



# HITT 1345 - Health Care Delivery Systems Course Syllabus

## Description

Examination of delivery systems including organization, financing, accreditation, licensure, and regulatory agencies.

## Semester Offered

Fall semester only

**Credits** 3

**Lecture Hours** 3

**Lab Hours** 0

**Extended Hours** 0

**Contact Hours** 48

**State Approval Code** 51.0707

**Instructor Name** Rachel Weekly

**Semester/Year** Fall 2024

## Meeting Time and Location

HITT1345.401 Online—students are expected to spend at least 3-4 hours per week (based on the number of contact hours for the particular course, change the number to reflect that) reading, reviewing, and participating in assigned activities for successful completion of this course.

## Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

## Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit [panola.edu/resources](http://panola.edu/resources).

## Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an

academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

### **Pregnant/Parenting Policy**

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

### **Artificial Intelligence (AI) Course Policy**

**Use of generated AI Permitted under some classroom circumstances with permission.**

There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). In such cases for Option #2, no more than 25% of the student work should be generated by AI. Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

### **Instructional Goals and Purposes**

To introduce student to the historic development, organization and characteristics of the health care delivery system; current payment and reimbursement systems; accrediting agencies applicable to health care; the functions of health care providers; organizational patterns of health care facilities; medical staff organization and bylaws; and to the health information management profession from its beginnings to the present.

### **Learning Outcomes**

1. Identify the components and functions of multiple healthcare delivery systems, including accreditation, licensure, regulations, payment, and reimbursement systems.
2. Describe routine institutional statistics.
3. Interpret health care data.
4. Prepare health care data for presentation purposes.
5. Evaluate the reliability and validity of health care data.
6. Explain the evolution of the healthcare systems in the United States.
7. Identify the social, legal, and economic factors that affect health care delivery.
8. Explain the development of the health information profession from its beginnings until the present and into the future.
9. Describe the historical development of healthcare reimbursement in the United States.

10. Describe the critical health policy issues in the U.S. and explain the future trends in health care.

### **Specific Course Objectives (includes SCANS)**

After studying all materials and resources presented in the course, the student will be able to:

#### **1. Chapter 1**

- a. Understand the nature of the U.S. health care system.
- b. Outline the key functional components of a healthcare delivery system.
- c. Get a basic overview of the Affordable Care Act.
- d. Discuss characteristics of the U.S. health care system.
- e. Emphasize importance for practitioners and managers to understand the health care delivery system.
- f. Get an overview of health care systems in selected countries.
- g. Point out global health challenges and reform efforts.
- h. Introduce the systems model as a framework.
- i. Define all key terms

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Biv, Bv, Bvi, Ci, Cii, Civ, Cv,**

**SCANS Workplace Skills: Ai, Aiii, Aiv, Bi, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Dii, Ei, Eii**

#### **2. Chapter 2**

- a. Study the concepts of health and disease, risk factors, and the role of health promotion and disease prevention.
- b. Get an overview of public health and appreciate its expanding role in health protection both in the United States and globally.
- c. Explore the determinants of health and measures related to health.
- d. Define all key terms.

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#### **3. Chapter 3**

- a. Understand the history of mental health care in the United States.
- b. Evaluate why the system has been resistant to national health insurance reforms.
- c. Explore the corporatization of health care.
- d. Identify the globalization of health care.
- e. Assess the prospects of new health care reform efforts.
- f. Define all key terms.

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#### **4. Chapter 4**

- a. Become familiar with the various types of health services professionals and their training, practice requirements, and practice settings.
- b. Differentiate between primary care and specialty care, and identify the causes of the imbalance between primary care and specialty care in the United States.
- c. Learn about the extent of maldistribution in the physician labor force and comprehend the reasons for such maldistribution.
- d. Appreciate the role of midlevel providers in health care delivery.
- e. Understand the role of allied health professionals in health care delivery.
- f. Discuss the functions and qualifications of health services administrators.
- g. Define all key terms.

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#### **5. Chapter 6**

- a. Study the role of health care financing and its impact on the delivery of health care.
- b. Understand the basic concept of insurance and how general insurance terminology applies to health insurance.
- c. Differentiate among group insurance, self-insurance, individual health insurance, managed care, high-deductible plans, and Medigap plans.
- d. Explore trends in employer-based health insurance.

