HSC 310 – Health Care Delivery

Faculty: Dr. Brad Beauvais, PhD, MBA, MA, LSSBB, FACHE
School of Health Sciences: 605-658-6500
Professor Phone: 210-627-1078
Primary Email: bradley.beauvais@usd.edu
Class Meeting Dates/Times: August 20th – December 9th
Delivery Method: Online

The Department of Health Sciences supports inclusivity - the state of all-embracing that is culturally attune, and which incorporates the needs and viewpoints of diverse communities to create an environment that feels welcoming to everyone, and where each individual feels he/she is valued.

I. Course Description

Health Care Delivery explores the history of health care delivery and how it has evolved to the current state. Contemporary trends in health care and ethical issues are considered. The importance of a system approach is emphasized. The continuum of care and the role of providers are discussed. The influence of reimbursement, payment processes, regulations, compliance demands, standards, quality assurance, and accreditation are explored.

Rationale

The course introduces the historical development, structure, operation, as well as current and future directions of the major components of the American health care delivery system. It examines the ways in which health care services are organized and delivered, the influences that impact health care public policy decisions, factors that determine the allocation of health care resources and the establishment of priorities, and the relationship of health care costs to measurable benefits. The course enables students to assess the role of organized efforts to
influence health policy formulation, and the contributions of medical technology, research findings, and societal values on our evolving health care delivery system. This is a required course within the major.

II. Course Prerequisites

A. Previous courses/experience: None

III. Course Goals

This course falls under the System-wide Graduation Requirements (SGR) goal of Expertise, with students focusing on one or more areas of in-depth study through their major and minor coursework, developing a level of expertise that will serve them not only in their intended career but also as educated citizens.

IV. Course & Program Learning Outcomes

HSC 310 is designed to assist the student in developing the eight end-of-program outcomes for the health sciences major.

<table>
<thead>
<tr>
<th>HSC 310 Health Care Delivery Outcomes</th>
<th>Corresponding Health Sciences Program Outcomes</th>
<th>Assessment of Outcome Achievement</th>
</tr>
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<tbody>
<tr>
<td>Acquire skills to work effectively with others</td>
<td>Teamwork Professionalism</td>
<td>Team Project Assignment</td>
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<tr>
<td>Develop skills to communicate effectively in verbal and written form</td>
<td>Communication Professionalism</td>
<td>Team Project Assignment</td>
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<td></td>
<td>Class Discussions/Participation Activities</td>
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<tr>
<td>Develop skills to use resources for in-depth understanding and answering questions</td>
<td>Problem-solving</td>
<td>Team Project Assignment</td>
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<td>Class Discussions/Participation Activities</td>
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<tr>
<td>Compare and contrast the U.S. health care system with that of models of health care delivery in other industrialized nations</td>
<td>Global Citizenship</td>
<td>Team Project Assignment</td>
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<td></td>
<td>Class Discussions/Participation Activities</td>
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<tr>
<td>Description</td>
<td>Subject</td>
<td>Assessment</td>
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<td>----------------------------------------------------------------------------</td>
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<tr>
<td>Describe the private, governmental, professional and economic contributions to the development and operation of the health care system</td>
<td>Leadership</td>
<td>Team Project Assignment</td>
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<td></td>
<td>Class Discussions/Participation Activities</td>
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<td>Describe systems processes, the types of interrelationships of health care facilities, services and personnel</td>
<td>Leadership</td>
<td>Team Project Assignment</td>
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<td></td>
<td>Class Discussions/Participation Activities</td>
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<tr>
<td>Recognize the special problems of high-risk populations and health system responses</td>
<td>Valuing</td>
<td>Team Project Assignment</td>
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<td></td>
<td>Class Discussions/Participation Activities</td>
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<tr>
<td>Identify the major ethical, economic, professional, and legal issues confronting providers, insurers and consumers</td>
<td>Valuing</td>
<td>Team Project Assignment</td>
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<td></td>
<td>Class Discussions/Participation Activities</td>
</tr>
<tr>
<td>Identify and describe the quality control activities of the current health care system and relate service provider behaviors to legal, ethical, and financial considerations</td>
<td>Problem solving</td>
<td>Team Project Assignment</td>
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<td></td>
<td></td>
<td>Class Discussions/Participation Activities</td>
</tr>
<tr>
<td>Understand the important challenges of the public sector in policymaking</td>
<td>Leadership</td>
<td>Team Project Assignment</td>
</tr>
<tr>
<td></td>
<td>Global Citizenship</td>
<td>Class Discussions/Participation Activities</td>
</tr>
</tbody>
</table>
V. Required Textbook(s):

