

Course Syllabus – Fall 2021

COVID-19 Guidelines and Resources

The following guidelines and resources outline expectations for students and instructors of record during the Fall 2021 semester.

Instructor Resources

Syllabi Language for Faculty: Masks and Vaccinations

For faculty who would like to include information in your syllabus about the university's policy on masks and vaccinations, you may use the developed language shown below. The inclusion of this language in your syllabus is not required and is at the discretion of the instructor of record. Please remember that Texas Governor Greg Abbott's Executive Order [GA-38](#) prohibits us from mandating vaccines and face coverings for UT Dallas employees, students and members of the public on our campus. However, we strongly encourage all Comets to get vaccinated and wear face coverings as recommended by the CDC. The University of Texas at Dallas (UT Dallas) will continue to share more information and guidance as we get closer to the fall semester.

Classroom Safety and COVID-19 To help preserve the University's in-person learning environment, UT Dallas recommends the following:

Adhere to the University's [CDC Updated Guidelines](#) issued on July 30, 2021. All Comets are strongly encouraged to wear face coverings indoors regardless of vaccination status. Please note this represents a change in the [campus guidance](#) issued on May 20, 2021.

Accommodations for Students Who Miss Class for Reasons Unrelated to COVID-19

Individual faculty maintain their discretion on whether and how to accommodate student absences unrelated to COVID-19.

Accommodations for Students Who Must Isolate or Quarantine Due to COVID-19

To keep the UT Dallas community as safe as possible, the University requires students who test positive for COVID-19 or who are close contacts as determined by the campus contact tracing program to isolate or quarantine as applicable. Faculty will be notified by the Dean of Students' Office if a student in their class has been required to isolate (positive case) or quarantine (exposed). Faculty must make lectures available for those students during the period the students must isolate or quarantine. Faculty who need assistance with providing these students access to course content can contact the eLearning Team at elearning@utdallas.edu. Faculty have the discretion to set an attendance

policy for their in-person meetings, but the absences due to COVID-19 cannot be counted against an isolated or quarantined student.

Verifying COVID-19 Isolations or Quarantines

Students need to self-report COVID-19 positive results or exposures via an [online form](#) so that university campus tracers can verify, record, and take necessary campus precautions. When faculty are notified by students rather than by the Dean of Students' Office that the students are isolating or quarantining, the faculty should remind students to self-report via the form; students should not attend class until cleared by campus tracers.

Vaccinations are widely available, free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated. You are encouraged to [get a COVID-19 vaccine](#) and register your vaccination status through the [voluntary vaccine report form](#).

Proactive Community Testing remains an important part of the university's efforts to protect our community. Tests are fast and free. Please check the [Comets United](#) webpage for additional information.

[Student Safety](#) remains an important part of the UT Dallas' efforts to protect our community. All students will adhere to the Comet Commitment. Unvaccinated Comets will be expected to complete the mandatory [Required Daily Health Screening](#). Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the [Student Code of Conduct – UTSP5003](#). All students are encouraged to read the [Recommendations for Students Returning to Campus](#) issued on August 2, 2021.

Visit [Comets United webpage](#) to obtain the latest information on the University's guidance and resources for campus health and safety.

[Previous Campus Communications](#): a list of university announcements made in 2020-2021.

[Registrar's Intranet](#): please log in with your UTD NetID and password to access this site. Information that faculty need about grading, scheduling, and other essential aspects of our responsibilities related to teaching are made available and updated regularly in the Registrar's Intranet. This source of information can only be accessed by logging in with your UTD NetID and password. Many important faculty questions are answered here, and this is information that faculty members are expected to know and understand.

[FERPA Guidelines](#): you will be asked to log in before you access the FERPA Guidelines webpage on the Registrar's Intranet. If faculty have additional questions about FERPA guidance, please contact the Office of the Registrar

at records@utdallas.edu for the proper student consent forms and further instructions.

[Honorlock](#): Online proctoring tool will be available for fully online courses and for classes with enrolled international students who are not yet in the United States.

[UT System Resources for Creating Accessible Course Content](#): designed to assist faculty with developing course content

Student Resources

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see "[What should I do if I become sick?](#)")

COVID-19 Resources

[Comets United webpage](#): check frequently

[FAQ](#): check out the FAQs and reach out to your instructor or academic advisor if answers are not included

[Student Resources](#): a variety of resources are available to help students to obtain counseling, health care, and academic support.

