

**CLS 105 Evolution of Health Care and Health Care Professions**  
16 Week Hybrid Course

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**LOCATION & TIME:** Tuesday 11:00-12:15 Sci A107

**COURSE OVERVIEW:**

The history of medicine and the evolution of health care professions will be examined in the context of philosophical and cultural influences. The health care system of the United States will be examined and compared to various health care systems around the world. The evolution of health care professions will also be examined.

**TARGET AUDIENCE & PREREQUISITES:**

This course is intended for those interested in learning more about the history of medicine and how our current medical practice in the United States evolved. There are no prerequisites.

**FORMAT:**

This course was designed for online delivery. Please go to the “Introduction” section under “Course Content” to assess if this format is compatible with your learning style.

**COURSE OUTCOMES:**

- To acquire a working knowledge of the evolution of health care as it presently exists.
- To develop an understanding of the organization of the health care system in the United States and minimally one other country.
- To gain an understanding of the development of health care professions in existence today.
- To gain an understanding of the importance of each health care profession in the overall health care system.
- To acquire knowledge of the growth of medical education and medical professions.
- To gain an understanding of the functionality of modern hospitals, how and why they evolved into their current organization.
- To develop an understanding of the spread of disease and the geographical locations of the various epidemics.

**COURSE EXPECTATIONS AND GUIDELINES FOR SUCCESS:**

**Instructor expectations:**

Please read these course guidelines to ensure your success in this course.

1. **Attendance is mandatory.** Since we only meet one day a week, it is important to attend class. We may be seeing a video or having a discussion, which will aid in your ability to complete the discussion activities for the week.

Students will also be doing presentations throughout the semester. You are expected to be in class, not only for your presentation, but also, for the presentations by your classmates. It is only fair and professional for you to be present to support your classmates, as they were there to support you.

**Absences will be excused only with appropriate proof (i.e., note from a physician, funeral notice, coach, etc.).**

2. It is important to read all orientation and introduction material including these course guidelines.
3. Learners are expected to read the entire course syllabus and align unit and group assignments with your schedule.
4. During each unit, discussion(s) topics will be posted that provide an environment for collaborative learning.
5. Learners are encouraged to email the course instructor when issues need individual or specific attention. Please feel free to contact the instructor with any questions or concerns you may have.
6. Weekly discussions will be posted on the first day of the course. Please review the schedule to become familiar with due dates. If your schedule takes you away from UWSP, please notify your instructor.
7. Regular and consistent participation is very important in every unit. The discussion is our classroom. Ask course related questions freely in this space. You never know when someone else may have the same question but is reluctant to ask. I will designate a space in the discussion area denoted as “The Corner Cafe and Coffeehouse.” In this space, feel free to generate some fun chat to get to know each other better.
8. Incompletes will be considered on an individual basis only for those who have maintained consistent and regular performance throughout the course. A request for an incomplete can only be made if unforeseen circumstances occur and you need extra time to complete course requirements.
9. Your success in this course is very important. Please let your instructor know if there are any problems as soon as they occur. We will attempt to work through it together.

### **ASSIGNMENTS:**

#### **Discussions:**

- **Initial postings** to discussion questions should be substantial and treated as if they were mini English papers. There is a minimum word count of **400 words**. Proper spelling and grammar are essential elements and part of university standards as well as standards for this course. **You must post your papers in both the discussion tab and the dropbox.** Failure to place it in one of the locations will result in lost points.
- **Proper citation and references** should be made as appropriate with university policies. Please indicate which citation style you will be using at the end of the paper in your reference section.

- **Replies to others.** It is required that students post two responses to other learners with tips, helpful suggestions, and further questions for each discussion question. Learners are also expected to check back regularly to answer questions that others may have asked.
- **Due dates** will be as follows:
  - Initial posting to the discussion questions are due each week **by Sunday 12:00 am (midnight).**
  - Replies to others must be completed **by Monday 12:00 am (midnight).**
  - All students must check back on Tuesday to finish up, answer questions others may have asked of you, etc.

**No credit will be given for late work (you will receive a zero)** unless prior arrangements have been made with the instructor for an **excused absence**.

