GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit: College of Nursing & Health Innovation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Department</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCR</td>
<td>220</td>
<td>Introduction to Nursing, Health Professions and the US Health Care System</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No
If so, list all academic units offering this course

Requested designation: (Choose One)
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Submission deadlines dates are as follow:
For Fall 2014 Effective Date: October 10, 2013
For Spring 2015 Effective Date: March 13, 2014

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SS/SS)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Catalog description
☒ Course Syllabus
☒ Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name: Brenda Morris
Phone: 602-496-0850

Mail code: 3020
E-mail: brenda.morris@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Brenda Morris
Date: 2/3/14

Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[H] CRITERIA

The Historical Awareness [H] course must meet the following criteria:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅</td>
<td></td>
<td>1. History is a major focus of the course.</td>
</tr>
<tr>
<td>✅</td>
<td></td>
<td>2. The course examines and explains human development as a sequence of events.</td>
</tr>
<tr>
<td>✅</td>
<td></td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
</tr>
<tr>
<td>✅</td>
<td></td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
</tr>
</tbody>
</table>

**The following are not acceptable:**

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCR</td>
<td>220</td>
<td>Introduction to Nursing, Health Professions and the U.S Health Care System</td>
<td>Historical Awareness</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 2</td>
<td>Focus of the course is the importance of history in the development of interprofessional Healthcare and the U.S. Healthcare system</td>
<td>Weekly modules on content related to history of nursing, medicine, social work nutrition, dentistry, and pharmacy in development of the healthcare system. Students utilize readings and videos, to then participate in discussion board postings. Students also attend 3 face to face meetings, take quizzes and exams including a Capstone project on the future of healthcare systems, providers, players and payors.</td>
</tr>
<tr>
<td>3 and 4</td>
<td>7 modules focus on the healthcare system; health policy and reform; access, delivery and quality healthcare; workforce and role of technology; future of healthcare; cycles and trends in healthcare.</td>
<td>Students utilize readings, videos, to then participate in discussion board postings. Students also attend 3 face to face meetings, take quizzes and exams including a Capstone project on the future of healthcare systems, providers, players and payors.</td>
</tr>
</tbody>
</table>
HCR 220

Introduction to Nursing, Health Professions and The U.S. Health Care System

COURSE SYLLABUS
ARIZONA STATE UNIVERSITY

COURSE NUMBER: HCR 220

COURSE TITLE: Introduction to Nursing, Healthcare Professions and the U.S. Healthcare System

CREDITS: 3 Credit Hours

PREREQUISITES: None

COREQUISITES: ENG 102

PLACEMENT IN CURRICULUM: Freshman/Sophomore Year

FACULTY: Rojann R. Alpers, Ph.D., R.N.
Room 336 NHI 1
rojann@asu.edu

This is an online course, course-related communication MUST be via the course site/email
Office Hours by Appointment

CATALOG DESCRIPTION: Introduction to the historical, social, political, economic and interprofessional contexts in which nursing, other healthcare professions and the United States healthcare system evolved.

COURSE OVERVIEW: Historical, contemporary and futuristic contexts which influence the development and advancement of the complex adaptive systems of nursing, other healthcare professions, interprofessionalism, and the United States healthcare system.

This course meets requirements as a lower division history course.

LEARNING OUTCOMES:

At the completion of this course students will be able to:

1. Explore the historical and contemporary evolution of nursing and other healthcare professions as a complex adaptive system.
2. Explore the historical and contemporary evolution of health care systems in the United States.
3. Describe the relationship among different health care systems and the political, social, and economic forces that shape those systems.
4. Discuss the roles and preparation of members of the interprofessional health care team.
5. Identify current and future challenges to healthcare systems, delivery, funding, access and innovation.

METHODS OF INSTRUCTION:
This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The myASU/Blackboard Course Site can be accessed at http://my.asu.edu
This hybrid course utilizes PowerPoint presentations, on-line Discussions (critical discourse), Independent and Group Activities, and Selected Media presentations.

