



# Healthcare Leadership and Management

*Course Syllabus*

*University of Texas at Dallas  
The American Healthcare System*

## **Course Information**

Course Prefix, Number, Section: HMGT 6320.0W, 1, 2, or 3  
Course Title: The American Healthcare Systems  
Term: Fall 2025  
Location & Modality: Online

## **Professor Contact Information**

Instructor: Keith Thurgood, PhD  
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Office Hours: By appointment. Schedule via email.

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**MS in Healthcare Leadership and Management:** *CAHME Domain & Competency Mapping with Student Learning Objectives Outcomes (CSLO)*

## **Student Learning Objectives/Outcomes**

Upon completion of the course, students will be able to:

1. Describe the private, governmental, professional, and economic contributions to the development and operation of the health care system.
2. Describe the types and interrelationships of healthcare facilities, services, and personnel.
3. Understand the influences of public sector health policymaking and implementation processes as well as financial considerations.
4. Understand the major ethical, economic, professional, and legal issues confronting providers, insurers, public policymakers, and consumers.

Upon completion of the course students should reach higher attainment levels in the rubric.

**CAHME Domain / MS in Healthcare Leadership and Management:** *Domain & Competency Mapping*

*Please click here for the full competency Crosswalk:*

<https://d.docs.live.net/95f1c4291fe64eac/Business%20Opportunities/Delivering%20healthcare%20in%20America/CAHME/1%20Page%20CAHME%20MISSION%20PLO%20LINK.pptx>

**HMG 6320 -THE AMERICAN HEALTHCARE SYSTEM**

Program Goals	PSLO	CSLO	Domain	Domain Name	Competency	Measure	How to Measure	Higher Level Learning
Have a broad understanding of healthcare organization and delivery in the US (PSLO 1)	Assess the role of organized effort to influence health policy formulation, and the contributions of technology, research and societal values on our evolving health care delivery system	Students will be able to evaluate how healthcare is organized and delivered in the U.S.	4	Knowledge of the Healthcare Environment	Healthcare and medical terminology Managed care models	Understand healthcare medical terminology in order to build understanding and trust in a clinical setting	Briefing Paper/Group Presentation and Group Led Discussions	Yes
Can analyze how laws, regulations, and policies control healthcare delivery (PSLO 2)	Describe how laws, regulations and policies control healthcare delivery and assess the relationship between cost, access, and quality in	Describe the types and interrelationships of health care facilities, services, and personnel	4 & 5	Knowledge of the Healthcare Environment(4); Business Knowledge and Skills (5)	Define roles and responsibilities (5); Healthcare and medical terminology (4)	Understand healthcare medical terminology in order to build understanding and trust in a clinical setting	Briefing Paper & Group Presentation and Group Discussions	Yes
Can analyze how laws, regulations, and policies control healthcare delivery (PSLO 2)	Describe how laws, regulations and policies control healthcare delivery and assess the relationship between cost, access, and quality in healthcare	Understand the influences of public sector health policy making and implementation processes as well as financial considerations	4	Knowledge of the Healthcare Environment	Healthcare and medical terminology	Understand healthcare medical terminology in order to build understanding and trust in a clinical setting	Briefing Paper & Group Presentation and Group Discussions	Yes
Have a broad understanding of healthcare organization and delivery in the US (PSLO 1)	Are prepared to be skilled decision-makers through comprehensive analysis of internal and external factors in healthcare environments	Identify and describe the quality control activities of the current health care system and relate service provider behavior to legal, ethical, and financial considerations.	4, 1, 2, 5	Communication & Rel. Mgmt (1); Leadership (2); Knowledge of the Healthcare Environment(4); Business Knowledge and Skills (5)	Build coll. Relationships (1); Data analysis (1); Ethical decision-making (2); Healthcare and medical terminology; Roles and responsibilities (5)	Understand healthcare medical terminology in order to build understanding and trust in a clinical setting	Briefing Paper & Group Presentation and Group Discussions	Yes

**Domain 1: Communication and Relationship Management**

- Competency-Supportive: Build trusting, collaborative relationships with staff, peers, other disciplines, physicians, etc. (pre-test/post-test, Briefing paper #1 and #2, team discussions and final term project).
- Competency-Supportive: Assess organizational effectiveness, outcomes, and measures (Pre-test/post-test, Briefing paper #1 and #2, team discussions, and final term project).
- Competency-Supportive: Present data analysis results to decision-makers (Briefing papers #1, 3, 4, and 5, final term paper)
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**Domain 2: Leadership**

- Competency Supportive: Understand ethical decision-making. (Pre-test/post-test, Briefing paper #2 and #3, team discussions, and final term project).