- e. Examine the distinctive features of public insurance programs, such as Medicare, Medicaid, the Children's Health Insurance Program, the Department of Defense's programs, the Veterans Health Administration, and the Indian Health Service.
  - f. Understand the various methods of reimbursement and developing trends in reimbursement.
  - g. Discuss national health care and personal health care expenditures and trends in private and public financing.
  - h. Explore the effects of the Affordable Care Act on financing and insurance.
  - i. Assess current directions and issues in health care financing.
  - j. Define all key terms.
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**6. Chapter 7**

- a. Understand the meanings of outpatient, ambulatory and primary care.
  - b. Explore the main principles behind patient-centered medical homes and community-based primary care.
  - c. Identify the reasons for the dramatic growth in outpatient services.
  - d. Survey the various types of outpatient settings and services.
  - e. Describe the role of complementary and alternative medicine in health care.
  - f. Describe primary care delivery in other countries.
  - g. Assess the impact of the Affordable Care Act on primary care.
  - h. Define all key terms.
- SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Biv, Bv, Bvi, Ci, Cii, Civ, Cv,**  
**SCANS Workplace Skills: Ai, Aiii, Aiv, Bi, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Dii, Ei, Eii**

**7. Chapter 8**

- a. Understand the reasons for the subsequent decline of hospitals and their utilization.
  - b. Describe some key measures pertaining to hospital operations and inpatient utilization.
  - c. Compare utilization measures in U.S. hospitals to those in other countries.
  - d. Differentiate among various types of hospitals.
  - e. Comprehend some basic concepts in hospital governance.
  - f. Understand and differentiate between licensure, certification, and accreditation.
  - g. Define all key terms.
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**8. Chapter 9**

- a. Grasp the basic concepts of managed care and how managed care organizations achieve cost savings.
  - b. Distinguish between the main types of managed care organizations.
  - c. Examine the different models under which health maintenance organizations are organized and explain the advantages and disadvantages of each model.
  - d. Describe why managed care did not achieve its cost-control objectives.
  - e. Discuss the driving forces behind organizational integration and strategies commonly used to achieve integration.
  - f. Define all key terms.
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**9. Chapter 10**

- a. Describe the concept of long-term care (LTC) and its main features.
- b. Discuss the various types of LTC services.
- c. Describe who needs LTC and why.
- d. Identify the large variety of home and community-based LTC services, and who pays for these services.
- e. Describe LTC institutions and the levels of services they provide.
- f. Discuss specialized LTC facilities and continuing care retirement communities.
- g. Explore institutional trends, utilization, and costs.
- h. Explore the various aspects of private LTC insurance.

- i. Define all key terms.  
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10. **Chapter 11**

- a. Describe the population groups facing greater challenges and barriers in accessing health care services.
- b. Identify racial and ethnic disparities in health status.
- c. Discuss the health concerns of U.S. children and the health services available to them.
- d. Discuss the health concerns of U.S. women and the health services available to them.
- e. Describe rural health challenges and measures taken to improve access to care in rural populations.
- f. Describe the characteristics and health concerns of homeless populations and migrant workers.
- g. Describe the U.S. mental health system.
- h. Summarize the AIDS epidemic in the United States, the population groups affected by it, and the services available to patients with HIV/AIDS. (And the Band Played On)
- i. Identify the benefits of the Affordable Care Act for certain vulnerable groups.
- j. Define all key terms.  
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11. **Chapter 12**

- a. Identify the meaning of health care costs and review recent trends.
- b. Examine the factors that have led to cost escalations in the past.
- c. Describe regulatory and market-oriented approaches to contain costs.
- d. Explain why some regulatory cost-containment approaches were unsuccessful.
- e. Discuss the access to care framework and various dimensions of access to care.
- f. Describe access indicators and measurements.
- g. Explain the nature, scope, and dimensions of quality.
- h. Differentiate between quality assurance and quality assessment.
- i. Discuss the implications of the Affordable Care Act for health care costs, access, and quality.
- j. Define all key terms.  
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12. **Chapter 14**

- a. Identify the major forces of future change that affect health care delivery.
- b. Assess health care reform in transition in the United States.
- c. Describe the role of international cooperation in dealing with global threats.
- d. Provide an overview of new frontiers in clinical technology.
- e. Survey the future of evidence-based health care based on comparative effectiveness research and patient-oriented outcomes research.
- f. Define all key terms.  
**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Biv, Bv, Bvi, Ci, Cii, Civ, Cv,**  
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**Course Content**

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

**Methods of Instruction/Course Format/Delivery**

The above objectives will be evaluated by:

**Written Exercises**

Students will be required to complete and submit assigned Review Questions at the end of each chapter, complete an assignment on calculating healthcare statistics, and complete a written assignment concerning the movie *"And the Band Played On."*

**Examinations**

At least three computer-delivered examinations, including recognition and recall, analysis, and discrimination, will be given. At the end of the semester, a comprehensive final examination will be given.

### Health Care Issues Video Presentation Project

Students are required to create and submit a Health Care Issues Video Presentation Project to meet Objectives 1 and 12. This assignment is designed to enable the students to become aware of health-related issues in the community and those on a national level that will influence the community. The student will be required to create a video presentation. The presentation must follow the grading rubric and be submitted by the due date.