**Computer Requirements**
This course requires that students have access to a computer that can access the internet. Students will need to have access to, and be able to use, the following software/hardware:

- A web browser (Internet Explorer or Mozilla Firefox)
- Adobe Acrobat Reader (free download)
- Adobe Flash Player (free download)
- Microsoft Word 97-2010 compatible
- Microsoft PowerPoint 97-2010 compatible
- Microsoft Media Player (for Windows) or VLC Media Player (for Mac)
- Computer speakers that will allow you to hear audio components of online activities

**ALL SUBMITTED WORK MUST USE MS WORD/POWERPOINT 97-2010 COMPATIBLE KEYNOTE for MAC’s IS NOT COMPATIBLE WITH MS WORD/POWERPOINT!**

**Email and Internet**
Students must have an active ASU e-mail account and access to the Internet. *All faculty correspondence will be sent to your ASU e-mail account.* Please plan on checking your ASU email account regularly for course related messages.

**Campus Network or Blackboard Outage**
When access to Blackboard is not available for an extended period of time (greater than 6 continuous hours) students can reasonably expect that the due date for assignments will be adjusted as appropriate. Students may access the following link to determine the status of the system; this is the same link instructors will be using to determine outages.- [http://syshealth.asu.edu/](http://syshealth.asu.edu/)

*You are required to either print or download onto your computer the course syllabus, calendar and any assignment criteria/rubrics. A Network outage will not be accepted as a viable reason for your not completing or being delayed in completing the assignments.*

**Studying and Preparation Time**
Each class, requires preparation and completion of assignments. A three-credit course requires 45 hours of in-class/on-line time and preparation time per credit hour-this includes consolidated semesters. Therefore, plan on spending approximately 135 hours actively participating in this course. *It would be prudent to consider checking the course site ANNOUNCEMENTS and/or email daily for changes, adjustments and announcements.*

**METHODS OF EVALUATION:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number in Course</th>
<th>Total Course Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus and Course Quiz</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>15</td>
<td>33.75%</td>
</tr>
<tr>
<td>Response to Discussion Boards</td>
<td>15</td>
<td>7.5%</td>
</tr>
<tr>
<td>Examinations</td>
<td>2 (25% each)</td>
<td>50%</td>
</tr>
<tr>
<td>Group Wiki</td>
<td>1</td>
<td>6.75%</td>
</tr>
</tbody>
</table>
Submitting Assignments:
Details for where to submit assignments is provided in the Learning Modules section of the course. Assignments and activities will be submitted electronically using the designated on-line access/submission sites within the course. **No faculty-direct emails will be accepted for any assignment submission.**

Grading for this course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>89.5-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>79.5-89.4</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>69.5-79.4</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>59.5-69.4</td>
</tr>
<tr>
<td>E/F</td>
<td>Below 60%</td>
<td>Below 59.5</td>
</tr>
</tbody>
</table>

All HCR courses taken by lower division nursing students and used for consideration in admission to the upper division Professional Nursing Program must be passed with a grade of ‘C’ or better.

**Final score is rounded up if 0.50 or greater. (example: 76.50 is rounded to 77; 76.49 is not rounded)**

Grading Procedure:
Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 72 hours of the due date and time via the Gradebook.

RESOURCES:
Required:
1. HCR 220 Syllabus

   All Assignments will require you to use APA format

Additional required readings may be assigned throughout the semester.

COURSE POLICIES:

- **Preparation** for class means reading the assigned readings, media, PowerPoints, etc.& reviewing all information required for that week **PRIOR to posting any responses or replies to classmates.** Students hold the responsibility for all class content.

- **Participation** means knowledge of assignments and pertinent class contributions. Participation also means being engaged and involved in all online assignments, postings, peer review and comment and **providing consistently substantive postings for each assignment.** Because this is a consolidated course you must plan ahead and be on time with all your postings and replies to postings.

The modules and any other verbal, written or electronic materials made available for this class are copyrighted. They may not be recorded, copied, marketed or sold without express written consent of the professor.
• **Written Assignments**

*Assignments will not be accepted late* unless prior arrangements are made with the instructor for a turn in date different from that posted. Assignments may not be repeated. Any questions regarding assignments need to be discussed with the instructor prior to the due date. *There are no extra credit or alternative assignments available in this course,* so please do your best on the assigned work as your grade will be based on this work alone.