**Domain 4: Knowledge of the Healthcare Environment**

- Competency-Supportive: Managed Care models, structures, and environment (Pre-test/post-test, Briefing paper #3 and #4, team discussions and final team project).
- Competency-Supportive: Evaluate emerging technologies. (Pre-test/post-test, Briefing paper #2 and #3, team discussions, and final term project).
- Competency Supportive: Understand medical terminology. (Pre-test/post-test, Briefing paper #2 and #3, team discussions, and final term project).

**Domain 5: Business Knowledge and Skills**

- Competency-Supportive: Understand the roles and responsibilities of leaders. (pre-test/post-test, Briefing paper #1 and #2, team discussions, and final term project). Discussion post and exam/quiz.
- Competency-Core: Financial management and financial analysis principles involving the major financial statements (Pre-test/post-test, Briefing paper #2 and #3, team discussions, and final term project).
- Competency-Core: Understand medical terminology; Financial management, and financial analysis principles involving the major financial statements ((Pre-test/posttest, Briefing paper #1-3, team discussions, and final term project).
- Competency-Core: Outcome measures and management ((Pre-test/posttest, Briefing paper #2 and team discussions, and final term project).
- Competency-Supportive: Ability to analyze and evaluate information to support a decision or recommendation (Pre-test/post-test, briefing paper #1, #2, #3 team discussions and final term project).)

[CAHME Explained](#)

[CAHME Booklet](#)

### **About the Professor:**

Dr. Thurgood is the Program Director for the Graduate Program in Healthcare Leadership and Management and a Professor of Practice, MS in Healthcare Management degree program. For a bio of Dr Thurgood go to: <https://osim.utdallas.edu/ms-healthcare-management/faculty-members/>

**Table 1: MS Program Course Framework. See further information at:**

### **Course Pre-requisites and Other Restrictions**

This is a required course for the MS in Healthcare Leadership and Management program.

### **Course Description**

The course introduces students to the historical development, structure, operation, and current and future directions of the major components of the American healthcare delivery system. It reviews the historical evolution of the health care system's features and examines the ways in which health care services are organized and delivered, the influences that affect health care public policy decisions, factors that determine priorities for the allocation of health care resources, and the relationship of health care costs to measurable benefits. The course enables students to assess the role of organized efforts in influencing health policy formulation and the contributions of medical technology, the role of emerging technologies and the impact of artificial intelligence in healthcare, research findings, and societal values on our evolving healthcare delivery system.

### **Certificate Program Requirements**

A qualifying grade in this class fulfills one of the requirements to receive an Academic Certificate. For more information go to: <https://osim.utdallas.edu/ms-healthcare-management/curriculum/>, and [Academic Certificates | Naveen Jindal School of Management](#). The program manager can offer further details.

Note that receiving the certificate is not automatic and students must apply through the regular graduate application to be admitted to the certificate program.

### **Course Modality & Online Student Expectations**

This section of the course is online. *The course involves team group projects; thus, students will be assigned to teams and will be required to meet with other team members (virtually or in-person depending on the respective team's preference) to complete the weekly case study assignments.*

*Class Participation:* Students are required to login regularly to the online class site and complete all assignments per the Academic Calendar, below. The professor will use the tracking feature in eLearning to monitor student activity. Students are also required to participate in discussions & evaluations described in this syllabus and to participate significantly to the team case studies.

*Virtual Classroom Citizenship:* The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper etiquette when interacting with class members and the professor.

