Course Syllabus

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Health Care Organization and Delivery

Course Information

This course is offered collaboratively through the UW MBA Consortium. Campus specific course information is listed below:

UW-Eau Claire: MBA 789: Health Care Organization and Delivery
UW-Oshkosh: MBA 769
UW-LaCrosse: BUS 700

Credit Hours: 2.0
Course Term: Summer 2023
Delivery Mode: Online
Course Dates: May 22, 2023 - July 9, 2023

If you are considering dropping this course, having a conversation with your academic advisor is a good place to start. You should also let the instructor know what your plans are. Click the following links, based on your home campus, to learn more about dropping this course: **Consortium/UW-Eau Claire** ⤵ **(https://help.wisconsinonlinemba.org/article/60-adding-dropping-classes)** | **UW Oshkosh** ⤵ **(https://uwosh.edu/registrar/students/add-drop-calendar/)** | **UW-Parkside** ⤵ **(https://www.uwp.edu/live/offices/registrarsoffice/adddrop.cfm)**

Instructor Information

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Course Description

This course provides a foundational understanding of our complex health system, from basic organization and management of the system to an exploration of the relationships between cost, quality, and access in the context of system improvement and health care reform. We will take a policy perspective as we explore influential factors on health care resource challenges such as paying for care,

supplying an adequate workforce, and application of technology to health care advances, and we will explore the various competing goals, priorities, and perspectives of the many participants in the health care arena. We will consider perspectives across the care continuum, from prevention to end-of-life care.

Learning Outcomes

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

- Understand the evolution of our health system over time and identify key characteristics and components of today's system.
- Evaluate forces, including policy implications, which influence health care delivery.
- Analyze the current status of and predicted policy changes to our health care delivery system and justify recommendations for change.

Required Course Materials

Title: Jonas' Introduction to the US Health Care System (8th edition, 2017)
Authors: Goldsteen.
ISBN: 978-0826131744

Please note that this ISBN may differ from what appears on the UWEC bookstore website. If ordering from a source other than the UWEC bookstore, be sure to use the ISBN provided here to ensure you get the correct text.

Click here to learn more about ordering textbooks ⬀ **(https://www.wisconsinonlinemba.org/order_textbooks.phtml)** . Contact **mba@uwec.edu (mailto:mba@uwec.edu)** with any textbook-related concerns.

Technology Requirements

Access to a computer and high-speed Internet connection that is capable of accessing Canvas.

Please review the minimum technology requirements and recommendations in the **Online Course Resources (https://uws.instructure.com/courses/578649/external_tools/2796)** link in the left-hand Course Navigation menu. To set yourself up for success, pay special attention to the sections on *Your Responsibilities*, *Strategies for Success*, *Tech Tips*, and *Tech Support*.

Course Topical Outline

- Unit 1: Introduction to the U.S. Health System – Overview and Evolution
- Unit 2: Organization and Management of the System – Role of Government
- Unit 3: Economic Support of the System
- Unit 4: Settings and Services Across the Care Continuum
- Unit 5: Other Resource Challenges – People, Knowledge, & Commodities

- Unit 6: International Health Systems
- Unit 7: Quality Improvement and Performance

Assignments and Activities

Each unit will span a week, and will generally consist of the following components: Assigned Readings, Instructor Commentary and Clips, Homework Assignment, and Group Discussion. I have tried to arrange a schedule of activities and assignments consistent with a "3 deadlines" per week set-up whenever possible, typically made up of at least one assignment and one discussion each week (although one week will have no assignment, but extra discussion). Additional learning and assessment will include a final individual project where you will synthesize your learning by preparing a health policy issue brief. Another ungraded component includes an open forum for ancillary discussion of other health care-related current events to further develop contemporary health care expertise.

Health care is fluid, and as such so will be this course. We plan to draw on perspectives from Research, Industry, Policy, Practice, and other contemporary sources in the teaching of this course. These varied perspectives will allow you to gain an understanding of the history and evolution of the system, its current status, and possible avenues for change in the future. You will better understand the forces that drive change (or maintenance of the status quo) as a result of readings, professional insights, discussions and reflections, and you will have an opportunity to draw on your own experiences as health care consumers, your health care professional experience (if you have it), and the experiences of your peers as part of this online learning environment.