• **Exams**

Students are expected to take exams as scheduled. If unforeseen emergent circumstances arise that prevent the student from taking the exam; the student must contact the instructor prior to the exam, to make necessary arrangements. The format for the makeup exam is at the instructor’s discretion. If the student does not contact the instructor before the class begins and misses an exam, the student will receive a ‘zero’ for that exam.

• **Grades**

Grades for all assignments will be posted on the grade book on the course Blackboard. Students share in the responsibility for checking their posted grades and bringing discrepancies to the attention of the instructor within two weeks of the posting date.

• **Subject to change notice**

All materials, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

• **Academic Integrity**

It is expected that students and faculty in the College of Nursing & Healthcare Innovation have an obligation to act with honesty and integrity, and to respect the rights of others. The purpose of the Academic and Professional Integrity policy is to uphold standards of academic and professional excellence. *Academic dishonesty will not be tolerated.*

• **Breach of Integrity:**

Suspected instances of violations of academic and/or professional integrity are to be reported to the course coordinator (Dr. Alpers) who will conduct an investigation in a manner that protects the individual rights of the persons involved. Just as there are consequences for violations of academic and professional integrity so too, are there consequences for any students who makes intentionally false accusations. For questions about academic and professional integrity within the University and College of Nursing please refer to:

**University Code of Conduct**

[http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity)
DISABILITY ACCOMMODATIONS: Students with disabilities who need accommodations in this
class are encouraged to make their requests to faculty at the beginning of the semester.
Note: Prior to receiving disability accommodations, verification of eligibility from the Disability
Resource Center (DRC) is required. The DRC is located in University Center, 411 N. Central Avenue,
Suite 160. DRC staff can also be reached at: 602-496-4321 (V), 602-496-0378 (TTY), and at: Disability-
Q. Their hours are 8:00 AM to 5:00 PM, Monday through Friday. Eligibility and documentation policies
can be viewed at: http://www.asu.edu/drc. Disability information is confidential.

Undergraduate Class Expectations: Didactic/On-line/Hybrid

The following expectations reflect our responsibilities and accountabilities as members of the
ASU College of Nursing community:

As a student I will:
● Download or print the syllabus, all assignment expectations and guidelines, due dates, rubrics,
etc. to my desktop or other readily available hardware to avoid any inability to access important
course information during an Internet/Blackboard down period. Lack of access or delay in
access to assignments, etc. will not be accepted for request or explanation of late or incomplete
postings.
● Come to the on-line class prepared: This means having readily available all materials, syllabus,
media text/readings. I will review the class objectives, the readings, and any other required
materials/activities prior to engaging in the on-line class and I will be prepared to substantively
discuss, question and apply this information during class postings and exchanges.
● Be an active participant in all activities: questions, group discussion and projects, simulations,
and games, etc.
● Identify my own learning needs, communicate these appropriately, initiate clarification and be
self motivated and directed.
● Take tests and turn in assignments on the assigned dates and in the designated course on-line
access/entry points.
● Conduct myself in accordance with the University Student Code of Conduct and the College of
Nursing Code of Conduct and Integrity Pledge while in this class. I understand that non-
respectful or disruptive behaviors are not acceptable and will be dealt with according to
University/College Policy.

As Faculty I will:
● Come to the on-line class prepared, use a variety of teaching strategies and invite questions
and discussions.

- Recognize active participation in course activities: questions, group discussion and projects, simulations and games.

- Welcome identification of individual student learning needs, and their appropriate communication and clarification.

- Communicate changes, expectations, concerns and encouragement as appropriate.

- Conduct myself in accordance with the University Student Code of Conduct and the College of Nursing Code of Conduct and Integrity Pledge and address any non-respectful or disruptive behaviors that may occur in class.

