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Open Educational Resources Syllabus Review

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2020

## **US Healthcare Systems**

North Carolina Agricultural and Technical State University

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**COURSE SYLLABUS**

College Name: College of Health and Human Sciences  
Department Name: Health Services Management  
Course Name: US Healthcare Systems

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**COURSE INFORMATION**

- Course Number/Section: HSM 210
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

**INSTRUCTOR CONTACT INFORMATION**

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

*Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.*

*If there's a graduate teaching assistant assigned to work with this course, please include their names also.*

**STUDENT HOURS**

*These are times students may visit the professor without an appointment to request the assistance they need.*

*NOTE: Students are responsible for reading, understanding, and following the syllabus.*

: AM  / PM  – : AM  / PM

Monday  Tuesday  Wednesday  Thursday  Friday

## **COURSE PREREQUISITES**

1. General Computer Skills: Help menus, understand file extension, properly shut down or reboot a computer, know the difference between closing, minimizing, or quitting a program, and using the right-click features of a Mouse.
2. File Management/Word Processing/Printing Skills: Use Windows Explorer to navigate through files and directories, organize, save, copy and paste files into directories; edit, copy, paste or select text and/or objects; change font sizes, types, and styles; save, print, and preview document and, change print parameters such as page orientation, margins, etc.
3. Browser/Internet Skills: use basic commands to surf the Internet, compose, send, receive, reply to and forward email, attach documents to email, use Search Engines such a Google or Yahoo, and navigate and find information from NCAT library
4. Prior completion of a statistics and research methods course or course equivalence

## **COURSE DESCRIPTION**

### **STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)**

*Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.*

*If the course is a General Education Course, the SLO should be listed and labeled as “General Education.”*

SLO 1: Demonstrate understanding of the basic concepts of health.

SLO 2: Demonstrate comprehension of the basic nature of the United States health care system including the history of major sectors of health care

SLO 3: Compare and contrast how health care is financed in the United States

SLO 4: Examine the organization of healthcare systems and delivery

SLO 5: Construct a digital portfolio on a selected health care quality initiative designed to narrow health care and health delivery disparity gaps in the United States.

SLO 6: Examine federal agencies responsible for enforcing rules and regulations; health care policies and regulations and how they impact health, health care and health inequities.

SLO 7: Examine social legislation: Social regulations-rules and regulations that protect consumers.

SLO 8: Analyze strategies that can transform practice to improve quality of health care and narrow health disparities across the nation.

### **REQUIRED TEXTBOOKS AND MATERIALS**

*Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.*

#### **REQUIRED TEXTS:**

Shi, & Singh, D. A. (2019). *Essentials of the U.S. health care system*. Jones & Bartlett Publishers.

#### **REQUIRED MATERIALS:**

## **SUGGESTED COURSE MATERIALS**

### **SUGGESTED READINGS/TEXTS:**

Niles, N. J. (2021). *Basics of the U.S. health care system*. Jones & Bartlett Learning.

### **SUGGESTED MATERIALS:**

## GRADING POLICY

### ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

**For GRADUATE COURSES:** See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

### GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Discussion Board: Self Introduction	1	0%
Blackboard Scavenger Hunt	1	0%
Discussion Boards	14	30%
Synchronous Sessions	1	0%
Case Studies	6	20%
Health Care Quality Initiative Digital Portfolio Project	1	30%
Strategies to Improve Quality of Health Care Project	1	20%
<b>Total</b>	<b>25</b>	<b>100%</b>

## COURSE POLICIES

### USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

**Note:** Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

## MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

**For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54  
EXTRA CREDIT**

## LATE WORK

## SPECIAL ASSIGNMENTS

**For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)**

**For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)**

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

## CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

## COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at [accessibilityresources@ncat.edu](mailto:accessibilityresources@ncat.edu). Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

**Please note:** Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

## **TITLE IX**

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

## **TECHNICAL SUPPORT**

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

## **FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES**

*If applicable:*

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

## **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## **STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER**

