Sistema Universitario Ana G. Méndez
Metro Orlando University Center
Continental USA Branch Campuses
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

HESM 420

TOPICOS ESPECIALES EN LA INDUSTRIA DE LA SALUD

SPECIAL TOPICS IN HEALTH SERVICE MANAGEMENT

TABLA DE CONTENIDO/TABLE OF CONTENTS

GUÍA DE ESTUDIO

Título del Curso   Tópicos Especiales en la Industria de la Salud

Codificación   HESM 420

Duración   Cinco Semanas

Pre-requisito   HESM 110; HESM 220; COIS 100

Descripción

El curso consiste en análisis y discusión de aquellos asuntos, cambios y tendencias importantes surgentes en la industria de la salud en los Estados Unidos. Énfasis en la reforma de salud y sus implicaciones en la prestación de servicios de salud a la población. El curso incluye conceptos de calidad de servicio, manejo de riesgo y analiza los factores que contribuyen al aumento en costo en las organizaciones de la salud. Se compartirán las herramientas que como líderes son necesarias para que puedan detectar tendencias en la industria y acelerar los cambios que entienden será de beneficio, tratar de detener aquellos que no lo son y establecer estrategias de trabajos en aquellos no beneficiosos los cuales no pudieran cambiar.

Objetivos Generales:

Al finalizar el Taller, el/la estudiante:

1. Describirá la trayectoria del sistema de salud vigente en los Estados Unidos comparando los eventos significativos ocurridos en los seis meses anteriores.

2. Analizara los aspectos esenciales de la Bioética y su aplicación en el manejo de la salud.

3. Identificara la importancia de los códigos de ética corporativos y los programas de cumplimiento necesarios para asegurarse de la efectividad de estos.

4. Definirá lo que es "case management,critical pathway and clinical pathway" e implantara estos modelos para proveer servicios de calidad y de costo efectivo en el área de salud.

5. Identificará los diferentes modelos de prestación de servicios de salud y al nivel de cuidado de cada individuo basado en sus necesidades.

6. Analizara los cambios poblacionales y su impacto en la economía y los servicios de salud.

Textos y Recursos:

Ginter, P. M., & Swayne, L. E. & Duncan, W. J., (2009). <u>Strategic</u>

     <u>Management of Health Care Organizations</u> (6th Ed.). Willey/Blackwell

Nowicki, M. (2001). <u>The Financial Management of Hospitals and Healthcare</u>

     <u>Organizations</u> (2nd Ed.) Chicago: Health Administration Press

Referencias y material suplementario:

Arnold,D. Kaluzni & Stephen M. Shortell, (2005). Health Care Management:

    Organization Design and Behavior. Fifth Edition. Delmar Learning.

J.R. Beaufort, B. Longest; Jonathan S.Rakish & Kurt Darr, (2008). Managing Health

    Services Organizations and Systems. Fifth Editions. Health Professional Pr.

Evaluación:

Dos exámenes parciales	15%
Ensayo	15%
Análisis crítico	20%
Trabajo especial	30%
Asistencia y Participación	10%
Portafolio	10%
Gran total	100%

NOTA: El facilitador puede hacer cambios en el método de evaluación, siempre y cuando se discutan los mismos con el estudiante en el Taller Uno.

Descripción de la evaluación

Exámenes parciales – Talleres 2 y 4

Los exámenes parciales son uno de los medios de evaluación de los estudiantes como prueba de entendimiento de los conceptos generales del curso. Pueden ser preguntas abiertas y análisis de casos. El material a cubrir en el examen debe estar relacionado con el contenido de lo discutido en el curso y los objetivos del curso. Los exámenes parciales tienen un 15 % de la nota general del curso.

Análisis Crítico- Taller 2

El objetivo de este trabajo es promover la investigación y búsqueda de información actualizada sobre diferentes temas relacionados con el proceso de Mejoramiento Continuo de Calidad. Además, estimular en el estudiante el pensamiento crítico y la aplicación de conceptos teóricos a la vida real (**Anejo D**). El análisis crítico consiste de dos partes: un informe escrito (**Anejo B**) y una presentación oral (**Anejo C**).

