Course Description

COURSE DESCRIPTION

This course focuses on fundamental principles and varied perspectives on healthcare in the United States. Core issues include public health, access to healthcare, delivery, quality, cost, financing, reform, and the ethical question of whether healthcare is a right or a privilege. Students explore how these problems impact real-life situations and hone their critical thinking skills for their professional careers. Prerequisite: BUSI 201 Introduction to the Healthcare Industry.

Online Learning

ONLINE LEARNING

Point University’s College of Graduate & Professional Studies (CGPS) specializes in “distance education” for working adults and others who need a flexible learning schedule. It offers university courses and degree programs in both fully-online and hybrid formats (partly online and partly face-to-face).

CGPS delivers coursework via Sakai, a leading online Learning Management System (LMS) and Collaborative Learning Environment designed specifically for higher education. Each course has its own website through which students interact with their professor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive grades. The latest technology enables participants to do virtually everything online that they could do in an on-ground classroom setting.

A hybrid course typically includes one face-to-face session per week using video conference technology along with online follow-up activities. Fully-online courses are primarily designed for “asynchronous” learning, which enables students to log-in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include “synchronous” sessions where students may interact with one another in real time.

Each “course week” begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. CGPS recommends that students complete the various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.

Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.
Students access all course materials via Point University’s Sakai site, which includes minimum system requirements and orientation tutorials designed to equip class members for online study.

Disability Services

Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student's instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact Ms. Jessica Mazaheri, the Director of Disability Services, by telephone (1-706-385-1480) or email (jessica.Mazaheri@point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure.

Faculty Information

FACULTY INFORMATION

The best way of contacting me is via email, this will garner the quickest response, and my email address is Natasha.Webster@point.edu

- Ms. Webster
- (615) 715-4442
  - Office hours (11 a.m. - 2 p.m. M-Thu., Sat. (EST) please leave a detailed voice mail message if no answer on phone; email communication is preferred. Please allow 24 hours for response to email and phone messages. Please do not send text messages.

Note: Keep in mind that the online discussion forums are reserved for shared classroom posts and you should email the instructor directly if there is a personal question, concern, or emergency.

Required Texts & Resources

REQUIRED TEXTS & RESOURCES


NOTE: The Point University Bookstore may offer this textbook(s) in other formats. Information can be found at www.pointuniversityshop.com

Course Technology
**COURSE TECHNOLOGY**

Sakai is the current learning management system of Point University. For the best user results, we recommend checking your computer for the following checklist prior to logging into your course.

**System Requirements**

- Windows PC or Mac with audio and video capabilities (sound card with speakers or headphones/ear buds). Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- High speed internet access. Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Network or Internet.
- Access to a printer or scanner (depending on the course activities)

**Technical Assistance**

Keep in mind that Sakai technical assistance options are available by selecting the “Sakai Help” button located on the homepage of your course.