### **Required Textbooks and Materials**

Required Texts None

## Required Materials

Current readings on the lecture topic will be posted on e-learning. Students should read all assigned articles prior to watching the lecture. All necessary information to write the required briefing papers is contained in the posted articles. You are also encouraged to conduct your own research to further strengthen your understanding and manuscripts.

Textbooks can be ordered online or purchased at the [UT Dallas Bookstore](#). Either printed or digital versions of the textbooks are acceptable, but you must have the editions noted above. Cases and other learning materials change with editions, and if you have the wrong edition, you may not have the correct information for the case studies and/or the exams.

## Suggested Textbooks and Materials

Read current healthcare events in major publications and trade journals. Follow activities on healthcare-oriented websites such as Kaiser Family Foundation, Commonwealth Fund, Health Affairs, and Deloitte.

## Listen to the Business of Healthcare Podcast located here:

<https://jindal.utdallas.edu/podcasts/business-of-healthcare/>

## Instructor Resources

[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 Faculty Guidelines webpage on the Registrar's Intranet. If faculty have additional questions about FERPA guidance, please [email](#) the Office of the Registrar for the proper student consent forms and further instructions. NOTE: Class recordings from prior semesters may be used as long there are no identifiable student information due to [FERPA](#) because instructors will need students' written consent first. Please review your previous class recordings for identifiable student information before using them in the current term. For additional guidance, contact the [Office of the Registrar](#).

[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

## **Technical Requirements**

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

## **Course Access and Navigation**

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website. Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information. To become familiar with the eLearning tool, please see the

[Student eLearning Tutorials](#) webpage. UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

### **Communication**

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools. Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

### **Distance Learning Student Resources**

Online students have access to resources including the McDermott Library, Academic Advising, The AccessAbility Resource Center, and many others. Please see the [eLearning Current Students](#) webpage for more information.

### **Server Unavailability or Other Technical Difficulties**

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

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## **Two Things You Need to do Immediately**

### ***1. JSOM Virtual Learning Launchpad Course***

You must upload your certificate of completion for the JSOM Virtual Learning Launchpad course (which is separate from this course and required by UTD for all online students to complete [Student Virtual Learning Launchpad Instructions](#)) to the JSOM Virtual Learning Launchpad Certificate Submission assignment on our eLearning homepage. You will not be able to see the ***Learning Modules*** folder on this course's homepage until you upload your certificate of completion.

### ***2. CAHME Competencies***

#### **MS in Healthcare Leadership & Management Students: Reminder to Complete the CAHME Competency Survey**

Candidates for the MS in HL&M must complete the [CAHME Competency Survey](#) every semester. This survey will only take you about 4 minutes. It's a Likert scale on the 23 program competencies, within the 5 domains upon which the core courses have been structured. You can see how this course has incorporated the competencies in the last column of the Assignments & Academic Calendar section of this syllabus. The survey should be completed at the start of each semester. The program manager will follow-up with non-compliant students.

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## **Grading Policy**

Weighting:

<b>Briefing Paper</b>	<b>Points</b>	<b>Percentage</b>
Item 1 briefing paper	(5)	5%
Item 2 briefing paper	(5)	5%
Item 3 briefing paper	(10)	10%
Item 4 briefing paper	(10)	10%
Item 5 term paper	(45)	45%
Discussion Post	(5)	5%
Group Presentation/Case Study and response to discussion post (e-learning)	(15)	15%
Final exam/competency-based (E-learning Post Test)	(5)	5%
<b>Total</b>	<b>(100)</b>	<b>100%</b>

*Grading Scale*

- 93% and above = A
- 90%-92.9% = A-
- 87-89.9 % = B+
- 83-86.9 points = B
- 80-82.9 points = B-
- 77-79.9 points = C+
- 73-76.9 points = C
- 70-72.9 points = C-
- Below 70 = F