El estudiante seguirá los siguientes pasos para realizar el análisis crítico:

1. Selección de un artículo de revista profesional o de la Internet que esté relacionado con prácticas médicas para ofrecer servicios de salud de manera costo efectiva en relación a: "Clinical Pathway, Case Management", y Utilización y Plan de alta.
2. El artículo seleccionado debe tener una fecha reciente de publicación.
3. Investigar la biografía del autor del artículo.
4. Hacer un resumen de los puntos más importantes del artículo.
5. Emitir un juicio crítico sobre lo que expone el autor del artículo e indicar si coincide o no con la postura del autor.
6. Seleccionar otra fuente de referencia que sustente la postura u opinión del estudiante, independientemente que su postura sea igual o no a la del autor del artículo analizado.
7. Incluir en el informe copia del artículo analizado y de la fuente que sustenta la postura u opinión del estudiante.
8. Preparar una presentación oral sobre el análisis crítico. La presentación no debe exceder de 10-15 minutos.

Ensayo relacionado a la Política del Gobierno Federal ante los Códigos de Ética- Taller 3

Realizar una búsqueda de literatura y encontrar un artículo de revista profesional o del Internet que esté relacionado con la política del Gobierno Federal ante los códigos de ética (casos de bioética y la importancia de los Comités de Bioética). Escribir un ensayo de **850** palabras en la que además critique la efectividad de Comités de Bioética, fortalezas y debilidades. Utilice por lo menos tres referencias. Referencias y citaciones deben ser presentados en formato de APA (**Anejo B**). El estudiante debe estar preparado para discutir su ensayo en clases.

Portafolio (Taller Cinco) (Anejos G-O)- Taller 5

El Portafolio fungirá como un recopilador de la información desarrollada y analizada a lo largo del curso. El mismo debe incluir:

- o Página de Presentación
- o Tabla de Contenido
- o Introducción
- o Reacción crítica
- o Referencias

El portafolio tendrá un valor de 100 puntos.

Trabajo especial- Taller 5 Programas de Administración de Calidad

El trabajo especial será grupal. Consiste en realizar una búsqueda de información en una agencia de salud que permita aplicar los conceptos aprendidos en el curso. El propósito de este trabajo es demostrar entendimiento sobre el impacto que causa en una organización de servicios de salud, en específico los programas de administración de calidad. Se requiere que el grupo investigue información específica que sustente la importancia de la implantación de un programa en un servicio de salud, indicadores, consejos de calidad, equipos de trabajos, manejo de riesgo y ejemplos específicos utilizados en la organización seleccionada.

Instrucciones para el trabajo especial:

- Resumir la misión, estructura y posición de la organización en la comunidad.
- Definir los factores históricos más importantes y su impacto en el desarrollo de la organización en los últimos cinco a diez anos.
- Analizar los datos demográficos de la población que recibe servicios de salud en el área de servicio de la organización seleccionada.
- Discutir el impacto financiero que han causado en los últimos anos los Programas de Mejoramiento Continuo de la Calidad
- Mencionar ejemplos de programas utilizados por la organización seleccionada.
- Detallar el posible impacto que estos programas pueden causar en la organización con relación a (estado financiero, personal/empleados, avance en tecnología, etc).
- Preparar una presentación en inglés del trabajo grupal. La presentación no debe exceder de 20 minutos (**Anejo C**).
- Preparar un ensayo en español de 750 a 1050 palabras. El ensayo debe cubrir los seis puntos mencionados arriba (**Anejo B**).

Participación

El estudiante deberá asumir un papel activo en el proceso de enseñanza-aprendizaje, para:
(**Anejo E**).

1. Contribuir al curso con sus conocimientos y experiencias.
2. Compartir cualquier información, artículo o noticia sobre el área de administración de servicios de salud.
3. Participar en las actividades planificadas en y dentro del salón de clases.
4. Colaborar en cualquier petición requerida por el profesor o por sus compañeros de estudio en trabajos grupales.
5. Mantener una actitud positiva hacia el curso, profesor y compañeros de clase

En adición a la asistencia mandataria al salón de clase y participación durante la misma el estudiante deberá completar sus horas físicamente en el laboratorio de idiomas – en cada centro – o desde su casa/trabajo a través del programa "Tell Me More".

Reflexiones diarias

Consisten en una técnica de "*Assessment*" a través de la cual los estudiantes tienen la oportunidad de efectuar una reflexión por actividad diaria una vez por semana sobre su ejecutoria de trabajos, o del facilitador, entre otros. Estas reflexiones lo llevan a evaluar sus ideas y la de los demás. Ayuda al desarrollo del pensamiento crítico y la meta cognición. Se garantiza al estudiante que sólo el facilitador será la persona que tenga acceso al contenido de las mismas. Es una forma de evaluar si el estudiante está aprendiendo (**Anejo F**).

