



SAINT LOUIS UNIVERSITY
MADRID

IPE 3500 M01: Health Care Systems and Health Promotion
Spring 2018

Class Days and Time: Tuesdays and Thursdays, 12:30-13:45
Classroom: Saint Ignacio Hall, Room C
Prerequisite(s): IPE 1100 Introduction to interprofessional healthcare
Credit(s): 3 credit hours
Instructor: Jane Billinghamurst Urresti, MSN, RN, CCRN
Instructor's Email: jane.billinghurst@slu.edu
Instructor's Campus Phone: 91 554 58 58, ext. 216
Office: Padre Arrupe Hall, 2nd floor Health Sciences Department
Office Hours: Tuesdays, 10:00-11:00

Course Description:

This inter-professional course provides students the opportunity to examine and discuss the interaction between health professionals and the health care system. The students are introduced to the health care system through the study of issues of healthcare cost, access, and quality as well as current strategies for improving the health condition of the population. Students also study concepts and principles of health promotion and disease prevention applying them in developing a strategy for health promotion for a specified population. Through readings and inter-professional class discussions/activities, students gain insights to the influence of the political and economic environment on healthcare and on the practice of the professions. Students will examine the evidence for the significance of health promotion, inter-professional collaboration and teamwork, and other healthcare reform strategies as means for improving the health status of the population.

Course Goals and Student Learning Outcomes: At the end of the course, working within an interprofessional framework, students will be able to:

- Discuss the relationships between cost control, quality, and access to healthcare.
- Compare the characteristics of the US health care system with other systems worldwide.
- Examine the social determinants of health and their effects on increasing costs, poor access, and low quality on the health of individuals and communities from an interprofessional perspective.
- Understand the foundation of health promotion programs and the theoretical frameworks that guide them.
- Define and understand population health and how it impacts health promotion strategies.
- Demonstrate interprofessional collaboration skills across the course.

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

Required Texts and Materials:

Askin, E. and Moore, N. The Health Care Handbook: A Clear Concise Guide to the United States Health Care System, 2nd Edition. ISBN-13: 978-0692244739

Recommended book:

American Psychological Association. (2010). *American Psychological Association publication manual* (6th ed.). Washington, DC: Author.

Attendance Policy:

1. **Attendance at all classes is required. Students who miss class without a valid excuse (doctor's note, excused absence by professor) will have 2 POINTS PER ABSENCE deducted from their final grade. Students are expected to be on time.**
2. All cell phones must be turned off or on vibrate during lecture and remain in book bags. Use of phones during class for conversations, texts, etc. is not permitted.
3. Computers are to be used for class-related activities only.
4. Students are expected to take exams and turn in assignments at the scheduled time. If a student is unable to take an exam at the scheduled time, he/she MUST notify the professor by email PRIOR to the scheduled exam time. Failure to do so will result in a 5% point deduction from the test score.
5. Make-up exams or submission of late assignments must be scheduled at the earliest possible opportunity. Students who are ill and present a valid health care practitioner's statement dated with the date of absence and attesting to that illness may reschedule the exam without penalty. All other students who need to reschedule a test date will automatically have 5 % points deducted from their test grade. Failure to provide proper PRIOR NOTIFICATION or to keep the scheduled make-up appointment will result in an ADDITIONAL 5 % POINT DEDUCTION. Faculty reserves the right to substitute an alternate form of the test as a make-up exam or assignment.
6. Only answers recorded on the answer sheet will be considered in grading tests.
7. Written assignments are due as specified. FIVE % points will be deducted for each day that an assignment is late; beginning after the scheduled time has passed. Assignments will NOT BE ACCEPTED after 3 days from the due date.
8. American Psychological Association (APA) 6th edition format must be followed for written assignments.
9. The "Baccalaureate Nursing Program Student Handbook" contains information, policies and guidelines relevant to your education and is available on the School of Nursing website (<http://www.slu.edu/Documents/nursing/BSNSTUDENTHANDBOOK20112012.pdf>). It is the student's responsibility to become familiar with all the information in the handbook as well as the University catalog.
10. Blackboard Learn is used for communication between faculty and students throughout this course. Students are responsible for any information communicated electronically through Blackboard Learn. They should plan on checking the course web page regularly.

Course Requirements and Grading Rationale/System:**General Course Topics:**

1. Health Policy & Reform
2. Health Information Technology
3. Roles & Responsibilities
4. Health Care Systems

5. Access to Health Care
6. Financing Health Care
7. Public Insurance Programs
8. Health Care Policies & Regulation
9. Reimbursement
10. Health Care Quality
11. Population Health
12. Social Determinants of Health
13. Health Promotion
14. Research
15. Future of Health Care

Evaluation Methods:

Students are expected to attend all lectures and participate in interprofessional discussions and team assignments. There will be two midterm exams and one final exam. Additionally, students must complete three team projects.

