Course Syllabus

Course Description

Provides an overview of the nature of the healthcare system, factors influencing the distribution of health care, mainstream and alternative health manpower, and the social distribution and meaning of illness in the United States. Topics including bioethical issues, and contemporary issues such as bioterrorism, human genome project, rising prescription drug costs, and urbanization, social stress, and mental illness are covered.

Course Textbook(s)


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Critique arguments related to the impact of social factors that influence the U.S. healthcare system.
2. Defend an opinion on critical issues facing the U.S. healthcare system in the 21st century.
3. Analyze the factors necessary to create a more equitable healthcare system.
4. Explore the differences between various healthcare providers.
5. Explain the impact of technology on the healthcare industry.
6. Compare the government’s impact on health regulations and reform in various healthcare systems.
7. Discuss common ethical principles applied to critical bioethical issues.
8. Summarize the effect of health literacy on the healthcare system.

Credits

Upon completion of this course, the students will earn 3 hours of college credit.

Course Structure

1. Study Guide: Course units contain a Study Guide that provide students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. Learning Outcomes: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. Unit Lesson: Unit Lessons, which are located in the Study Guide, discuss lesson material.
4. Reading Assignments: Units contain Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. Learning Activities (Non-Graded): Non-graded Learning Activities are provided to aid students in their course of study.
6. Discussion Boards: Discussion Boards are part of all CSU Term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
7. Unit Assessments: This course contains Unit Assessments, which test student knowledge on important aspects of the course. These tests may come in many different forms, ranging from multiple choice to written response questions.
8. Unit Assignments: Students are required to submit for grading Unit Assignments. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
9. Final Exam: Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored (see below for additional information). You are permitted four (4) hours to complete this exam in the presence of your approved proctor. This is an open-book exam. Only course textbooks and a calculator, if necessary, are allowed when taking
proctored exams.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**LibGuides**

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, e-books, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

Click [here](#) for the LibGuide for this course.

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**Unit Assignments**

**Unit II Scholarly Activity**

Identify three specific impacts of social factors on the healthcare system, and write a three-page essay detailing how healthcare providers and/or members of a healthcare ethics committee can impact change in these areas for a more equitable healthcare system.

Your essay should be a minimum of three pages in length. Use a minimum of three sources, including your textbook. All sources used must be referenced; paraphrased and quoted material must have accompanying citations. The essay and all references and citations used must be formatted using APA style.

Information about accessing the grading rubric for this assignment is provided below.

**Unit V PowerPoint Presentation**

Identify a specific health technology that has been used within the last 10 years. Then, create a PowerPoint presentation that includes the background, the financial implications, the ethical concerns (e.g., equality, equity), and the meaningful use of the health technology. Additionally, explain the impact that the health technology has had on the healthcare industry.

Your presentation should be a minimum of 15 slides, not counting the title and reference slides. You must use a minimum of five resources, including your textbook. All sources used must be referenced; paraphrased and quoted material must have accompanying citations. All references and citations must be formatted using APA style.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VI Scholarly Activity**

Write an essay that compares and contrasts the ethical dilemmas that an emergency medicine physician may face versus the ethical dilemmas that another healthcare provider of your choice may experience. Examples of other healthcare providers include, but are not limited to, nurses, social workers, primary care physicians, or physician specialists.

Your paper should be a minimum of three pages, not including the title and reference pages. You must use a minimum of three sources, including your textbook. All sources used must be referenced; any paraphrased or quoted material must have accompanying citations. The paper will be formatted in APA style.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VII Article Review**

For this assignment, you will utilize the CSU Online Library to find a peer-reviewed article regarding health disparities and/or the social determinants of health. Write a review of the article that includes the following information:
The article must be at least three to five pages in length, not including the title and reference pages, and must be no more than five years old. The article used must be referenced; paraphrased and quoted material must have accompanying citations. The assignment must be formatted using APA style.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VIII Scholarly Activity**

Write an executive summary that outlines the government’s impact on health reform in the U.S. healthcare delivery system. As part of your executive summary, also provide a brief analysis of the ethical principles that must be addressed within health reform in order to create a more equitable healthcare system.

Your essay should be a minimum of two pages in length. Any sources used should be cited and referenced in APA format.

