



## **Course Syllabus**

### **HITT1345 Health Care Delivery Systems**

*Revision Date: 1/10/2017*

**Catalog Description:** Examination of delivery systems including organization, financing, accreditation, licensure, and regulatory agencies.

**Lecture hours = 3, Lab hours = 0**

**Prerequisites:** None

**Semester Credit Hours:** 3

**Lecture Hours per Week:** 3

**Lab Hours per Week:** 0

**Contact Hours per Semester:** 48

**State Approval Code:** 5107070000

**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 components and functions of multiple health care delivery systems to include 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 reliability and validity of health care data.
6. Explain the evolution of the health care systems in the United States.
7. Identify the social, legal, and economic factors that affect the delivery of health care.
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. Define health and health care.
- b. Compare the medical and wellness models of health.
- c. Identify major demographic categories of the American population.
- d. Describe key indicators of the health of the American population.
- e. Describe the size and scope of the health care industry in the United States.
- f. Describe recent health reform efforts.
- g. Define all bold 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. Identify legal forms of business ownership.
- b. Describe key business functions.
- c. Identify the major components of the health care industry.
- d. Describe the ways economic activity is defined and measures.
- e. Identify key laws that influence the health care industry.
- f. Describe how health care businesses can monitor and evaluate the external environment.
- g. Define all bold terms.

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**3. Chapter 3**

- a. Describe what arrangements are covered by the term health insurance.
- b. Identify who is and who is not insured and how much is spent for coverage.
- c. Describe the interaction between the patient, the third-party payer, the employer, and the health care provider.
- d. Define the basic terms in an insurance agreement.
- e. Identify the major types of third-party payers.
- f. Describe how third-party payers are regulated.
- g. Define all bold terms.

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**4. Chapter 4**

- a. Identify when a person is eligible for Medicare and what benefits are covered.
- b. Describe how providers are reimbursed for Medicare services.
- c. Identify when a person is eligible for Medicaid and what benefits are covered.
- d. Describe how providers are reimbursed for Medicaid services.
- e. Define SCHIP and identify who is eligible under this program.
- f. Describe how fraud and abuse occur, and what penalties are imposed.
- g. Describe health insurance programs for government workers and military personnel.
- h. Identify when a person is eligible for workers' compensation.
- i. Describe how workers' compensation is funded.
- j. Define all bold terms.

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**5. Chapter 5**

- a. Describe the roles of the physician and nurse in providing health care services.
- b. Compare and contrast the different types of physicians and nurses.
- c. Describe the demographic characteristics of physicians and nurses.
- d. Outline the education and training process of physicians and nurses.
- e. Identify the requirements for licensure and explain the difference between licensure and certification.
- f. Identify employment settings for physicians and nurses.
- g. Describe the major issues facing the professions of physician and nurse.
- h. Define all bold terms.

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**6. Chapter 6**

- a. Identify the role of physician assistants, medical assistants, and surgical technologists in hospital and office visits.
- b. List the providers of diagnostic testing.

- c. Identify the providers of therapeutic services.
  - d. Describe the role of health care professionals in emergency care situations.
  - e. Identify the role of dentists, optometrists, chiropractors, podiatrists, and dietitians/nutritionists in the health care system.
  - f. Define health administration.
  - g. Identify the role of health information managers and technicians.
  - h. Describe the role of professional billing and coding in the service delivery process.
  - i. Define all bold terms.
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#### 7. Chapter 7

- a. Describe the ways a health care delivery system can be classified.
  - b. Describe the contents of a health information record.
  - c. Distinguish between the types of practice arrangements.
  - d. List the sources of physicians' revenues.
  - e. Describe the impact of legal issues and customer relations on practice management.
  - f. Classify the different types of hospitals.
  - g. List the role and function of the governing board, medical staff, and hospital administration.
  - h. List the various utilization measures that hospital administrators use to evaluate performance.
  - i. List various measures of health care quality.
  - j. Define all bold terms.
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#### 8. Chapter 8

