

**PADM 6515**  
**Health Organizations & Delivery Systems**  
**Tennessee State University**  
**Spring 2015**

Professor: Ken Chilton, Ph.D.

**This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!**

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**Office Hours:** Monday and Tuesday 1PM to 5:00PM, Wednesday and Thursday 9:30AM to 1:30PM or by appointment.

When it is an emergency, *use my university email address*, not the Elearn email system.

The course will provide the student with an in-depth understanding of health organizations and healthcare delivery systems. Topics will include: historic development, organization and characteristics of the U.S. healthcare delivery system; current payment and reimbursement systems; healthcare accrediting agencies; functions and organization of healthcare providers; organization of healthcare facilities; and health information management. Students are expected to commit themselves to an intensive reading and home study schedule. Course objectives are: Explain the evolution of the U.S. healthcare delivery systems; Distinguish the social, legal, regulatory, and economic factors that affect the delivery of healthcare in the U.S.; Identify various types of health services professionals, their training, practice requirements, and practice settings; Understand Quality Improvement in healthcare settings; and Explain the health information processing systems.

**At the completion of this course the student will have the following competencies:**

1. Analyze healthcare organizations to improve systems and performance
2. Explain and describe cross-boundary and networked relationships that characterize the practice of modern healthcare administration
3. Explain institutional and legal environment of provision of healthcare
4. Understand challenges of implementation for healthcare policies
5. Apply comparative effectiveness research to healthcare problems and produce research in written format
6. Describe the challenges of and criteria for proper healthcare data collection and maintenance
7. Employ alternative perspectives in preparing and articulating a range of healthcare decision options
8. Assess practical situations in healthcare administration and take principled positions
9. Appreciate political science, sociological and economic contexts of healthcare
10. Prepare communications— both written and oral—in appropriate medium and depth for diverse audiences and stakeholders
11. Identify and explain issues of cultural awareness and cultural competency
12. Comprehend the composition and demographics of society and workforce in healthcare

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Reid, T.R. The Healing of America: A Global Question for Better, Cheaper, and Fairer Healthcare.

Barr, Donald A. Introduction to US Healthcare: The Organization, Financing, and Delivery of Healthcare in America.

### **ADDITIONAL REQUIRED READINGS**

Any additional readings will be posted in the course content section of eLearn under the appropriate week.

### **GRADING SCALE**

- 90 -100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- <60 = F

### **ASSIGNMENTS**

Your final grade will be based on the following assignments:

- 3 competency quizzes (25 points each)
- Article critique (50 points)
- Oral group presentation of your findings on healthcare in other nations (25 points)
- Group policy paper on best practices in state health care practices and applicability to Tennessee (75 points), and
- Active participation in class and in online discussion boards (75 points).

Assignment	Points	Due Date
<b>Competency Quizzes</b>		
Quiz 1	25	Feb. 15
Quiz 2	25	March 29
Quiz 3	25	April 19
<b>Article Critique</b>		
Selection	5	Feb. 10
Presentation	20	Feb. 17
Written	25	Feb. 24
<b>Group Comparative Healthcare Project</b>		
Team Presentation	25	Final
Team Paper	50	Final
<b>Weekly Discussion</b>	75	Every Thursday
<b>TOTAL</b>	<b>275</b>	

### COMPETENCY QUIZZES

There will be three online quizzes focused on the course content. The online quizzes will be posted for a week; they will open on Sunday at 12:01 am and close on the following Saturday midnight. You have the week to complete the quiz and upload it to the course dropbox. Do not miss the midnight deadline on Saturday. No quizzes will be accepted for credit if they are not uploaded before the dropbox closes. **PERIOD, the online upload is the final arbitrator, if your quiz is not in there by midnight on the due date, you get 0 points (there will be no exceptions).** Quiz dates are:

Quiz #	Date Posted	Date DUE
1	February 8	February 15
2	March 22	March 29
3	April 12	April 19

### ARTICLE CRITIQUE

You will perform a literature search on 'healthcare delivery' and choose a peer reviewed article to critique. The article must have been published in the last decade, in a peer reviewed scholarly journal (i.e. APHA, HRS, BMJ, JAMA, Milbank Quarterly, Public Health Reviews, etc...) and must be either a research, evaluation, case study, or meta-analysis article (no commentaries or book reviews). Your choice of topic. You must submit your article to me in the dropbox by midnight **February 10, 2015.**

You are expected to analyze and evaluate, not just summarize the article. A summary merely reports what the text said; that is, it answers only the question, "What did the author say?" A critique, analyzes, interprets, and evaluates the text, answering the questions how? why? and how well? A critique does not necessarily have to criticize the piece in a negative sense. Your reaction to the text may be largely positive, negative, or a combination of the two. It is important to explain why you respond to the text in a certain way. The Presentation is worth 20 points and the Written Critique is worth 25 points. **Presentation in class on Tuesday February 17, 2015 and Written Critique is due in the dropbox by midnight on February 24, 2015.**

Requirements:

1. **Analyze:** As you read the article, the following questions will help you analyze the text (You may find it useful to make notes about the text based on these questions as you read.):
  - A. What is the author's main point?
  - B. What is the author's purpose?
  - C. Who is the author's intended audience?
  - D. What arguments does the author use to support the main point?
  - E. What evidence does the author present to support the arguments?