[https://hub.ncat.edu/administration/student-affairs/staff-resources/student\\_activity\\_travel\\_waiver.pdf](https://hub.ncat.edu/administration/student-affairs/staff-resources/student_activity_travel_waiver.pdf)

## **OTHER POLICIES** (e.g., *Copyright Guidelines, Confidentiality, etc.*)

### **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

### **SEXUAL MISCONDUCT POLICY**

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

<https://www.ncat.edu/registrar/ferpa.php>

## **STUDENT COMPLAINT PROCEDURES**

<https://www.ncat.edu/current-students/student-complaint-form.php>

## **STUDENT CONDUCT AND DISCIPLINE**

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin  
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog  
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook  
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## **ACADEMIC DISHONESTY POLICY**

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis



for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

**For GRADUATE STUDENTS:** Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

**For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)**

## ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.\*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1 - Self Introduction and Blackboard Scavenger Hunt	<p>ULO 1: Introduce yourself to the class community. (SLO N/A)</p> <p>ULO 2: Explain the course information and course schedule/calendar. (SLO N/A)</p> <p>ULO 3: Explain the due dates for deliverable activities: discussions; case studies; and projects. (SLO N/A)</p> <p>ULO 4: Explain when to make your initial posting. (SLO N/A)</p> <p>ULO 5: Explain when to respond to classmates' postings and how many you should respond to. (SLO N/A)</p>	<p>1. <b>Read:</b> Syllabus.</p> <p>2. <b>Complete:</b> Blackboard Scavenger Hunt (ULO N/A)</p> <p>3. <b>Complete:</b> Assignment #1: Blackboard Scavenger Hunt (ULO N/A)</p>
	Unit 2 - Chapter 1: Major Characteristics of	ULO 1: Explain the subsystems of U.S. health care delivery.	1. <b>Read Textbook:</b> Leiyu, S., & Singh, D. A. (2019). <i>Essentials of the U.S. health care system</i>

	U.S. Health Care Delivery	<p>(SLO 4)</p> <p>ULO 2: Explain a primary goal of health care reform efforts. (SLO 2 &amp; 4)</p> <p>ULO 3: Describe the characteristics of the U.S. health care system. (SLO 2 &amp; 4)</p> <p>ULO 4: Discuss the characteristics of health care systems in other developed countries. (SLO 4)</p> <p>ULO 5: Explain the meaning of systems framework. (SLO 4)</p>	<p>(5th ed.). Jones &amp; Bartlett Learning.</p> <p>a) Chapter 1: Major Characteristics of U.S. Healthcare Delivery</p> <p>2. <b>Complete:</b> Discussion Board #2: Chapter 1 (ULO 1-3)</p>
	Unit 3 - Chapter 2: Foundations of U.S. Health Care Delivery	<p>ULO 1: Explain the concept of health and indicators of health. (SLO 1)</p> <p>ULO 2: Describe examples of determinants of health. (SLO 1)</p> <p>ULO 3: Explain cultural beliefs and values in how people view their health and their attitudes concerning health. (SLO 1)</p> <p>ULO 4: Compare market justice and social justice in the distribution of health care. (SLO 2, 3 &amp; 5)</p> <p>ULO 5: Discuss strategies to improve health and reduce disparities, such as Healthy People initiatives. (SLO</p>	<p>1. <b>Read Textbook:</b> Leiyu, S., &amp; Singh, D. A. (2019). <i>Essentials of the U.S. health care system (5th ed.)</i>. Jones &amp; Bartlett Learning.</p> <p>a) Chapter 2</p> <p>2. <b>Complete:</b> Discussion Board #3: Chapter 2 (ULO 1-4)</p>