VI. Instructional Methods
1. Textbook Reading
2. Discussions/Participation Activities
3. Questioning to elicit student response

VII. Evaluation Procedures

1. Participation: There are 300 discussion/participation points in the course. Weekly discussions will form the core route to learn the course material each week and will assure you have the opportunity to fully investigate the topics in question. To complete each weekly discussion, students are required to share a current article (with active link to the article) with the class in the discussion forum provided and draft a brief summary (in your own words) of the article for review by your peers. There will be no duplicate articles allowed and each student is required to respond to at least two peers’ posts. This requires all class members to review prior posts in advance of article submission and should incentivize everyone to post materials early for follow up conversation and discussion. This approach will also provide a unique review of as many articles as there are students in the class each week. Original author discussions should include a discussion of either the article’s connection to current events and/or how the subject matter relates to concepts presented in the text. Response input should develop on prior content and augment the discussion. Single sentence or superficial comments will not be considered sufficient for credit. The weekly discussion will close at midnight on the last day of the course week (Sunday). Late contributions will not be considered for grading. Make up discussions will only be available under conditions such as serious illness, family emergencies, etc., and will be provided solely at the discretion of the instructor. Note: students are encouraged to review the enclosed website before initiating course room discussions. The expectation is for the summaries to be developed in your own words. Mosaic or verbatim ‘cut and paste’ plagiarism will be closely monitored.

http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054

2. Team Project: The team project accounts for 200 points of this course. On Week Three, we will start our team project. Members will be assigned to teams by the instructor. This project consists of five assignments, a team presentation, and a peer-review in which students will grade their group members on their contributions to the team project. The five assignments are each worth 25 points. The presentations (worth 25 points) and the peer-review process (worth 50 points) will take place at the end of the semester.
3. **Exams:** There are 4 exams in this course. The final exam is a cumulative exam. The exams are each worth 100 points.

4. **ePortfolio:** Each student will complete an individualized ePortfolio and will upload the major course assignments to the ePortfolio. This assignment is worth 100 points.

**IX. Grading for Coursework Required within the Major**

1. The grading scale used for all HSC prefix coursework is:
   a. Grade A 900 – 1000 90% - 100%
   b. Grade B 800 – 899 80% - 89%
   c. Grade C 700 – 799 70% - 79%
   d. Grade D 600 – 699 60% - 69%
   e. Grade F 590 and below 59% and below

2. A maximum of 1000 points can be earned in this course.

3. Grades will be posted in D2L.

4. Students must earn a final grade of a ‘C’ or higher in all HSC prefix courses for satisfactory completion of the major.

5. **No extra credit** can be earned in any HSC prefix course.

6. **Assignment and Course Completion:**
   a. Any course assignments that are not submitted by the established deadline will result in a grade of zero (0) for the assignment.
   b. The final course grade may be reduced by up to 15% of the total points earned for behavior that is not consistent with that expected of a professional person, including late assignments or failing to hand in completed assignments. For example if you earn 800 points for completed work, but chose to not complete an assignment, your course grade earned could be a “D”. This is calculated in the following manner: Fifteen percent (15%) of 800 points is 120 points (800 – 120 = 680 which is a 68% or a “D”).
   c. **Assignment instructions and corresponding rubrics are provided within D2L and will be discussed/explained to students.**
X. Electronic Communication:

1. Because of ever-increasing reliance on electronic communications to more effectively and efficiently conduct official business with students of the University of South Dakota, certain electronic communication standards must be set by the University. As a result, email and announcements posted in myUSD Portal are considered official forms of communication at the University of South Dakota. It is imperative students understand that portal announcements and the University assigned e-mail addresses associated with the USD account shall be the official means of communication while they are a student and that they are responsible for information conveyed via announcements and email. The University has the right to expect that those communications be read in a timely fashion. Thus, as a student, you are responsible for checking your coyote e-mail account on a daily basis and you are responsible for all communication sent to you through your coyote e-mail account.
2. All formal electronic communication between the department faculty and student will occur via the D2L communication system. You can forward D2L email to your University coyote.edu address.