F. What are the author's underlying assumptions or biases?

2. **Evaluate:** After you have read the text, you can begin to evaluate the author's ideas. The following questions provide some ideas to help you evaluate the text:

- A. Is the argument logical?
- B. Is the text well-organized, clear, and easy to read?
- C. Are the author's facts accurate?
- D. Have important terms been clearly defined?
- E. Is there sufficient evidence for the arguments?
- F. Do the arguments support the main point?
- G. Is the text appropriate for the intended audience?
- H. Does the text present and refute opposing points of view?
- I. Does the text help you understand the subject?
- J. Are there any words or sentences that evoke a strong response from you? What are those words or sentences? What is your reaction?
- K. What is the origin of your reaction to this topic? When or where did you first learn about it? Can you think of people, articles, or discussions that have influenced your views? How might these be compared or contrasted to this text?
- L. What questions or observations does this article suggest? That is, what does the article make you think about?

**Presentation:** Develop a brief PowerPoint presentation, no more than 6 slides (8 minutes):

- A. First summarize the article (topic, sample, method, results, and conclusions). Then you need to identify and explain the author's ideas and biases.
- B. Offer your own opinions. Explain what you think about the research. Describe several points with which you agree or disagree.
- C. Explain your confidence regarding using the research presented in the article to guide policy or programing development.

**Written Critique:** Write your critique in standard essay form. It is generally best not to follow the author's organization when organizing your analysis, since this approach lends itself to summary rather than analysis. Begin with an introduction that defines the subject of your critique and your point of view. Defend your point of view by raising specific issues or aspects of the argument. Conclude your critique by summarizing your argument and re-emphasizing your opinion.

- A. You will first need to identify and explain the author's ideas and biases. Include specific passages that support your description of the author's point of view.
- B. Offer your own opinion. Explain what you think about the research. Do you think the method, sample, results were valid? Describe several points with which you agree or disagree.
- C. For each of the points you mention, include specific passages from the text (you may summarize, quote, or paraphrase) that provide evidence for your point of view.
- D. Explain the confidence you have in using the results presented in the article to guide development of a policy or program.

### **COMPARATIVE HEALTH CARE PROJECT**

You will work in teams of 3-4 people. Your team will compare data on population health status, morbidity/ mortality, the healthcare system's structure, healthcare expenditures (and where that money comes from), and how satisfied the citizens are with the healthcare system they have. Each Group will summarize the health systems of 4 different countries. You will look at the experiences of other countries to see whether their healthcare reform methods, public health systems, and healthcare delivery and payment methods might have application in this country. You also need to make recommendations on what appears to be the best ideas from other nations' experiences that could influence policy in the United States.

The group is responsible for writing a policy paper on the healthcare system of another country—your choice. The paper should be 20 pages for MPA student groups and 15 pages for certificate student groups.

#### **Presentation by the Group**

The Group will present a 20 minute presentation to the class on their findings (20 minute presentation/ 10 minutes discussion). You must use either PowerPoint or some sort of visual aid. Each person in the group must participate in the presentation. Additionally, the entire team will grade each other's effort on the presentation preparation (in percentage); the average of your team's percentage of your effort will be multiplied by the final point's grade to determine your grade for this assignment. This should equalize the grade if someone did not contribute to the

preparation (i.e. your team's rating of your effort was 100% and the presentation score was 25- your score would be 25 OR your team's rating of your effort was 75% and the presentation score was 25- your score would be 18.75). I will use my discretion if there is a wide variance of effort ratings by the group. **DUE on last in-class session.** All students are expected to attend presentations; failure to attend *will result in an automatic one letter grade deduction.*

### **Paper Format:**

- 1. Title Page**
  - 1.1. Provide your name, the name of the paper, and the date
- 2. Abstract/Executive Summary** (1 page max.)
  - 2.1. A summary of the purpose and findings.
- 3. Introduction** (1-2 pages)
  - 3.1. The overview of the manuscript and why this project is important to public administration.
- 4. Literature Review** (3-5 pages)
  - 4.1. Discussion and critique of the relevant literature pertaining to your topic, the knowledge gaps that exist, and why the issue is important.
- 5. Methodology & Data Sources** (1-2 pages)
- 6. Discussion** (3-5 pages)
  - 6.1. The interpretation of the findings of your research.
- 7. Conclusion** (2-3 pages)
  - 7.1. The practical applications that your research contributes to both the practitioner and academic in public administration. In other words, the US healthcare policy implications, and limitations of your study, along with possibilities for future research on this topic.
- 8. References**
  - 8.1. No less than 10 academic sources (peer reviewed journals) are to be used in conducting this research.