Exam #1: Tuesday, 20 February

Exam #2: Thursday, 05 April

Final Exam: Thursday, 10 May (12:00 – 15:00)

Health Care Systems Comparison Project – This project consists of a 20-minute team presentation comparing the U.S. Health Care system with another country’s health care system. Instructions for this assignment will be posted on Blackboard under the icon “Assignments”.

Cost & Quality Project - This project consists of a team paper on factors that raise health care costs as well as discussing a Joint Commission Patient Safety Goal of 2017. Instructions for this assignment will be posted on Blackboard under the icon “Assignments”.

Community Needs Assessment Project - This project consists of a 10-minute team presentation and written paper describing priority health issues of a community. Instructions for this assignment will be posted on Blackboard under the icon “Assignments”.

**Students must receive a grade of “C” or better in this course to advance in the nursing sequence.

Class attendance & participation:	4%
In-Class Assignments:	6%
Midterm Exams:	20%
Health Care Systems Comparison Project:	15%
Cost and Quality Project:	15%
Community Needs Assessment Project:	15%
<u>Final Exam:</u>	<u>25%</u>
Total:	100%

Assignments MUST be either uploaded to Blackboard or emailed to the instructor at jane.billinghurst@slu.edu by specified time. Accepted formats include .doc, .docx, .pdf, and .pptx.

Grading Scale:

A	93 – 100%
A-	91 – 92%
B+	89 – 90%
B	85 – 88%
B-	83 – 84%
C+	81 – 82%
C	76 – 80%
C-	74 – 75%
D	65 – 73%
F	Below 65%

E-mail: Campus and course announcements will often be handled by e-mail. Students should check their “@slu.edu” e-mail regularly.

University Statement on Academic Integrity: Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](#). Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Academic Dean of the Madrid Campus.

University Title IX Statement: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multiplettherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Students with Special Needs: In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <https://www.slu.edu/madrid/academics/student-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

(IF APPLICABLE): Mandatory Trips/Activities: Students enrolled in this class must participate and make payment for all mandatory trips/activities. The prices posted on the web are approximate; the final price will be based on the number of students enrolled on the last day of the Add/Drop period. All students, including those who withdraw from the class after this date, are required to pay these fees, which are non-refundable, unless the trip is cancelled due to low enrollment. Please review SLU-Madrid's trip policies, available on-line.

Spring 2018 Course Schedule:

JANUARY	
Wednesday 10	First Day of Classes
Thursday 11	Introduction to Class
Friday 12	
Monday 15	
Tuesday 16	Health Policy & Reform: Triple Aim article, The Health Care Handbook Ch. 1 Berwick, Nolan, & Whittington (2008). The Triple Aim: Care, Health, and Cost. <i>Health Affairs</i> , 27 (3), 759-769.
Wednesday 17	
Thursday 18	Health Policy & Reform: The Health Care Handbook, Ch. 2 & 3
Friday 19	
Sunday 21	Last Day to Drop a Class without a Grade W and/or Add a Class; Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) Options
Monday 22	
Tuesday 23	Roles & Responsibilities:– Case Study Maria
Wednesday 24	
Thursday 25	Health Care Systems Part I: Intro to Health Care Systems Comparison Project
Friday 26	No Classes Application Deadline for Spring Semester Degree Candidates
Monday 29	
Tuesday 30	Health Care Systems Part I cont. Continue readings from Part I
Wednesday 31	
FEBRUARY	
Thursday 1	Health Care Systems Part II
Friday 2	
Monday 5	Health Care Systems Comparison Presentation due on Blackboard or by email by 16:00 on Monday 05 February
Tuesday 6	Health Care Systems Part II cont.
Wednesday 7	
Thursday 8	Health Care Systems Comparison Presentations: no readings
Friday 9	
Monday 12	
Tuesday 13	Health Care Systems Comparison Presentations: no readings
Wednesday 14	Ash Wednesday Registration for Summer 2018 Begins
Thursday 15	Health Care Systems Comparison Presentations: no readings- Review for Midterm
Friday 16	
Monday 19	
Tuesday 20	MIDTERM EXAM #1
Wednesday 21	
Thursday 22	
Friday 23	No Classes (Winter Break)
Monday 26	
Tuesday 27	Healthy People 2020: https://www.healthypeople.gov/2020/topics-objectives/topic/Access-to-Health-Services https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities Professors' Deadline to Submit Midterm Grades
Wednesday 28	