**Assignments & Academic Calendar (all times are in US Central time zone)**

<b>WEEK/ DATES</b>	<b>TOPIC/LECTURE</b>	<b>READING</b>	<b>ASSESSMENT / ACTIVITY/ADDIT IONAL INSIGHTS</b>	<b>DUE DATE</b>	<b>SLOs &amp; Competencies</b>
1 Aug 25 <sup>th</sup>	Introduction	On e-learning	Group assignments Class virtual orientation lecture Aug 28th, 6PM CST		
Sept 1 <sup>st</sup>	Labor Day, University is closed.				
2 Sept 8 <sup>th</sup>	Overview of the Healthcare System	On e-learning	Presentations as assigned. Click here to view the video: Is HC a right or a privilege?: <a href="https://www.youtube.com/watch?v=jCVmY1iOJQs&amp;t=72s">https://www.youtube.com/watch?v=jCVmY1iOJQs&amp;t=72s</a>		CSLO 1  Culture
<b>Pre-Test Must Be Submitted by 8:00pm on September 8<sup>th</sup>.</b>					
<b>Drop Date for course is September 10<sup>th</sup></b>					
3 Sept 15 <sup>th</sup>	Managed Care	On e-learning	Presentations as assigned. Click here to view the video: What HC will look like in 2020. <a href="https://www.youtube.com/watch?v=esugL07XANg&amp;t=383s">https://www.youtube.com/watch?v=esugL07XANg&amp;t=383s</a> Guest Lecture: TBD		CSLO 11  Advocate

<b>WEEK/ DATES</b>	<b>TOPIC/LECTURE</b>	<b>READING</b>	<b>ASSESSMENT / ACTIVITY/ADDIT IONAL INSIGHTS</b>	<b>DUE DATE</b>	<b>SLOs &amp; Competencies</b>
4 Sept 22 <sup>nd</sup>	Medicare and Medicaid (you do not need to address both subjects - pick one)	On e-learning	Briefing paper 1	Sept 27th	CSLO 17  Collaboration Communication Physician Relationships
5 Sept 29 <sup>th</sup>	Hospital Systems	On e-learning	Presentations as assigned. Click here to view the video: Best Hospital system in the world. <a href="https://www.youtube.com/watch?v=J83siGLR36M&amp;t=43s">https://www.youtube.com/watch?v=J83siGLR36M&amp;t=43s</a>		CSLO 17  Collaboration Communication Physician Relationships
6 Oct 6 <sup>th</sup>	Physician Perspective	On e-learning			CSLO 18  Collaboration Communication Physician Relationships Roles and Responsibilities
7 Oct 13 <sup>th</sup>	Healthcare Costs	On e-learning	Briefing Paper 2 Click here to view the video: Why is the HC System so expensive: <a href="https://www.youtube.com/watch?v=vK3pJ_c3rUA&amp;t=915s">https://www.youtube.com/watch?v=vK3pJ_c3rUA&amp;t=915s</a>	Oct 18th	CSLO 15  Roles and Responsibilities
8 Oct 20 <sup>th</sup>	Healthcare Quality	On e-learning	Presentations as assigned.  Listen to this podcast: <a href="https://jindal.utdallas.edu/the-business-of-healthcare-podcast/episode-120-the-challenges-in-transitioning-to-">https://jindal.utdallas.edu/the-business-of-healthcare-podcast/episode-120-the-challenges-in-transitioning-to-</a>		CSLO 1  Building Trust Communication

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY/ADDIT IONAL INSIGHTS	DUE DATE	SLOs & Competencies
			value-based-pricing-in-healthcare/ Click here to view the video: The Challenges of HC Quality. <a href="https://www.youtube.com/watch?v=H3MZK_RIzB0">https://www.youtube.com/watch?v=H3MZK_RIzB0</a>		
9 Oct 27 <sup>th</sup>	Integrated healthcare Systems	On e-learning	Briefing Paper 3	Nov 1st	CSLO 7 Negotiation
10 Nov 3 <sup>rd</sup>	Healthcare IT and Telehealth	On e-learning	Presentations as assigned. Listen to this AI Podcast: <a href="https://jindal.utdallas.edu/the-business-of-healthcare-podcast/episode-127-ai-in-healthcare-operations/">https://jindal.utdallas.edu/the-business-of-healthcare-podcast/episode-127-ai-in-healthcare-operations/</a> Click here to view the video: Top 10 HC Technologies. <a href="https://www.youtube.com/watch?v=dy5Hh_MTVRM&amp;t=29s">https://www.youtube.com/watch?v=dy5Hh_MTVRM&amp;t=29s</a> <a href="#">AI for healthcare. View the lecture at this link and respond in the course room.</a> <a href="https://www.coursera.org/lecture/trustworthy-ai-for-healthcare-management/what-is-artificial-intelligence-L0AsJ">https://www.coursera.org/lecture/trustworthy-ai-for-healthcare-management/what-is-artificial-intelligence-L0AsJ</a>	Answer the question in the course room regarding AI in Healthcare	CSLO 12 Physician Relationships

