CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>Lehman College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>HSD 266</td>
</tr>
<tr>
<td>Course Title</td>
<td>The U.S. Health Care Delivery System</td>
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<tr>
<td>Department(s)</td>
<td>Health Sciences Department</td>
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<tr>
<td>Discipline</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
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<tr>
<td>Catalogue Description</td>
<td>Examination of the major issues in the organization and delivery of health and nutrition services. An overview of health care institutions, financing, management, and human resources.</td>
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<tr>
<td>Special Features (e.g., linked courses)</td>
<td>Course is a requirement for HSD programs (DFN, BSPH, HEA, and HSA)</td>
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<tr>
<td>Sample Syllabus</td>
<td>Syllabus is attached.</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

- [ ] current course
- [ ] revision of current course
- [ ] a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ Individual and Society</td>
</tr>
<tr>
<td>☐ Life and Physical Sciences</td>
<td>☐ US Experience in its Diversity</td>
</tr>
<tr>
<td>☐ Creative Expression</td>
<td></td>
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</tbody>
</table>

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of “Mathematical and Quantitative Reasoning” and “Life and Physical Sciences.” Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

- [ ] Waiver NOT requested

April 2, 2012
<table>
<thead>
<tr>
<th>If waiver requested:</th>
<th>Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.</th>
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</thead>
<tbody>
<tr>
<td>If waiver requested:</td>
<td>Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</td>
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</tbody>
</table>

**Learning Outcomes**

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

### B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

**Course content is based upon a text book, U.S. census data, Government Accounting Office publications, federal, state, and local health department content as well as publications from the popular press (for example, following revise and repeal of the Affordable Care Act). Students use these data to study variation in health outcomes by race, income, and geography (i.e., rural vs. urban). Students "shop" for health insurance on NY's exchange to demonstrate that they can gather and interpret cost and quality variation in health (and dental) insurance by family size, income, and insurance brand. Students demonstrate that they can gather, interpret, and communicate the course content via weekly homework, monthly quizzes, and a cumulative final exam with questions taken directly from the course content.**

**Sample assignment based upon https://nystateofhealth.ny.gov/:**

Students are given an empty table shell with the column titles filled in. They are to fill in the cost in monthly premiums for health (including dental) insurance cost for bronze, gold, and platinum plans for individuals vs family, finding out the income at which a subsidy exists. They will do this for a Bronx zip code and comparator zip code (possibly in Westchester or Nassau counties) of their choice.

**Students evaluate data comparing health outcomes from the U.S. health care system relative to industrialized nations with socialized health care system to critically evaluate whether the expense of the U.S. system results in better outcomes (e.g., longer life expectancy or lower maternal/child mortality). This is presented in class, reinforced with weekly homework questions, and becomes a theme in class: how to balance cost, quality, and access in providing health care with a finite budget. Faculty ask open ended questions during lecture for students to discuss these topics and debate solutions.**

**Sample assignment:**

In a one-page homework assignment, make a table comparing health outcomes for three specific outcomes from the list of provided topics. Compare the US (based upon https://www.cdc.gov/datastatistics/index.html) to the outcomes of an industrialized nation of the student’s choice. Health topics include: rates of childhood immunizations, life expectancy, STI/HIV rates, reproductive health and birth data, and/or chronic disease. Compare and contrast the findings in a paragraph following the table.

**Students are required to submit either a 5-page final paper or give a 10-minute final presentation on the U.S. Health Care System. Examples of topics include: how recent immigrants without documents access the health care system; how do foster children pay for health care; how family members can be reimbursed to provide home health care; how diabetic**

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
homeless access the healthcare system and manage their disease; or what happens to Medicaid benefits following incarceration.

A detailed rubric will be provided for their research project: APA format will be required, a TurnItIn score <25%, a minimum of five peer-reviewed scholarly citations (websites and secondary sources are allowed but do not count toward the five-citation requirement). Students who give a presentation will also be required to generate a one-page infographic using Canva or similar that would be suitable for sharing with the vulnerable population they researched.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</th>
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<tbody>
<tr>
<td>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</td>
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<td>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</td>
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<tr>
<td>Explain and evaluate the role of the United States in international relations.</td>
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<tr>
<td>Identify and differentiate among the legislative, judicial, and executive branches of government and</td>
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Students in HSD266 are introduced to the history and evolution of the provision of and funding for health care in the U.S. The history of the industrial revolution, the rise of unions (both the AMA as well as employee-based), the economic concept of community development block grants for funds going from the federal government to the states, and other public affairs are covered in great detail. Students will demonstrate that they have achieved this objective and understand the provision of health care in the US via three short quizzes, and a cumulative final exam that reinforces the course content.