- Recognize that students’ work is their own and will not be recorded, copied, marketed or sold without their consent. Approved in Undergraduate Forum 4-2-02/revised 8/16/2012

**TOPIC OUTLINE:**

1. The Importance of Studying History
2. History of Nursing
3. History of Medicine
4. History of Social Work
5. History of Nutrition
6. History of Dentistry
7. History of Pharmacy
8. Interprofessional Healthcare and Education
10. Health Policy, Reform and Finance
11. Public Health, Levels of Prevention and Health Determinants
12. Access, Delivery and Quality in Healthcare
13. Healthcare Workforce and the Role of Technology
Discussion Board Guidelines

The Discussion Boards will serve several purposes for us in this class:

1. To provide an avenue to share your ideas and their on-going development relative to the course concepts.

2. To provide a selective interactive forum where we can exchange and dialogue about the ideas shared on the Discussion Boards and within the specific assignments.

3. To provide an accountability mechanism so that all course assignments are completed and the work credited.

To best meet these purposes the following criteria will apply to all assigned Discussion Boards:

1. Your postings should reflect your best and most matured/incubated ideas to date.

2. Your writing style should be professional, elegant and eloquent.

3. References should be included when appropriate, using APA format

4. All interactions will be respectful and kind, but may of course present an alternative perspective.

5. All postings will be timely, and completed by the recorded due date and postings that exceed the recorded date and time will not be accepted.

6. Everyone is encouraged and welcome to respond to classmate's postings, but each Discussion Board will require responses to at least one (1) of your classmates.

7. Discussion Boards with required responses will expect responses to be substantive, on point and reflect the overall criteria for Discussion Board postings already presented

8. You are invited to communicate suggestions for other Discussion Boards (not already assigned) but the decision to initiate a new Discussion Board will rest solely with the instructor.

9. We must all feel a margin of security to our ‘thinking out loud’ via the Discussion Boards, Therefore, the ideas shared through our on-line dialogues is confidential and is not to be discussed outside the province of this course and its assignments.

10. Discussion Boards will be graded based on Critical Thinking, Making Connections and Uniqueness (Synthesis). Please see the Discussion Board Rubric attached to each Discussion Board

These Discussion Boards are meant to replicate the face-to-face exchanges that occur in a traditional classroom -setting. Therefore, we must all bring depth, breadth and diverse thinking to all of our exchanges and the willingness to entertain and be informed and transformed by ideas that this course and our colleagues generate.

Created: R.R. Alpers 2008
Updated 2012 and 2013
© R. R. Alpers (2010)
### Discussion Board Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding .75 points</th>
<th>Proficient .5 point</th>
<th>Basic .25 point</th>
<th>Below Expectations 0 point</th>
</tr>
</thead>
</table>
| **Critical Thinking** | • Substantial information  
• Thought, insight, and analysis has taken place | • Generally competent  
• Information is accurate and some insight and analysis is present | • Minimal or questionable information  
• Limited insight or analysis is present | • Rudimentary and superficial  
• No analysis or insight is displayed |
| **Connections**     | • Clear connections  
• To previous or current class readings/discussions  
• To real-life situations | • Some connections present  
• Lack depth and/or detail | • Limited, or no connections  
• Vague generalities | • No connections are made  
• Off topic |
| **Uniqueness**      | • Clarity of ideas and connections  
• Appropriate depth and/or detail | • Beginning clarity of ideas or connections  
• Lack depth and/or detail | • Ideas and connection lack clarity  
• Rehash or summarize other postings or sources | • No synthesized ideas  
• “I agree with….” Statement, etc. only shared |
| **APA Format**      | • All non-original ideas and images are referenced  
• All references on Reference List are also referenced within the text | | | |

Adapted from a website from Middle Tennessee State University since disconnected March 24, 2011
Discussion Board 15 Internet Site Review Form/Format:
Workforce and Technology: Interprofessional Education

Conduct in Internet search of Interprofessional Education and Practice. You should plan to overview several sites BEFORE your final selection. Your selected Internet search should utilize the best sources (reliable and valid) of information available on the Internet (this is NOT the time to use someone’s blog or other ‘opinion-based’ source). Typically, the more reliable and valid and professional sources end with edu. org. or gov. but there may be some that are acceptable that end in com.---but these need even greater scrutiny.

