:**

The midterm and final exams for this course will be assignments. They will be more involved assignments that require you to utilize information from across the modules. The information in the "Assignments" section above pertains to exams.

**Summary of Assessment Schedule:**

Module	Assessment	Points
1	Quiz	25
	Discussion	50
	Assignment	70
2	Discussion	50
	Quiz	25
	Assignment	70
3	Quizzes	25
	Assignment	70
4	Mid-Term Assignment	125
5	Discussion	50
	Quizzes	25
	Assignment	70
6	Quiz	25
	Assignment	70
7	Discussion	50
	Discussion	50
	Quiz	25
8	Final Exam	125
	<b>Total Points</b>	<b>1000</b>

Note: Due dates will be posted in Canvas. Any changes will be posted in Canvas.

**Grading Scale (.5 will be rounded up):**

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
F	0-69

IP	In progress
E	Incomplete
VF	Virtual Failure

**Late Policy:**

Late submissions will accrue a penalty of 20% per day the submission is late. A submission is considered one day late if it is submitted past the identified due date/time. It is considered two days late if it is submitted any more than 24 hours past the identified due date/time, and so forth. This includes weekends! Once a submission is more than 5 days late, it will become a zero and will not be accepted for credit.

Xavier University is located in the Eastern Time Zone and all due dates and times reflect the Eastern Time Zone. Please plan accordingly.

**Attendance Policy:** Reasonable attendance at all class meetings is expected. If a student is unable to attend a class, **the responsibility of missed class content is the sole responsibility of the student.** Tests

and written assignments will include content covered in class or in the assigned readings. See University Catalogue.

**COVID-19 Note:** Students attending class are expected to follow Xavier safety guidelines related to COVID-19. Wearing a mask in class is mandatory, and students refusing to do so will be asked to leave class. Social distancing must also be practiced, and classrooms are set up to make it clear where you should locate yourself in order to maintain adequate social distancing. Classroom surfaces will be cleaned at the beginning and end of every class period, and faculty ask that you assist them in this process. Further details on Xavier's COVID-19 policy can be found at [www.xavier.edu/coronavirus](http://www.xavier.edu/coronavirus).

### **Attendance Procedure:**

- 1) You will be documented as **present** if you are in class and on time.
- 2) The instructor will document student attendance.
- 3) **Excused absences include:**
  - A funeral, with a program, obituary or holy card
  - A required activity for another class or university sponsored event, with a memo from the professor or university sponsor provided to your professor at least one week ahead of the absence
  - A documented medical event, with dated, timed and signed documentation (all other Protected Health Information may be redacted)
  - A documented legal event, with dated, timed and signed documentation (all other confidential information may be redacted)
  - Religious holidays not otherwise taken as holidays by the university
  - **During the COVID-19 pandemic, illness is an excused absence.**

You have **one week from the date of your return** to class to submit documentation for excused absences to your instructor. Failure to submit documentation within one week will result in your absence being unexcused.

- 4) **COVID-19 Pandemic policy change related to in-class attendance:** "Xavier University is committed to the health, safety, and care of all individuals within our community. As part of our Ignatian values and in the spirit of *cura personalis*, Xavier University wishes to disincentivize class attendance when students may be sick. For the duration of the pandemic, students who are ill will be excused from classes."
  - Students must adhere to University health and wellness procedures for self-evaluation, follow-up, and quarantine as necessary.
  - Students who are in quarantine due to close contact with a person who has tested positive for COVID-19, but who are not themselves symptomatic, are expected to attend class remotely and complete course assignments.
  - Untruthful student claims about illness may be regarded as a violation of the Student Handbook.

Students must communicate with their professor about such absences, and should do so as close to the start of the class they are missing as possible. If you need to self-quarantine, you need to communicate with your professor the period of time you will be missing.



- Students who are able should attend class virtually when their health does not allow them to be in class, but they are well enough to attend remotely.
- 5) **Remote Attendance Policy:** Students attending the class remotely are expected to follow all in-class requirements: arrive on-time and follow and required dress code. In addition, students are expected to have both video and audio running for the entirety of the course.

**Participation:**

Active participation is expected. Active participation includes:

- Being in class
- Being on time to class
- Being awake and alert in class, not focused on other things (i.e. other homework or activities)
- Asking questions
- Offering your perspectives
- Sharing information
- Being active in small group activities
- Showing respect to your classmates, guests, faculty, etc.

**MHSA Dress Code:**

Healthcare administration is a highly visible profession. Healthcare administrators are leaders and need to look the part. From the outset, MHSA students “dress for success.” Business Casual and Formal Business Attire are the uniforms of MHSA. Business Casual attire will be worn Monday – Friday from 7:00 a.m. - 10:00 p.m. in class and on campus, including department offices, classrooms, library, conference rooms, and academic buildings. The expectation is to portray high standards of the profession at all times. Exceptions to this general rule are:

- For the Professional Development courses 1, 2, 3, and 4, students are required to wear formal business attire to every class.
- At the discretion of the chair or a faculty member, students in any class may be required to wear formal business attire on occasion; for instance, when a guest speaker will address the class.
- In all off-campus business meetings where students represent the program, they will wear formal business attire.

**Technology Policy:**

The use of laptops, tablets, phones, or other electronic devices is not permitted during class. Students will need to take notes using paper and pencil/pen. If there is an extenuating reason that requires you to be able to use some form of technology, please talk with your instructor directly about this.