3. You cannot respond to an email sent from D2L through your coyote account. You will still need to respond to the email through D2L.

4. For more information on using D2L please visit the portal: http://my.usd.edu For access to D2L visit: https://d2l.sdbor.edu/

Instructor response time to D2L mail or phone messages

- I will check messages once during the day Monday through Friday and I will respond by the next business day.

- Weekend messages will be returned as soon as possible on the next business day.

- Feedback on written assignments and assessments will be primarily via the grading rubric and feedback box in D2L. Please call me if you need clarification or additional guidance on an assignment.

- If you do not receive a response to an e-mail within 24 hours Monday through Friday or if sent on the weekend, you have not received a response by the next business day, please call or notify me in person. There may have been an error in sending/receiving the e-mail.

- NOTE: Feedback on written assignments and assessments will be provided within two weeks of the due date unless otherwise notified.

XI. Technology Requirements:

Students registered for HSC 310 are required to have internet access and a current USD e-mail address. All computers should be able to run the latest editions of operating systems and programs utilized during the course. All course communication will be facilitated within D2L including notices and updates, assignments, drop-box submissions, and grades. Please contact the USD Information Technology Services Help Desk for assistance with D2L. Office: I.D. Weeks Room 104, (605) 658-6000, https://portal.usd.edu/technology/helpdesk/

1. Internet browser: Refer to CDE Online Orientation for this information. The orientation guide contains important information on accessing USD’s resources available to you online. http://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx?la=en
2. **Information Technology Services (ITS):** The ITS Help Desk provides prompt, knowledgeable and courteous computing support services.

   a. ITS Help Desk is located in the I.D. Weeks Library, Room # 104.
   b. Online Request Form - Create a support ticket with the ITS Help Desk Email
      Available 24x7: https://portal.usd.edu/technology/helpdesk/
   c. Phone Available 24x7
      i. On Campus: 605-658-6000
      ii. Toll Free: 877-225-0027
   d. The ITS campus office is closed on university holidays

3. **Desire2Learn - D2L:** Desire2Learn (D2L) is a course management system that is used by all South Dakota Board of Regents Universities. The Department of Health Sciences faculty uses D2L for all coursework, whether it is delivered on or off-campus. All coursework materials are provided within the D2L course and are available electronically to students 24/7. All course communication is facilitated within D2L including lecture notes, slides, assignments, drop-box submissions, and grades.

4. **Turnitin:** The Department of Health Sciences requires all writing assignments for the Health Sciences Major to be submitted to Turnitin to check for plagiarism. For your convenience, TurnItIn has been integrated directly into the D2L Dropbox tool.

5. **Collaborate Ultra:** Collaborate Ultra may be used for class participation and to share information and documents in an online session. Collaborate Ultra is a new, user-friendly version of Collaborate, available on desktops, laptops, and mobile devices. For the best experience using Collaborate Ultra, participants should use Google’s Chrome web browser. For an orientation guide please visit: https://docs.google.com/document/d/192rZjeIy25tP261-fmE9Q7YQjly_tkT66zF891_0oPo/edit?ts=57966337

6. **VAIL (Virtual Academic Integrity Laboratory) Tutor**

   a. The completion of Vail Tutor is required once per academic school year with a minimum score of 90%.
   b. The tutor is available through the University of Maryland University College at http://www.umuc.edu/current-students/learning-resources/academic-integrity/tutorial/index.cfm. The tutor consists of 4 modules:

      - Module 1: Understanding Academic Integrity, Plagiarism & Cheating
- Module 2: Understanding How to Avoid Plagiarism: tips and Strategies
- Module 3: Documentation Styles: When and How to Use them
- Module 4: Plagiarism Policies

c. There is a quiz at the end of the tutorial that covers all four modules. After completing and scoring the quiz, your Report of Successful Completion will be available to you. You may retake the quiz as often as needed to achieve the required score. Once you have received the required score, you will need to copy or print and scan your Report of Successful Completion and save. You will then submit the saved Report of Successful Completion to the drop box for this assignment.