The final grade earned for this course will be based on the final percentage of points earned during the term for the following categories:

Assessment Type	Percent
Introduction – this allows you to share a little about yourself with the class and what type of background experience and perspective you have to offer the group.	3%
Weekly Discussions – these discussions will allow the student to synthesize the content from the text and commentary with contemporary events, personal or professional experiences, and other contemporary sources (academic, news, government publications), as well as to influence the direction of course content. One week has "extra" discussion and another a "shorter" discussion. A discussion grade will be given at the culmination of each discussion.	55%
Weekly Assignments – during most weeks, in addition to the weekly discussion as described above, the student will complete a weekly assignment. Assignments generally reflect knowledge gained or applied	30%

as a result of the assigned reading and commentary, and typically consist of responding to 2 questions out of 3 or 4 possible choices.	
Final Project - Students will prepare a policy issue brief	12%
TOTAL	100%

A comprehensive list of all course activities is listed in the calendar.

Final Letter Grade Scale

Percentage	Consortium /UW-Parkside	UW-Oshkosh
93-100%	A	A
90-92.9%	A-	A-
87-89.9%	B+	B+
83-86.9%	B	B
80-82.9%	B-	B-
77-79.9%	C+	C+
73-76.9%	C	C
70-72.9%	C-	C
67-69.9%	D+	F
63-66.9%	D	F
60-62.9%	D-	F
0-59.9%	F	F

Consortium's Excused Absence Policy

An absence will be considered excused or authorized according to the following institutional policies:

1. The student's home campus policy on excused absences will apply.
   - **UW – Oshkosh** ⤷ **(https://www.uwosh.edu/registrar/policies/attendance-policy)**
   - **UW-Parkside** ⤷ **(https://www.uwp.edu/learn/academiccatalog/2019-2021/upload/201921-ACADEMIC-CATALOG-082619.pdf)** (see page 31)
2. UW MBA Consortium students will follow the **UW – Eau Claire Authorized Absence Policy** ⤷ **(https://www.uwec.edu/kb/article/class-attendance-and-authorized-absence-policies/)** .

If your absence falls into the excused absence category, please contact me as soon as possible. I may request that you provide documentation, and I may need time to make alternative assessments available

to you.

Homework Grading Criteria and Late Work Policy

Most weeks there will be a homework assignment related to the assigned readings and commentaries. Homework assignments are to be submitted by the due date listed in the calendar. Overall, these are designed to expand your understanding and give both of us a better sense of how well you understand the materials you have read. General feedback and answers to each assignment will be provided in the News, the week following the due date so that you will be able to learn from any mistakes that you have made or learn more about the topics to which you didn't respond. Although, homework assignments are graded, the grade you receive will, in general, be based on effort. If homework meets criteria below, you may earn up to 10 points per question, with points deducted for lack of comprehensiveness, timeliness, length requirements, or poor writing.

- Comprehensiveness of response - i.e. Were at least some of the points in the sample response addressed in yours? Did you make parallels in your response to the readings or commentary? Demonstrates adequate depth of knowledge.
- Submitted on time
- Response of at least 1 paragraph, but less than 1 page/question (maximum length 1 page for both questions)
- Writing-Clear, organized, easily understood. Spelling, grammar, mechanics nearly flawless.

Assignments are due by 11:59 p.m. CST, on the Due Date, with a 7 hour "grace period". Beyond the due date, there will be a 10% reduction for each day work is late (7 hours to 24 hours late = 1 day late (-10%), 24-48 hours late = 2 days late (-20%), etc.).

Discussion Grading Criteria

The discussions are a critical part of an online class. They are your opportunity to interact with course material, as well as introduce areas of special interest to you, for further discussion. To participate effectively, you will need to read the weekly commentary and assigned course materials and likely conduct some outside research to contribute to a rich discussion.

In each weekly discussion there are multiple Discussion topic options. You are NOT required to make a direct response to my posted discussion prompts (and you should definitely not make a direct response to multiple prompts)-these question prompts are provided to offer breadth to the discussion and get things started-the discussion is your place, as a student, to build from there and introduce and participate in additional content areas of interest, that relate to a given week's theme(s). Ideally, over the course of the class, at least a few of your initial posts to the discussions will be direct responses to the question prompts but requiring every student to make a direct response every week leads to redundancy and many students never having their posts followed up on (*especially* among those who tend to post closer

to Tuesday). I'd much prefer to see conversations grow and develop with students building off each other's ideas than multiple direct responses to my posted discussion prompts, saying similar things.

