

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

HCAD500

Course Summary

Course : HCAD500 **Title :** Healthcare and Healthcare Systems

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course examines an overview of the origins, components, organization, demographics, and trends in the United States Healthcare System. It is intended to serve as an introduction to the complexity of the United States Healthcare System, including how our healthcare system has evolved, settings where healthcare is delivered, how healthcare is financed, healthcare workforce challenges and future trends.

Course Scope:

This course will provide the graduate student with a comprehensive overview of the complex United States Healthcare System (USHS) to include how it has evolved into its current state. We will also discuss events that have had major impacts on the healthcare system to include current healthcare reform efforts. Key topics will include: (1) an overview of the USHS, (2) analysis of key stakeholders, (3) the evolving healthcare delivery and payment systems, (4) analysis of healthcare delivery settings, and (5) future trends in healthcare.

(Note to students: The course materials, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning course work necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course).

Objectives

The APUS Master of Science in Healthcare Administration is seeking accreditation through the Commission on the Accreditation of Healthcare Management Education (CAHME). One requirement for being accredited is that "The Program will adopt a set of competencies that align with the mission and types of jobs graduates enter. The Program will use these competencies as the basis of its curriculum, course content, learning objectives and teaching and assessment methods (CAHME Eligibility Requirements and Accreditation Criteria Revisions, Section III.A.1). The competencies identify the most important types of knowledge and skills that APU's Graduate Healthcare Administration students are expected to acquire and develop, and they serve as the basis on which students' performance is assessed throughout their time in their program of study. Specifically, the combination of competencies and performance assessments based on the competencies seek to answer the question: What are the most important knowledge and skills that students should demonstrate at graduation based on the learning experiences offered during the program.

Accordingly, APU's Master of Science in Healthcare Administration, through the feedback of the programs advisory council and faculty have adopted the [American College of Healthcare Executives' \(ACHE's\) Leadership Competencies for Healthcare Services Managers](#).

The domain and associated competencies that will be utilized for performance assessment in this course are:

1. Professionalism and Social Responsibility

1. Ethical Conduct & Social Consciousness

2. Healthcare and Healthcare Environment

1. Health Systems & Organizations
2. Health Workforce

Course Objectives	Competencies and Performance Levels	Assessment
1. Examine key forces that have shaped and are shaping the United States Healthcare System	Healthcare systems and organizations (Novice)	Discussion Forum Exams
2. Demonstrate an in-depth understanding of how healthcare is delivered in the United States	Healthcare systems and organizations (Novice)	Discussion Forum Exams
3. Distinguish between different health insurance and reimbursement methods for healthcare services	Healthcare systems and organizations (Novice)	Discussion Forum Exams
4. Analyze health trends in healthcare demand, quality, and access	Healthcare systems and organizations (Novice)	Case Study Discussion Forum
5. Critique current trends and issues affecting the healthcare workforce	Health workforce (Novice)	Discussion Forum

Course Objectives	Competencies and Performance Levels	Assessment
6. Describe key aspects of the United States Healthcare System and identify solutions to healthcare problems	Healthcare systems and organizations (Competent)	Final Paper Discussion Forum Exams
7. Analyze professional competencies that need to be developed in order to realize career goals and objectives	Ethical Conduct & Social Consciousness (Novice)	Competency Self-Assessment

Outline

Week 1: The U.S. Healthcare System- An Overview

Learning Outcomes

1. Describe how the United States Healthcare System is unique compared to the healthcare systems of other wealthy nations
2. Describe major healthcare problems found in the United States Healthcare Delivery System
3. Identify your current competency level using ACHE's Leadership Competencies for Healthcare Services Managers

Required Readings

Library eBooks:

Walston, S., & Johnson, K. (2021) Healthcare in the United States: clinical, financial, and operational dimensions.
Health Administration Press (Chapters 1, 7, and 13)

Assignments

- Written Assignment: Competency Self-Assessment
- Introduction Forum

Recommended Optional Reading
Recommended Media

Week 2: Historical Overview of Healthcare in the United States

Learning Outcomes

1. Develop an understanding of how healthcare in the United States has evolved over the last century

2. Analyze seminal events that have shaped the United States Healthcare System

Required Readings

Library eBook:

Walston, S., & Johnson, K. (2021) Healthcare in the United States: clinical, financial, and operational dimensions.

Health Administration Press (Chapter 1)

Duffy T. P. (2011). The Flexner Report--100 years later. *The Yale Journal of Biology and Medicine*, 84(3), 269–276. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3178858/>

Assignments

- Week 2 Forum: Historical Overview of Healthcare in the United States
- Introductions to Advising

Recommended Optional Reading

Recommended Media

Week 3: Healthcare Insurance and Reimbursement Methods

Learning Outcomes

1. Distinguish between the different reimbursement models used in the United States Healthcare System
2. Understand how the various managed care plans function
3. Identify the ways in which managed care plans attempt to reduce the utilization of healthcare services
4. Understand the concept of Accountable Care Organizations

Required Readings

Walston, S., & Johnson, K. (2021) Healthcare in the United States: clinical, financial, and operational dimensions.