Three quizzes (no midterm) and final exam offer lower taxonomy level multiple choice or answer questions in addition to matching (defining vocabulary like deductible, coinsurance, copayment, and premium or Medicare Parts A, B, C, and D) or placing on a continuum of cost or choice (PPO, POS, EPO, IPA, and HMO). Higher taxonomy level questions are also asked, examples include short answer questions for students to describe moral hazard and health insurance, what has been the impact of expanded Medicaid eligibility, define the Medicare Part D donut hole or to describe the impact of the American Medical Association on medical education.

Students learn to analyze and explain why the U.S. does not have universal health insurance like other industrialized nations. They learn about the evolution of health insurance in the U.S. from employer-sponsored benefits to get workers back to the job faster to the expensive benefit packages offered by modern U.S. employers. Students also learn about Medicare and Medicaid, why it took until 1965 to pass such legislation, and students read different perspectives on expansion of these programs. Students demonstrate what they have learned first in a reflection homework assignment. At the end of the semester as described previously, students research in much greater detail on a theme in our history of a vulnerable population (i.e., foster kids, prison population, transgender, rural minorities) not having equal access to the health care system and what possible solutions could be.

Sample homework assignment:

Write a three-paragraph essay selecting one of the two philosophies presented in class – social justice and market justice – describing which theory they think is responsible for the creation of Medicare and Medicaid and how the theory relates to differences in reimbursement, criteria for enrollment, and program administration (federally vs. state administered).
Students demonstrate knowledge and understanding of their government via weekly homework assignments and a final homework essay.

Sample final homework essay prompt:

President Trump has delayed changing the ACA until after the 2020 elections. In a five-paragraph essay, what do you think the executive office will propose, how will Congress react, and based on previous Supreme Court decisions, what do you think the judicial system will do? Please submit via Turnitin. It is ok to use the first person in this essay as it is your opinion about what you think might happen with a conclusion specifying what you hope will happen.

Multiple lectures discuss who has access to the U.S. healthcare system and who does not. Why is there unequal access to the U.S. healthcare system based on race, ethnicity, income, gender, and sexual orientation? Why do specific populations have worse health outcomes than others? What are potential solutions to decreasing the health vulnerability of the medically underserved? As summarized above, students demonstrate their knowledge and understanding of how a vulnerable population has unequal access to the health care system. Approximately half the class write an APA-formatted five-page paper and the other half opts to give a presentation and generate an infographic thereby sharing their research and expanding the rest of the class’ knowledge about health care disparities with discussion in the class about patterns and potential solutions. Students must pay attention to their classmates’ presentations as there are questions on the final exam based upon these presentations.

- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
HSD 266: U.S. Health Care Delivery System

Course Description:
Examination of the major issues in the organization and delivery of health and nutrition services. The class provides an overview of health care institutions, financing, management, and human resources.

Course Content
This course focuses on the social, political, and economic aspects of providing healthcare in America in 2019 and beyond. The course introduces students to:
- the historical development of the health care system and its changing paradigms,
- the current structure, organization, and delivery of health care services,
- the influences on health care public policy decisions,
- factors such as cost, access, and quality that determine the allocation of health care resources,
- which groups or categories of people have limited or compromised access to healthcare, and
- the American values and ethics that create policy paradoxes and establish health care priorities.


Unless you have specific reasons for getting this book from the book store, I recommend looking online for less expensive, used options. You are welcome to use the 4th edition (published in 2017). Course materials are drawn largely from the required text, supplemented by some articles and on-line content shared within the lecture slides and/or on blackboard. Students MUST obtain the text by the second week of class when homework will be assigned from the text book. Online access to the text is not required.

Learning Objectives:
The primary aim of this course is to explain the historical development and current structure of the U.S. health care system, including how health care is paid for and provided. Specifically, upon completion of the course students will be able to:

1. explain the general structure of the U.S. health care system, including its historical development from Westward Expansion through the Affordable Care Act;
2. distinguish among the values and assumptions that underlie the changing priorities of the US health care system;
3. identify and analyze the roles and interrelationships between components of the health care delivery system including health care facilities, services, and personnel;
4. research and analyze published health care data;
5. examine health disparities in terms of access to care, quality of care, and health outcomes;
6. discuss important current health care and health care reform issues;
7. describe different types of health insurance programs and managed care organizations, including those privately and publicly funded (i.e., Medicare and Medicaid).