When I evaluate discussion in this class, I look at four major elements: effective use of outside material, substantive content/adding-value, writing quality, quantity/timing patterns.

Effective Use of Outside Resources

Most of your discussion posts should include reference to outside resources. While you are encouraged to relate post responses to the course readings/course content, there is also an expectation that you will use **resources from outside the course** (academic sources, news articles, websites, business materials, other documented resources).

- You should include hyperlinks to these resources whenever possible, but **if** *that is not possible*, instead provide a complete citation (any format). If you have linked to the source (highlight text and click the little "chain" icon to hyperlink to an outside source), a citation is not necessary.
- You are expected to demonstrate that you have read and understand the findings in that material and integrate it into the discussion in such a way that it moves the discussion forward. Simply including a quote or posting a link to an external resource at the bottom of a post will not improve your score.
- A minimum of 2 of your "substantive posts" are expected to contain reference to outside materials. Integrating external resources to support your opinion and introduce new content is an easy way to ensure a post is "substantive" although it is possible to make a quality "substantive post" without an external citation, for example, by describing a relevant anecdotal example from, your workplace.

Substantive Content/Adding Value to Discussion Posts

"Substantive" posts add value to the discussion. Simply "agreeing" with a post, even if you use a lot of text to do so, is not substantive, nor does it add value to the discussion. Substantive, value-added posts generally:

1. Concisely communicate critical reflective thinking about the topic. *A "substantive" post can often be succinctly communicated in two relatively short paragraphs.*
2. Includes integration of and links to outside material as explained above.
3. Relates to course commentary or assigned readings/videos.
4. Connects course material to work or life experiences.
5. Encourages and advances discussion. Beyond presenting interesting or controversial topics within your postings, other ways to "advance discussion" include:
   - Indicating whether you agree or disagree (or especially both!) with what another person posted and explaining why - If you agree with a comment made by your someone, provide reasons/insight beyond what was already mentioned by your them, and if you disagree, please do it respectfully/justify with reasons.
   - Presenting a counterpoint (whether you personally agree with it or not) to a point another person has made.

- Sharing relevant anecdotes from work or personal experiences
- Tying in recent news events to the topic at hand
- Describing an example of how you might apply what you are learning in the unit to your work or personal life.
- Posing a question in response to a point you have made, story you have shared, or reference you have made, to take the discussion in a new direction (note: questions don't advance the discussion when posted late in the week).

Discussions will be made up primarily of "substantive" posts, advancing information, experiences and conversation. However, the best discussions also tend to flow organically, and sometimes you may wish to make comments in response to a posting that does not fit the "substantive" description above, and I don't want to discourage that. We will call those "conversational posts" – while they may help the discussion to flow and/or to affirm others' perspectives, and demonstrate a pattern of engagement with the course, they don't add substantively new content to the discussion, and thus will not be considered "substantive posts."

Writing Quality and Quantity

Writing Quality

Each discussion post should be prefaced with a "headline" in bolded text. Although there is no "subject" line for posts in Canvas, a "headline", prior to your narrative post, gives participants a glimpse, in a short phrase, about the focus/idea you are covering in your post. As sub-discussions develop, they take on different focuses. Using headlines makes it easier for people to skim for content that piques their interest, see the evolution of a discussion and join in on those of greatest interest to them. Even when you are "replying" to someone else's post, you should create a new headline, relative to the content of *your* post.

Additionally, your posts should be easy-to-understand, well-formatted and contain a minimum of grammatical and spelling mistakes. Use spell check, and double check formatting after you submit if composing posts in Word and cut/pasting them into the discussion board.