Descripción de las normas del curso

1. Este curso sigue el modelo "Discipline-Based Dual Language Immersion Model®" del Sistema Universitario Ana G. Méndez, el mismo está diseñado para promover el desarrollo de cada estudiante como un profesional bilingüe. Cada taller será facilitado en inglés y español, utilizando el modelo 50/50. Esto significa que cada taller deberá ser conducido enteramente en el lenguaje especificado. Los lenguajes serán alternados en cada taller para asegurar que el curso se ofrece 50% en inglés y 50% en español. Para mantener un balance, el módulo debe especificar que se utilizarán ambos idiomas en el quinto taller, dividiendo el tiempo y las actividades equitativamente entre ambos idiomas. Si un estudiante tiene dificultad en hacer una pregunta en el idioma especificado, bien puede escoger el idioma de preferencia para hacer la pregunta. Sin embargo, el facilitador deberá contestar la misma en el idioma designado para ese taller. Esto deberá ser una excepción a las reglas pues es importante que los estudiantes utilicen el idioma designado. Esto no aplica a los cursos de lenguaje que deben ser desarrollados en el idioma propio todo en inglés o todo en español según aplique.

2. El curso es conducido en formato acelerado, eso requiere que los estudiantes se preparen antes de cada taller de acuerdo al módulo. Cada taller requiere un promedio de diez (10) horas de preparación y en ocasiones requiere más.

3. La asistencia a todos los talleres es obligatoria. El estudiante que se ausente al taller deberá presentar una excusa razonable al facilitador. El facilitador evaluará si la ausencia es justificada y decidirá cómo el estudiante repondrá el trabajo perdido, de ser necesario. El facilitador decidirá uno de los siguientes: permitirle al estudiante reponer el trabajo o asignarle trabajo adicional además del trabajo a ser repuesto.

Toda tarea a ser completada antes del taller deberá ser entregada en la fecha asignada. El facilitador ajustará la nota de las tareas repuestas.

4. La asistencia y participación en clase de actividades y presentaciones orales es extremadamente importante pues no se pueden reponer. Si el estudiante provee una excusa válida y verificable, el facilitador determinará una actividad equivalente a evaluar que sustituya la misma. Esta actividad deberá incluir el mismo contenido y componentes del lenguaje como la presentación oral o actividad a ser repuesta.

5. En actividades de grupo el grupo será evaluado por su trabajo final. Sin embargo, cada miembro de grupo deberá participar y cooperar para lograr un trabajo de excelencia, pero recibirán una calificación individual.

6. Se espera que todo trabajo escrito sea de la autoría de cada estudiante y no plagiado. Se debe entender que todo trabajo sometido está citado apropiadamente o parafraseado y citado dando atención al autor. Todo estudiante debe ser el autor de su propio trabajo. Todo trabajo que sea plagiado, copiado o presente trazos de otro será calificado con cero**.**

7. Si el facilitador hace cambios al módulo o guía de estudio, deberá discutirlos y entregar copia a los estudiantes por escrito al principio del primer taller.

8. El facilitador establecerá los medios para contactar a los estudiantes proveyendo su correo electrónico, teléfonos, y el horario disponibles.

9. EL uso de celulares está prohibido durante las sesiones de clase; de haber una necesidad, deberá permanecer en vibración o en silencio.

10. La visita de niños y familiares no registrados en el curso no está permitida en el salón de clases.

11. Todo estudiante está sujeto a las políticas y normas de conducta y comportamiento que rigen al SUAGM y el curso.

Nota: Si por alguna razón no puede acceder las direcciones electrónicas ofrecidas en el módulo, no se limite a ellas. Existen otros motores de búsqueda y sitios Web que podrá utilizar para la búsqueda de la información deseada. Entre ellas están:

- www.google.com
- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- http://www.apastyle.org/

Para comprar o alquilar libros de texto o referencias nuevas o usadas puede visitar:

- http://www.chegg.com/ (alquiler)
- http://www.bookswim.com/ (alquiler)
- http://www.allbookstores.com/ (compra)
- http://www.alibris.com/ (compra)

Estos son sólo algunas de las muchas compañías donde puede comprar o alquilar libros.

El/la facilitador(a) puede realizar cambios a las direcciones electrónicas y/o añadir algunas de ser necesario.

Nota: Del facilitador o el estudiante requerir o desear una investigación o la administración de cuestionarios o entrevistas, deben referirse a las normas y procedimientos de la Oficina de Cumplimiento y solicitar su autorización. Para acceder a los formularios de la Oficina de Cumplimiento pueden visitar este enlace

http://www.suagm.edu/ac_aa_re_ofi_formularios.asp y seleccionar los formularios que necesite.

Además de los formularios el estudiante/facilitador puede encontrar las instrucciones para la certificación en línea. Estas certificaciones incluyen: IRB Institutional Review Board, Health Information Portability Accounting Act (HIPAA), y Responsibility Conduct for Research Act (RCR).