MARCH	
Thursday 1	Access to Health Care Part II: Review readings from Access to Health Care Part I
Friday 2	
Monday 5	
Tuesday 6	<p>Financing Health Care</p> <p>Fox & Shaw (2014). Relationship of income and health care coverage to receipt of recommended clinical preventative services by adults – United States, 2011-2012. <i>MMWR: Morbidity & Mortality Weekly Report</i>, 63(31), 666-670</p> <p>Han et al. (2015). Reports of insurance-based discrimination in health care and its association with access to care. <i>American Journal of Public Health</i>, 105(S), S517-S525.</p>
Wednesday 7	
Thursday 8	<p>Public Insurance Programs: Review readings from Financing Health Care</p> <p>Veterans Health Administration System</p>
Friday 9	Last Day to Drop a Class and Receive a Grade of W
Monday 12	
Tuesday 13	Health Care Policies & Regulation
Wednesday 14	
Thursday 15	Reimbursement: Last Day to Submit Transfer Application for Fall Semester
Friday 16	
Monday 19	
Tuesday 20	<p>Health Care Quality Part I: Cost & Quality Project due in class</p> <p>Pracht et al. (2011). The relative effectiveness of managed care penetration and the healthcare safety net in reducing avoidable hospitalizations. <i>Journal of Healthcare Quality</i>, 33(4), 42-53.</p> <p>McFadden et al. (2015). Leadership, safety climate, and continuous quality improvement: Impact on process quality and patient safety. <i>Health Care Management Review</i>, 40(1), 24-34</p> <p>Lancaster et al. (2015). Interdisciplinary communication & collaboration among physicians, nurses, & unlicensed assistive personnel. <i>Journal of Nursing Scholarship</i>, 47(3), 275-284.</p>
Wednesday 21	
Thursday 22	Health Care Quality Part II: Review readings from Health Care Quality Part I
Friday 23	
Monday 26	Semana Santa Holiday (Campus Closed)
Tuesday 27	
Wednesday 28	
Thursday 29	
Friday 30	Viernes Santo (Campus Closed)
APRIL	
Monday 2	
Tuesday 3	Review for Midterm
Wednesday 4	Registration for Fall 2018 Semester Begins
Thursday 5	MIDTERM EXAM #2
Friday 6	

Monday 9	
Tuesday 10	<p>Population Health: Kindig D. http://www.improvingpopulationhealth.org/blog/what-is-population-health.html</p> <p>Stoto, M.A. (2013). Population health in the Affordable Care Act Era. Academy of Health Issue Brief.</p> <p>Foundation Health Measures http://www.healthypeople.gov/2020/about/Foundation-Health-Measures (Read main page and the “Learn More bout” sections for 1. General Health, 2. Health-Related Quality of Life and Well-Being, 3. Determinants of Health, and 4. Disparities</p>
Wednesday 11	
Thursday 12	<p>Social Determinants of Health:</p> <p>Braveman et al. (2011). Health disparities and health equity: the issue is justice. <i>American Journal of Public Health, 101(S1)</i>, S149-S155</p> <p>Healthy People 2020 https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health</p>
Friday 13	
Monday 16	
Tuesday 17	<p>Health Promotion: U.S. Department Health and Human Services (2005). <i>Theory at a Glance: A guide for Health Promotion Practice, 2nd Ed.</i></p> <p>Crosby & Noar (2011). What is a planning model? An introduction to PRECEDE-PROCEED. <i>Journal of Public health Dentistry, 71, S7 – S15.</i></p> <p>Community Needs Assessment paper due BY DROPBOX as well as hard copy at the beginning of class</p>
Wednesday 18	CNA powerpoint presentation is due by dropbox Wednesday, 18 April by 22:00
Thursday 19	Community Needs Assessment Presentations.
Friday 20	
Monday 23	
Tuesday 24	Community Needs Assessment Presentations.
Wednesday 25	
Thursday 26	Research and Future of Health Care
Friday 27	
Monday 30	
MAY	
Tuesday 1	<i>Día del Trabajador (Campus Closed)</i>
Wednesday 2	<i>Día de la Comunidad (Campus Closed)</i>
Thursday 3	Spring 2018 Final Day of Classes Semester Wrap-up: Review for Final Exam
Friday 4	Spring 2018 Final Exams
Monday 7	
Tuesday 8	
Wednesday 9	
Thursday 10	FINAL EXAM 12:00 – 15:00
Friday 11	University Housing Move-out Date
Saturday 12	Commencement
Sunday 13	Professors' deadline to submit spring 2018 final grades

Final Exam Schedules Spring 2018

	4 May (Fr)	7 May (Mn)	8 May (Tu)	9 May (Wd)	10 May (Th)
08:30-11:30	Mn classes that meet at 9:00 & 9:30	Mn classes that meet at 10:00	Mn classes that meet at 11:00 & 11:30	Tu classes that meet at 9:30	Tu classes that meet at 8:00
12:00-15:00	Tu classes that meet at 11:00	Mn classes that meet at 13:00	Tu classes that meet at 14:30	Mn classes that meet at 12:00 & 12:30	Tu classes that meet at 12:30
15:30-18:30	Mn classes that meet at 14:30	Tu classes that meet at 17:00 & 17:30	Mn classes that meet at 16:00	Tu classes that meet at 16:00	Mn classes that meet at 17:30
19:00-22:00	---	---	Mn classes that meet at 18:30 & 19:00	Tu classes that meet at 19:00	---