Policies

University of South Dakota Student Handbook
http://www.usd.edu/~media/files/student-life/usdstudenthandbook.ashx

Student Accountability:

It is the responsibility of the student to know and to adhere to the policies, procedures, and deadlines of the University and the Department of Health Sciences.

Disability Accommodation
http://www.usd.edu/student-life/disability-services/accommodation-process

Any student who feels they may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

Notice of Nondiscriminatory Policy


In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal Opportunity and Chief Title IX Coordinator, Room 205 - Slagle, Vermillion, SD 57069. Phone: 605-677-5651 E-Mail: equalopp@usd.edu.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 Fax: 605-677-3172 E-Mail: dservice@usd.edu

Professional Standards of Conduct:

Professional conduct is expected of every student enrolled in Health Sciences coursework,
whether he/she is a declared major or not. Professional conduct is evidenced in behaviors which represent:

1. Ethical conduct
2. Integrity and honesty
3. Accountability
4. Respect for oneself, others and the rights of privacy and confidentiality
5. Appearance and communication consistent with a professional.
6. Respectful behavior in interpersonal relationships with peers, superiors, clients, and their families
7. Adherence to deadlines set by the faculty

**Professional Behaviors Grade**

Students in the Department of Health Sciences are expected to exhibit professional behavior. Evaluation of professional behaviors is incorporated into final course grading. Professional behaviors include but are not limited to: honesty, integrity, accountability, attendance, participation, professionalism, communication, teamwork, leadership and completion of all course assignments.

- The final course grade may be reduced by up to 15% of the total points earned for behavior that is not consistent with that expected of a professional person.
- A student who fails to exhibit professional behaviors may be dropped from the course, based on the discretion of the instructor.
- A student may be dismissed from the department for unprofessional behavior at the recommendation of the Health Sciences faculty team.

**Course Participation**

Your active participation in the course is required and models that of the professional healthcare provider. It is important that you take responsibility for participating in course discussions and activities as required. All students are expected to read and prepare assigned materials prior to established deadlines.

**Assignments**

All work must be submitted by the required date and time. No credit will be earned for exams or papers that are turned in after their deadlines. In addition, the final course grade may be reduced by 15% of the total points earned.

**Academic Integrity**

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University
supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 [www.sdbor.edu/policy/Documents/2-33.pdf](http://www.sdbor.edu/policy/Documents/2-33.pdf).

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

**Student Rights & Responsibilities Office**

Muenster University Center, 206  
Phone: 605-677-6030  
Email: srr@usd.edu

The office of Student Rights & Responsibilities (SRR) is charged with ensuring that the individual rights of students are upheld throughout the university community, while common standards for personal behavior are evidenced by all who enjoy USD affiliation. In addition to administering due process and adjudicating allegations of misconduct, SRR can assist with procedural questions related to SDBOR policy 3:4, the **Student Code of Conduct**, such as the referral process and resolution options, as well as in identifying available resources to support student success.  
[https://www.sdbor.edu/policy/Documents/3-4.pdf](https://www.sdbor.edu/policy/Documents/3-4.pdf)

- SRR is committed to fostering an environment of engaged citizenship for students.
- Accordingly, reasoned and civil discourse, integrity and intellectual honesty,
and the recognition of the rights of all are encouraged.

- SRR aids in cultivating a campus-wide ethic of accountability through its conduct processes.

**Student Appeals for Academic Affairs SD BOR Policy 2:9**


Students have the right to initiate the Academic Appeals Policy of the University of South Dakota as a means to redress any form of unjust, oppressive, discriminatory, or fundamentally unfair practice affecting a student’s academic performance and progress. Undergraduate Academic Appeals forms may be found on myUSD Portal. For questions regarding health sciences courses, contact Academic Affairs (Slagle Hall 105, 677-6497), or the Academic Dean of the School of Health Sciences.