De tener alguna duda, favor de comunicarse con la Coordinadoras Institucionales o a la Oficina de Cumplimiento a los siguientes teléfonos:

Evelyn Rivera Sobrado, directora de cumplimiento
Tel. (787) 751-0178 ext. 7196

Carmen C. Crespo Díaz, coordinadora de cumplimiento – UMET
Tel. (787) 751-0178 ext. 6366

Josefina Melgar Gómez, coordinadora de cumplimiento – UT
Tel. (787) 743-7979 ext. 4126

Natalia Torres Berríos, coordinadora de cumplimiento – UNE
Tel. (787) 257-7373 ext. 2279

Ramón L. Nieves, coordinador de cumplimiento – SUAGM - EE. UU.
Tel. (407) 207-3363 Ext. 1889

Filosofía y Metodología Educativa

Este curso está basado en la teoría educativa del Constructivismo. Constructivismo es una filosofía de aprendizaje fundamentada en la premisa, de que, reflexionando a través de nuestras experiencias, podemos construir nuestro propio conocimiento sobre el mundo en el que vivimos. Cada uno de nosotros genera nuestras propias "reglas "y "métodos mentales" que utilizamos para darle sentido a nuestras experiencias. Aprender, por lo tanto, es simplemente el proceso de ajustar nuestros modelos mentales para poder acomodar nuevas experiencias. Como facilitadores, nuestro enfoque es el mantener una conexión entre los hechos y fomentar un nuevo entendimiento en los estudiantes. También, intentamos adaptar nuestras estrategias de enseñanza a las respuestas de nuestros estudiantes y motivar a los mismos a analizar, interpretar y predecir información.

Existen varios principios para el constructivismo, entre los cuales están:

1. El aprendizaje es una búsqueda de significados. Por lo tanto, el aprendizaje debe comenzar con situaciones en las cuales los estudiantes estén buscando activamente construir un significado.

2. Significado requiere comprender todas las partes. Y, las partes deben entenderse en el contexto del todo. Por lo tanto, el proceso de aprendizaje se enfoca en los conceptos primarios, no en hechos aislados.

3. Para enseñar bien, debemos entender los modelos mentales que los estudiantes utilizan para percibir el mundo y las presunciones que ellos hacen para apoyar dichos modelos.

4. El propósito del aprendizaje, es para un individuo, el construir su propio significado, no sólo memorizar las contestaciones "correctas" y repetir el significado de otra persona. Como la educación es intrínsicamente interdisciplinaria, la única forma válida para asegurar el aprendizaje es hacer del avalúo parte esencial de dicho proceso, asegurando que el mismo provea a los estudiantes con la información sobre la calidad de su aprendizaje.

5. La evaluación debe servir como una herramienta de auto-análisis.

6. Proveer herramientas y ambientes que ayuden a los estudiantes a interpretar las múltiples perspectivas que existen en el mundo.

7. El aprendizaje debe ser controlado internamente y analizado por el estudiante.

STUDY GUIDE

Course Title   Special Topics in Health Services Management

Code   HESM 420

Time Length   Five Weeks

Pre-requisite   HESM 110, HESM 220, COIS 100

Description

The course consists of analysis and discussion of topics, changes and important tendencies in the health care industry of the United States. Emphasis in the health care reforms and their implications in the delivery of healthcare services to the population are also included. It also includes concepts of quality of service, risk management, and analyze contributing factors related to cost increase in health services organizations. The group will share tools that as leaders are necessary to detect tendencies in the health care industry and accelerate positive changes, control the changes that are not beneficial and to establish work strategies to change the not beneficial ones.

General Objectives:

By the end of the course, the student will:

1. Describe the current health system in United States, and compare the sequence of events occurred in the last six (6) months.

2. Analyze situations related to Bioethics.

3. Identify the importance of the cooperative ethics codes and the necessary programs to ensure the effectiveness of these codes.

4. Identify the concept of case management, critical pathway, clinical pathway, and use these models to provide cost effective health.

5. Describe the different health services delivery models and what level of care will the customer receive according to their needs.

6. Analyze the impact of population changes in the economy and the health services.

Texts and Resources

Nowicki, M. (2001). <u>The Financial Management of Hospitals and Healthcare</u>

<u>Organizations</u> (2nd Ed.) Chicago: Health Administration Press

Ginter, P.M., Swayne, L.M., Duncan, W.J., (2009). Strategic Management of

Health Care Organization. Sixth Edition. Blackwell

References and Supplemental Material

Arnold,D. Kaluzni & Stephen M. Shortell, (2005). Health Care Management:

Organization Desing and Behavior. Fifth Edition. Delmar Learning.