**Course Learning Goals & Objectives**

**COURSE LEARNING GOALS & OBJECTIVES**

**TIME REQUIREMENTS & COMMITMENTS**

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

<table>
<thead>
<tr>
<th>COURSE GOALS AND OBJECTIVES</th>
<th>Program Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Students gain a deeper understanding of the problems and forces impacting and shaping the delivery of health care services in the United States.</td>
<td></td>
</tr>
<tr>
<td>Objective 1.1: Identify the principle problems in the U.S. health care system.</td>
<td>5.1, 5.2</td>
</tr>
<tr>
<td>Objective 1.2: Describe the key medical care and health care designations.</td>
<td>5.1</td>
</tr>
<tr>
<td>Objective 1.3: Discuss the role that age, sex, race, and poverty play in impacting health status and health disparities as it relates to the biblical approach to stewardship (The principle of accountability).</td>
<td>5.2</td>
</tr>
<tr>
<td>Objective 1.4: Analyze trends in life expectancy, mortality, disability, and chronic diseases over time.</td>
<td>5.1</td>
</tr>
<tr>
<td>Goal 2: Students develop an improved understanding of the organization of health services and health related labor force.</td>
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<tr>
<td>Objective 2.1: Discuss and differentiate the various health services offered in outpatient and inpatient settings.</td>
<td>5.1</td>
</tr>
<tr>
<td>Objective 2.2: Examine the political, economic, social, and political factors impacting the delivery of healthcare.</td>
<td>5.1</td>
</tr>
<tr>
<td>Objective 2.3: Analyze the changing roles and responsibilities of clinical health care workers.</td>
<td>5.1</td>
</tr>
<tr>
<td>Objective 2.4: Describe the required training and education of clinical health care workers.</td>
<td>5.1</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> Students examine the history and trends of public health and long-term care services in the U.S.</td>
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</tr>
<tr>
<td>Objective 3.1: Differentiate among endemic, epidemic, and pandemic diseases.</td>
<td>5.1</td>
</tr>
<tr>
<td>Objective 3.2: Discuss past and current roles of public health.</td>
<td>5.1</td>
</tr>
<tr>
<td>Objective 3.3: Identify the long-term care recipients and the institutional and community-based long-term care recipient.</td>
<td>5.1</td>
</tr>
<tr>
<td>Objective 3.4: Examine the pivotal legal issues in the delivery of long-term care.</td>
<td>5.1</td>
</tr>
<tr>
<td><strong>Goal 4:</strong> Students gain a deeper understanding of the cost and financing mechanisms associated with the delivery of healthcare services.</td>
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</tr>
<tr>
<td>Objective 4.1: Identify the funding sources of Medicare and Medicaid managed care plans.</td>
<td>5.1</td>
</tr>
<tr>
<td>Objective 4.2: Classify the methods employed by the government to control health care cost through the biblical lens of ownership as stewards of care.</td>
<td>5.1, 5.2</td>
</tr>
<tr>
<td>Objective 4.3: Examine major trends in financing healthcare services.</td>
<td>5.1</td>
</tr>
<tr>
<td>Objective 4.4: Analyze the managed care models and consequences in providing affordable health coverage.</td>
<td>5.1</td>
</tr>
<tr>
<td><strong>Goal 5:</strong> Students evaluate the utilization rates, quality, planning, and regulation of healthcare services from the biblical perspective of stewardship.</td>
<td></td>
</tr>
<tr>
<td>Objective 5.1: Summarize the primary factors impacting utilization of healthcare from a biblical approach to stewardship as responsible recipients of care.</td>
<td>5.2</td>
</tr>
<tr>
<td>Objective 5.2: Assess factors contributing to the use of healthcare and biblical ownership of God's creation.</td>
<td>5.2</td>
</tr>
<tr>
<td>Objective 5.3: Compare the trends in quality standards, assessment, and evaluation.</td>
<td>5.1</td>
</tr>
<tr>
<td>Objective 5.4: Interpret planning, regulatory laws, and processes impacting healthcare</td>
<td>5.1, 5.2</td>
</tr>
</tbody>
</table>
Course Schedule

**Course Schedule**

CGPS courses begin on a Monday. Accordingly, a CGPS course week extends from Monday through Sunday. Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday).

[http://point.edu/course-schedules/](http://point.edu/course-schedules/)

**Due Week 1, Day 5 Initial Post**

- Response due Day 7
- Due Week 1, Day 7
- Due Week 1, Day 7

**Week 2**

**Unit 2: Health Status and Public Health**

- Read Ch. 2 & 6 Pages 28-47; 130-141
- N/A
- Week 2 Overview & Video
- N/A
- View Ch. 2 & 6 PowerPoint
- N/A
- Due Week 2, Day 5 Initial Post
- Response due Day 7
- Due Week 2, Day 7
- Due Week 2, Day 7

**Week 3**

**Unit 3: Long-Term Care and Health Care Facilities**

- Read Ch. 7 & 9 Pages 142-169; 190-223
- N/A
- Week 3 Overview & Video
View Ch. 7 & 9 PowerPoint

N/A

Due Week 3, Day 5 Initial Post

Response due Day 7

Week 3- Issue Paper: End-of-Life-Care (pg. 164).

Response due Day 7

Week 3- Final Paper Assignment Part 3: Locate 4 references for National Health Policy Brief

Due Week 3, Day 7

Week 4

Unit 4: Organization of Health Services and Health Manpower

Read Ch. 4 & 5 Pages 70-93; 94-129

N/A

Week 4 Overview & Video

N/A

View Ch. 4 & 5 PowerPoint

N/A

Week 4- Discussion Forum

Due Week 4, Day 5 Initial Post

Response due Day 7

Week 4- Issue Paper: Recruitment and Retention of Physicians in Rural Settings (pgs.96-98).