**Cultural Insensitivity and Bullying**

One of the responsibilities and expectations of University of South Dakota students is that they will participate in the creation of a positive climate at USD that welcomes, comforts, and is inclusive of all students in the Residence Halls, classrooms, student organizations, and other parts of the University. Two critical issues that lead to a negative climate for and experience of diverse students are cultural acts of insensitivity and “bullying.” Making fun of or degrading individuals and the groups to which they belong is considered an act of cultural insensitivity. Bullying is defined as unwanted, aggressive behavior that is repeated, or has the potential to be repeated, over time. Bullying is repeated, deliberate, and disrespectful behavior that has the intent of hurting someone else. Teasing; making fun of; laughing at, or harassing someone over time is bullying. Bullying hurts, creates a negative climate, and can disrupt another student’s ability to function, sleep, concentrate, and to be academically successful.

**South Dakota Board of Regents Policies**


Students shall refer to the above link for the most current versions of South Dakota Board of Regents Policies. Sections 1-3 affect all University students.

**Student Appeals for Academic Affairs South Dakota (SD) Board of Regents Policy 2:9**


**Student Code of Conduct SD Board of Regents Policy 3:4**
## Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1: Aug. 20 -- Aug. 26</td>
<td><strong>Structure of the U.S. Health Care System</strong></td>
<td>Read Chapter 1: An Overview of US Health Care Delivery</td>
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<td>VAIL Certificate DUE to D2L dropbox by Sunday, Aug 27 at 11:59 p.m.</td>
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<td>Intro Discussion: Please introduce yourself to the class in the discussion forum identified for that purpose.</td>
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<td>Content Discussion (Weekly): Please post your initial discussion entry by Wednesday each week. Respond to AT LEAST TWO peers by 11:59 PM (Central) on Sunday each week.</td>
</tr>
<tr>
<td>Week 2: Aug. 27 -- Sept. 2</td>
<td><strong>Structure of the U.S. Health Care System: Beliefs, Values and Health</strong></td>
<td>Read Chapter 2: Beliefs, Values and Health</td>
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<tr>
<td></td>
<td></td>
<td>Content Discussion (Weekly): Please post your initial discussion entry by Wednesday each week. Respond to AT LEAST TWO peers by 11:59 PM (Central) on Sunday each week.</td>
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</tbody>
</table>
| Week 3: Sept. 3 - Sept. 9 | History of the Health Care System | Read Chapter 3: The Evolution of Health Services in the US
Divide up into teams for project. Teams: Decide on team leaders for the five projects. Start work on Patient Medical Condition, Payer Source, Policies, and Comparison Assignment

Content Discussion (Weekly): Please post your initial discussion entry by Wednesday each week. Respond to AT LEAST TWO peers by 11:59 PM (Central) on Sunday each week. |

| Week 4: Sept. 10 - Sept. 16 | Health Services Professionals | Read Chapter 4: Health Service Professionals
Teams: Work on Patient Medical Condition, Payer Source, Policies, and Comparison Assignment

Handbook Statement of Review due to D2L by Sun. Sept. 16 @ 11:59 p.m.

Content Discussion (Weekly): Please post your initial discussion entry by Wednesday each week. Respond to AT LEAST TWO peers by 11:59 PM (Central) on Sunday each week. |
| Week 5: Sept. 17-- Sept. 23 | **Structure of the U.S. Health Care System: Medical Technology** | **Exam 1 over Chapters 1 through 4 due Sunday, Sept 23 by 11:59 p.m.**

Read Chapter 5: Medical Technology

Teams: Work on Patient Medical Condition, Payer Source, Policies, and Comparison Assignment

**Patient Medical Condition, Payer Source, Policies, and Comparison Assignment DUE Sunday, Sept. 23 @ 11:59 p.m.** |

| Week 6: Sept. 24-- Sept. 30 | **Health Care Services: Financing and Outpatient Services** | **Read Chapter 6: Health Services Financing**

