

# HEALTHCARE ENVIRONMENTS AND SYSTEMS THINKING (IPS 463-001)

Class number: 7382

**Online\***

**August 30 – December 10, 2010**

Instructor: *Dan Lunney*

The Healthcare Environments and Systems Thinking in Healthcare course will prepare professionals in healthcare ministries to understand the dynamics, systems, relationships, roles, regulations and history of healthcare systems in order to work effectively within their particular healthcare environment.

The Healthcare Environment and Systems Thinking in Healthcare course will be a seminar course which will focus on the following topics:

- an overview of systems thinking, strategic planning and continuing quality improvement
- an overview of the development of the US healthcare systems
- an overview of the healing mission of the church
- an overview of the models of spiritual care
- an overview of the role of spiritual care within healthcare systems
- an overview of the role of mission integration within healthcare systems
- study of The Patient Self-Determination Act of 1990 (including Advance Care Planning)
- study of HIPAA (Health Insurance Portability and Accountability Act of 1996) as related to spiritual care (ethical, legal aspects)
- an overview of the interrelationship between healthcare professions and the relationship between healthcare and community clergy and faith communities.

Upon Completion of the course, the students will have the ability to:

- Promote the integration of Pastoral / Spiritual Care into the life and service of the institution in which it resides.
- Establish and maintain professional and interdisciplinary relationships.
- Articulate an understanding of institutional culture and systems, and systemic relationships.
- Support, promote, and encourage ethical decision-making and care.
- Document one's contribution of care effectively in the appropriate records.
- Foster a collaborative relationship with health care professionals, management and community clergy.

## **Course Schedule (specific assignments are found on blackboard)**

### **Unit 1: Systems Thinking** - Unit begins Monday, August 30

*Synchronized Class Session – Wednesday, September 1, noon-1pm*

#### **Section 1 Assignments due Tuesday, September 7**

*Synchronized Class Session – Wednesday, September 8, noon-1pm*

#### **Section 2 Assignments due Tuesday, September 14**

*Synchronized Class Session – Wednesday, September 15, noon-1pm*

### **Unit 2: The US Health Care System: An Overview** - Unit begins Saturday, September 18

#### **Section 1 Assignments due Tuesday, September 21**

*Synchronized Class Session – Wednesday, September 22, noon-1pm*

#### **Section 2 Assignments due Tuesday, September 28**

*Synchronized Class Session – Wednesday, September 29, noon-1pm*

#### **Section 3 Assignments due Tuesday, October 5**

*Synchronized Class Session – Wednesday, October 6, noon – 1pm*

## **TERM BREAK from October 9-16**

### **Unit 3: Spirituality and Health** - Unit begins Saturday, October 16

#### **Section 1 Assignments due Tuesday, October 19**

*Synchronized Class Session – Wednesday, October 20, noon-1pm*

#### **Section 2 Assignments due Tuesday, October 26**

*Synchronized Class Session – Wednesday, October 27, noon-1pm*

### **Unit 4: The Role of the Chaplain** - Unit begins Saturday, October 30

#### **Section 1 Assignments due Tuesday, November 2**

*Synchronized Class Session – Wednesday, November 3, noon-1pm*

#### **Section 2 Assignments due Monday, November 9**

*Synchronized Class Session – Wednesday, November 10, noon-1pm*

### **Unit 5: Special Topics** - Unit begins Saturday, November 13

#### **Section 1: Mission Integration – Assignments due Tuesday, November 16**

*Synchronized Class Session – Wednesday, November 17, noon-1pm*

#### **Section 2: Ethical and Religious Directives for Catholic Health Care, Assignments due Tuesday, November 23**

Due to Thanksgiving there will be no synchronized class session or discussion requirement for this section

#### **Section 3: Patient Self-Determination Act and HIPAA,**

## **Assignments due Tuesday, November 30**

*Synchronized Class Session – Wednesday, December 1, noon-1pm*

### **Section 4: Relationships with Community Clergy, Assignment due Tuesday, December 7**

*Synchronized Class Session – Wednesday, December 8, noon-1pm*

**Summation Paper** – In the summation paper, the student will bring together the resource materials and discussion from the course in a succinct paper of no more than 3,000 words. Due Friday, December 10

