

## SYLLABUS

1. **Wayland Baptist University, Virtual Campus, School of Business**
2. **Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.
3. **Course:** HLAD 4334, Section VC01 – Health Care Delivery Systems
4. **Term:** Summer 2009
5. **Instructor:** Dr. Brad Beauvais, MA, MBA, PhD
6. **Contact information:** Cell: (210) 627-1078E-mail: [bradley.beauvais@us.army.mil](mailto:bradley.beauvais@us.army.mil)
7. **Office hours:** By appointment
8. **Class Meeting Times:** As specified in enclosed syllabus
9. **Catalog Description:** Conceptual dimensions and elements of the health care delivery ecosystem and important patterns of behavior and organization.
10. **Course Description:** This course outlines the United States Health Care System. It facilitates an understanding of the history, basic structures, and operations of an expansive and complex field. Conceptual dimensions for health services at the macro and micro level are considered within a systems framework. Students are introduced to definitions and concepts about the system as well as current and future trends in health care delivery that will likely be encountered in the practice of management in the health services market.
11. **Prerequisites:** HLAD 3335 or consent of division.

### 12. Required Textbook and Resources:

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#	REVIEW
<a href="#">Delivering Health Care in America</a>	Shi & Singh	4th	2008	Jones & Bartlett	0-763-74512-x	Spring 09

### 13. Optional Materials:

1. Journal articles, as assigned.
2. Web resources
  - a. Wayland Baptist University Library: [www.wbu.edu](http://www.wbu.edu)
  - b. Centers for Medicaid/Medicare (CMS)
  - c. National Institutes of Health (NIH)
  - d. Centers for Disease Control and Prevention
  - e. The Robert Wood Johnson Foundation
  - f. United Nations – various sites (UN, UNESCO, UNICEF)
  - g. World Health Organization (WHO)
  - h. Standard and Poor's Industry Surveys
  - i. Moody's – or similar database available from the Baylor library

### 3. Suggested journals

- a. *Academy of Management Journal*
- b. *Health Affairs*
- c. *American Journal of Public Health*
- d. *Social Science and Medicine*
- e. *Health Care Management Review*
- f. *Health Services Research*
- g. *Military Medicine*
- h. *The Milbank Quarterly*
- i. *Journal of Health Politics, Policy, & Law*
- j. *The New York Times*
- k. *The Wall Street Journal*
- l. *The Journal of Management*
- m. *Sloan Management Review*
- n. *Harvard Business Review*
- o. *Journal of Healthcare Management*
- p. *Journal of the American Medical Association (JAMA)*
- q. *The New England Journal of Medicine*

**14. Course Outcome Competencies.** By the end of the course, students are expected to demonstrate the ability to:

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

**15. Attendance Requirements:** All students are expected to participate in class and complete course assignments as specified. Failure to participate or submit assignments on time will result in lowered grades on submitted assignments or may jeopardize successful completion of the class for credit.

**16. Disability Statement:** “It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.”

## 17. Course Requirements and Grading Criteria:

1. *Examinations* will be made available in the courseroom 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 (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 will 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*, 5<sup>th</sup> ed. (APA) format. Students will cite at least ten relevant and valid sources in the final paper. **Papers will be submitted in 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).
  - a. The evaluation of the research paper will be based on the following criteria:
    - i. **Content** – Quality of research based on substance of material presented and depth and breadth of research.
    - ii. **Context** – Logic, clarity, and organization of material, as well as demonstrated importance of topic to health care delivery.
    - iii. **Form** – Adherence to the provided format and style manual and extent to which the work meets graduate level attention to grammar and appearance.
3. *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. “Commentor” 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 half of peer postings. (30 percent of final grade).

4. *Grades* will be based on students' preparation and performance in case discussions, article summaries, film critiques, and projects.

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

Wayland Baptist Grading Chart

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

**18. Tentative Schedule: (Calendar, Topics, Assignments)**

The Course Calendar provides assigned readings and key dates for the course, and is subject to change.

Week	Session Topic/Objectives/Readings
<b>HEALTH CARE BELIEFS, VALUES &amp; DELIVERY</b>	
1 Week of 26 May-1Jun	<b>READINGS:</b> Shi and Singh Chapters 1 - 2
<b>HEALTH PROFESSIONALS &amp; EVOLUTION OF CARE IN THE US</b>	
2 2 Jun-8Jun	<b>READINGS:</b> Shi and Singh Chapter 3 - 4
<b>MEDICAL TECHNOLOGY AND HEALTH SERVICES FINANCING</b>	
3 9 Jun-15 Jun	<b>READINGS:</b> Shi and Singh Chapter 5 - 6
<b>INPATIENT &amp; OUTPATIENT SERVICES</b>	

<p style="text-align: center;"><b>4</b></p> <p>16Jun-22Jun</p>	<p><b>READINGS:</b> Shi and Singh Chapter 7 - 8</p> <p><b>Submit Research Paper Topic Proposal (One page)</b></p> <ul style="list-style-type: none"> <li>• Identify topic</li> <li>• Brief one paragraph summary of problem or opportunity</li> <li>• Three (3) key references</li> </ul>
<b>MID TERM EXAM (Chapters 1 – 6)</b>	
<p style="text-align: center;"><b>5</b></p> <p>23Jun-29Jun</p>	<p><b>MID TERM EXAM</b></p>
<b>MANAGED &amp; LONG TERM CARE</b>	
<p style="text-align: center;"><b>6</b></p> <p>30Jun-6Jul</p>	<p><b>READINGS:</b> Shi and Singh Chapter 9 - 10</p>
<b>SOCIAL &amp; COST / QUALITY / ACCESS COMPONENTS OF CARE</b>	
<p style="text-align: center;"><b>7</b></p> <p>7Jul-13Jul</p>	<p><b>READINGS:</b> Shi and Singh Chapter 11 - 12</p>
<b>HEALTH POLICY &amp; THE FUTURE OF THE INDUSTRY</b>	
<p style="text-align: center;"><b>8</b></p> <p>14Jul-20Jul</p>	<p><b>READINGS:</b> Shi and Singh Chapter 13 - 14</p>
<b>FINAL EXAM (Chapters 1 – 14)</b>	
<p style="text-align: center;"><b>9</b></p> <p>21Jul-27Jul</p>	<p><b>FINAL EXAM</b></p>
<b>PAPER DRAFT #1 DUE – Peer Review</b>	
<p style="text-align: center;"><b>10</b></p> <p>28Jul-3Aug</p>	<p><b>Submit Research Paper Topic Draft for Peer Review</b></p> <ul style="list-style-type: none"> <li>• Comment on at least two of your peer’s papers</li> </ul>

	<b>PAPER FINAL DRAFT DUE</b>
<b>11</b> 4Aug-8Aug	<b>FINAL PAPER DUE</b>

RECOMMENDED BOOKS FOR ADVANCED STUDY:

Feldstein, P. (2003). *Health Policy Issues: An Economic Perspective* (3rd ed.). AUPHA-HAP.

Feldstein, P. (2001). *The Politics of Health Policy Legislation* (2nd ed.). AUPHA-HAP.

Fuchs, V. (1998). *Who Shall Live? Health, Economics, and Social Choice*. Expanded Edition. World Scientific.

Kovner, A. & Knickman, J. (2005). *Health Care Delivery in the United States* (8th ed.). Springer Publishing Company.

Starr, P. (1982). *The Social Transformation of American Medicine*. Basic Books.

Williams, S. & Torrens, P. (2001). *Introduction to Health Services* (6th ed.). Thomson-Delmar Publishing.