#### Presentations:

- You will be completing two presentations throughout the semester. One will be a group presentation and the other will be an individual presentation. Attendance is mandatory at each presentation.
- Please refer to the assignment instructions posted in D2L for the requirements for each presentation.
  - Scientist
  - Health Care Profession

#### Peer Evaluations:

- Formative feedback is very important to the learning process. Working in a health care profession requires individuals to be self-motivated and self-monitoring lifelong learners, so providing opportunities for undergraduates to develop self-evaluation skills is important. Peer assessment and feedback activities give students opportunities to:
  - Internalize the criteria – you must understand and apply the grading criteria in the process of peer assessments. This allows the students to get a better understanding of the standard expected of their own work and they become better able to evaluate their own work.
  - Learn from examples – learning from others perspective. Students may pick up tips for how to work through tasks, structure their piece of work, or see some pitfalls to avoid. The more examples you see the more that can be learned.
  - Receive feedback – peers often give feedback that is different from the instructor. Both should be related to the criteria, but students tend to offer suggestions to help the student through the stages of the process.
- Each student will have the opportunity to evaluate his or her classmates in both a group setting as well as an individual setting. Providing feedback on strengths and weaknesses in a constructive respectful manner will be expected.

#### Assessments:

- Discussion postings/Reflections: You will be **graded on the quality** of your postings. Please refer to the course rubrics for specific details.
- Presentations: You will be graded on the quality and completeness of your presentation. Please refer to the course rubrics for specific details.

- Peer Reviews: You will also have the opportunity to evaluate your classmates in a constructive and respectful manner.
- Participation: You will be earning points for coming to class as well as responding to discussion posts. You must respond to two other classmates for each discussion assignment.

**GRADING SYSTEM:**

Grades will be based on total points broken down as follows:

A	90-100%	C	70-74%
B+	85-89%	D+	65-69%
B	80-84%	D	60-64%
C+	75-79%	F	<60%

**Course facilitators reserve the right to make changes to syllabi, or course content at their discretion anytime during the semester. Any in class announcements (either verbal or written) are considered an official addendum to the syllabus. It is the students' responsibility to know what changes have been made. It is also the students' responsibility to check official UWSP email, and/or D2L frequently for course announcements.**

**REQUIRED TEXT:**

Text Rental

Shi, L. & Singh, D. A. (2008). *Delivering health care in America: a systems approach 4<sup>th</sup> ed.* Sudbury, MA: Jones and Bartlett Publishers.

On D2L

Loudon, I. (1997). *Western medicine: an illustrated history.* Oxford, New York: Oxford University Press.

**SUGGESTED REFERENCE TEXTS:**

History of Medicine

Cambridge University. (1996). *Cambridge illustrated history of medicine.* Cambridge, United Kingdom: Cambridge University Press.

Garrison, F. H. (1929). *An introduction to the history of medicine. Fourth edition.* Philadelphia: W.B. Saunders Company.

Worth Press Limited. (2000). *Timetables of medicine: an illustrated chronology of the history of medicine from prehistoric to present times.* New York: Black Dog & Leventhal.

United States Health Care

Knight, W. (1998). *Managed care: what it is and how it works.* Gaithersburg, Maryland: Aspen Publishers, Inc.

Kongstvedt, P.R. (2002). *Managed care: what it is and how it works, Second edition.* Gaithersburg, Maryland: Aspen Publishers, Inc.

Shi, L. & Singh, D.A. (2001). *Delivering health care in America: a systems approach, Second edition.* Gaithersburg, Maryland: Aspen Publishers, Inc.

Sultz, H.A. & Young, K. M. (2001). *Health care USA: understanding its organization and delivery, Third edition.* Gaithersburg, Maryland: Aspen Publishers, Inc.