Student Learning Activities:
- For each class, students are required to read the assigned text for that lecture and be prepared for discussion.
- Every lecture includes a powerpoint slide deck based upon the assigned text with supplemental content and additional references. Slides are posted in Blackboard for students to use to study for quizzes and the final exam.
Homework is assigned weekly as indicated in the syllabus and modified in course slides.
  - Homework assignments include multiple choice questions based upon the text with one or two short answer questions to provide opportunity for students to analyze and discuss their viewpoints on the weekly chapter. Two short essays are assigned as homework (in lieu of the multiple choice question): one essay is on theories of social vs. market justice and the second essay is on the future of the Affordable Care Act. These essays are short, three paragraphs to be written based on the text, slides, and any additional primary research they wish to include.
    - Essays provide an opportunity for students to learn about APA format, primary vs. secondary research, and how to paraphrase vs. plagiarize (papers are submitted via TurnItIn).
  - This class does not have a midterm exam, rather there are three short quizzes and a cumulative final exam.
  - Students give a final presentation OR write a final paper on a topic discussed with faculty; a list of approved topics is shared or students can submit their own topic for approval
    - Acceptable topics are those about a specific vulnerable population and how they access (or are prevented in accessing) the U.S. health care system. Examples include the homeless, veterans, rural poor, transgender, undocumented immigrants, undocumented elderly immigrants.
    - Alternative final topics could be service in nature, such as providing background and information to the class on how to find out about and enroll in a clinical trial; how to apply to receive payment for providing home health care to a family member; how to obtain free or low cost health care services such as dental work, eye or podiatry services, or sexually transmitted infection services.
  - Students practice obtaining primary source information using Google Scholar and PubMed.
  - Exploration of the New York State Health Insurance Exchange as well as the web sites of the New York City Health Department, New York State Department of Health, and the federal Department of Health and Human Services occurs in class and to complete homework assignments.
  - Read professional journal articles and supplemental materials to expand understanding of content presented in the text book.

Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For information, contact the Office of Student Disability Services, Schuster Hall, Room 238, 718-960-8441.

If you require any form of classroom accommodation, please inform me either during office hours or before class.

Tutoring Services

The College has two tutoring centers on campus. The Academic Center for Excellence (ACE) provides appointment-based and drop in tutoring in the humanities, social sciences and writing, as well as general writing skills. The Science Learning Center (SLC) provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please visit their website at http://www.lehman.edu/issp, or please call the ACE at 718-960-8175 and the ALC at 718-960-7707.

Blackboard and Email

April 2, 2012
All students MUST use their CUNY Lehman email account when communicating with instructor and accessing CUNY portal and Blackboard system.  

To access blackboard or for email login or CUNY portal information, go through the Lehman website at www.lehman.cuny.edu. Please don’t print out the slides. Supplemental materials are in the slides that is not on the test and you’ll kill a lot of trees. Thank you. You are welcome to take notes on the slides however if your computer screen does not reflect what we are discussing, you will be asked to close your laptop or leave class. Use of technology is at the discretion of the professor and if your technology distracts me or your classmates, you will not be allowed to use technology. Sit in the back of the class if you use a laptop so your screen doesn’t distract others. Turn your cell phone, phone-watch, and any device that makes a noise off. You will be asked to leave if your technology disrupts the lecture.

If you have any questions about your Lehman email address or your password or if you have any problems accessing the site, please contact Lehman’s IT Department located in Carmen 1st floor. Students can also go to the Lehman home page of the college’s website (www.lehman.cuny.edu) for email login or CUNY portal information. Before Class begins. If you need help getting access, go to IT center on the first floor of the Carmen building. For problems call IT 718 960 1111.

Attendance Policy

Class attendance is of vital importance for this class and will impact your grade. Three (3) unexcused absences will result in an F for the attendance portion of their grade. Attendance is taken at the start of class. If you miss attendance, it is the STUDENT'S RESPONSIBILITY to find me at the end of class to explain why they were late. If the student fails to do this, they will be marked absent. If a student is late three times, it will count as an absence.

Academic Integrity

Policies and Procedures

Refer to the College Student Handbook page 27 for rules on cheating and plagiarism. Or refer to http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf Papers and presentations are graded for content with sloppy papers (i.e., grammar, punctuation, and/or spelling errors) graded to reflect the effectiveness of the argument. If the paper or presentation is sloppy, the grade will reflect it. Please use the tutoring services for assistance with writing your final paper. For all written materials, including papers and short-answers to test questions, are submitted via TurnItIn. Please refer to Lehman's policies on academic integrity. Papers with TurnItIn grades >30% will get zero credit. For additional information, consult the Lehman College student handbook policy on plagiarism.

Note: Students must maintain a 2.0 (C) grade point average to keep their financial aid. Student may (W) withdraw without a grade of “WD” the first week.

SYLLABUS CHANGES: Occasionally, changes to the syllabus may be necessary. Students will be notified of any changes to the syllabus in class and in the slides via Blackboard and via Blackboard Announcements. IF YOU MISS CLASS AND DO NOT HEAR ABOUT THE CHANGE YOU ARE STILL RESPONSIBLE FOR THE MATERIAL.