J.R. Beaufort, B. Longest; Jonathan S.Rakish & Kurt Darr, (2008). Managing Health

Services Organizations and Sistems. Fifth Editions. Health Profesional Pr.

Evaluation:

2 partial exams	15%
Essay	15%
Critical Analysis	20%
Special Assignment	30%
Class Participation and Contribution	10%
Portfolio	10%
Grand total	**100%**

NOTE: The evaluation method is subject to changes by the facilitator. Any change will be discussed with the students during Workshop One.

Description of Evaluation

Partial Exams- Workshops 2 and 4

Partial exams are part of the student evaluation used to test knowledge in the general concepts of the course. The format consists of open questions and case analysis. Material included in the exam must be related to the content of the course discussion and the objectives of the course. These exams are 15% of the course general grade.

Critical Analysis- Workshop 2

The critical analysis consists of two parts: written essay of 850-1,000 words (Appendix B) and an oral presentation (Appendix C).

The objective of this work is to promote the investigation and the search of current information on different topics related to Healthcare Quality Improvement process. Also, it will stimulate critical thinking and the application of theoretical concepts to the real world (Appendix D).

The student will follow the following steps to complete the critical analysis:

1. Select an article from a professional journal or from the Internet. The article must be related to medical practices to offer cost effective health services: Clinical Pathway, Case Management, Utilization and Discharge planning.
2. The selected article must have a recent date of publication.
3. Research the biography of the author.
4. Complete a summary of the key points of the article.
5. Provide a critical judgment of the author's opinion and mention if his/her opinion coincides with the author's position.
6. Select other references that will back up the student's opinion, regardless of the differences or similarities with the author's opinion.
7. Include in the report a copy of the analyzed article and all other resources.
8. Prepare an oral presentation of the critical analysis. The presentation should not exceed 10-16 minutes.

Ethics Code and Federal Government Politics Paper- Workshop 3

Perform a literature search to find a professional journal article that discusses The rationale of politics of the Federal Government in relation to the Ethic Codes (bioethics cases and the importance of the Bioethics Committees). Write a 500 to 700 word essay; also, critique the effectiveness of the Ethics Committees, strengths, and weaknesses. Use at least two references. References and citations must be in APA format. The essay will be submitted in Workshop 3. Be prepared to discuss your essay in class.

Special Assignment- Programs of Quality Management- Workshop 5

The special assignment will be a group project. It consists in searching for information from a health care agency that facilitates the application of the course learning concepts (**Appendix B)**. The purpose of this work is to demonstrate knowledge of impact of Programs of Continuous Quality in healthcare services. It is required that the group research data to support the importance of implementing this program in healthcare service, indicators, quality advice, risk management, team work and examples used in the selected healthcare organization selected.

Steps to follow for the special assignment:
1. Summarize the mission, structure and position of the organization in the community.
2. Define the key historical factors and their impact in the development of the health organization selected within the last five years.
3. Analyze the population demographics of the service area.
4. Discuss the financial impact of the Continuous Quality Improvement Programs (CQI).
5. Provide examples of different CQI programs utilized by the selected organization.
6. Detail the potential impact that these programs will have in the organization (financially, staffing, technology advancement, etc.).
7. Prepare a group oral presentation in English. The presentation should not exceed 20 minutes.
8. Submit a 750 to 1050 word paper in Spanish, which summarizes and covers the six items mentioned above.

Portfolio - Workshop 5 (Appendixes G-O)
- The information should be presented in a portfolio that will act as a data compiler about the information gathered and analyzed.
- The portfolio should include:
    - Presentation Page
    - Table of Content
    - Introduction
    - Content
    - Critical Reaction

      o   References
- The score for the portfolio will be 100 points.

Class Participation

The student will assume an active role in the teaching-learning process to: (**Appendix E**).

1. Contribute to the course with his/her knowledge and experiences.

2. Share any information, article or news regarding the health care administration arena.

3. Participate in the planned activities in-outside the classroom.

4. Assist in any required petition by the facilitator, students, or team members.

5. Maintain a positive attitude towards the course, the facilitator, and the students.

In addition to the mandatory attendance and class participation the student shall complete the laboratory requirements either physically at the centers – language laboratories – or at home/work through "Tell Me More".