**Announcements:**

Announcements will be posted in CANVAS on a regular basis. They will appear on your CANVAS dashboard when you log in and/or will be sent to you directly through your preferred method of notification from CANVAS. Please make certain to check them regularly, as they will contain any important information about upcoming projects, changes to the syllabus or class concerns.

**University Level Graduate Policies:**

<http://catalog.xavier.edu/content.php?catoid=17&navoid=833>

**Academic Honesty:**

“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.”

**Faculty Note:**

In addition to the above (taken directly from the University Catalog), please be aware that cutting and pasting from the Internet is plagiarism, and will be treated in the same manner as any other type of plagiarism. If you use more than three words written by someone else, I expect it to be in quotes. When you are writing you should use your own words and thoughts, not those of anyone else. You may not take a sentence and change one to two words and call it your own.

**Accommodations:**

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Disability Services, it is essential that you email the letter and meet with me as soon as possible to discuss your disability-related accommodation needs for this course.

If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

It is important to note that any disability-related information including accommodations is confidential.

**Academic Standing:**

Students are held to high academic and personal standards. Health services is a profession that requires dedication, leadership, punctuality, follow-through, cooperation, and accountability. A cumulative grade point average of 3.0 for required classes is necessary for graduation. No credit is granted for courses in which a student receives a grade of "F." If the course in question is a required course, it must be repeated.

**Grade Requirement:**

Expectation to Achieve Minimum Grades of "B": Because a grade of "B-" is not a full B to achieve the expected 3.0 GPA, any student who earns one grade of "B-" in any semester must submit a corrective action plan to the Chair indicating: a) Why did this low grade occur? and b) What will be done differently in future courses in order to earn grades of B or higher? This is a master's degree and students must master the coursework.

**Students with Disabilities**

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Disability Services, it is essential that you email the letter and meet with me as soon as possible to discuss your disability-related accommodation needs for this course.

If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

**Inclusivity Statement:**

The Department of Health Services Administration and its faculty and staff are committed to providing an atmosphere for learning that respects diversity, in which all students feel comfortable and safe to learn, and in which all students feel like valued members of the HSA community. We are committed to addressing issues that put such an atmosphere in jeopardy, and to being active allies to diverse students. In order to build a positive classroom community, we ask that students:

- Appreciate the opportunity that we have to learn from each other in this community;
- Share their unique experiences, values and beliefs;
- Be open to the views of others;
- Honor the uniqueness of their peers;
- Communicate in a respectful manner;
- Keep confidential discussions that the community has of a personal (or professional) nature;
- Utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

## Discussion Board Rubric

	0	1	2	3	4	5
Content	Posts are superficial, partially accurate, are not connected to the topic, and do not address most aspects of the assignment	Posts are superficial, partially accurate, but either are not on topic, or do not at least somewhat address all aspects of the assignment	Posts are superficial, but accurate, on topic, and somewhat address all aspects of the assignment	Posts are thoughtful, and accurate, but are not completely on topic, and do not address all aspects of the assignment	Posts are thoughtful, accurate, but either are not completely on topic, or do not address all aspects of the assignment	Posts are thoughtful, accurate, on topic, and fully address all aspects of the assignment
Timelines	Both posts are late by more than 24 hours, or no posts are submitted	Only one post is submitted, or one of the posts is late by more than 24 hours	Both the initial and response posts are late by more than 12 hours	Both the initial and response posts are late by less than 12 hours	Either the initial or the response post is late by less than 12 hours	Initial and response posts are within the allotted time frame
Writing	One or more posts has poor grammar and spelling impacting ability to understand what was written	One or more posts has obvious grammar/ spelling errors showing lack of proof reading	One or more posts has multiple grammar/ spelling errors	Both (all) posts have minimal grammar/ spelling errors	One of the posts has minimal grammar/ spelling errors	Both (all) posts have no grammar/ spelling errors
Support Discussion	Response posts are disrespectful, superficial, do not build on the initial post, and are not on topic, Or  Response posts are disrespectful	Response posts are respectful, but are superficial, and do not build on the initial post or are not on topic	Response posts are respectful but are superficial , and only somewhat build on the initial post, or are somewhat off topic	Response posts are thoughtful and respectful but only somewhat build on the initial post and are only somewhat on topic	Response posts are thoughtful, but only somewhat build on the initial post, or are only somewhat on topic	Response posts are thoughtful, build on the initial post, are on topic, and respectful

### Mid-Term Assignment Rubric

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	Score
<b>Easy Points</b>	Your Name, Date, Word Count/Page Count met, Page Numbers, Neatly finished-no errors.	Evidence of 4	Evidence of 3	Evidence of 2 or less	X/10 pts
<b>Content</b>	Each paragraph has thoughtful supporting detail that provide a critical assessment of the question(s), informs how the answer(s) applies in a broader context, and connects to other questions.	Each paragraph has sufficient supporting detail that provide a critical assessment of the question(s), informs how the answer(s) applies in a broader context.	Each paragraph lacks supporting detail sentences. Limited application to a broader context	Each paragraph fails to address the questions and no evidence of how the answer(s) applies to a broader context.	X/75 pts
<b>Mechanics / Grammar</b>	No errors in sentence structure and word usage, punctuation, capitalization and spelling.	Almost no errors in sentence structure and word usage, punctuation, capitalization and spelling.	Many errors in in sentence structure and word usage, punctuation, capitalization and spelling.	Numerous and distracting errors in sentence structure and word usage, in punctuation, capitalization and spelling.	X/25 pts
<b>Citations / References</b>	Done in the correct APA format with no errors.	Done in the correct format with few errors.	Done in the correct format with some errors.	Done in the correct format with many errors.	X/15 pts

