**UNIVERSITY OF MICHIGAN-FLINT**
**COURSE CHANGE REQUEST for GenEd Distribution**

* * * This change is not effective for registration or publication until this request has been reviewed by the Provost. * * *

<table>
<thead>
<tr>
<th>Change Effective for Term:</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/College:</td>
<td>School of Health Professions and Studies</td>
</tr>
<tr>
<td>Department:</td>
<td>Health Sciences and Administration (HSA)</td>
</tr>
<tr>
<td>Subject:</td>
<td>HCR</td>
</tr>
<tr>
<td>Course Number:</td>
<td>300</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Inactivate Course?</th>
<th>Inactivate Crosslisting(s)?</th>
<th>Check here for NO CHANGE:</th>
</tr>
</thead>
<tbody>
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**INSTRUCTIONS:** Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

### AS CURRENTLY OFFERED

1. **Title:** Health Care in the United States
2. **Credit Hours:** (3)
3. **Repeat Status:** *(see CURRENT Course Description below)*
4. **Crosslisting(s):**
5. **GE Distribution:** S

### REQUESTED CHANGE

- **to:**
  - Total ____ -or- Variable ____ to ____
  - Max of ____ credits -or- __________
- **to:**
  - FYE First Year Experience
  - CAP Capstone
  - S Social Science
  - H Humanities
  - GB Global Studies
  - F Fine Arts
  - HW Health&Well Being
  - FQ Finance&Qnt Lit
  - N Nat Science and/or
  - NL Nat Sci Lab
  - T Technology

6. **CURRENT Course Description:**
   Status, institutions, attitudes and behavior related to health care in the United States. Delivery of services; evolution, structure and dynamics of health professions. Personal and institutional aspects of the health care system and their effects on planning, public policy, the sick role, physician-patient relationships, death and dying, the hospital, and health care politics.

7. **NEW Course Description (as it should appear in the Catalog):**

**REQUESTED BY:**

Department Chair: [Signature] 10-26-09

Department Chair of Crosslist(s) or Prerequisite(s): Date

Dean: Date

Dean of Crosslist(s) or Prerequisite(s): Date

**REVIEWED BY:**

Catalog Editor: Date

Provost: Date

Catalog Coordinator (Registrar's Office): Date
REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION in Social Sciences

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

<table>
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<tr>
<th>Course Title: Health Care in the United States</th>
<th>Department: HSA</th>
<th>Course Prefix: HCR</th>
<th>Course Number: 300</th>
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### No. 3 Learning Outcome: Demonstrate the ability to think critically

**Narrative:** Students will demonstrate critical thinking by covering theoretical, conceptual, historical and analytical materials relating to the health care system. They will analyze the status, institutions, attitudes, behaviors, and delivery of services related to health care in the United States, including an analysis of the evolution, structure and dynamics of health professions.

**Assessment tools:**
Assessment tools will include weekly discussions, a mid-term exam, a term paper, and a final exam.

### No. 5 Learning Outcome: Produce competent written work

**Narrative:** Students will produce competent writing with an in-depth term paper on the evaluation of a health care issue or problem with reasoned conclusions, analysis and critique of the available literature. Library research is required for the bibliography. Papers must be 8-10 pages in length and should demonstrate an understanding and show some command of the subject.

**Assessment tools:**
Assessment tools will include a term paper. Writing skill will be included in the assessment.

### No. 6 Learning Outcome: Participate in dialogue that involves respectful and careful listening

**Narrative:** Students will demonstrate respectful and careful listening by monitoring and discussing health care issues that may be debated on the local, state or national scene. Contemporary information about the health care system will be emphasized throughout the course. All of these issues evoke strong feelings and different viewpoints.

**Assessment tools:**
Assessment tools will include weekly discussions, and mid-term and final exams. Respectful dialogue and careful listening will be included in the assessment.

### No. 9 Learning Outcome: Demonstrate knowledge of economics, finance, and quantitative literacy; health and well-being; and science and technology

**Narrative:** Students will demonstrate knowledge of economics and health and well-being by: 1) describing the private, governmental, professional and economic contributions to the development and operation of the healthcare system; 2) describing the types and interrelationships of healthcare facilities, services and personnel; 3) understanding the major ethical, economic, professional and legal issues confronting providers, insurers and consumers; 4) describing the special problems of high-risk populations and health system responses; and 5) identifying and describing the quality control activities of the current healthcare system and relating service provider behaviors to legal, ethical and financial considerations.

**Assessment tools:**
Assessment tools will include weekly discussions, a mid-term exam, a term paper, and a final exam.

### No. 12 Learning Outcome: Apply knowledge to complex issues such as social justice, globalization, economic growth and distribution, environmental sustainability, public health, etc, in increasingly broad spheres of influence

**Narrative:** Students will demonstrate and understanding of the important challenges of the public sector health policy making and describe the values and assumptions that underlie the changing priorities in health planning resource allocation and apply these to an understanding of this complex issue.

**Assessment tools:**
Assessment tools will include weekly discussions, a mid-term exam, a term paper, and a final exam.