### **Course Evaluation**

1. **Assignments:** Regular punctual completion of weekly online assignments in the discussion boards (250-750 words average) demonstrating a grasp of the material (due on Tuesdays). See the attached assignment rubric for more details on grading criteria. 30%
2. **Synchronized Class Sessions:** Participation in synchronized class sessions is a required part of the course. Students will be allowed to have no more than three excused absences if he/she successfully completes a makeup for the excused absences. A student who misses four or more synchronized class sessions for any reason will have to retake the course. Synchronized class sessions are scheduled on Wednesdays from noon – 1 pm Central time. The dial in number for the synchronized class sessions is (201) 549-7592 and the participant code is 05435578. Students will take turns facilitating the discussion of the synchronized class sessions. 25%
3. **Participation/Discussion:** Each student will need to provide substantial feedback to the assignments of at least two classmates per section (due on Fridays). See the attached discussion rubric for more details on grading criteria. 30%
4. **Completion of summation paper** (due Dec 10). The summation paper is a 1,500-3000 word summary of the course with an emphasis on the impact of systems thinking on your chosen environment of ministry. 15%

All assignments are due by 8 pm Central Time.

All grading will be in accordance with Loyola policy and in the form of letter grades (A from 94%-100%, A- from 90%-93%, B+ from 87%-89%, B from 84%-86%, B- from 80%-83%, C+ from 77%-79%, C from 74%-77%). Assignments not turned in will receive a 0%. Late assignments will be reduced by one gradation per day late unless prior arrangements have been made with the instructor.

### **Required Books**

Gerkin, Charles V. *An Introduction to Pastoral Care*. Nashville: Abington Press, 1997.

Jacobs, Martha. *Clergy Guide to End of Life Issues*. Pilgrim Press, 2010.

Lynn, Joann. *Sick To Death and Not Going to Take It Anymore!: Reforming Health Care for the Last Years of Life*. Los Angeles: University of California Press, 2004.

Scofield, Loughlan, and Carroll Juliano. *Collaboration: Uniting Our Gifts in Ministry*. Notre Dame, IN: Ave Maria Press, 2000.

Van Wyk, Gerrit. *A Systems Approach to Social and Organizational Planning: Cure For the Mess in Health Care?* Victoria, BC: Trafford Publishing, 2003.

**Broadband internet required as well as the ability to watch online videos and podcasts on your computer. Microphone and earphones required for synchronized class sessions.**

### **Structure of the Course:**



Each week there will be assigned reading and/or podcasts. The weekly assignments (due Tuesdays) will be based on the reading and other course resources. We will have weekly synchronized class sessions to discuss the weekly topics (on Wednesdays). Interaction and discussion with your classmates is encouraged throughout the course. Each student will provide feedback on the assignments of at least two classmates each week (due Fridays).

If you are working in a health care setting, you will be asked to share resources from your site for the various topic areas. If you do not have experience in health care or chaplaincy, your questions are welcome to promote discussion. This course is meant to complement CPE. The focus of the course will be more on the application of the subject areas of the course rather than on the experiential aspects of the subjects. The course is more of an academic pursuit rather than an experiential pursuit. Having said this, your experience will enliven and deepen the learning from the course resources. The specific assignments will be posted on the "assignments" page of blackboard.

**Class Participation:**

For many, this course will be your first experience of online learning. In order for this style of learning to work, each student must be engaged in the process. Think of the discussion boards as a place to discuss ideas and concepts raised by the authors. I encourage you both to support and challenge each other.

If your classmate is unclear in their response, ask questions to help them to clarify. If you do not agree with a classmate, use the readings and your experience in crafting a response and in supporting your position. As with any community, we grow through honest, respectful and engaged dialogue.

Because of the nature of the topic, we need to be respectful of each other's privacy and should not discuss classmate's ideas or experiences outside the structure of the course without their permission.