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY/ADDIT IONAL INSIGHTS	DUE DATE	SLOs & Competencies
11 Nov 10 <sup>th</sup>	Payment reform	On e-learning	Briefing paper 4 Click here to view the video: Healthcare reform that creates healthier communities. <a href="https://www.youtube.com/watch?v=0W5gus11Co">https://www.youtube.com/watch?v=0W5gus11Co</a>	Nov 15th	CSLO 4 Change Management Delivery Models Evidence Based Practice Roles and Responsibilities
<b>Post-Test Must Be Submitted by 8:00pm on November 17<sup>th</sup> (this is not the same thing as the Final Exam)</b>					
12 Nov 17 <sup>th</sup>	Insurance/Consumer- directed reform	On e-learning	Presentations as assigned. Click here to view the video: Behind HC Reform. <a href="https://www.youtube.com/watch?v=0gcARSUEF0s">https://www.youtube.com/watch?v=0gcARSUEF0s</a>		CSLO 17 Collaboration Communication Physician Relationships  CSLO 18 Collaboration Communication Physician Relationships Roles and Responsibilities
Nov 24 <sup>th</sup> through Nov 30 <sup>th</sup>	Fall Break and Thanksgiving. University is Closed.				
13 Dec 1 <sup>st</sup>	Government healthcare reform	On e-learning	Presentations as assigned. Click here to view the video: HC Reform in the Biden Era. <a href="https://www.youtube.com/watch?v=5AGU7-QHKFA">https://www.youtube.com/watch?v=5AGU7-QHKFA</a>		CSLO 2 Collaboration Communication Delivery Models  CSLO 10 Change Management Goal Creation Negotiation
14 Dec 5 <sup>th</sup>	Final Paper Preparation / Team Presentations as directed. Final Paper due November 22d Final group presentation due December 5 <sup>th</sup> , 11:59PM				
NOTE					

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### ***Student Self-Evaluations***

Each student will also participate in a structured process to evaluate their own learning, understanding, and performance. Roughly once per week you will be required to complete a personal evaluation assessing your performance. ***These assessments are mandatory and although they will not be graded, failure to complete the assessments could affect your final grade.*** See grade weighting below. This reflective journal can be used to catalog your ideas, current thinking, and other thoughts. The intent is to allow you to record your current thinking and then “pull” from those ideas as needed. This reflective evaluation will be based on a specific question that will be posted by the professor. This reflection is personal, and only you and the professor will have access to your posted answers. As an example, a typical week’s evaluation might ask the following questions: 1) On a scale of 1-5 rate your understanding of the material covered this week. 2) Briefly answer the following question: Is HMO or PPO a better health insurance product and why? The self-evaluations will be posted in a folder under the “assignments” link on eLearning.

***Students must monitor this folder each week to see if a new evaluation is posted. The evaluation link will only remain open for about a week, at which time it will close, and you will no longer be able to access that particular evaluation question.***

### ***Pre-Test and Post-Test Assessments***

Students must complete a brief online test at the beginning and the end of the course to assess their knowledge of the course topics prior to taking the course and after you have completed it. These tests will not specifically be graded but see grade weighting below as you will lose points if you do not complete them. The pre/post tests will serve as feedback to the students and the professor. The pre/post tests can be found under the “Exams” link on eLearning and the due dates are listed in the assignments calendar above. *Note that the Post-Test is NOT the same thing as the Final Exam; it must be completed in addition to the Final Exam.*

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## **Course Policies Overview**

### ***Make-up exams***

Supporting documentation will be required and a date may be scheduled at professor discretion.