- ***A note about editing posts****: The course default is to not allow students to edit posts –the argument to disallow this is to avoid weird, choppy discussions that may lose their meaning, or replies that no longer make sense if a major edit has occurred. However, this also prohibits a student from correcting a typo or adding a headline or link if they forgot. So, with the stipulation that the "edit" button should be primarily used just for these purposes, I will enable student editing.*

Quantity

A minimum of 4 "substantive" discussion posts are required for most weekly discussions (unless otherwise specified-see weeks 4 & 7), and these posts should span at least two different colored discussion topics. Among your "substantive" posts, at least 2 must include reference to external resources to obtain full credit. **It is possible to obtain full credit for a typical weekly discussion with**

only 4 posts. There is no *expectation* to make "extra" posts (although this is not prohibited). Making 4 or 5 substantive posts and an extra conversational post (or two or three) is considered excellent work (acceptable/welcomed, but neither encouraged or discouraged), however making 10+ posts per week would be considered excessive and may detract others from fully participating.

Timing Your Discussion Posts

Each weekly discussion will run Sunday 12am – the following Sunday 11:59pm. For the class discussion to flow well, it needs regular participation throughout the week. To prevent an upcoming week's discussion from gaining too much steam before we have wrapped the previous week's discussion, **please do NOT post in the upcoming week's Discussion prior to Sunday**. For each week's Discussion at least 1 post must be made between Sunday – Tuesday and at least 1 post must be made Wednesday-Sunday. Postings (whether substantial or conversational) should occur on at least 3 different days, spread across a minimum of 4 days (e.g., M-T-W is not okay, but M-F-Sa is fine), to demonstrate some regular engagement throughout the 8-day discussion.

Thus, a student who prefers to complete all coursework M-F can do that (e.g., you could post your initial response on Monday and make the majority of your response postings earlier in the week but with at least one post made on Friday), but a student who prefers to complete schoolwork primarily on weekends could post their initial response on Sunday and then the majority of their follow up responses Friday evening through Sunday. Whatever works best for you.

You can find some examples of substantive vs conversational posts, headlines, and hyperlinks for citations here (https://uws.instructure.com/courses/578649/pages/sample-discussion-posts) **.**

Assigning Grades

These are some guidelines in how I will use **these expectations to assign grades** (https://uws.instructure.com/courses/578649/pages/grading-points-and-guidelines-for-discussion-posts) to the weekly discussions.

Netiquette: Communicating with Your Classmates or Me

Because this is an online course, I ask that you communicate with me either via email or the Raise your Hand discussion. Although I try to check our course daily, I probably check my email more often, so if there is a question that necessitates an urgent repose or someone notices confusion on the Raise Your Hand Board, I welcome someone to email me to check it out. If I do get an email question that I think other students may have, I may post the question and response on the Raise Your Hand discussion board. Please remember to be professional in all communications: use standard capitalization, punctuation, and appropriate language; spell check your messages before sending them; and be sure that you include all the information I will need to act on your message. In every email message, please

be sure to include your full name and MBA 789 so I know exactly who and to which class the message pertains. Keep in mind, too, that we're communicating asynchronously, which means that we won't always be online at the same time. Therefore, be sure you allow enough time for a response. My goal is to respond to all messages within 24 hours during the week.

Academic Conduct

To foster a productive learning environment, all students are required to accept and adhere to the Student Code of Conduct agreement in order to participate in this course.

Academic Integrity Policy

All class materials are the intellectual property of the instructor and may not be shared outside of this course (e.g., to commercial "study sites") without my permission.

Unless I specify otherwise, all work that you turn in to me should be an individual effort. The sentence structure, wording, and content for your assignments and discussions must be your original work. Academically dishonest behaviors include (but may not be limited to) the following:

- Intentionally or unintentionally presenting someone else's ideas or words as your own, either as a direct quote or paraphrased or summarized material, without the proper citation. All quotes and direct references must include citations. Remember to use APA format for citations. See the **OWL website from Purdue** ⤷ **(http://owl.english.purdue.edu/owl/resource/560/01/)** for APA citation guidelines.
- Submitting work that is identical to or so similar to that of another's in its wording, sentence structure, and content that it cannot be considered original.
- Plagiarizing yourself by submitting work for evaluation in this course that was previously graded or otherwise evaluated in another course. You can cite your previous work. If you want to use your previous work, contact me first.
- Making up data or citations.
- Consulting resources to complete a graded course assessment other than those allowed in the assessment directions. If you are unsure what is considered as an authorized resource, consult with your instructor.
- Helping someone else engage in academically dishonest behavior, including posting course materials online.
- Violating copyright laws. In some cases, citing a source is not sufficient; you also have to obtain permission from the original source for the materials you use. Likewise, if you use any materials from this course outside this course, you may need permission to use them (e.g., in your company's training manuals, publications, or style guides).