**Constructive Theory of Learning**

"Constructivist approaches emphasize learners' activity constructing their own knowledge rather than passively receiving information transmitted to them from teachers and textbooks. From a constructivist perspective, knowledge cannot simply be given to students: Students must construct their own meaning." Stage, Muller, Kinzie, and Simmons 1998:35

**Instructor Availability:**

The best way to reach me is via email at [dlunney@luc.edu](mailto:dlunney@luc.edu). Since I work full time and my schedule varies, it can be difficult to reach me by phone. It is best to email me with your phone number and the best times to call you back if you would like to speak by phone. My phone numbers are 773.293.3270 (which rings at home and on my cell) and 773.296.8345. In an attempt at self-care, I respectfully ask that you keep the contacts to weekdays.

**Writing Policies**

Online courses are writing intensive because the discussion board takes the place of the classroom as the main place of learning. Students will be scored on their ability to summarize, analyze and connect the reading materials to ministry. Assignments, written discussion and papers that do not adhere to the Loyola writing policy will be returned to be revised and will receive a reduction in grade. Please review the Loyola writing policy at <http://www.business.latech.edu/fac->

[staff/Policies/pdf\\_files/student\\_policies/writing\\_standards\\_Policy.pdf](#).

Papers should follow the Chicago Manual of Style (<http://library.osu.edu/sites/guides/chicagofd.php>) or APA style (<http://library.osu.edu/sites/guides/apagd.php>).

**Academic Integrity:**

Please follow the guidelines regarding plagiarism in all assignments, feedback and papers. Parenthetical page citations are necessary any time you use a quote or thoughts of another (including assignments). Please review

[http://www.luc.edu/ips/Academics\\_Standards.shtml#academic\\_integrity](http://www.luc.edu/ips/Academics_Standards.shtml#academic_integrity).

Northwestern University has an excellent website for you to find examples of plagiarism. Please review <http://www.northwestern.edu/uacc/plagiar.html>.

Any area not specifically addressed in this syllabus will follow the standards and procedures of the Institute of Pastoral Studies found at [http://www.luc.edu/ips/Academics\\_Standards.shtml](http://www.luc.edu/ips/Academics_Standards.shtml).

This syllabus serves as the covenant between you as the student and me as the instructor. It is essential that you read and understand it. Please contact me if you have any questions.

## Course Schedule

Section	Reading*	Assignment (in discussion board)	Class Session	Discussion (in discussion board)
Introduction	Van Wyk, Preface and Introduction	Due Tuesday, August 31, 2010	Wednesday, September 1, 2010	
Unit 1, Section 1 - Systems Thinking	Van Wyk, Chapters 1-3	Due Tuesday, September 7, 2010	Wednesday, September 8, 2010	Ends Friday, September 10
Unit 1, Section 2 - Systems Thinking	Van Wyk, Chapters 4&5	Due Tuesday, September 14, 2010	Wednesday, September 15, 2010	Ends Friday, September 17
Unit 2, Section 1 - The Healthcare System	Van Wyk, Chapters 6&7; Lynn, Introduction, Chapters 1&2	Due Tuesday, September 21, 2010	Wednesday, September 22, 2010	Ends Friday, September 24
Unit 2, Section 2 - The Healthcare System	Van Wyk, Chapter 8; Lynn Chapter 3&4	Due Tuesday, September 28, 2010	Wednesday, September 29, 2010	Ends Friday, October 1, 2010
Unit 2, Section 3 - The Healthcare System	Van Wyk, Chapters 9&10; Lynn, Chapter 5	Due Tuesday, October 5, 2010	Wednesday, October 6, 2010	Ends Friday, October 8, 2010
<b>TERM</b>	<b>BREAK</b>	<b>October</b>	<b>9-16</b>	<b>2010</b>
Unit 3, Section 1 - Spirituality and Healthcare	Shea, Parts 1&2; Sofield & Juliano Introduction, Chapters 1&6; Beatitudes Powerpoint; Articles found in the <b>assignments</b> section	Due Tuesday, October 19, 2010	Wednesday, October 20, 2010	Ends Friday, October 22, 2010
Unit 3, Section 2 - Spirituality and Healthcare	Shea Parts 3&4; Jacobs, Part 2	Due Tuesday, October 26, 2010	Wednesday, October 27, 2010	Ends Friday October 29, 2010
Unit 4, Section 1 - The Role of the Healthcare Minister (Chaplain)	Gerkin, Preface & Part 1; In addition, please read the white paper and standards (information in the <b>assignments</b> section)	Due Tuesday, November 2, 2010	Wednesday, November 3, 2010	Ends Friday, November 5, 2010
Unit 4, Section 2 - The Role of the Healthcare Minister (Chaplain)	Gerkin, Part 2; Sofield & Juliano, Chapters 3-5 & 7-9	Due Tuesday, November 9, 2010	Wednesday, November 10, 2010	Ends Friday, November 12, 2010
Unit 5, Section 1 - Mission Integration	See podcast and reading assignments in the <b>assignments</b> section of blackboard	Due Tuesday, November 16, 2010	Wednesday, November 17, 2010	Ends Friday, November 19, 2010
Unit 5, Section 2 - Ethical and Religious Directives for Catholic Health Care	See podcast and reading assignments in the <b>assignments</b> section of blackboard	Due Tuesday, November 23, 2010	Thanksgiving break	Thanksgiving break