Daily Reflection

The daily reflection consists in an assessment technique where the students have the opportunity to perform a reflection of the daily activity about their work performance, the facilitator, and others once a week. These reflections are intended as a self-evaluation of his/her ideas and the ideas of others. These reflections assist in the development of a critical thinking and meta-cognition. The reflections are confidential and the facilitator will be the only person that will have access to the content. This is a mechanism to evaluate what was learned in class (**Appendix F**).

Description of course policies

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).

2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.

3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time. Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.

4. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must

include the same content and language components as the oral presentation or special activity that was missed.

5. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.

6. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own**.**

7. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.

8. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.

9. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.

10. Children or family members that are not registered in the course are not allowed to the classrooms.

11. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:

- www.google.com
- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- www.google.com
- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- http://www.apastyle.org/

To buy or rent new or used textbooks or references you can visit:

- http://www.chegg.com/ (rent)
- http://www.bookswim.com/ (rent)
- http://www.allbookstores.com/ (buy)
- http://www.alibris.com/ (buy)

The facilitator may make changes or add additional web resources if deemed necessary.

Note: If the facilitator or the student is required or wants to perform a research or needs to administer a questionnaire or an interview, he/she will need to refer to the norms and procedures of the Institutional Review Board Office (IRB) and ask for authorization. To access the forms from the IRB Office or for additional information, visit the following link:

http://www.suagm.edu/ac_aa_re_ofi_formularios.asp and select the forms needed.

Furthermore, in this website the student/facilitator will find instructions for several online certifications related to IRB processes. These certifications include: IRB Institutional Review Board, Health Information Portability Accounting Act (HIPAA), y Responsibility Conduct for Research Act (RCR).

If you have any question, please contact the following Institutional Coordinators:

      Evelyn Rivera Sobrado, directora de cumplimiento

      Tel. (787) 751-0178 ext. 7196

      Carmen C. Crespo Díaz, coordinadora de cumplimiento – UMET

      Tel. (787) 751-0178 ext. 6366

      Josefina Melgar Gómez, coordinadora de cumplimiento – UT

      Tel. (787) 743-7979 ext. 4126

      Natalia Torres Berríos, coordinadora de cumplimiento – UNE

      Tel. (787) 257-7373 ext. 2279

      Ramón L. Nieves, coordinador de cumplimiento – SUAGM - EE. UU.

      Tel. (407) 207-3363 Ext. 1889

Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

Workshop One

Specific Content Objectives:

By the end of workshop one, students will:

1. Identify significant events in the history of healthcare system in the United States.
2. Analyze different models of healthcare services.
3. Describe the components, characteristics, advantages and disadvantages of healthcare models.
4. Discuss history of healthcare payment systems, mainly fee for services of current healthcare models.
5. Identify major events stimulated changes in healthcare systems.
6. Compare differences in financial patterns among government healthcare systems with those of the private organizations.
7. Analyze the impact of those patterns on the administration of healthcare services (Direct payment, Private services, Government programs, Medicare, Medicaid and Military Service).
8. Describe financial strategies implemented by different models to decrease expenses in the provision of healthcare services.

Specific Language Objectives:

Students will:

1. Express themselves orally in the workshop's language the findings of research.
2. Write a descriptive essay using appropriate vocabulary, grammar, and style.
3. Use cooperative learning strategies to analyze and discuss a topic.

Links:

Virtual Library UNE

- http://www.suagm.edu/SUAGM/une/portal_biblioteca/index.html

Virtual Library UMET

- http://www.suagm.edu/suagm/umet/biblioteca.aspx

Virtual Library Turabo

- http://bibliotecavirtualut.suagm.edu/

America's Health Insurance Plan

- http://hiaa.org

Health Care Models

- http://www.managedcaremaq.com

Health Care Systems Finance

- http://www.ache.org

Estructura Organizacional

- http://www.analytictech.com/mb021/orgtheory.htm

Assignments before Workshop One

1. Research information regarding the history of healthcare system in United States and bring copy of articles.
2. Research information regarding healthcare service models in the United States and analyze its differences.
3. Analyze and organize above information in an outline format to discuss in class.
4. Select an article to be used for the Critical Analysis paper and presentation.

Activities

1. The facilitator will introduce the class and will ask the students to introduce themselves.
2. The facilitator will present and explain the course **HESM 420** including the objectives, the methodology and the evaluation process.
3. The facilitator will assure that all students are registered for the class and will provide information about how the student can contact him/her (office hours).
4. The group will select a representative that will keep them informed about activities at the University Ana G. Mendez, Metro Orlando University such as: new courses, academic recess schedules, meeting of student representative, etc.
5. The students will select the members for team presentations.
6. The students will discuss the topics searched regarding the history of healthcare obtained from the websites or professional journals regarding healthcare models. Each team will

discuss a specific model to discuss their characteristics. A member of each team will present their analysis.