Any investigation into any form of academic misconduct will result in a report to the dean of students and in student academic disciplinary sanctions as established by the UW System Board of Regents (**UWS Chapter 14** ⤷ **(https://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf)**).

Disciplinary procedures from the student's home campus dictate the disciplinary action against students who engage in academic misconduct.

Notice of Copyright

Materials in this course—unless otherwise indicated—are protected by United States copyright law [Title 17, U.S. Code]. Materials are presented in an educational context for personal use and study and should not be shared, distributed, or sold in print—or digitally—outside the course without permission. As a student, your ability to post or link to copyrighted material is also governed by United States copyright law. The law allows for students to post or link to copyrighted materials within the course environment when the materials are pertinent to coursework. Instructors—or other staff of the institution—reserve the right to delete or disable your post or link if in their judgment it would involve violation of copyright law.

Accommodation for Students with Disabilities

In order to ensure that all of our students have equitable access to our online course materials, we strive to meet the guidelines set by Section 508 of the Rehabilitation Act, which requires the public to provide reasonable accommodations to individuals with disabilities when posting web-based materials. Canvas is **compliant with W3C's Web Accessibility Initiative** **(https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas)** and with **Section 508** **(https://www.section508.gov/)** guidelines. Additionally, Canvas was certified as a **substantially conformant LMS** **(https://webaim.org/services/certification/canvas)** by WebAIM, a third-party authority in web accessibility. If you find that course materials are not posted in a format that meets your needs, or you need testing accommodations, please contact Online Course Support at **BIZHelp@uwec.edu** **(mailto:bizhelp@uwec.edu)** and we will work with you to find a reasonable accommodation.

Course Summary:

Date	Details	Due
Sun May 21, 2023	📄 **DRAFT: You May Begin Posting in Unit 1 Discussion**	to do: 11:59pm
Mon May 22, 2023	📅 **Complete the Code of Conduct (https://uws.instructure.com/calendar?event_id=1427475&include_contexts=course_578649)**	12am
	💬 **Introductions (https://uws.instructure.com/courses/578649/assignments/6014809)**	due by 11:59pm
Tue May 23, 2023	📅 **Complete Follow-up Responses to Introductions**	12am

Date	Details	Due
	(https://uws.instructure.com/calendar? event_id=1427479&include_contexts=course_578649)	
	🗫 **DRAFT: Unit 1 Discussion:** **Introduction to the U.S. Health** **System** **(https://uws.instructure.com/courses/578649/assignments/6802163)**	due by 11:59pm
	📅 **Initial Post for Unit 1** **Discussion Due** **(https://uws.instructure.com/calendar?** **event_id=1427473&include_contexts=course_578649)**	11:59pm
	📝 **Unit 1 Assignment: US Health** **Care System** **(https://uws.instructure.com/courses/578649/assignments/6014812)**	due by 11:59pm
	🗫 **Unit 1 Discussion:** **Introduction to the U.S. Health** **System** **(https://uws.instructure.com/courses/578649/assignments/6014804)**	due by 11:59pm
	📄 **1.1 Unit Overview & Required** **Readings**	to do: 11:59pm
	📄 **DRAFT: Post at Least One** **Discussion Response in Unit 1** **Discussion**	to do: 11:59pm
Mon May 29, 2023	📄 **Complete Participation in Two** **Unit 1 Discussion Topics**	to do: 11:59pm
	📄 **DRAFT: Complete Participation** **in Two Unit 1 Discussion Topics**	to do: 11:59pm
Tue May 30, 2023	📅 **Initial Post for Unit 2** **Discussion Due** **(https://uws.instructure.com/calendar?** **event_id=1427471&include_contexts=course_578649)**	11:59pm
	📝 **Unit 2 Assignment:** **Organization and Management of** **the System** **(https://uws.instructure.com/courses/578649/assignments/6014813)**	due by 11:59pm