Information about accessing the grading rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting "Tools" and then "My Grades."

**Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.**

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal
accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to e-mail your professor. Responses to your post will be addressed or e-mailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Final Examination Guidelines

Final Exams are to be administered to students by an approved Proctor. CSU approves two flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed Internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam in the presence of your approved Proctor. This is an open book exam. Only course textbooks, writing utensils, and a calculator, if necessary, are allowed when taking proctored exams.

You may use only your textbook as source material for your response. All source material must be referenced (paraphrased and quoted material must have accompanying citations). You may use the Publication Manual of the American Psychological Association (APA Style Guide) or the CSU Citation Guide for reference.

Schedule/Grading

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Theory and Principles of Healthcare Ethics [ Weight: 12% ]</th>
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| Read/View: | • Unit I Study Guide  
|  | • Chapter 1: Theory of Healthcare Ethics, pp. 3-37  
|  | • Chapter 2: Principles of Healthcare Ethics, pp. 47-62 |
| Discuss: | • Unit I Discussion Board  2% |
| Submit: | • Unit I Assessment  10% |

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<tr>
<th>Unit II</th>
<th>The Impact of Ethical Constructs and Healthcare Systems [ Weight: 10% ]</th>
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| Read/View: | • Unit II Study Guide  
|  | • Chapter 13: Healthcare Institutional Ethics: Broader Than Clinical Ethics, pp. 211-223  
|  | • Chapter 14: Hospital Ethics Committees: Roles, Memberships, Structure, and Difficulties, pp. 227-240 |
| Discuss: | • Unit II Discussion Board  2% |
| Submit: | • Unit II Scholarly Activity  8%  
|  | • Proctor Approval Form |

BHA 3801, Critical Issues in Health Care
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<th>Unit III</th>
<th>Patient Competency: An Ethical Concern</th>
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| Read/View: | • Unit III Study Guide  
• Chapter 7: Competency: What It Is, What It Is Not, and Why It Matters, pp. 127-137 | |
| Discuss: | • Unit III Discussion Board | 2% |
| Submit: | • Unit III Assessment | 12% |

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<th>Unit IV</th>
<th>Ethical Issues With Long Term Care Services</th>
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| Read/View: | • Unit IV Study Guide  
• Chapter 8: Older People and Issues of Access to Long-Term Care, pp. 141-155  
• Chapter 9: Assisted Living and Ethics, pp. 159-169 | |
| Discuss: | • Unit IV Discussion Board | 2% |
| Submit: | • Unit IV Assessment | 8% |

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<th>Healthcare Technology: An Ethical Concern</th>
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| Read/View: | • Unit V Study Guide  
• Chapter 4: The Ethical Challenges of the New Reproductive Technologies, pp. 79-94  
• Chapter 16: Technological Advances in Health Care: Blessing or Ethics Nightmare?, pp. 259-275 | |
| Discuss: | • Unit V Discussion Board | 2% |
| Submit: | • Unit V PowerPoint Presentation | 10% |

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<th>Unit VI</th>
<th>Ethical Issues: The Clinician Factor</th>
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| Read/View: | • Unit VI Study Guide  
• Chapter 12: Ethical Issues Concerning Physician-Assisted Death, pp. 195-205  
• Chapter 15: Bioethical Dilemmas in Emergency Medicine and Prehospital Care, pp. 243-256 | |
| Discuss: | • Unit VI Discussion Board | 2% |
| Submit: | • Unit VI Scholarly Activity | 8% |

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<th>Unit VII</th>
<th>Health Inequalities and Inequities</th>
<th>[ Weight: 10% ]</th>
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| Read/View: | • Unit VII Study Guide  
• Chapter 18: Health Inequalities and Health Inequities, pp. 301-314  
• Chapter 19: Is Rationing of Health Care Ethically Defensible?, pp. 317-325 | |
| Discuss: | • Unit VII Discussion Board | 2% |
| Submit: | • Unit VII Article Review  
• Request to take Final Exam | 8% |
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<th>A New Era of Healthcare and Healthcare Reform</th>
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<td>* Chapter 22: A New Era of Health Care: The Ethics of Healthcare Reform, pp. 363-372</td>
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