Once you have made a final selection of an Internet site then conduct your review of the site using the following questions and form: BOTH the questions and form below should be completed and uploaded as a file to the Designated Discussion Board site.

1. Provide a hyperlink to the selected site:
2. Briefly describe why you selected this Internet site following your overview of other sites and WHY you felt this was the BEST Internet site to complete this assignment.
3. What was your OVERALL impression of this Internet site.
4. Top three (3) STRENGTHS of the site.
5. Top three (3) LIMITATIONS of the site.
6. Other criteria that should be included in evaluating Internet sites.
7. Misc. comments about this site that is not included in these queries and review.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Fair (1)</th>
<th>Questionable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet site address:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author/source: (Reputable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy (Is information similar or comparable to other sites)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currency: (Information updated as needed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reliability/Creditability: (Professional source of information)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniqueness: (Original/novel presentation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Writing/Presentation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attractive/Inviting Format:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ease of Navigation/Convenience:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Link(s) to Other Sources:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Sources Listed: (Referenced)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References:
b. http://www.bmj.com/content/318/7184/647.1.full
© R. R. Alpers (2010)
<table>
<thead>
<tr>
<th>Date</th>
<th>Modules</th>
<th>Topic</th>
<th>Assignments/Evaluation</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module 1</td>
<td>Importance of History</td>
<td>A. Personal Introduction DB</td>
<td>On-line</td>
</tr>
<tr>
<td>1/13/2014</td>
<td></td>
<td>Scourge of the Black Death Video</td>
<td>B. Syllabus/Course Tour QUIZ (due by Friday 1/17 5pm)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C. Importance of History DB-1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D. History of Disease/Black Plague QUIZ (due by Friday 1/17 5pm)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(All ORIGINAL DB postings are due by 5pm on Friday (1/17) of each week, and then the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>REQUIRED classmate response to the DB posting is due by 5pm on the following Monday</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1/20).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E. Review capstone WIKI project and contact assigned group members</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 2</td>
<td>History of Nursing</td>
<td>A. History of Nursing DB 2</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>1/20-2014</td>
<td></td>
<td>Sentimental Women Video</td>
<td>(All ORIGINAL DB postings are due by 5pm on Friday (1/24) of each week, and then the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viet Nam Nurses Video</td>
<td>REQUIRED classmate response to the DB posting is due by 5pm on the following Monday</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>REVIEW THESE VIDEOS PRIOR TO COMING TO CLASS</td>
<td>(1/27).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Modules 3 &amp; 4</td>
<td>History of Medicine</td>
<td>A. History of Medicine QUIZ (due by 5pm Friday 1/31)</td>
<td>On-line</td>
</tr>
<tr>
<td>1/27/2014</td>
<td>History of Medicine</td>
<td>Ancient Egypt Video</td>
<td>B. History of Social Work QUIZ (due by Friday 1/31)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of Social Work</td>
<td>Module 4: History of Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 5</td>
<td>History of Nutrition</td>
<td>A. History of Nutrition (U.S.) DB 3</td>
<td>On-line</td>
</tr>
<tr>
<td>2/3/2014</td>
<td></td>
<td></td>
<td>(All ORIGINAL DB postings are due by 5pm on Friday (2/7) of each week, and then the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>REQUIRED classmate response to the DB posting is due by 5pm on the following Monday</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2/10).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B. History of Nutrition (Global) DB 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(All ORIGINAL DB postings are due by 5pm on Friday (2/7) of</td>
<td></td>
</tr>
</tbody>
</table>

