

**WESTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SERVICES
DEPARTMENT OF PUBLIC HEALTH**

HCA 540: HEALTHCARE MANAGEMENT & ORGANIZATION, FALL 2023

MHA & EMHA Programs

Instructor Information

William Mkanta, Ph.D.
Academic Complex, Room 131
Phone: (270) 745-5260
Email: william.mkanta@wku.edu
Office hours: Email the Instructor or By Appointment Only

Course Information and Materials

Prerequisite: None

Meetings and Venue: This course is offered in mixed formats, the EMHA students will be instructed entirely via online platforms while the MHA students will be instructed through both online and in-person platforms.

Required textbook: Shi, L & Singh, DA. Delivering Health Care in America: A Systems Approach, 8th/9th Edition.

Other Readings:

1. Additional weekly readings
2. <https://www.medicare.gov/>
3. <http://www.medicaid.gov/>
4. Relevant audio/visual materials on the U.S. Healthcare System

Disability Policy: In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Covid-19 Statement: All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Title IX Statement: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

Preamble

The U.S. health system is facing constant debates about reforms with many proposals being developed on how it could be improved and made *more efficient and affordable* for the care needed by both *individuals* and *populations*. In the last three years, we have seen how the system has been tested by the COVID-19 pandemic with so many consequences including a loss of almost 1m lives. While the *acute phase of the pandemic* is over, the system is still adjusting to the effects of the pandemic in the effort to get better in its preparations in the face of emergencies such as *outbreaks and natural or manmade disasters*. Moreover, the *politics of health care* are heating up as we near the 2024 Presidential Elections. HCA 540 is the foundational course in the MHA program; in essence, it gives the student the opportunity to revisit and explore the system and all its major components. The text by Shi and Singh allows us to do so through an innovative *systems approach* to determine how the different *system components* work together to address issues pertaining to *access, cost, and quality of care*—the most known factors of the reforms. With the elections one year away during the offering of the course, politics of health care will be on top of the agenda in many platforms in Washington DC and elsewhere in the country. We will closely monitor what kinds of trends emerge in these discussions and assess how they might influence *the healthcare landscape* over time.

Course Description

Major shifts in health care delivery are underway as the U.S. healthcare system is undergoing a wave of reforms in the reimbursement of systems and providers. Among many things, a shift

from the traditional fee-for-service models to quality-related reimbursements or value-based purchasing is occurring to address issues related to cost and quality of care.

This course will examine the organization and management of the U.S. health system in a way that breaks down the system in different components that deal with delivery, financing, and organization/administration of care. The impact of the politics of the day and major decisions occurring in different aspects of the system will be examined in class meetings and assessments. The course is structured to meet the following learning objectives:

- (1) Familiarize the students with the fundamentals of the U.S. healthcare system and its organization for the provision of individual and population health services.
- (2) Analyze key policy issues in the health system and review how they influence different aspects of health care.
- (3) Identify major components of the U.S. health system and examine their relationships and their impact on different functions of the system.
- (4) Explain the roles of the government and private sectors in organization and delivery of care.
- (5) Analyze system reforms designed to address the issues of cost, quality, and access to care.

This course will be based on the structure and content of the primary text to meet the above-stated objectives. Readings from the text and other selected sources will be used to support the learning process.

Learning Outcomes

It is expected that upon successful completion of the course, the students will be able to:

- 1.** Describe the history and philosophy of the U.S. health care system and demonstrate its effectiveness in the provision of health care services.
- 2.** Demonstrate an understanding of the linkage between different components making up the health system.
- 3.** Analyze and evaluate important health care reform strategies and describe their effectiveness in addressing healthcare challenges.
- 4.** Demonstrate an understanding of financing and reimbursement processes in the system.
- 5.** Describe major trends in health care and health care delivery.
- 6.** Illustrate the importance of the "Systems Approach" in understanding delivery of health care in America.

MHA Competencies

In HCA 540, students are expected to address 10 of the MHA competencies. Different class activities will be aligned with specific competencies and students will demonstrate these competencies as they participate in these activities. The 10 competencies covered in this class include:

1. Communication skills
2. Leadership skills and Behavior
3. Organizational Culture
4. Communicating Vision and Managing Change
5. Integrity and Ethical Behavior
6. Healthcare Systems and Organization
7. Stakeholders
8. Population Health
9. Data Analysis & Innovation
10. Marketing

Participation Policy

Students are expected to participate regularly by visiting the course site to follow up with discussions and assigned tasks. Also, before each new module/topic starts, students are expected to read the assigned materials from the text and other assigned readings to prepare for discussions and assignments from those sources. HCA 540 is regarded as the foundational course in the MHA program; students are encouraged to participate fully in all the readings, discussions, and assignments in order to succeed in mastering all aspects of the course and create a path for success in the program as a whole.

A significant part of the course assessment will be based on written assignments. Any incidents indicative of academic dishonesty involving but not limited to **plagiarism, copying of another student's test, copying work from another student, providing work for another to copy, claiming to have done work they did not do** shall be reported for grade penalties or placement of a record with the department or both.

Assessments of the Learning Outcomes

Students will be evaluated in four major areas of assessment as described below:

1. CASE STUDY [Outcomes 2, 3, 4; Competencies 1, 2, 6, 7], Individual Work

Two case studies on healthcare system worthy 20% of the total grade will be assessed for each student. Sufficient time will be given for the completion of the case studies. Students may choose to engage in informal group discussions, but the final work will be graded as an individual effort in their response to the case scenario.