		<p>5 &amp; 8)</p> <p>ULO 6: Describe Action Model to Achieve Healthy People 2020. (SLO 5 &amp; 8)</p> <p>ULO 7: Describe public health and different levels of interventions. (SLO 5 &amp; 8)</p>	
	Unit 4 - Chapter 3: Historical Overview of U.S. Health Care Delivery	<p>ULO 1: Explain medical services in pre- and postindustrial America. (SLO 2 &amp; 4)</p> <p>ULO 2: Describe the history of health insurance. (SLO 2 &amp; 4)</p> <p>ULO 3: Distinguish between Medicare and Medicaid. (SLO 2 &amp; 4)</p> <p>ULO 4: Discuss medical service in the corporate era. (SLO 2 &amp; 4)</p> <p>ULO 5: Discuss the era of health care reform. (SLO 2 &amp; 4)</p>	<ol style="list-style-type: none"> <li><b>Read Textbook:</b> Leiyu, S., &amp; Singh, D. A. (2019). <i>Essentials of the U.S. health care system (5th ed.)</i>. Jones &amp; Bartlett Learning. a) Chapter 3</li> <li><b>Complete:</b> Discussion Board #4: Chapter 3 (ULO 2 &amp; 4)</li> <li><b>Complete:</b> Assignment #2: Case Study 1 (ULO 1-3)</li> </ol>
	Unit 5 - Chapter 4: Health Care Providers and Professionals	<p>ULO 1: Explain the similarities and differences between a Doctor of Medicine (MD) and a Doctor of Osteopathic Medicine (DO). (SLO 4)</p> <p>ULO 2: Differentiate between primary care providers and specialists, and explain generalists, specialists, and hospitalists. (SLO 4)</p>	<ol style="list-style-type: none"> <li><b>Read Textbook:</b> Leiyu, S., &amp; Singh, D. A. (2019). <i>Essentials of the U.S. health care system (5th ed.)</i>. Jones &amp; Bartlett Learning. a) Chapter 4</li> <li><b>Complete:</b> Discussion Board #5: Chapter 4 (ULO 4)</li> </ol>

		<p>ULO 3: Explain work setting and practice pattern. (SLO 4)</p> <p>ULO 4: Discuss the roles of dentists, pharmacists, and other doctoral-level health professionals in health care delivery. (SLO 4)</p> <p>ULO 5: Discuss the roles of nurses, advanced-practice nurses, and nonphysician practitioners in health care delivery. (SLO 4)</p> <p>ULO 6: Distinguish between allied health professionals, public health professionals, community health workers, and health service administrators. Evaluate patient-centered care. (SLO 4)</p>	
	Unit 6 - Chapter 5: Technology and Its Effects	<p>ULO 1: Explain medical technology and major categories of health information technology. (SLO 4)</p> <p>ULO 2: Describe the diffusion and utilization of medical technology. (SLO 4)</p> <p>ULO 3: Describe government's role in technology diffusion. (SLO 6 &amp; 7)</p> <p>ULO 4: Discuss the impact of medical technology on quality care, quality of life, health care</p>	<ol style="list-style-type: none"> <li>1. <b>Read Textbook:</b> Leiyu, S., &amp; Singh, D. A. (2019). <i>Essentials of the U.S. health care system (5th ed.)</i>. Jones &amp; Bartlett Learning.       <ol style="list-style-type: none"> <li>a) Chapter 5</li> </ol> </li> <li>2. <b>Complete:</b> Discussion Board#6: Chapter 5 (ULO 4)</li> </ol>

		<p>costs, access, health care delivery, global practice, and bioethics. (SLO 8)</p> <p>ULO 5: Describe how to conduct a health technology assessment. (SLO 8)</p> <p>ULO 6: Discuss the benefits of a technology assessment. (SLO 8)</p>	
	<p>Unit 7 - Chapter 6: Financing and Reimbursement Methods</p>	<p>ULO 1: Explain the effects of health care financing and insurance. (SLO 3)</p> <p>ULO 2: Describe the nature and purpose of insurance, basic insurance concepts, and cost sharing. (SLO 3)</p> <p>ULO 3: Describe the Affordable Care Act and private insurance. (SLO 3)</p> <p>ULO 4: Describe public insurance: Medicare, Medicaid, and the Children's Health Insurance Program. (SLO 3)</p> <p>ULO 5: Discuss issues with Medicaid. (SLO 3)</p> <p>ULO 6: Describe reimbursement methods. (SLO 3)</p> <p>ULO 7: Discuss payment reform initiatives and national health</p>	<p>1. <b>Read Textbook:</b> Leiyu, S., &amp; Singh, D. A. (2019). <i>Essentials of the U.S. health care system (5th ed.)</i>. Jones &amp; Bartlett Learning. a) Chapter 6</p> <p>2. <b>Complete:</b> Discussion Board #7: Chapter 6 (ULO 3)</p>