Class begins on Monday 1/13!
<table>
<thead>
<tr>
<th>Week 5</th>
<th>2/10/2014</th>
<th>Modules 6 &amp; 7</th>
<th>History of Dentistry</th>
<th>History of Pharmacy</th>
<th>A. History of Dentistry QUIZ (due by 5pm Friday 2/14)</th>
<th>B. History of Pharmacy QUIZ (due by 5pm Friday 2/14)</th>
<th>On-line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>2/17/2014</td>
<td>Module 8</td>
<td>Interprofessional Healthcare and Education</td>
<td>A. Interprofessional Education and Practice DB 5 (All ORIGINAL DB postings are due by 5pm on Friday (2/21) of each week, and then the REQUIRED classmate response to the DB posting is due by 5pm on the following Monday (2/24). B. (Optional) Complete Interprofessional Research Survey (click on course button)</td>
<td>On-line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>3/3/2014</td>
<td>Module 10</td>
<td>Health Policy, Reform and Finance</td>
<td>A. Healthy Policy, Reform and Finance DB 6 (All ORIGINAL DB postings are due by 5pm on Friday (3/7) of each week, and then the REQUIRED classmate response to the DB posting is due by 5pm on the following Monday (3/10).</td>
<td>On-line</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SPRING BREAK** March 9-March 16
<table>
<thead>
<tr>
<th>Date</th>
<th>Modules</th>
<th>Topic</th>
<th>Assignment/Evaluation</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9 3/17/2014</td>
<td>Module 11</td>
<td>Public Health, Levels of Prevention &amp; Determinants of Health</td>
<td>A. Public Health, Levels of Prevention and Health Determinants <strong>QUIZ (due by 5pm Friday 3/21)</strong></td>
<td><strong>Face-to-Face Class Meeting</strong> 4:40pm-7:30 pm TUESDAY March 18 Mercado C 368</td>
</tr>
<tr>
<td>Week 10 3/24/2014</td>
<td>Module 12</td>
<td>Access, Delivery &amp; Quality in Healthcare</td>
<td>A. Access, Delivery and Quality in Healthcare <strong>DB 7 (All ORIGINAL DB postings are due by 5pm on Friday (3/28 of each week, and then the REQUIRED classmate response to the DB posting is due by 5pm on the following Monday (3/31).</strong></td>
<td><strong>On-line</strong></td>
</tr>
<tr>
<td>Week 11 3/31/2014</td>
<td>Module 13</td>
<td>Healthcare Workforce &amp; Role of Technology</td>
<td>A. <strong>Internet Site Review Project: Workforce and Role of Technology (DB 8) (due by 5pm Friday 4/4) Classmate response optional but welcomed with this project posting</strong></td>
<td><strong>On-line</strong></td>
</tr>
<tr>
<td>Week 12 4/7/2014</td>
<td>Module 14</td>
<td>Future of Healthcare</td>
<td>A. <strong>CAPSTONE GROUP PROJECT WIKI Assignment:</strong> The Future of Healthcare Systems, Providers, Players and Payers (due by 5pm Friday 4/11)**</td>
<td><strong>On-line</strong></td>
</tr>
<tr>
<td>Week 13 4/14/2014</td>
<td>Module 15</td>
<td>Yesterday, Today, Tomorrow: Cycles and Trends in Healthcare</td>
<td>TDB</td>
<td><strong>Face-to-Face Class Meeting</strong> TUESDAY April 15 4:40pm-7:30pm Mercado C 368</td>
</tr>
<tr>
<td>Week 14 4/21/2014</td>
<td><strong>CATCH-UP AND REVIEW</strong></td>
<td><strong>FOR EXAM</strong></td>
<td>Examination: Test open Monday April 28, 2014 at 8:00am and will close at 5:00pm Friday May 2, 2014. (Click on EXAMS BUTTON on On-line</td>
<td></td>
</tr>
<tr>
<td>Week 15 4/28/2014</td>
<td>No New Modules</td>
<td>Exams <strong>E</strong></td>
<td></td>
<td><strong>On-line</strong></td>
</tr>
<tr>
<td>course site to access test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONTENTS

Brief Contents vii
List of Tables and Figures xiii
Foreword, Steven Jonas, MD, MPH, MS, FNYAS xvii
Acknowledgments xix
Organization of This Book xxi
Contributors xxiii

Part I: Health Policy

1 THE CURRENT U.S. HEALTH CARE SYSTEM 3
   Anthony R. Kovner and James R. Knickman
   The Importance of Health and Health Care to American Life 4
   Defining Characteristics of the U.S. Health Care System 4
   Major Issues and Concerns Facing the Health Sector 5
   Constraints and Opportunities for Change 7
   Engagement at the Ground Level 8
   Discussion Questions 8
   Case Study 8