HLTH 3305

SECTION 3

INTRODUCTION TO US HEALTHCARE SYSTEM

FALL SEMESTER 2021

CLASS: 2:30-3:45; Mondays and Wednesdays

LOCATION: ML2, 1.212

Professor Contact Information

Faculty Azadeh Stark, PhD, MEd, CME

Office location: Hoblitzelle Hall

Office hours: After class and by

appointment

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Teaching Assistant Clayton Gable

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Course Description

The American healthcare system is one of the best and is one of the worst. The American healthcare system offers the most advanced innovation in information and health technology. Yet, it manages to fail many of its own citizens. The American healthcare system spends over \$8,000 per patient per year, nearly double the next highest country, the United Kingdom. Yet, the Americans experience the highest rate of infant mortality, teenage pregnancy and diseases that can be prevented. The American healthcare system is plagued with disparity in quality of healthcare services.

In this class, we will briefly explore the history of medical education in the United States; examine the influence of our social, cultural, and other factors on our current health and well-being and healthcare system. We will spend a good portion of our time on health insurance and Affordable Healthcare Act and its potential impact on our society. Additionally, we will discuss the latest changes in healthcare practice, laws, and technological trends that impact our current healthcare delivery system.

Student Learning Objectives/Outcomes

- 1) To identify the various components of the U.S. health care system.
- 2) To understand the different types of payment sources for health care.
- 3) To understand the role of the government in health care
- 4) To develop awareness of the complexity and interconnectedness of the multiple components of the health care system and their impact on providers
- 5) To learn, understand and analyze the latest trends and changes in American healthcare
- 6) To identify the value and benefits of teamwork and group approach in delivering healthcare services.

Required Textbooks and Materials

Textbook and Reading Requirements

Delivering Health Care in America

A System Approach

8th edition

Authors: Leiyu Shi

Douglas A. Singh

Jones & Bartlett Learning

ISBN: 9781284224610

Narrative Matters

Writing to Change the Health Care System

2nd Edition

Edited by: Jessica Bylander

Surviving Arrogance
How a Patient Saved the Soul of a Surgeon
 Author: S. David Nathanson, MD
 Dorrance Publishing Company
 ISBN: 978-1-6461-0796-4

Latest publication/journal articles will be posted on e-learning; students are required to download these articles and dedicate time to study these articles.

Assignments & Academic Calendar
(Topics, Reading Assignments, Due Dates, Exam Dates)

AUGUST 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 Introduction History of US healthcare system Flexner's report	24	25 Definition of health. Determinants of health Life expectancy in the US	26	27	28
29	30 Submit HW1 Levels of healthcare delivery US healthcare system vs. other countries	31				

8/23, 8/25 and 8/30

Review of your course requirements and your responsibilities

Formation of groups; each group must be 4 members strong; submit names of your group to your professor; establish policies for collaboration and cooperation. For example, decide how you will be dealing with a member of your group who does not carry his/her responsibilities toward the rest.

We will begin the semester by briefly introducing the history of US Healthcare System

Reading Assignments:

8/23

Textbook

Chapter 3:

Medical Services in the Preindustrial Era

Medical Services in the Postindustrial Era

- Growth of Professional Sovereignty
- Urbanization
- Science and Technology
- Dependency
- Education Reform

Reading Assignment 1: The Flexner Report of 1910 and Its Impact on Complementary and Alternative Medicine and Psychiatry in North America in the 20th Century.

Authors: Stahnisch FW and Verhoef M.

Posted on e-learning: Folder: Reading Assignments.

8/25 and 8/31

Textbook

Chapter 2:

Basic Concepts of Health

Determinants of Health

Measures Related to Health

Anthro-Cultural Beliefs and Values

Reading Assignment 2: Patients in Context-EHR Capture of Social and Behavioral Determinants of Health

Authors: Adler NE and Stead WW.

Posted on e-learning: Folder: Reading Assignments.

Homework Assignment 1

Study the following two reading assignments, discuss your understandings among your group members and prepare a compendium (2-3 pages) of your analysis, interpretation and offer potential solutions to these healthcare dilemmas/problems.

Textbook: Narrative Matters

Pages 240-250: Suresh GK. In the "Gray Zone", a Doctor Faces Tough Decisions on Infant Resuscitation.

Pages 285-294: Warren O. Intoxicated, Homeless, and in Need of a Place to Land.

September 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 2 Health Services Financing Insurance We will watch a documentary		3	4
5	6 Labor Day Holiday	7	8 Private Insurance Fee-for-Service Capitated Insurance	9	10	11
12	13 Private Insurance Fee-for-Service Capitated Insurance In class group assignment 1	14	15 Public Insurance Social Security, Medicare, Medicaid, CHIP Safety Net Clinics	16	17	18
19	20 Public Insurance Social security Medicare Medicaid CHIP Submit HW 2	21	22 Affordable Healthcare Act Covid-19 Financing	23	24	25
26	27 Affordable Healthcare Act Covid-19 Financing	28	29 We will watch a documentary Money & Medicine	30		

The entire month of September will be dedicated to the concept of insurance.