Unit 5, Section 3 - HIPAA and PSDA	Jacobs, Chapter 1&2, Appendices 1-3; see podcast and reading assignments in the <b>assignments</b> section of blackboard	Due Tuesday, November 30, 2010	Wednesday, December 1, 2010	Ends Friday, December 3, 2010
Unit 5, Section 4 - Working with Community Clergy	Jacobs, Part 3, Appendices 4&5; see podcast and reading assignments in the <b>assignments</b> section of blackboard	Due Tuesday, December 7, 2010	Wednesday, December 8, 2010	*****Summation Paper due Friday, December 10*****

\* make sure to look in the appropriate folder in the assignment section of blackboard for additional articles and podcasts.

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Rubric: Assignment Rubric IPS Healthcare Environments

This will serve as the rubric for grading the assignments for the Healthcare Environments course.

Criterion 100 %					
	<b>Unacceptable 0 pts</b> Student will be asked to redo the assignment	<b>Fair 70 pts</b> Grade C-	<b>Acceptable 80 pts</b> Grade B-	<b>Very Good 90 pts</b> Grade A-	<b>Excellent 100 pts</b> Grade A
<b>Content 20 pts</b> How well do you use course resources in your assignment?	<b>Unacceptable</b> - Content is incomplete. - Source material is not used. - Major points are not clear and /or persuasive.	<b>Fair</b> - Content is not comprehensive and /or persuasive. - Use of source material is ok but does not address course concepts. - Content is inconsistent with regard to purpose and clarity of thought.	<b>Acceptable</b> - Good use of source material but could be strengthened. - Use of source material is good but does not fully address course concepts. - Content and purpose of the writing are clear.	<b>Very Good</b> - Very good use of source material - Use of source material is very good and addresses course concepts. - Content and purpose of the writing are clear.	<b>Excellent</b> Excellent engagement of the course materials. The student provides a thorough analysis of the topics in a manner which greatly exceeds expectations.
<b>Development 20 pts</b> How well do you explain and support your conclusions?	<b>Unacceptable</b> - Source material is not adequately analyzed. - Major points and conclusions are not addressed.	<b>Fair</b> - Understanding of course material is not fully demonstrated. - Major points and conclusions are addressed, but not well supported.	<b>Acceptable</b> - Understanding of the material is not always clearly demonstrated. - Major points and conclusions are not always stated clearly and are not always well supported by source material.	<b>Very Good</b> - Understanding of the material is clearly demonstrated. - Major points and conclusions are stated clearly and are well supported by source material.	<b>Excellent</b> All conclusions are well developed and supported by course material and lived experience. Positions are well articulated. The student demonstrates excellent critical thinking skills.
<b>Application 20 pts</b> Do you connect the theological concepts to your ministry setting or life experience?	<b>Unacceptable</b> Lacks a connection between concepts in resource material and ministry or life experience.	<b>Fair</b> Weak development of the connection between the source material and ministry.	<b>Acceptable</b> Able to demonstrate a good working knowledge of the concepts and but does not clearly shows their application to	<b>Very Good</b> Able to demonstrate an excellent working knowledge of the concepts and clearly shows their application to	<b>Excellent</b> Inclusion of life and/or ministerial experience is fully integrated into the assignment and greatly