- a. Describe the continuum of long term care.
  - b. Describe who uses LTC.
  - c. Explain the various ways LTC is provided.
  - d. Describe how LTC is financed.
  - e. Discuss ethical and political issues in LTC.
  - f. Define all bold terms.
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#### 9. Chapter 9

- a. Define the scope of mental illness in the United States.
  - b. Compare the financing of the mental health system with the general health care system.
  - c. Identify the major human resource sectors of the mental health system.
  - d. Describe the major categories of mental illness and the populations affected.
  - e. Discuss the ethical issues in mental health service delivery.
  - f. Define all bold terms.
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#### 10. Chapter 10

- a. Define the concept of public health.
  - b. Explain the role of government in public health.
  - c. Explain the role of boards of public health and licensing/regulatory boards.
  - d. Describe at least one major government initiative to protect the public's health.
  - e. Identify the key reporting obligations that health professionals are mandated to uphold.
  - f. Define all bold terms.
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#### 11. Chapter 11

- a. Define medical technology.
  - b. Discuss the impact of medical technology on modern health care.
  - c. Identify the ethical issues in new technologies.
  - d. Discuss the size and scope of the pharmaceutical industry.
  - e. Explain how a new prescription drug gets to market.
  - f. Discuss the ethical issues in pharmaceuticals.
  - g. Define all bold terms.
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**12. Chapter 12**

- a. Identify the three major goals of health research.
  - b. Explain the role of the government in prevention.
  - c. Identify the top 10 causes of death in the United States.
  - d. Define all bold terms.
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**13. Chapter 13**

- a. Describe cultural competency.
  - b. Explain the ideal of health literacy.
  - c. Identify the benefits of health and cultural literacy to the country.
  - d. Identify and describe three major ethical theories.
  - e. Identify four major ethical principles in health care.
  - f. Discuss the ethical rationale for health care reform.
  - g. Define all bold terms.
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**14. Chapter 14**

- a. Describe the health care systems of three other countries.
  - b. Compare the U.S. system to other types of health care systems.
  - c. Define all bold terms.
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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; summarize Journal of AHIMA articles; summarize computer searches of regulatory agencies and complete a Health Care Settings Matrix of Information as assigned.

**Examinations**

There will be at least 3 computer-delivered examinations including recognition and recall as well as analysis and discrimination. There will be a comprehensive Final Examination at the end of the semester.

**Health Care Issues Notebook**

Students are required to create and submit a Health Care Issues notebook to meet Objectives 1 and 12. This assignment is designed to enable the students to become aware of health related issues in the community as well as those on a national level which will have an influence on the

community. The student will be required to bring the notebook to the instructor for grading on or before the due date.

### **Attendance Policy**

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

### **Professionalism**

Success in one's career is almost as dependent on professional behavior as on one's 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 in a timely manner 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.
- Effective 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 communications 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 will be assigned and assessed during the semester and used to calculate the student's final grade.

### **Assignments**

1. Chapter 1-14 assignments
2. Chapter 1-14 quizzes
3. Health related issues notebook

### **Assessment(s):**

1. 4 major exams
2. 1 final

### **Course Grade:**

The grading scale for this course is as follows:

- Assignments & Discussions – 20%
- Major Exams – 50%
- Final Exam – 20%
- Health related issues notebook – 10%

### **Texts, Materials, and Supplies:**

- *The United States Healthcare System, 2<sup>nd</sup> Edition*, Anne Austin and Victoria Wetle, An Imprint of Pearson, Copyright, 2012

### **Required Readings:**

- *The United States Healthcare System, 2nd Edition*, Anne Austin and Victoria Wetle, An Imprint of Pearson, Copyright, 2012

### **Other:**

- For current texts and materials, use the following link to access bookstore listings:  
<http://www.panolacollegestore.com>

- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- 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 Administration Building or go to <http://www.panola.edu/student-success/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, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

## 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 time line 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 data bases 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.