7. Using a brainstorming session, students and facilitators will talk regarding the advantages and disadvantages of several healthcare models and the financial impact of each one in the healthcare administration.

8. Each student will elaborate on a significant event that stimulated changes in the healthcare system. The student will explain the event in chronological order.

9. Students will prepare a written reflexive diary at the end of the class with learning gains during this first workshop.

10. The facilitator will review the activities and assignments for workshop two and clarify any concerns regarding research articles.

Assessment:

- Group participation
- Written essay

Taller Dos

Objetivos Específicos de contenido:
Al final del taller dos, los estudiantes:

1. Describirá la evolución y desarrollo del sistema de salud en los sistemas integrados.

2. Analizará la historia y efectividad de los sistemas de cuidado de salud dentro de los Estados Unidos.

3. Identificará los factores contribuyentes relacionados a los costos del cuidado de salud.

4. Describirá las diferencias de los conceptos de cuidado de salud económicos y los conceptos convencionales.

Objetivos específicos del lenguaje:

1. Los estudiantes expresarán oralmente y de manera efectiva sus ideas sobre los temas del taller, para lo cual usarán organizadores gráficos.

2. Los estudiantes utilizarán estrategias efectivas para llevar a cabo discusiones formales e informales incluyendo actividades de reflexión y análisis, respetando los diversos puntos de vista de otros.

3. Los estudiantes resumirán las ideas principales usando adecuadamente la gramática y la ortografía después de leer una amplia variedad de recursos impresos o el libro de texto.

URLs:
Biblioteca Virtual UNE

- http://www.suagm.edu/SUAGM/une/portal_biblioteca/index.html

Biblioteca Virtual UMET

- http://www.suagm.edu/suagm/umet/biblioteca.aspx

Biblioteca Virtual Turabo

- http://bibliotecavirtualut.suagm.edu/

Health Care Financing and Organization

- http://www.hcfo.net

Center for Disease Control

- http://www.cdc.gov

Sistemas de Salud

- http://www.n/m.nih.gov

Health Care Financial Management Association

- http://www.hfma.org

United States Department of Health and Human Services

- http://www.hhs.gov/

Asignaciones antes del taller Dos

1. Buscar información en revistas profesionales concerniente a los sistemas de salud integrados: sus orígenes, componentes y características esenciales.

2. Buscar en el internet o en revistas profesionales información sobre los costos de servicios de salud. Traer artículo para discutir en clases.

3. Preparar un bosquejo escrito de los aspectos más relevantes de la búsqueda de literatura y venir preparado para discutir los mismos en clase.

4. Venir preparado para presentar el Análisis Crítico: presentación oral y trabajo escrito.

Actividades:

1. Repasar los conceptos aprendidos en el taller anterior, ya sea el facilitador o un estudiante en forma voluntaria.

2. El facilitador describirá los objetivos del taller y las asignaciones a completar.

3. Los estudiantes contribuirán en la discusión sobre la evolución del servicio de salud en los sistemas integrados con la información obtenida en su búsqueda del tema y analizar la historia y efectividad del sistema de cuidado de salud en los Estados Unidos.

4. Cada estudiante presentara al facilitador el tópico escogido para el análisis crítico y el análisis de caso. Deberá presentar referencias profesionales a utilizar en el desarrollo de la presentación.

5. La clase se dividirá en grupos. Los estudiantes compartirán, discutirán y presentaran los factores contribuyentes relacionados al incremento de los costos de servicios en la salud. Uno de los estudiantes servirá de representante del grupo para presentar el análisis de cada grupo con referencia al tópico.

6. Los estudiantes discutirán las diferencias entre los conceptos económicos de servicio de salud y conceptos económicos convencionales.

7. El facilitador discutirá el examen para llevar a la casa. El examen incluye tópicos cubiertos en los talleres uno y dos y será entregado en el taller tres.

8. Se proveerá tiempo para que los grupos de trabajo puedan reunirse para discutir sobre la presentación en el taller cinco sobre las personas sin seguro de salud.

9. El facilitador explicara las reglas del examen para contestarlo en la casa. Este examen cubrirá tópicos discutidos en taller uno y deberá ser entregado en el taller tres.