		<p>expenditures. (SLO 3)</p> <p>ULO 8: Evaluate growth comparisons of national health expenditures to the Gross Domestic Product (GDP) and Consumer Price Index (CPI). (SLO 3)</p>	
	Unit 8 - Chapter 7: Outpatient Services and Primary Care	<p>ULO 1: Describe outpatient care and the scope of outpatient services. (SLO 2 &amp; 4)</p> <p>ULO 2: Explain outpatient care settings and methods of delivery. (SLO 2 &amp; 4)</p> <p>ULO 3: Describe primary care and domains of primary care. (SLO 2 &amp; 4)</p> <p>ULO 4: Describe the medical home strategy and Patient-Centered Medical Home accreditation criteria. (SLO 2 &amp; 4)</p> <p>ULO 5: Describe criteria used to assess community health centers. (SLO 2 &amp; 4)</p>	<ol style="list-style-type: none"> <li><b>Read Textbook:</b> Leiyu, S., &amp; Singh, D. A. (2019). <i>Essentials of the U.S. health care system (5th ed.)</i>. Jones &amp; Bartlett Learning. a) Chapter 7</li> <li><b>Complete:</b> Assignment #3: Case Study 2 (ULO 2 &amp; 4)</li> <li><b>Complete:</b> Project #1: Health Care Quality Initiative Digital Portfolio Project (ULO 3, 4 &amp; 5)</li> <li><b>Complete:</b> Discussion Board # 8: Chapter 7 (ULO 1-3)</li> </ol>
	Unit 9- Chapter 8: Hospitals	<p>ULO 1: Explain the evolution of hospitals in the U.S. (SLO 2 &amp; 4)</p> <p>ULO 2: Describe expansion and downsizing of hospitals in the U.S. (SLO 2 &amp; 4)</p> <p>ULO 3: Describe factors contributing to growth</p>	<ol style="list-style-type: none"> <li><b>Read Textbook:</b> Shi, L., &amp; Singh, D. A. (2019). <i>Essentials of the U.S. health care system (5th edition)</i>. Burlington, MA: Jones &amp; Bartlett Learning, LLC. Chapter 7</li> <li><b>Complete:</b> Discussion Board #9: Chapter 8 (ULO 1-3)</li> </ol>

		<p>of hospitals. (SLO 2 &amp; 4)</p> <p>ULO 4: Compare characteristics of different types of hospitals.</p> <p>ULO 5: Compare the organizational structure of a hospital to that of other large organizations. (SLO 2, 4 &amp; 8)</p> <p>ULO 6: Discuss ethical issues that physicians face when delivering clinical care and how they have been addressed. (SLO 2, 4 &amp; 8)</p>	
	Unit 10- Chapter 9: Managed Care and Integrated Systems	<p>ULO 1: Explain managed care and the main characteristics. (SLO 2 &amp; 4)</p> <p>ULO 2: Describe the growth and transformation of managed care. (SLO 2 &amp; 4)</p> <p>ULO 3: Describe the utilization control methods in managed care and types of managed care plans. (SLO 2 &amp; 4)</p> <p>ULO 4: Describe integrated systems, integrated delivery systems (IDSs), and accountable care organization (ACO). (SLO 2 &amp; 4)</p>	<ol style="list-style-type: none"> <li>1. <b>Complete:</b> Assignment #4: Case Study 3 (ULO 4)</li> <li>2. <b>Complete:</b> Discussion Board #10: Chapter 9 (ULO 1-4)</li> </ol>