### *Grading Criteria:*

- 1) *Analysis:* A sufficient number of public policy implementation concepts are used to analyze the situation discussed in the paper;
- 2) *References:* A variety of pertinent and timely references were sought and obtained in preparing the paper;
- 3) *Organization:* The main points are stated clearly and arranged in a logical sequence;
- 4) *Coherence:* The development of ideas, arguments and discussion shows consistency and logical connection;
- 5) *Clarity:* The ideas, arguments and discussion shows consistency and logical connection;
- 6) *Conciseness:* The language is direct and to the point, using sufficient space to say exactly what is intended and be readily understood by the reader;
- 7) *Grammar:* Written in standard American English, with proper sentence structure, syntax, punctuation and spelling;
- 8) *Drafting:* The writing shows evidence of being drafted and revised before submission of the final copy.
- 9) *Following Directions:* Identifying and addressing all components of the project.

**The Final Written Paper is Due in the Dropbox on **Friday May 8, 2015 at 8:00pm.****

### **Additional Important Information**

**Plagiarism** will not be tolerated. The university allows instructors the right to assign a failing grade to any work which violates the rules of academic integrity. All work must be yours, and any sources must be appropriately cited. Review the definition of plagiarism at: <http://www.plagiarism.org/> If you are caught cheating or plagiarizing you will receive a zero for that assignment.

**Incompletes.** An incomplete will only be given if ~ 80% of the course work has been satisfactorily completed and the student is unable due to an unexpected personal emergency to turn in the final 20% of the course work by the course completion date.

**Student grievances.** Students with questions, disagreements concerning coursework, availability of the instructor or other course related issues should talk to the instructor first. If the student has talked to the instructor and has not found resolution to the problem, s/he may then approach the department chair. This procedure provides a fair route for grievance resolution that will be acceptable to the instructor, the student, and other students in the class.

**eLearn.** All written assignments are submitted ONLINE via eLearn. Remember that if the [www.tnstate.edu](http://www.tnstate.edu) website is down, you should try to access eLearn directly at <https://elearn.tnstate.edu> The Help Desk phone number is 615-963-1239. It is not the Professor's responsibility to teach you how to use eLearn, thus it is the student's responsibility to learn the university's

software tool. If there is a systemic problem with e-Learn, it is your responsibility to contact the Professor BEFORE the DEADLINE to make arrangements to turn in your assignment in another electronic format. The professor is not responsible for assuring that the eLearn system is functional at the due date time, so it is strongly suggested that you turn in your dropbox assignments in advance.

**Schedule Subject to change.** In Class Sessions will be every other week.

Week	Tues Date	Topic	Readings
Week 1	1/20	Course Introduction Historical Overview of the US Healthcare System	
Week 2	1/25	ONLINE: Healthcare Financing Access to Care	Barr, CH 1-2
Week 3	2/1	<i>Current US Healthcare System</i>	Barr, CH 3
Week 4	2/8	<i>ONLINE: US Public Health</i>	Barr CH 4-6
Week 5	2/15	Article Critique Presentations IN CLASS	
Week 6	2/22	ONLINE: Healthcare Delivery and Providers	Barr CH 7-8
Week 7	2/29	<i>Big Pharma</i>	Barr CH 9
Week 8	3/7	<i>ONLINE: Problems with Long Term Care &amp; Uninsured</i>	Barr CH 10-11
Week 9	3/14	<i>Spring Break</i>	
Week 10	3/21	<i>Problems with Access</i>	Barr CH 12
Week 11	3/28	<i>ONLINE: Key Issues</i>	Barr CH13-14
Week 12	4/4	<i>Politics Policy and Reform</i>	TBD
Week 13	4/11	<i>Comparative Health Systems</i>	Reid Book
Week 14	4/18	<i>Group Presentations</i>	
Week 15	4/25	<i>Group Presentations</i>	

Group Country	Group Country	Group Country	Group Country	Group Country
1 Italy	1 Morocco	1 Philippines	1 Poland	1 Haiti
2 United Kingdom	2 Canada	2 Cuba	2 Mexico	2 Ukraine
3 France	3 Australia	3 South Korea	3 Uganda	3 Romania
4 Germany	4 Chile	4 Thailand	4 Bolivia	4 Ghana
5 Sweden	5 Columbia	5 New Zealand	5 Egypt	5 Indonesia
6 Spain	6 Saudi Arabia	6 India	6 South Africa	6 Taiwan
7 Switzerland	7 Japan	7 Israel	7 Peru	7 Zimbabwe