			ministry and life through concrete examples.	ministry and life through concrete examples.	enhances the assignment.
<b>Concepts</b> <b>10 pts</b> How well do you define and use theological concepts?	<b>Unacceptable</b> Theological concepts are neither defined nor used correctly.	<b>Fair</b> Theological concepts are either not defined or not used correctly.	<b>Acceptable</b> Theological concepts are not expressed as clearly as they ought.	<b>Very Good</b> Theological concepts are expressed clearly and used correctly.	<b>Excellent</b> The student defines the concepts through example or citation and uses concepts consistently correctly.
<b>Thoroughness</b> <b>10 pts</b> Do you complete all aspects of the assignment?	<b>Unacceptable</b> Assignment not adequately completed.	<b>Fair</b> Not all aspects of the assignment are completed thoroughly.	<b>Acceptable</b> Most aspects of the assignment are completed but some aspects are weak or not fully developed or too wordy.	<b>Very Good</b> All aspects of the assignment are completed. Assignment is substantial yet succinct.	<b>Excellent</b> The student is thorough in responding to all aspects of the assignment in a way that is complete yet succinct.
<b>Organization &amp; Structure</b> <b>10 pts</b> Does your writing style enhance or detract from your assignment?	<b>Unacceptable</b> - Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts. - Word count way above or below range.	<b>Fair</b> - Structure of the assignment is not easy to follow. - Paragraph transitions need improvement. - Word count either above or below range.	<b>Acceptable</b> - The structure and organization of the assignment are good but could be strengthened to increase the impact of the assignment. - Word count within range.	<b>Very Good</b> - Structure of the assignment is clear and easy to follow. - The assignments is enhanced by the organization and structure. - Word count within range.	<b>Excellent</b> The assignment is written in a style which greatly enhances understanding, flow and readability. Student demonstrates excellent writing ability.
<b>Grammar, Punctuation &amp; Spelling</b> <b>10 pts</b> Do you consistently adhere to Loyola writing policies?	<b>Unacceptable</b> - Assignment contains numerous grammatical, punctuation, and spelling errors. - Assignment does not use proper citations. - Language uses jargon or conversational tone.	<b>Fair</b> - Assignment contains several grammatical, punctuation and spelling errors. - Proper citations are used most but not all the time. - Language lacks clarity or includes the use of some jargon or conversational tone.	<b>Acceptable</b> - Rules of grammar, usage, and punctuation are usually followed; spelling is correct. - Proper citations are used. - Language is usually clear and precise; sentences usually display consistently strong, varied structure.	<b>Very Good</b> - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Proper citations are used. - Language is clear and precise; sentences display consistently strong, varied structure.	<b>Excellent</b> There are no spelling, grammar or citation errors.

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Rubric: Discussion Rubric IPS Healthcare Environments

Discussion is a very important part of the Healthcare Environments course. As ministers, you will be expected to write clearly and engage others in discussion. The discussion boards in the course provide an opportunity to delve deeper into the topics. For postings through the voice discussion board, please include text as supporting documentation.