Date	Details	Due
	🗨 **Unit 2 Discussion: Organization and Management of the System** (https://uws.instructure.com/courses/578649/assignments/6014805)	due by 11:59pm
	📄 **2.1 Unit Overview & Required Readings**	to do: 11:59pm
Sun Jun 4, 2023	📄 **Complete Participation in Two Unit 2 Discussions**	to do: 11:59pm
	📅 **Initial Post for Unit 3 Discussion Due** (https://uws.instructure.com/calendar?event_id=1427477&include_contexts=course_578649)	11:59pm
Tue Jun 6, 2023	✏ **Unit 3 Assignment: Economic Support of the System** (https://uws.instructure.com/courses/578649/assignments/6014814)	due by 11:59pm
	🗨 **Unit 3 Discussion: Economic Support of the System** (https://uws.instructure.com/courses/578649/assignments/6014806)	due by 11:59pm
	📄 **3.1 Unit Overview & Required Readings**	to do: 11:59pm
Sun Jun 11, 2023	📄 **Complete Participation in Two Unit 3 Discussions**	to do: 11:59pm
	📅 **Initial Post for Unit 4 Discussion Due** (https://uws.instructure.com/calendar?event_id=1427472&include_contexts=course_578649)	11:59pm
Tue Jun 13, 2023	🗨 **Unit 4 Discussion: Providers Across the Care Continuum** (https://uws.instructure.com/courses/578649/assignments/6014808)	due by 11:59pm
	📄 **4.1 Unit Overview & Required Readings**	to do: 11:59pm
Fri Jun 16, 2023	📄 **Midterm Course Evaluation**	to do: 11:59pm

Date	Details	Due
Sun Jun 18, 2023	📄 **Complete Participation in THREE Unit 4 Discussions**	to do: 11:59pm
Tue Jun 20, 2023	📅 **Initial Post for Unit 5 Discussion Due** **(https://uws.instructure.com/calendar? event_id=1427474&include_contexts=course_578649)**	11:59pm
	📝 **Unit 5 Assignment: Other Resource Challenges** **(https://uws.instructure.com/courses/578649/assignments/6014815)**	due by 11:59pm
	💬 **Unit 5 Discussion: Other Resource Challenges** **(https://uws.instructure.com/courses/578649/assignments/6014807)**	due by 11:59pm
	📄 **5.1 Unit Overview & Required Readings**	to do: 11:59pm
Sun Jun 25, 2023	📄 **Complete Participation in Two Unit 5 Discussions**	to do: 11:59pm
Tue Jun 27, 2023	📅 **Initial Post for Unit 6 Discussion Due** **(https://uws.instructure.com/calendar? event_id=1427476&include_contexts=course_578649)**	11:59pm
	📝 **Unit 6 Assignment: International Health Systems** **(https://uws.instructure.com/courses/578649/assignments/6014816)**	due by 11:59pm
	💬 **Unit 6 Discussion: International Health Systems** **(https://uws.instructure.com/courses/578649/assignments/6014802)**	due by 11:59pm
	📄 **6.1 Unit Overview & Required Readings**	to do: 11:59pm
Sun Jul 2, 2023	📄 **Complete Participation in Two Unit 6 Discussions**	to do: 11:59pm

Date	Details	Due
Wed Jul 5, 2023	📅 **Initial Post for Unit 7 Discussion Due** (https://uws.instructure.com/calendar? event_id=1427478&include_contexts=course_578649)	11:59pm
	📝 **Unit 7 Assignment: Quality Improvement & Performance** (https://uws.instructure.com/courses/578649/assignments/6014817)	due by 11:59pm
	🗨 **Unit 7 Discussion: Quality Improvement & Performance** (https://uws.instructure.com/courses/578649/assignments/6014803)	due by 11:59pm
	📄 **7.1 Unit Overview & Required Readings**	to do: 11:59pm
Sat Jul 8, 2023	📝 **Final Project: Health Policy Brief** (https://uws.instructure.com/courses/578649/assignments/6014811)	due by 11:59pm
Sun Jul 9, 2023	📄 **Complete Participation in ONE Unit 7 Discussion**	to do: 11:59pm
	📄 **Final Course Evaluation**	to do: 11:59pm
	📝 **Final Grade** (https://uws.instructure.com/courses/578649/assignments/6014810)	