9/1 through 9/30

Textbook

Chapter 6

The role and scope of health services financing

The insurance function

Private health insurance

Trends in employment-based health insurance

Public health insurance

Covid-19 and healthcare financing

Chapter 9

What is managed care

Efficiencies and inefficiencies in managed care

Types of managed care organizations

Impact on cost, access, and quality

Chapter 11

Rural Health

Migrant workers

Homework assignment 2

Study the following two reading assignments, discuss your understandings among your group members and prepare a compendium (2-3 pages) of your analysis, interpretation and offer potential solutions to these healthcare dilemmas/problems.

Textbook: Narrative Matters

Pages 157-164: Harker YS. In Rural Towns, Immigrant Doctors Fill a Critical Need.

Pages 165-174: Beeigole C. An Uninsured Immigrant Delays Needed Care.

October 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Health Literacy, shared decision making Patient centered healthcare delivery Lols are due	5	6 Patient-provider effective communication New Approaches and Diffusion of Knowledge In class group assignment 2	7	8	9
10	11 Regulation & ascertainment of quality of care. JC, Magnet Certification	12	13 Technology & delivery of healthcare services ICD and CPT coding system	14	15	16
17	18 Precision medicine vs. evidence-based medicine	19	20 Six Sigma and Lean in delivery of healthcare services	21	22	23
24	25 Long-term care End of life care Palliative vs. hospice care Living will/advanced directive Quality of life, cultural expectation	26	27 Catch up Day Submit HW 3	28	29	30
31						

During October we will dedicate our time and effort to learn about ways to reduce cost of delivery of healthcare services, regulatory aspects of the healthcare system, and finally long-term care and end of life care.

10/4, 10/6, 10/11, 10/13

Textbook: Delivering Healthcare in America
Chapter 5

- Information Technology and Informatics
- E-Health, M-Health and E-Visits
- Innovation, Diffusion and Utilization of Medical Technology
- The Government's Role in Technology Diffusion

Chapter 8

- Types of Hospitals
- Expectations for non-profit hospitals
 - Licensure, Certification and Accreditation
 - Magnet Recognition Program
 - Ethical and Legal Issues in Patient Care.

Reading Assignment 3: What is Health Literacy? Fact Sheet #1

Posted on e-learning: Folder: Reading Assignments.

Reading Assignment 4: Achieving Value in Health Care Through Health Literacy

Posted on e-learning: Folder: Reading Assignments.

10/18 and 10/20

Reading Assignment 5: Jameson JL, and Longo DL. Precision Medicine-Personalize, Problematic and Promising

Posted on e-learning: Folder: Reading Assignments.

Reading Assignment 6: How Hospitals can Benefit from a LEAN Model

Posted on e-learning: Folder: Reading Assignments.

10/25 and 10/27

Chapter 10

- The Nature of Long-Term Care
- Long-Term Care Services
- Institutional Trend, Utilization, and Expenditure
- Insurance for Long-Term Care

Textbook: Surviving Arrogance

Chapter 1: A Lethal Tumor

Chapter 3: A Heroic Operation

Chapter 6: Reconnecting

Chapter 9: Patients as Friends






Chapter 15: A Special Beach

Homework Assignment 3

Study the assigned chapters from Surviving Arrogance. Also, study the reading assignment listed below. Based on your understanding and analysis, define the concept of effective communication between a patient and his/her provider. Explain the importance and the difficulties in establishing a productive communication either with your family members/friends/classmates/colleagues and future patients.

Textbook: Narrative Matters, Pages 176-183. Meier DE. I Don't Want Jenny to Think I'm Abandoning Her: Views on Overtreatment.

November 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 We will watch a documentary on hospice care: Being Mortal	2	3 Catch up Day	4	5	6
7	8 Platform Presentations 2 groups per session	9	10 Platform Presentations 3 groups per session	11	12	13
14	15 Platform Presentations 3 groups per session	16	17 Platform Presentations 2 groups per session	18	19	20
21	22 	23 	24 	25 	26 	27
28	29 Research Day	30				








Platform presentations!

11/8, 11/10, 11/15 and 11/17

Students will be required to perform peer evaluation; evaluation forms will be distributed.

11/29 will be dedicated to your term project research and preparation of your final manuscript. No class on 11/29.