### ***Extra Credit***

Not included in Grading Policy, review Attainment Rubric.

### ***Late Work***

Supporting documentation will be required and a date may be scheduled at professor discretion.

### ***Special Assignments***

Not included in Grading Policy, review Attainment Rubric.

### ***Classroom Citizenship***

Participation is part of the Grading Policy, and the Comet Creed is upheld.

## **Assignments**

In addition to the assignments noted below, I encourage you to listen to The Business of Healthcare podcast here: <https://jindal.utdallas.edu/podcasts/business-of-healthcare/>.

The Business of Healthcare Podcast is presented by the [Center for Healthcare Leadership and Management](#). It brings together business leaders and other forward thinkers to discuss how best to meet the challenges of a rapidly changing, increasingly complex healthcare industry. The center is based at the Naveen Jindal School of Management at The University of Texas at Dallas.

Communication skills are essential for a successful career as a healthcare executive. This course is designed to develop your writing skills. You will be required to submit a series of four briefing papers (1-2 pages) which will constitute 35% of your grade, a 12–15-page research paper which will account for the other 45% of your grade, and one group project that will be 15% of your grade. The post test will also be scored and counted as part of your grade. There is also a posttest (taken in e learning) that will account for 5% of your grade. This test will be available the last week of the term (you will have 60 minutes to complete the test once you start the test...the test will be available for 5 days).

#### **Briefing papers:**

**Briefing Paper Assignment:** Integrating AI and Independent Research. The overall scenario and expectations for each paper are noted here. Additionally, I have added more sights and example questions for each paper that will help you begin to frame your thinking and manuscripts.

**Scenario:** You are a member of a small focus group of early-career healthcare professionals. Your group meets regularly to explore key healthcare topics and stay informed about emerging trends. You will be assigned a topic to research and present in the form of a briefing paper.

**Objective:** The purpose of this assignment is to help you develop the ability to synthesize complex healthcare information into a clear, concise, and informative 1–2-page memo (300–500 words per page, double-spaced). Your audience is your peer group—individuals who may not be familiar with the topic—so your goal is to educate them by highlighting the most important points, concepts, and implications.

**Using AI as a Research Partner:** In addition to using the assigned readings and your own independent research, you are encouraged to use an AI tool (such as Copilot or ChatGPT) to explore your topic. This will help you:

- Identify key concepts and terminology
- Clarify complex ideas
- Discover additional perspectives or recent developments

However, AI should not replace your own research or critical thinking. Instead, use it as a supplemental tool to enhance your understanding. In accordance with UTD Policy UTDSP5017, titled "Generative AI Use in Academic Work," Your responsibilities include:

- When generative AI is used, you are expected to use it ethically and responsibly.
- You must document and attribute the use of generative AI according to the specified academic or professional citation style (e.g., APA, MLA, Chicago).
- Students are also responsible for validating and verifying the accuracy of any output from the AI.
- Alignment with Academic Integrity: The policy aims to uphold the principles of academic and personal honesty and integrity while also promoting a learning environment that encourages ethical decision-making, creativity, and innovation.

**Comparison and Reflection Requirement:** As part of your briefing paper, include a section that addresses the following:

- What did the AI provide that was helpful or insightful?
- How did the AI's information compare with what you found in your own research?
- Were there any discrepancies, oversimplifications, or missing context in the AI-generated content?

This reflection will help you develop your ability to evaluate sources, think critically, and synthesize information from multiple perspectives. One way to do this is to create a table or matrix that allow you compare and contrast your AI provided answers with what you are learning in your own research. The table, supported by some commentary, could make up the bulk of your submission. The content expectations:

- Be no more than two pages (double-spaced)
- Clearly explain the topic to someone unfamiliar with it
- Include essential facts, definitions, and implications (e.g., if writing about Medicare, include Parts A–D and funding sources)
- Be selective and thoughtful—focus on what's most important
- Include a comparison of AI-generated insights vs. your own research

**Evaluation Criteria** (See specific evaluation metrics below). As a general rule, your paper will be assessed based on:

- Clarity and conciseness
- Accuracy and completeness of key points
- Use of both AI and independent research
- Quality of the AI comparison/reflection
- Writing quality and organization
- APA7 or MLA Formatting for references and citations