1A AN OVERVIEW IN CHARTS 9
   Victoria D. Weisfeld
   "Get Government Out of My Health Care!" 9
   The Department of Health and Human Services 10
   Health-Related Responsibilities of Other Federal Entities 12
   The U.S. Hospital and Physician Supply 14
   Costs of Care 17
   Where the Money Comes From 17
   Health Care Quality 19
   Satisfaction With Care 21
   The Health Care Workforce 23
2 HEALTH POLICY AND HEALTH REFORM 25

Michael S. Sparer

- The Government as Payer: The Health Insurance Safety Net 26
- The Government as Regulator 36
- The Government as Health Care Provider 39
- Key Issues on the U.S. Health Care Agenda 42
- Discussion Questions 43
- Case Studies 43

3 HEALTH CARE FINANCING 47

James R. Knickman

- General Overview of Health Care Financing 48
- What the Money Buys and Where It Comes From 51
- How Health Insurance Works 52
- How Health Reform May Affect the Financing System 58
- Reimbursement Approaches 59
- Current Policy Issues in Financing 61
- Conclusion 64
- Discussion Questions 65
- Case Study 65

4 COMPARATIVE HEALTH SYSTEMS 67

Bianca K. Frogner, Hugh R. Waters, and Gerard F. Anderson

- Basic Health Care System Characteristics 68
- Health Care Quality Similarities Across Models 70
- Evolution of Health Care Systems 71
- Exploring Major Health System Models 73
- Common Challenges Facing Systems 78
- Conclusion 79
- Discussion Questions 79
- Case Study 80

Part II: Population Health

5 POPULATION HEALTH 85

Pamela Russo

- The Population Health Model 86
- The Medical Model 88
- Comparing the Medical and Population Health Models 88
- The Influence of Social Determinants on Health Behavior and Outcomes 90
- Leading Determinants of Health: Weighting the Different Domains 94
- Health Policy and Returns on Investment 96
- Conclusion 99
Discussion Questions  100
Case Study  101

6 PUBLIC HEALTH: POLICY, PRACTICE, AND PERCEPTIONS  103
Laura C. Leviton, Scott D. Rhodes, and Carol S. Chang
Who's in Charge of Public Health?  103
A Healthy Population Is in the Public Interest  105
Core Functions of Public Health  108
Governmental Authority and Services  110
Challenges and Opportunities  114
Discussion Questions  121
Case Study  122

7 HEALTH AND BEHAVIOR  125
C. Tracy Orleans and Elaine F. Cassidy
Behavioral Risk Factors: Overview and National Goals  126
Changing Health Behavior: Closing the Gap Between Recommended and
Actual Health Lifestyle Practices  131
Changing Provider Behavior: Closing the Gap Between Best Practice
and Usual Care  140
Conclusion  145
Discussion Questions  146
Case Study  147

8 ACCESS TO CARE  151
John Billings, Joel C. Cantor, and Chelsea Clinton
Economic Barriers to Care  154
Noneconomic and Quasi-Economic Barriers to Care  160
State and Federal Health Care Reforms  169
The Future: Continuing and Emerging Issues  173
Discussion Questions  175
Case Study  175