December 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Course review and farewell Manuscripts are due	2	3	4
5 	6 	7 	8 	9 	10 	11 
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

We retain knowledge and develop the necessary skills of application through practice and commitment to various knowledge-based exercises. Research strongly support that we, humans, retain knowledge when our senses are actively engaged with the concepts. Delivery of healthcare services is a group approach; therefore, one of the objectives of this course is to develop the concept of teamwork and the essentiality of teamwork in achieving excellence. Therefore, your homework assignments must be the result of your teamwork.

GRADE DISTRIBUTION

Class Participation **50%**

Pop quizzes **20% (5% per quiz)**

Four unannounced quizzes will be administered. Each quiz will have 1-3 questions. The objective of these quizzes is to develop impromptu abilities to respond to a question on hand. Furthermore, we all need to be challenged out of our own comfort zones otherwise we will not cognitively grow and flourish.

Please note: If you miss one or all the quizzes, you cannot take the quiz later.

In-class group assignments **20% (10% per assignment)**

Members of the group will be required to work with each other in harmony and collaboration to find an answer to the problem on hand. **Two** in class group assignments will be administered. The objective of these assignments is to prepare you for your future professional responsibilities. At times, you would be required to resolve a problem or address an important concern within a short time notice. These situations require teamwork and a collective mind approach. The in-class group assignments are practices to prepare you for your future responsibilities.

Please note: If you miss the in-class group assignments, you will not receive the 10% of your final grade, even though your classmates complete the assignment.

Class attendance and participation **10%**

Homework Assignments **15% (5% per assignment)**

Students are required to complete three homework assignments. These assignments should be the result of teamwork and team collaboration. Students are required to compose short essays/commentaries (2-3 pages) based on their understandings of the reading assignments. Short essays should be the analysis of the reading assignments. One commentary per group.

Research Project **35%**

The objective of this requirement is to guide students in becoming independent learners through conducting research, analyzing the scientific literature and finally, composing their thoughts and understandings into a written scientific document. Each team must identify a major topic related to US Healthcare service, i.e., logistics in

the delivery of care, disparity in healthcare, undocumented immigrants and access to healthcare, cost of healthcare services and impact on the middle-class America, novel approaches in treatment of diseases, increased patients participation in the delivery of healthcare services, future of medicine and healthcare services, technology and medicine, among many others.

Letter-of-Intent

5%

Students are required to briefly, one to two paragraphs, describe the overall objective of their research project and the tentative title of their projects. Also, role and responsibility of each member of the group must be specified.

Manuscript

15%

Students are required to prepare a manuscript about their findings. The style of this manuscript must follow the style of the American Medical Association. Briefly, the content of manuscript should not exceed 10 pages (Introduction, Method, Results and Discussion). Abstract should not exceed of 350 words. Tables and figures can be attached at the end of the manuscript after references.

Platform Presentation

15%

Each team will be assigned to give a 15-minute presentation of their research findings. The objective of this assignment is to prepare you for your future professional requirements and public presentations. Presentation will be evaluated for the level of professionalism; presenters must have professional attires. Sandals, flipflops, shorts, muscleman t-shirts, t-shirts, jeans and torn pants are not acceptable as professional attire.

Please note, presentations will be cut exactly at 15 minutes. Each group has 5 minutes for preparation and 5 minutes for Q&A. Total time 25 minutes per group.

Grading Policy

(including percentages for assignments, grade scale, etc.)

A+	96-100
A	93-95.9
A-	90-92.9
B+	86-89.9
B	83-85.9
B-	80-82.9
C+	76-79.9
C	73-75.9
C-	70-72.9
D+	66-69.9
D	63-65.9
D-	60-62.9
F	≤ 59.9

Course & Instructor Policies

(make-up exams, extra credit, late work, special assignments, class attendance, classroom citizenship, etc.)

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Classroom Conduct Requirements Related to Public Health Measures

UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Fall 2021 semester to the extent allowed by state governance. Texas Governor Greg Abbott's Executive Order [GA-38](#) prohibits us from mandating vaccines and face coverings for UT Dallas employees, students, and members of the public on campus. However, we strongly encourage all Comets to get vaccinated and wear face coverings as recommended by the CDC. Check the [Comets United: Latest Updates webpage](#) for the latest guidance on the University's public health measures. Comets are expected to carry out [Student Safety](#) protocols in adherence to the Comet Commitment. Unvaccinated Comets will be expected to complete the [Required Daily Health Screening](#). Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the [Student Code of Conduct – UTSP5003](#).

Class Attendance

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes. Faculty have the discretion to set an attendance policy for their in-person

meetings, but the absences due to COVID-19 cannot be counted against a quarantined student.

Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

NOTE: if the instructor records any part of the course, then the instructor will need to add the following syllabus statement:

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

Off-campus Instruction and Course Activities

(Below is a description of any travel and/or risk-related activity associated with this course.)

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.