### **Briefing papers: Additional Insights**

The topics are noted in the syllabus weekly calendar and assignment date. Everything you need to compose the briefing paper is contained in the required assigned readings posted on e-learning, but you are encouraged to read additional articles to broaden your understanding. As was noted earlier, the briefing paper is a 1–2-page memo (300-500 words, double-spaced, per page) designed to educate your study group. The purpose of drafting a memo that is no longer than two pages is to sharpen your writing skills so that you are concise and informative, highlighting the key points, concepts, and ideas about the subject. NOTE: ***Based on what you have read you must determine what you should include.*** Many of the key points are obvious. Failure to include them will result in a reduction of the score. For example, when you write about Medicare/Medicaid, you should note the relevant “parts (A, B, C, & D)” and how Medicare is funded (for another example see the list below). Remember, the purpose of the briefing paper is to provide an overview of the subject to someone who may not know anything about the subject. You will not be able to provide a comprehensive overview in two pages, therefore be selective and thoughtful regarding the elements you will include in the paper. Part of your grade will be assessing the points you included in the paper. An example of points you *may* want to consider as you compare and contrast each briefing paper are noted here and under the heading “Briefing Papers” noted below

(this is not meant to be an all-inclusive list):

***Briefing Paper #1 (Medicare/Medicaid)***

- Who is eligible?
- How much does Medicare / aid cost?
- What are the various parts of Medicare /aid?
- How is it financed?
- Does the system “work?”
- Does the system support Triple Aim?

As a further example, the general format of the briefing paper might look like the following include the following (Remember that your study group knows nothing about the subject. It is your responsibility to educate them on the topic):

- Introduce and define the topic (your study group knows nothing about it)
- Discuss the details of the topic that a reader would need to know to understand the subject. For example, if you are discussing Medicare you should include a brief description of the parts A-D of Medicare, and how Medicare is funded or who is eligible.
- What are the pros and cons of the subject or program you are discussing
- Concluding summary

***Briefing Paper #2 (Healthcare Costs)***

- What is the total national healthcare expenditure? Cost per capita?
- What are the cost drivers?
- What can be done to control costs?
- What are the projected costs?
- Who is responsible for improving the costs?

***Briefing Paper #3 (Integrated Systems)***

- What is an integrated system?
- What are the different types of integrated systems?
- Is one system better than another?
- What is an MCO? What is a MCO focused on?
- How did IDNs evolve?

***Briefing Paper #4 (Payment Reform)***

- What are the different types of payment reform options?
- What are the risks or upsides with the various payment reforms?
- What is the relationship between the payor and the provider?
- What is the role of the federal government in payment reform?

After reading the briefing paper, a member of your support group should have a general understanding of the issue. Citations should be used as appropriate (Use MLA or APA 7 formatting). This is the type of assignment a young careerist may expect from a supervisor.

**YOU ARE EXPECTED TO CREATE THE BRIEFING PAPER BASED UPON YOUR READINGS. IT MUST BE TURNED IN BY THE DUE DATE. LATE SUBMISSIONS WILL NOT BE ACCEPTED.**

## **Research Term Paper**

A research paper dealing with a healthcare management topic of your choosing is due at the end of the semester. This is to be an original, in-depth research paper with references. It is not an opinion paper. Papers used in other classes are not acceptable. You should choose a narrow topic and explore it in-depth. The most common mistake made by students is to choose too broad an issue. For example, you cannot do an adequate evaluation of the ACA in a 15-page term paper. If you have a question about your chosen topic, contact Dr Thurgood. The paper is to be submitted on e-learning using Turnitin. (note: do not submit via email). Use APA 7 / MLA formatting for the paper. The final research paper should be between 12-15 pages, double-spaced, Times Roman font 12. An example of a basic outline is noted here:

- I. Introduction (Thesis Statement)
- II. Literature Review
- III. Main heading/idea of paragraph #1 a. Supporting detail 1 b. Supporting detail 2 c. Supporting detail 3.
- IV. Main heading/idea of paragraph #2 a. Supporting detail 1 b. Supporting detail 2 c. Supporting detail 3.
- V. Main heading/idea of paragraph #3 a. Supporting detail 1 b. Supporting detail 2 c. Supporting detail 3.
- VI. Conclusion / Recommendations
- VII: References

### ***Assignment submission instructions***

Locate the assignment in your eLearning course. You will submit your assignments in the required file format with a simple file name and a file extension. Submit the briefing papers and the final term paper via Turn-it-In in the e learning platform (see below).