Criterion 100 %					
	<b>Unacceptable 0 pts</b> Student did not meet the requirement at a graduate level.	<b>Fair 70 pts</b> Grade C-	<b>Acceptable 80 pts</b> Grade B-	<b>Very Good 90 pts</b> Grade A-	<b>Excellent 100 pts</b> Grade A
<b>Quality of Discussion 25 pts</b> How do your postings further discussion and respond to the question or connect with a point made by your classmate?	<b>Unacceptable</b> The discussion postings do not further the discussion or do not adequately address the question and/or topic of discussion. The postings show a lack of engagement in the discussion.	<b>Fair</b> The discussion postings are not consistently thorough in addressing the question and/or topic. The postings do not consistently show respect to his/her classmate or fail to consistently further or deepen the discussion.	<b>Acceptable</b> The discussion postings are usually thorough in addressing the question and/or topic in a way that respects his/her classmate and furthers or deepens the discussion but some postings need to be strengthened.	<b>Very Good</b> Student is consistent in thoroughly addressing the question and/or topic in a way that respects his/her classmate and furthers or deepens the discussion.	<b>Excellent</b> Student is consistent in thoroughly addressing the question and/or topic in a way that respects his/her classmate and substantially furthers or deepens the discussion
<b>Participation 20 pts</b> Did you meet the discussion requirements of three substantial posts per section (part) of the unit?	<b>Unacceptable</b> Student has not made any attempt to participate in the discussion	<b>Fair</b> Student has made an attempt at participation but has not provided the minimum of three substantial postings.	<b>Acceptable</b> Student has met the requirement of three postings for each section and the post are good but could be strengthened.	<b>Very Good</b> Student has met the requirement of three postings for each section and the posts are consistently substantial.	<b>Excellent</b> Student has consistently participated in the discussion and the posts are consistently substantial.
<b>Support of conclusions 20 pts</b> How well do you explain and support your conclusions in your discussion postings using course resources and/or life experience?	<b>Unacceptable</b> Student does not adequately support conclusions made.	<b>Fair</b> Although there is some support for conclusions made, the support is either not clear or not fully developed.	<b>Acceptable</b> Student provides support for conclusion although not consistently.	<b>Very Good</b> Student provides consistent support from course resources and/or life experience to support his/her	<b>Excellent</b> Student provides consistent and extensive support from course resources and/or life experience to clearly support



				conclusions.	his/her conclusions.
<b>Concepts</b> <b>10 pts</b> How well do you define and use terms and concepts?	<b>Unacceptable</b> Terms and concepts are neither defined nor used correctly.	<b>Fair</b> Terms and concepts are either not defined or not used correctly.	<b>Acceptable</b> Terms and concepts are not expressed as clearly as they ought.	<b>Very Good</b> Terms and concepts are expressed clearly and used correctly	<b>Excellent</b> Terms and concepts are consistently expressed clearly, used correctly and express in a way that is easy to understand.
<b>Thoroughness</b> <b>10 pts</b> Were your posting substantial enough to address the topic yet succinct?	<b>Unacceptable</b> Discussion postings are not adequately completed.	<b>Fair</b> The discussion postings lack a thorough discussion of the topic. The postings are either not developed or are too verbose.	<b>Acceptable</b> Most discussion postings are completed well but some aspects are weak or not fully developed or too wordy.	<b>Very Good</b> All discussion postings are completed well. Postings are substantial yet succinct.	<b>Excellent</b> All discussion postings are completed well. Postings are substantial yet succinct and clearly address the questions and/or concerns raised in the original posting.
<b>Organization &amp; Structure</b> <b>10 pts</b> Does your writing style enhance or detract from your postings?	<b>Unacceptable</b> - Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts.	<b>Fair</b> - Structure of the discussion postings is not easy to follow. - Paragraph transitions need improvement. - The postings do not have internal consistency.	<b>Acceptable</b> - The structure and organization of the discussion postings are good but could be strengthened to increase the impact of the posting.	<b>Very Good</b> - Structure of the postings are consistently clear and easy to follow. - The postings are enhanced by the organization and structure	<b>Excellent</b> The postings are very well written and in a style that enhances understanding.
<b>Grammar, Punctuation &amp; Spelling</b> <b>5 pts</b> Do you consistently adhere to Loyola writing policies in your postings?	<b>Unacceptable</b> - Discussion postings contain numerous grammatical, punctuation, and spelling errors. - Discussion postings do not use proper citations. - Language uses jargon or conversational tone.	<b>Fair</b> - Discussion postings contains several grammatical, punctuation and spelling errors. - Proper citations are used most but not all the time. - Language lacks clarity or includes the use of some	<b>Acceptable</b> - Rules of grammar, usage, and punctuation are usually followed; spelling is correct. - Proper citations are used. - Language is usually clear and precise; sentences usually display consistently	<b>Very Good</b> - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Proper citations are used. - Language is clear and precise; sentences display consistently strong, varied	<b>Excellent</b> There are no usage, grammar or punctuation mistakes in the postings.

		jargon or conversational tone.	strong, varied structure.	structure.	
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Rubric Code: **Z44256**