Course Requirements | Evaluation | Date Due
--- | --- | ---
Attendance | 5% | Every class
Home Work | 15% | As assigned, due the next class
Three short quizzes | 10% each or 30 % | Monthly
Final Paper/Presentation | 20 % | Last class

April 2, 2012
Grades are defined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>60-66</td>
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<tr>
<td>E</td>
<td>&lt; 60</td>
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</tbody>
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Day-to-Day Class Schedule

1. **Week 1. Chapter 1: Major Characteristics of Health Care Delivery and Overview of Class**

   Present the syllabus, rules about technology, grading expectations as well as a broad overview of the class and expectations of students. Homework posted and to be submitted via BB, answering questions posted on the last slide as well as confirming the student read the syllabus, know quiz and test due dates as well as the final paper or presentation.


   Students learn about the concepts of a holistic approach to health care delivery, what are determinants of health, and a discussion of equity by exploring the prevailing, contrasting theories of market justice and social justice. Homework to read Chapter 2 and complete essay contrasting theories of underlying the foundation of the US health care system.

3. **Week 3. Chapter 3 Historical Overview of US Health Care Delivery**

   Students will learn about Medical services, training, and health care professionals in Preindustrial, Industrial, and Corporate America. Students will be reminded about the first quiz next week (homework to study for quiz).

4. **Week 4. Chapter 4 Health Care Providers and Professionals**

   Class begins with a short quiz. Lecture covers the diversity of jobs in the health care field including clinicians and physician extenders, allied health professions, public health and health services, as well as describing health care hiring trends. Homework is to fill out the tablesheet posted in Blackboard for students to identify potential career choices, what are the licensure/certification/education requirements, what are the employment trends, and salary potential.

5. **Week 5. Chapter 5 Technology and Its Effects**

   Class begins by returning the quiz and discussing answers. The lecture covers various forms of medical technology explaining the application of both medical and information technology, electronic medical records, and the role of technology in saving money as well as expanding health care expenditures. Multiple choice question homework with one short answer is posted in Blackboard.

6. **Week 6. Chapter 6 Financing and Reimbursement Methods**

   Lecture defines financing, and various health care financers, and health insurance. Students discuss options for aligning incentives and the role of financing and reimbursement to influence behavior. Medicare and Medicaid financing is covered. Multiple choice question homework with one short answer is in Blackboard.

7. **Week 7. Chapter 7 Outpatient Services and Primary Care**

   Students learn about the shift from the provision of healthcare to inpatients now shifting toward outpatient care. The lecture will explore different outpatient settings and compare/contrast reimbursement for the
same services if provided as an outpatient vs. inpatient. Homework to study for short quiz on chapters 4, 5, 6, and 7.

8. Week 8. Chapter 8 Hospitals

Class begins with a short quiz. The lecture presents an overview of the history of hospitals in America covering expansion, downsizing, and vertical vs. horizontal integration of health care delivery systems. Ethical considerations in health care as well as licensure and certification is covered. Multiple choice question homework with one short answer is in Blackboard.

9. Week 9. Chapter 9 Managed Care and Integrated Systems

The second quiz is returned and discussed. Lecture describes the functions and process of managed care and reviews how health insurance works. The alphabet soup (HMO, PPO, EPO, POS) of managed care plans is defined as well as description of how managed care reviews health care utilization. Homework is to (hypothetically) shop for health care on the New York exchange and complete a tablesheet posted in Blackboard finding the health insurance costs for individual, individual + child, and family in a zip code of their choice for at least three types of health insurance.

10. Week 10. Chapter 10 Long-term Care Services

The objective of this lecture is to define long term care, the settings where LTC is provided, who provides LTC and how are they licensed and certified. How LTC is paid for, the role of Medicare and Medicaid, and LTC insurance is discussed. Multiple choice question homework with one short answer is in Blackboard. Students are to submit their final paper/presentation topics.


Lecture describes different vulnerable and underserved populations and the specific health challenges facing them. Grading rubric for the final discussed. Homework: study for final quiz.

12. Week 12. QUIZ; Lecture on Chaps 12 & 13. Health Policy and Cost, Access, and Quality

A short quiz on chapters 9-11 (good practice for the final). Lecture summarizes much of the content already explored in class, ensuring students understand how cost, access, and quality contribute to rapidly growing US health care expenditures. Excerpts from Chapter 13 covered, exploring U.S. health care policy and why the US doesn’t have universal health care. Final homework is to submit a short essay reflecting on the lack of universal health care and predicting whether the legislature, courts, or executive branch will act first in altering the ACA.

13. Week 13. Chapter 13 Health Policy and Review for final

Students will also receive a review sheet of concepts covered in class with an opportunity to review for the final. Homework: Submit final paper or presentation

14. Week 14. FINAL PRESENTATIONS or submit final paper via TurnitIn

15. Exam week. Final Exam Chapters 1-13