Read Chapter 7: Outpatient and Primary Care Services

Teams: Work on Facility and Services Assignment

**Content Discussion (Weekly): Please post your initial discussion entry by Wednesday each week. Respond to AT LEAST TWO peers by 11:59 PM (Central) on Sunday each week.** |
| Week 7: Oct. 1 -- Oct. 7 | **Health Care Services: Inpatient and Managed Care** | **Read** Chapter 8: Inpatient Facilities and Services  
Read: Chapter 9: Managed Care and Integrated Organizations  
**Teams:** Work on Facility and Services Assignment  
**Content Discussion (Weekly):** Please post your initial discussion entry by Wednesday each week. Respond to AT LEAST TWO peers by 11:59 PM (Central) on Sunday each week. |
| Week 8: Oct. 8 -- Oct. 14 | **Health Care Services: Inpatient and Managed Care** | Exam 2 over Chapters 5, 6, 7, 8 and 9 due Sunday, October 14 by 11:59 p.m.  
**Facility and Services Assignment DUE Sun., Oct 14 @ 11:59 p.m.**  
**Teams:** Work on Patient Education Handout on Third Party Payers |
| Week 9: Oct. 15 -- Oct. 21 | **Long Term Care** | **Read** Chapter 10: Long Term Care  
**Teams:** Work on Patient Education Handout on Third Party Payer  
**Content Discussion (Weekly):** Please post your initial discussion entry by Wednesday each week. Respond to AT LEAST TWO peers by 11:59 PM (Central) on Sunday each week. |
| Week 10: Oct. 22 -- Oct. 28 | **Special Populations** | **Read:** Chapter 11: Health Services for Special Populations  

**Teams:** Work on Patient Education Handout on Third Party Payer  

**Patient Education Handout on Third Party Payer DUE to D2L Sunday, Oct. 28 @ 11:59 p.m.**  

**Content Discussion (Weekly):** Please post your initial discussion entry by Wednesday each week. Respond to AT LEAST TWO peers by 11:59 PM (Central) on Sunday each week. |

| Week 11: Oct. 30-- Nov. 5 | **Cost, Access & Quality** | **Read** Chapter 12: Cost, Access and Quality  

**Teams:** Work on Health Care Barriers Assignment  

**Content Discussion (Weekly):** Please post your initial discussion entry by Wednesday each week. Respond to AT LEAST TWO peers by 11:59 PM (Central) on Sunday each week. |

Friday, Nov. 2 is last day to drop course with a “W”.

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<tr>
<th>Week 12: Nov. 5 -- Nov. 11</th>
<th>Health Care Policy</th>
<th>Read Chapter 13: Health Policy</th>
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<tbody>
<tr>
<td></td>
<td>Teams: Work on Health Care Barriers Assignment</td>
<td><strong>Barriers Assignment DUE Sun. Nov. 11 at 11:59 p.m.</strong></td>
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<td></td>
<td><strong>Content Discussion (Weekly): Please post your initial discussion entry by Wednesday each week. Respond to AT LEAST TWO peers by 11:59 PM (Central) on Sunday each week.</strong></td>
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<tr>
<th>Week 13: Nov. 12 -- Nov. 18</th>
<th>Future of Health Care Delivery</th>
<th>Read: Chapter 14 Future of Health Care Delivery</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Teams: Work on Readmission and Current Event Assignment</td>
<td><strong>Exam 3 over Chapters 10, 11, 12, 13 and 14 due Sunday, November 18 @ 11:59 p.m.</strong></td>
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<tr>
<th>Week 14: Nov. 29 -- Nov. 25</th>
<th>Final Presentations</th>
<th>Readmission/Current Events Assignment Due Sunday, Nov. 25 @ 11:59 p.m.</th>
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<tbody>
<tr>
<td><strong>Thanksgiving Break: No class on Wed. Nov. 21 and Friday, Nov. 23</strong></td>
<td></td>
<td><strong>Final Presentation Audio Powerpoint DUE to D2L drop box and post to discussion board by Sunday, Nov. 25 at 11:59 p.m.</strong></td>
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<tr>
<th>Week 15: Nov. 26 -- Dec. 2</th>
<th>ePortfolio Peer Evaluations of Team Members</th>
<th>Peer evaluation due to drop box by Sunday, December 2 @ 11:59 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ePortfolio with uploaded documents due Sunday, Dec. 2 @</strong></td>
<td></td>
</tr>
<tr>
<td>Week 16: Dec. 3 --Dec. 9</td>
<td>Exam 4</td>
<td>Cumulative Final Exam due by Sunday, December 8 @ 11:59 p.m.</td>
</tr>
</tbody>
</table>