Part III: Medical Care Delivery

9 ORGANIZATION OF MEDICAL CARE  181
Carol A. Caronna and Michael K. Ong
Basic Framework of Medical Care Delivery  182
Characteristics of the Medical Care Field  185
Critical Issues Facing the Delivery System  192
Pathways to Better Organized Care  194
Barriers to Change  198
Conclusion  200
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td><strong>INTEGRATIVE MODELS AND PERFORMANCE</strong></td>
<td>205</td>
</tr>
<tr>
<td></td>
<td><em>Douglas McCarthy</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Structure of Integration</td>
<td>206</td>
</tr>
<tr>
<td></td>
<td>Attributes of Organized Health Care Delivery</td>
<td>211</td>
</tr>
<tr>
<td></td>
<td>Cross-Cutting Themes: The &quot;Methods&quot; of Organized Delivery</td>
<td>221</td>
</tr>
<tr>
<td></td>
<td>The Value of Organized Delivery</td>
<td>224</td>
</tr>
<tr>
<td></td>
<td>Realizing the Potential</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>227</td>
</tr>
<tr>
<td></td>
<td>Discussion Questions</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
<td>228</td>
</tr>
<tr>
<td>11</td>
<td><strong>HIGH QUALITY HEALTH CARE</strong></td>
<td>233</td>
</tr>
<tr>
<td></td>
<td><em>Carolyn Clancy and Robert Lloyd</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defining Quality</td>
<td>234</td>
</tr>
<tr>
<td></td>
<td>Quality Matters: How Are We Doing?</td>
<td>235</td>
</tr>
<tr>
<td></td>
<td>Measuring Quality</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>Practicing Quality Measurement in Health Care</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>The Quality Measurement Journey</td>
<td>238</td>
</tr>
<tr>
<td></td>
<td>Promising Initiatives</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>Future Directions</td>
<td>251</td>
</tr>
<tr>
<td></td>
<td>Core Competencies for Health Administrators</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>Discussion Questions</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
<td>254</td>
</tr>
<tr>
<td>12</td>
<td><strong>HEALTH CARE COSTS AND VALUE</strong></td>
<td>257</td>
</tr>
<tr>
<td></td>
<td><em>Herbert P. White</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Value of Medical Spending</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>What Is Cost, Anyway?</td>
<td>260</td>
</tr>
<tr>
<td></td>
<td>Third-Party Payers</td>
<td>261</td>
</tr>
<tr>
<td></td>
<td>Employers</td>
<td>265</td>
</tr>
<tr>
<td></td>
<td>Providers</td>
<td>266</td>
</tr>
<tr>
<td></td>
<td>Suppliers</td>
<td>271</td>
</tr>
<tr>
<td></td>
<td>Role of the Individual</td>
<td>272</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>274</td>
</tr>
<tr>
<td></td>
<td>Discussion Questions</td>
<td>274</td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
<td>275</td>
</tr>
<tr>
<td>13</td>
<td><strong>COMPARATIVE EFFECTIVENESS</strong></td>
<td>277</td>
</tr>
<tr>
<td></td>
<td><em>Amir Satvat and Jessica Leight</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What Comparative Effectiveness Is All About</td>
<td>277</td>
</tr>
<tr>
<td></td>
<td>Comparative Effectiveness Program Models</td>
<td>278</td>
</tr>
</tbody>
</table>
Part IV. Support for Medical Care Delivery

14 GOVERNANCE, MANAGEMENT, AND ACCOUNTABILITY 299
Anthony R. Kovner
- Key Processes and Stakeholders 299
- Governance vs. Management 301
- Current Governance Issues 303
- Basic Managerial Functions and Successful Managers 306
- Current Management Issues 308
- Conclusion 311
- Discussion Questions 312
- Case Study 312

15 HEALTH WORKFORCE 315
Richard Scheffler and Joanne Spetz
- Health Care Reform and the Health Care Workforce 317
- Physician Health Workforce 318
- The Crucial Nature of Primary Care 319
- The Supply of Nurses and Nurse Practitioners 321
- Conclusion 325
- Discussion Questions 326
- Case Studies 327

16 HEALTH INFORMATION TECHNOLOGY 331
Roger Kropf
- Why Managing Information Is Important in Health Care 332
- How the Federal Government Is Involved in HIT Implementation 334
- Improving Clinical Quality Through HIT 336
- Improving Health Care Service Quality Through HIT 339
- Opportunities for Controlling Health Care Costs 341
- Current Issues 343
- Conclusion 346
- Discussion Questions 346
- Case Study 347
Part V: The Future of Health Care Delivery

17 THE FUTURE OF HEALTH CARE DELIVERY IN THE UNITED STATES 353
   James R. Knickman and Anthony R. Kovner
   Definitions and Approaches to Forecasting 354
   Key Drivers of Change 356
   New Five-Year Trend Forecast 360
   Conclusion 363
   Discussion Questions 363
   Case Studies 363

APPENDIX
   Major Provisions of the Patient Protection and
   Affordable Care Act of 2010 365

Glossary 377
Index 389