Health Administration Press (Chapter 8 and 9)

Assignments

- Written Assignment: Case Study

Recommended Optional Reading

Recommended Media

Week 4: Cost, Access and Quality in Healthcare

Learning Outcomes

1. Identify quality measures reported by healthcare facilities.
2. Describe how quality measures support medical decision-making

Required Readings

Walston, S., & Johnson, K. (2021) Healthcare in the United States: clinical, financial, and operational dimensions.

Health Administration Press (Chapter 10)

Assignments

- Midterm Exam

Recommended Optional Reading
Recommended Media

Week 5: Healthcare Disparities in the United States

Learning Outcomes

1. Investigate healthcare disparities in local communities
2. Critique local initiatives used to reduce healthcare disparities
3. Understand the causes of disparate populations in the United States

Required Readings

Walston, S., & Johnson, K. (2021) Healthcare in the United States: clinical, financial, and operational dimensions.
Health Administration Press (Chapter 12)

Assignments

- Peregrine Assessment

Recommended Optional Reading
Recommended Media

Week 6: Healthcare Delivery Settings

Learning Outcomes

1. Differentiate non-profit and for-profit hospitals
2. Evaluate requirements hospitals must meet to maintain non-profit status
3. Understand the reason for the rapid rise in outpatient care

Required Readings

Walston, S., & Johnson, K. (2021) Healthcare in the United States: clinical, financial, and operational dimensions.
Health Administration Press (Chapters 3, 4, 5, and 6)

Assignments

- Week 6 Forum: Healthcare Delivery Settings in the United States
- SMART Goal Setting

Recommended Optional Reading
Recommended Media

Week 7: The Healthcare Workforce

Learning Outcomes

1. Understand common categories of healthcare professionals
2. Value the importance of interprofessional collaboration among healthcare professionals
3. Analyze trends in the healthcare workforce

Required Readings

Walston, S., & Johnson, K. (2021) Healthcare in the United States: clinical, financial, and operational dimensions.

Health Administration Press (Chapter 2)

Assignments

- Written Assignment: Final Paper

Recommended Optional Reading

Recommended Media

Week 8: Evaluating the Quality, Safety, and Value of Healthcare Services

Learning Outcomes

1. Understand how creativity and innovation can improve the U.S. Healthcare System
2. Examine emerging trends in healthcare that will change the future of healthcare delivery
3. Analyze how leadership skills can help healthcare administrators/managers meet the demands and challenges facing healthcare

Required Readings

Walston, S., & Johnson, K. (2021) Healthcare in the United States: clinical, financial, and operational dimensions.

Health Administration Press (Chapter 11 and 14)

Assignments

- Final Exam

Recommended Optional Reading

Recommended Media

Evaluation

Grading:

Name	Grade %
Discussions	25.00 %
Introductions	2.78 %
Week 2: Historical Overview of Healthcare in the United States	11.11 %
Week 6: Healthcare Delivery Settings in the United States	11.11 %
Assignments	42.50 %
Week 1 Competency Self-Assessment	10.00 %
Week 3 Case Study Analysis	12.50 %
Week 7 Final Paper	17.50 %
Peregrine Assessment	2.50 %
Exams	32.50 %
Mid-Term Exam	16.25 %
Final Exam 1	16.25 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Book Title: Healthcare in the United States: Clinical, Financial, and Operational Dimensions (Ebook available in the APUS Online Library)

Author: Kenneth L. Johnson and Stephen L. Walston

Publication Info: Health Administration Press Lib

ISBN: 9781640551459

Course Guidelines

Discussions

Guidelines:

Post the initial response to each forum by 11:59pm, ET, Wednesday.

Initial responses are to be original in content and demonstrate a thorough analysis of the topic.

Reply to more than (2) of your classmates in each forum by 11:59pm, ET, Sunday.

Responses to classmates are significant to advance the forum.

An initial post must precede the response posts to peers. An initial post received after Wednesday 11:59 pm will receive a 10% deduction for each day, for 3 days, prior to forum being graded. This means the highest grade possible for a late submission of 3 days, is 70%. However, response posts are due by Sunday 11:59 pm. If response posts are not submitted by this time, the discussion is over. Therefore, no points can be awarded for collaboration, and the highest grade possible for late submission past 3 days is 60%.

Assignment and Coursework Grading Policy

Students are expected to submit classroom assignments by the designated due date and to complete the course according to the published classroom schedule. Failure to submit coursework by the designated due date will result in a 10 percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days the maximum grade the student can achieve with a late submission will be a grade of 70% ("C-"). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible. Assignments will not be accepted more than 7 days past the due date, unless arrangements have been made in advance of the due date with the instructor.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and

[graduate](#) courses.

- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.