## CLS 105 General Course Rubrics

### 1. Discussion Postings (20 points each)

Integration/synthesis of concepts and principles	Applications, Personal/professional examples	Appropriate citations	Writing standards	Timeliness
The response makes reference to course materials and <u>reflects an understanding of the material</u> . <u>The response is not just a summary</u> .	The response <u>includes personal/professional examples or analogies</u> which demonstrate an understanding of the material.	The response references course resources to support facts and theoretical insights.  <u>Opinions are clearly labeled</u> ; opinions are held to a minimum unless the question requests a discussion of personal reactions or feelings.	<u>Acceptable word count</u> Posting is $\geq 400$ words.  The <u>writing is clear &amp; concise</u> . <u>No incomplete sentences</u> . Terminology is used correctly.  <u>Spelling / typing errors: 0-1</u>  <u>Grammatical errors: 0-1</u>	The response is <u>submitted on or before the due date</u> .  <b>Late submission: no points awarded</b>

### 2. Reflections (25 points each)

	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Coherence and relevance</b>	The paper thoroughly describes the learner's thought processes and what he/she learned from the weekly readings and discussions. It is not a summary.	The paper describes the learner's thought processes and what was learned; a few gaps or omissions of detail are present. Some summarization is present.	The paper is more of a summary of their readings. A few personal thoughts are present but minimal. Possible poor organization of thoughts.	One cannot discern the learner's thought processes or what he/she has learned. < 400 words.
<b>Transformation</b>	The learner clearly describes how the experiences helped transform or clarify their understanding of the subject. How they can connect it to their everyday life.	The learner adequately describes how the experiences helped transform their understanding of the subject.	There are gaps in the learner's description of how the experiences helped transform their understanding of the materials.	It is not clear how the experiences transformed the learner. Learner simple reiterates materials.

### 3. Presentations

	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Organization</b>	The student presents the information in a logical, interesting sequence that is easily followed by the audience	The student presents information in a logical sequence which is easily followed by the audience.	Audience has difficulty following the presentation because there is no logical sequence or student jumps around	Audience cannot understand the presentation because there is no sequence of information
<b>Subject Knowledge</b>	The student demonstrates full knowledge (more than required) by answering all questions with explanations and elaborations; is enthusiastic & involved	The student is at ease with expected answers to all questions, but fails to elaborate - this could be nerves or no in-depth knowledge.	The student is uncomfortable with the information and is able to answer only basic questions; just doing it because it's required.	The student has no grasp of the information they present; cannot answer questions about the subject; seems bored with the topic.
<b>Slide Content</b>	Student graphics explain and reinforce the screen text and presentation. Text aids us in following, but does not encompass the entire presentation	Student's graphics and text relate to the topic, show main points and student expands on them orally.	Student occasionally uses graphics but they rarely support the topic or benefit the presentation.	Student uses superfluous graphics or excess text on most screens. Presentation seems unnecessarily gaudy or dull, respectively, as a result.
<b>Mechanics</b>	The presentation has no spelling or grammar errors that I saw. Presentation was presented in the timeframe given.	The presentation has no more than 2 spelling or grammar errors and I can overlook them. Presentation was short by a 3 or less minutes but acceptable.	The presentation has 3 or more spelling or grammatical errors and they detract from the presentation. Presentation was short by 4 or less minutes.	The presentation has 4 or more spelling or grammatical errors, and I find myself looking for errors rather than listening. Presentation was only half of the time required.
<b>Eye contact</b>	The student knows the presentation, can maintain eye contact with the audience, and only reads for direct quotations or for emphasis.	The student maintains good eye contact, but frequently returns to notes or screen to read.	The student occasionally looks at the audience, but still reads most of the report.	The student is reading all of the presentation and makes no eye contact.
<b>Elocution</b>	Wow! The student uses a clear voice, pronounces each word definitively and the entire audience can hear everything	Pretty good, they are just a little nervous! Student's voice is clear and audible to most in the room. Most words are pronounced correctly.	They should have practiced more! Student's voice is low, sometimes stumbles over words and the audience has difficulty hearing.	Did the student ever read the slides before today? They mumble, mispronounce and/or speak too quietly for all to hear.
<b>Bad Habits?</b>	The student seemed at ease and well composed. It was a pleasure to be here.	The student occasionally:  but I could overlook it or forget about it.	The student was:  and it detracted from their presentation.	The student was constantly:  and it made listening or watching very difficult.