### Attendance Policy

This class will be entirely online. However, timely and adequate participation will determine the student's professionalism portion of their grade.

### Professionalism

Success in one's career is almost as dependent on professional behavior as academic knowledge and abilities. Students are expected to exhibit professional behavior in all activities associated with this course. Professional behavior includes:

- Participates in Class – The student participates in class discussions and informs the instructor promptly of unavoidable situations that cause the student to be delinquent with class assignments.
- Dependable – The student meets assignment deadlines and follows through to completion of responsibilities.
- Essential interpersonal and team skills – The student relates well to people, shows respect for others, deals tactfully and effectively with others, influences as opposed to directs, provides constructive criticism without alienating others, negotiates or mediates when appropriate, exhibits openness to new ideas, and demonstrates a positive attitude.
- Effective communication skills – The student listens, speaks, and writes using correct grammar.
- Ethical conduct - The student maintains honesty, integrity, and confidentiality of patient, provider, fellow student, and college information.

### Major Assignments/Assessments

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

### Assignments

1. Chapters 1,2,3,4,6,7,8,9,10,11,12, and 14 assignments
2. Healthcare Statistics assignment
3. Health-Related Issues Video Presentation Project
4. "And the Band Played On" assignment
5. Unconscious Bias assignment

### HIT Competency Assignments:

Course	Week	Assignment Title	AHIMA Entry-Level Competencies	Taxonomy Level
HITT 1345	3	Length of Stay/Average Length of Stay	III.3 Calculate statistics for healthcare operations	4
HITT 1345	6	Chapter 4	I.1 Describe healthcare organizations from the perspective of key stakeholders	2
HITT 1345	14	Statistics Assignment-Calculating Mean	III.3 Calculate statistics for healthcare operations	3

**\*\*IMPORTANT: These assignments listed about are HIT Entry Level Competencies- this means you MUST score a minimum of 70%. If you do not score a minimum of 70% on your first attempt, you will have to repeat the assignment and/or do an equivalent remedial assignment until you score 70%. THIS IS A GRADUATION REQUIREMENT.**

### Assessments

1. 3 Major Exams (Minimum of 1 Proctored)

## 2. 1 Final Exam (Proctored)

### Course Grade

The grading scale for this course is as follows:

- Assignments – 10%
- Graduation Requirements – 10%
- Major Exams – 20%
- Final Exam – 20%
- Health-Related Issues Video Presentation Project – 40%

### Texts Materials, and Supplies

- *Delivering Health Care in America 7th Edition*, Leiyu Shi and Douglas A. Singh, Jones and Bartlett Learning, Copyright 2019

### Required Readings

- *Delivering Health Care in America 7th Edition*, Leiyu Shi and Douglas A. Singh, Jones and Bartlett Learning, Copyright 2019

### Addendum

The instructor provides additional resources consistent with this course's learning outcomes.

### Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)

### SCANS Criteria

1. Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.
  - a. Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
    - i. Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
    - ii. Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
    - iii. Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
    - iv. Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
    - v. Speaking: Organize ideas and communicate orally.
  - b. Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
    - i. Creative Thinking: generate new ideas.
    - ii. Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.

- iii. Problem Solving: recognize problems and devise and implement plan of action.
- iv. Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
- v. Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
- vi. Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- c. Personal Qualities: A worker must display responsibility, self-esteem, sociability, self management, integrity, and honesty.
  - i. Responsibility: exert a high level of effort and persevere toward goal attainment.
  - ii. Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
  - iii. Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
  - iv. Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
  - v. Integrity and Honesty: choose ethical courses of action.
- 2. Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.
  - a. Resources: A worker must identify, organize, plan, and allocate resources effectively.
    - i. Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
    - ii. Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
    - iii. Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision timeline chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
  - b. Interpersonal Skills: A worker must work with others effectively.
    - i. Participate as a Member of a Team: contribute to group effort.
    - ii. Teach Others New Skills.
    - iii. Serve Clients/Customers: work to satisfy customer's expectations.
    - iv. Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
    - v. Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
    - vi. Work with Diversity: work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.
  - c. Information: A worker must be able to acquire and use information.
    - i. Acquire and Evaluate Information.
    - ii. Organize and Maintain Information.
    - iii. Interpret and Communicate Information.
    - iv. Use Computers to Process Information. Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer databases to research a report; use a computer spreadsheet to develop a budget.
  - d. Systems: A worker must understand complex interrelationships.
    - i. Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
    - ii. Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.

- iii. Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance. Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.
- e. Technology: A worker must be able to work with a variety of technologies.
  - i. Select Technology: choose procedures, tools or equipment including computers and related technologies.
  - ii. Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
  - iii. Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies. Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.