2. SYSTEMS APPROACH PROJECT: Term Paper & Presentation [Outcomes 1-6; Competencies 1-10], Group Work

Students will be divided into groups based on the project topics. Topics will be related to major and current issues in the health system. Specific project requirements will be provided for each group but in general the projects will address healthcare reforms (access, disparities, cost, and quality issues will be on top of the agenda). Systems approach will be adopted. Groups will be formed by the second week of the term. From the research findings on each topic, the group will write a project paper that will include elements of system approach as covered in the main text, i.e., it will feature *system foundation, system resources, system processes and system outcomes*. The APA style is required throughout. The project will carry 55% of the total grade.

Systems Term Paper/Project Rubric: 150 Possible Points

Items	Level 3	Level 2	Level 1
Background to the topic covered in the project. Include literature review on the research topic.	Student shows a clear identification and understanding of all the important issues pertaining to the topic as indicated by the number and content of the pieces of information included in the introductory portion of the report. 35 points	Student shows identification and understanding of most of the issues related to the topic. 20 points	Student shows identification and understanding of a few issues on the topic and no effort is evident in researching about details of the topic on hand. 10 points
Case Analysis	Student shows interest in researching on the problem as indicated by insightful and detailed analysis of the topic and what alternatives or approaches have been proposed with the use of relevant sources and presenting examples where applicable. 60 points	Student conducts thorough analysis of most of the issues in the topic but lacks insightful discussions related to the topic and how it is linked to the health system. 45 points	Student does not perform adequate research on the research topic and mostly presents incomplete analysis of the issues at hand. 30 points

Conclusions, Application and Suggestions	Excellent conclusion is presented showing how the topic is linked to the course and in the real world of health system and provides feasible suggestions on solutions to the issues on the case. 35 points	Good conclusion is presented with reasonable evidence linking the research topic to the course and real world of health system through student's comments and analytical views. 25 points	Conclusion makes little or no connection with the issues on the topic and does not clearly present student's own suggestions/perspectives on the solutions to the problems. 15 points
Writing Style	10 Points	Use of the APA style throughout the paper. References are cited appropriately. Use journals and other published resources only.	
Grammar	10 Points	Proper use of grammar and clarity of writing style. Page length should be between 3 and 5 pages (without cover page and references). Use 12-Point Times New Roman font.	
Possible Points	150 points	110 points	75 points

3. IN-CLASS PROJECTS – 15% [Outcomes 4-6; Competencies 1, 4, 5, 7, 9]—Group Work

On the days synchronous Zoom sessions are conducted, students will be required to work on projects relevant to module topics. This is a group assignment that is expected to help students in becoming familiar with their groups and apply systems approach to develop and assess the delivery systems. Short presentations and/or write-ups will be required as deliverables from these projects. Project requirements will be provided at the beginning of the assignment during the class. This assessment will carry 15% of the total grade.

4. DISCUSSION BOARDS – 10% [Outcomes 1-3, 6; Competencies 1, 2, 6, 7, 8]—Individual Work

There will be a discussion board posted on Blackboard for each module of the course. The topic of discussion will be provided by the instructor based on the specific components of the system covered in the module. Discussion boards will close at 11:59pm (CST) on the last day of access. Specific requirements will be provided with discussion prompts.

ALL WRITTEN ASSIGNMENTS SHOULD BE PRESENTED IN THE APA STYLE

Grading Summary

Case Study 20%
Systems Project 55% [Literature review, 10%; Written Systems Paper 30%; Presentation 15%]
Class Group Projects 15%
Discussion Boards 10%

Grading Scale: A: 90 – 100% B: 80 – 89% C: 70 – 80% D: 60 – 69% F: Below 60%

The course instructor reserves the right to alter the grading scale.

Weekly Course Outline: August 21 to December 8, 2023

Dates	Module/Topic	Readings & Assignments
August 21-August 27	INTRODUCTIONS & SYSTEMS APPROACH	Chapter 1; Zoom Class (8/22).
August 28-September 10	MODULE I: SYSTEM FOUNDATIONS	Chapters 2&3; Zoom Classes (8/29 & 9/5); Class Project Discussion Board 1.
September 11-October 1	MODULE II: SYSTEM RESOURCES	Chapters 4-6; Zoom Classes (9/12 & 9/26); Class Project; Discussion Board 2; Case Study 1; Literature Review.
October 2-November 5	MODULE III: SYSTEM PROCESSES	Chapters 7-11; Zoom Classes (10/10, 10/24 & 10/31); Class Project; Discussion Board 3; Case Study 2.
November 6-November 19	MODULE IV: SYSTEM OUTCOMES	Chapters 12&13; Zoom Classes (11/07 & 11/14); Class Project; Discussion Board 4.
November 27-December 8	SYSTEM OUTLOOK & WRAP UP	Chapter 14; Zoom Class & Presentation #1 (11/28); Zoom Class & Presentation #2 (12/5); Term Paper due on 12/01 @5PM (CST).

All Zoom Classes will be held from 5 to 7:45pm (CST)

The instructor will announce if there are any changes to the course outline.