		ULO 5: Compare different types of integration. (SLO 2 & 4)	
	Unit 11- Chapter 10: Long-Term Care Services	<p>ULO 1: Explain long-term care. (SLO 2 &amp; 4)</p> <p>ULO 2: Describe the objectives of community-based long-term care services. (SLO 2 &amp; 4)</p> <p>ULO 3: Describe institutional long-term care. (SLO 2 &amp; 4)</p> <p>ULO 4: Discuss the process of licensing and certification of nursing homes. (SLO 2 &amp; 4)</p> <p>ULO 5: Discuss other long-term care services and implications of the Affordable Care Act for long-term care services. (SLO 2 &amp; 4)</p>	1. <b>Complete:</b> Discussion Board #10: Chapter 10 (ULO 1-4)
	Unit 12- Chapter 11: Populations With Special Health Needs	<p>ULO 1: Differentiate between predisposing, enabling, and need characteristics of vulnerability. (SLO 5)</p> <p>ULO 2: Discuss racial and ethnic minority categories and disparities in the U.S. (SLO 5)</p> <p>ULO 3: Describe federal programs designed to eliminate racial and ethnic disparities. (SLO 5 &amp; 7)</p>	<p>1. <b>Complete:</b> Assignment #5: Case Study #4 (ULO 3)</p> <p>2. <b>Complete:</b> Discussion Board #11: Chapter 11 (ULO 1-4)</p>



		<p>ULO 4: Examine social legislation, policies, initiatives, and other action plans to reduce health disparities among racial and ethnic minorities in the U.S. (SLO 5 &amp; 7)</p> <p>ULO 5: Discuss other public-sector initiatives to eliminate disparities such as Healthy Families America, Nurse-Family Partnership, and Parents as Teachers. (SLO 5 &amp; 7)</p>	
	Unit 13- Chapter 12: Cost, Access, and Quality	<p>ULO 1: Explain the three distinct meanings of cost in the delivery of health care. (SLO 3 &amp; 4)</p> <p>ULO 2: Discuss the high cost of U.S. health care, reasons for high health care costs, and cost containment. (SLO 3 &amp; 4)</p> <p>ULO 3: Discuss unequal access to health care. (SLO 3, 4 &amp; 5)</p> <p>ULO 4: Describe health care quality and domains of health care quality. (SLO 3, 4 &amp; 5)</p> <p>ULO 5: Discuss quality strategies and initiatives and patient safety. (SLO 3, 4 &amp; 5)</p>	<ol style="list-style-type: none"> <li>1. <b>Complete:</b> Assignment #6: Case Study 5 (ULO 2, 4)</li> <li>2. <b>Complete:</b> Discussion Board #13: Chapter 12 (ULO 3, 4 &amp; 5)</li> </ol>
	Unit 14- Chapter 13: Health Policy	<p>ULO 1: Explain what health policy means and the principal features of</p>	<ol style="list-style-type: none"> <li>1. <b>Complete:</b> Assignment #7: Case Study 6 (ULO 2, 3)</li> <li>2. <b>Complete:</b> Discussion Board</li> </ol>

		<p>U.S. health policy. (SLO 6)</p> <p>ULO 2: Discuss development of legislative health policy. (SLO 6)</p> <p>ULO 3: Discuss critical policy issues. (SLO 6)</p> <p>ULO 4: Discuss national health reform. (SLO 6)</p> <p>ULO 5: Discuss challenges related to full implementation of ACA. (SLO 6)</p>	#14: Chapter 13 (ULO 1-4)
	Unit 15- Chapter 14: The Future of Health Services Delivery	<p>ULO 1: Discuss forces of future change. (SLO 8)</p> <p>ULO 2: Describe coverage, cost, and access dilemmas. (SLO 3, 8)</p> <p>ULO 3: Discuss the future of health care reform. (SLO 3, 8)</p> <p>ULO 4: Assess future models of care delivery. (SLO 3, 8)</p> <p>ULO 5: Discuss future workforce challenges and new frontiers in clinical technology. (SLO 8)</p>	<p>1. <b>Complete:</b> Strategies to Improve Quality of Health Care Project (ULO 1, 2)</p> <p>2. <b>Complete:</b> Discussion Board #15: Chapter 14 (ULO 1-4)</p>

*\* These descriptions and timelines are subject to change at the discretion of the instructor.*