## **Group Presentations/ Case Study**

Group presentations should be between 10-12 pages and include a reference page. Everyone on the team should participate in the preparation and/or presentation. The presentation should be submitted via turn-it-in. The basic format for the presentation should generally follow the outline used in the briefing papers: Introduce and define the topic/subject; Discuss the details of the topic; What are the pros and cons (or support vs opposition); Discuss alternatives or solutions; Concluding summary. Each page should have a narration.

### ***Grading rubric guidelines (examples will posted in the course room)***

#### **Briefing Papers:**

- Introduction: 1-5 Points
- Discuss the specific topic (clear and concise, no more than 2 pages, explains subject and issue): 3-7 points.
- Include relevant data points: 1-3 points.
- Include supporting examples: 1-3 points.
- Include opinion based on analysis: 1-3 points.
- Recommendations: 1-3 points
- Conclusion 1-3 points
- References (APA7 or MLA): 1-3 points

### Term Paper

- I. Introduction (Thesis Statement) 5 Points
- II. Literature Review 5 points
- III. Main heading/idea of paragraph #1 a. Supporting detail 1 b. Supporting detail 2 c. Supporting detail 3; 5-10 points.
- IV. Main heading/idea of paragraph #2 a. Supporting detail 1 b. Supporting detail 2 c. Supporting detail 3; 5-10 points.
- V. Main heading/idea of paragraph #3 a. Supporting detail 1 b. Supporting detail 2 c. Supporting detail 3; 5-10 points.
- VI. Conclusion / Recommendations: 5-10 Points
- VII: References: 5 Points

### Group Presentation

- Introduction: 1-5 Points
  - Include narration: 1-5 Points.
  - Discuss the specific topic (clear and concise, no more than 2 pages, explains subject and issue): 3-7 points.
  - Include relevant data points: 1-3 points.
  - Include supporting examples: 1-3 points.
  - Include opinion based on analysis: 1-3 points.
  - Recommendations: 1-3 points
  - Conclusion 1-3 points
  - References (APA7 or MLA): 1-3 points
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### Professor Expectations

***To ensure that you stay on the case study completion calendar, reading assignments and lectures must be completed per the time schedule listed above on the Academic Calendar.*** When you meet with your teams to complete the case studies, you will already have read through the textbook and case material, and you will have watched the lectures associated with that case.

***The professor will often communicate with the class via eLearning “Announcements” or the group discussion board. Students are required to monitor these announcements and discussions, read them promptly, and adhere to any specific instructions provided within.***

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### Course & Instructor Policies

Grades will reflect your performance relative to your peers; thus, grades may be curved (at my discretion), but only if a curve is necessary due to final grade distribution.

Learning any complex concept, material or task requires not only quality practice, but also adequate time for the brain to absorb, assimilate and retain the new data. Quality pre-reading of the chapter material prior to watching the lectures, further absorption through the lectures, and adequate review and exam preparation, form the path for initial learning success of this, or any, complex material.

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## **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 <https://go.utdallas.edu/syllabus-policies> webpage for these policies. Additional Polies are at <https://institutional-compliance.utdallas.edu/eo-title-ix/pregnant-and-parenting/>

### **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.

### **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 AccessAbility Resource Center 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 AccessAbility Resource Center 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.

### **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.”*

### **Accommodations for Students with Disabilities**

Please review [the section](#) within the UT Dallas Syllabus Policies and Procedures webpage.

### **Academic Support Resources**

Please visit the [Academic Support Resources](#) page to view the University’s academic support resources for all students.

### **UT Dallas Syllabus Policies and Procedures**

Please visit the [Syllabus Policies](#) page to view 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.

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