Due Week 4, Day 7

Week 4- Final Paper Assignment Part 4: Draft of Introduction National Health Policy Brief

Due Week 4, Day 7

Week 5

Unit 5: Cost of Health Care Services and Utilization of Health Services

Read Ch. 10 & 13 Pages 224-246; 290-310
Week 5 Overview & Video

N/A

View Ch. 10 & 13 PowerPoint

N/A

Week 5-Discussion Forum

Due Week 5, Day 5 Initial Post

Response due Day 7


Due Week 5, Day 7

Week 5- Final Paper Assignment Part 5: Draft of pages 1-3 of National Health Policy Brief

Due Week 5, Day 7

Week 6

Unit 6: Health Planning and Regulation

Read Ch. 15 Pages 332-346

N/A

Week 6 Overview & Video

N/A

View Ch. 15 PowerPoint

N/A

Week 6-Discussion Forum

Due Week 6, Day 5 Initial Post

Response due Day 7


Due Week 6, Day 7

Week 6- Final Paper Assignment Part 6: Complete List of Reference Page of National Health Policy Brief

Due Week 6, Day 7
Week 7

Unit 7: National Health Policy

Read Ch. 16 Pages 347-372

N/A

Week 7 Overview & Video

N/A

View Ch. 16 PowerPoint

N/A

Week 7-Discussion Forum

Due Week 7, Day 5 Initial Post

Response due Day 7

Week 7—Final Paper Assignment: National Health Policy Brief

Due Week 7, Day 7

Week 7—National Health Policy Brief Pamphlet

Due Week 7, Day 7

Grading Policies

GRADING POLICIES

Course Evaluation Plan
An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution
Graded assignments will be distributed as follows:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forums (7 x 30 pts)</td>
<td>210</td>
</tr>
<tr>
<td>Issue Papers (6 x 50 pts)</td>
<td>300</td>
</tr>
<tr>
<td>Final Paper Assignments 1-6 (6 x 40 pts)</td>
<td>240</td>
</tr>
<tr>
<td>Final Paper Assignment Week 7: National Health Policy Brief (1 x 150 pts)</td>
<td>150</td>
</tr>
</tbody>
</table>
Final Grades
The following scale will be used when calculating final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Final grades will be posted according to the Academic Calendar. [http://point.edu/academic-calendar/](http://point.edu/academic-calendar/)
Please consult with your program of study or advisor ([http://point.edu/academic-advising/](http://point.edu/academic-advising/)) if you are required to maintain a specific GPA to successfully complete this course.

Checking Grades
Be sure to check your grades often via the Sakai online Gradebook.
For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly ([https://point.edu/catalogs/](https://point.edu/catalogs/))

Course Expectations

EXPECTATIONS

Etiquette & Netiquette
Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please review these resources:

- Netiquette
- What every online student needs to know
- Netiquette guide for online courses
- Discussion board netiquette

Turnitin Requirement

It is especially important that students write their papers with the utmost integrity. Point University and the Access program have high expectations regarding academic dishonesty and plagiarism. It is vital that students demonstrate that they are citing sources correctly and that they are avoiding the different types of plagiarism.

Therefore, CGPS classes will rely on Turnitin to check for originality and plagiarism of written papers. Turnitin will check student papers for originality and will highlight places where text is identical to other sources. The instructor can then determine whether the highlighted text has been used and cited properly.
Papers will be submitted using the regular assignment submission process. If Turnitin is turned on you will be able
to see a percentage indicating similarity to other sources after Turnitin has processed the paper.

Turnitin Policy: Any paper submitted with a matching of 30% or more on all written assignments will receive the
score of zero for the assignment. It is your responsibility to properly cite your work and avoid plagiarism of any kind
in this course. Refer to the school policy regarding academic honesty.

Note Regarding Wikipedia and other sources: Wikipedia may be helpful in locating references to proper
authority, but cited or quoted Wikipedia text will not be recognized in this class as an authoritative source supportive
of any issue. Blogs, encyclopedias, and dictionaries should not be used in college-level work. I recommend using
the online library for scholarly research and searching peer-reviewed journals in the databases.

APA Format Required

APA format must be used. Any outside sources must be cited in the report itself and referenced in detail at the end
of the report according to APA format requirements. Any thoughts (paraphrased or quoted) that are not your
original work must be cited where used in the paper and referenced, this includes accurate in-text citations
throughout your work.

POLICIES

For academic policies governing attendance, late assignments and student support, please refer to the Academic
Catalog directly (https://point.edu/catalogs/).

Suggested Resources for Further Study

SUGGESTED RESOURCES FOR FURTHER STUDY


of a disease-specific advance care planning intervention on end-of-life care. Journal of the American
Geriatrics Society, 60(5), 946-950.

practice to the practice of the future. Health Affairs, 29(5), 779-784.

Medicine, 10(6), 503-509.

Seale, C. (2010). The role of doctors’ religious faith and ethnicity in taking ethically
controversial decisions during end-of-life care. *Journal of Medical Ethics, jme-2010.*


**Copyright Statement**

**Copyright and Further Dissemination**

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