10. Se le proveerá tiempo al estudiante a escribir el diario reflexivo.

11. El facilitador explicara los temas y asignaciones a ser llevados a cabo en el taller tres.

Avalúo

- Ensayo sobre el Análisis Critico
- Presentación oral del Análisis Critico

Workshop Three

Specific Content Objectives:

At the end of the Workshops the student will:

1. Define the quality of service in the healthcare organizations.

2. Identify changes in the role of the healthcare professional.

3. Analyze the role of professional healthcare organization and educational organizations in the healthcare services.

4. Explain the evolution of strategic initiatives in the healthcare industry.

5. Describe the impact of changes in regulations in the operational and functional structure of healthcare systems.

6. Identify the process of premiums, formation, implementation and evaluation related to delivery of healthcare services.

7. Analyze the impact of associations interested in the development of healthcare organizations.

Language Objectives:

1. Express their ideas in spoken English effectively when presenting the roles of the healthcare professionals.

2. Write a descriptive essay using appropriate vocabulary, grammar, and style.

3. Use cooperative learning strategies to analyze and discuss a topic.

Electronic Links (URL's)

Virtual Library UNE

- http://www.suagm.edu/SUAGM/une/portal_biblioteca/index.html

Virtual Library UMET

- http://www.suagm.edu/suagm/umet/biblioteca.aspx

Virtual Library Turabo

- http://bibliotecavirtualut.suagm.edu/

Evolution in Healthcare Services

- http://www.ache.org

Insurance Premiums

- http://www.lewin.com

Agency in the research for Healthcare

- www.ahrq.gov

American Healthcare Associations

- www.aha.org

Assignment before workshop three:

1. Complete and submit the take home test.

2. Prepare a written essay of 500 – 700 words in English on the rationale of the politics of the Federal Government in relation to the Ethics Codes (bioethics cases and the importance of the Bioethics Committees).

3. Research in the Internet regarding evolution, challenges and changes in the role of healthcare professionals.

4. Read an article of a professional journal regarding the role of Quality Management and concepts of quality of services in the healthcare organizations.

5. Search electronic resources of insurance premiums.

6. Research information of different professional and educational organizations and their role in the healthcare services.

7. Prepare a draft of the Portfolio for review and to clarify concerns.

Activities:

1. Students will review concepts learned from last workshop and clarify concerns using a conceptual map.

2. The facilitator will introduce the concept of quality of service and students will contribute with information obtained regarding Quality Management.

3. Students will present individually the summary and opinion of the role of healthcare professionals.

4. The students will meet in work team groups to discuss the impact of groups and associations with interest in the healthcare organization. Then, the different groups will present their ideas in a debate.

5. Students will discuss individually their findings in the written essay on Ethics Codes and Federal Government Politics Paper.

6. The facilitator will present information regarding insurance premiums, definition of premiums, and purpose of premiums in the healthcare industry, its modifications and changes and the importance of evaluation of a premium.

7. The students will turn in the written essay as well as the partial test.

8. The facilitator will allow time for groups to meet to continue working on their final project.

9. Students will complete the reflexive diary.

10. Facilitator will explain assignments for workshop four.

Assessment:

- Take home test
- Written Essay
- Class participation

Taller Cuatro

Objetivos específicos de contenido

Al final de este taller, los estudiantes:

1. Analizará la micro estructura de algunos de los modelos de servicios de salud.

2. Proponer un modelo de servicio de salud que sea consistente con el potencial actual económico, social, político y las tendencias regulatorias.

3. Analizará los modelos alternativos de servicios de salud.

4. Describir las diferentes agencias de acreditación y certificación y su impacto en las organizaciones de salud.

Objetivos específicos del lenguaje

1. Los estudiantes utilizarán estrategias efectivas para llevar a cabo discusiones formales e informales incluyendo actividades de reflexión y análisis, respetando los diversos puntos de vista de otros.

2. Los estudiantes expresarán sus ideas en español oralmente de manera efectiva usando organizadores gráficos.

3. Los estudiantes resumirán las ideas principales usando adecuadamente la gramática y la ortografía después de leer una amplia variedad de recursos impresos o el libro de texto.

URLs:

Biblioteca Virtual UNE

- http://www.suagm.edu/SUAGM/une/portal_biblioteca/index.html

Biblioteca Virtual UMET

- http://www.suagm.edu/suagm/umet/biblioteca.aspx

Biblioteca Virtual Turabo

- http://bibliotecavirtualut.suagm.edu/

Community- Based Health Care Models

- www.nlm.nih.gov

Modelos Alternativos de Salud

- www.unl.edu

The Joint Commission Accreditation Organization

- www.thejointcommission.org

American College Healthcare Executive

- www.ache.org

Asignaciones y tareas a realizar antes del Taller Cuatro

1. Buscar en la red electrónica o en una revista profesional información sobre la micro estructura de algunos de los modelos de servicio de salud.

2. Preparar un análisis de un artículo referente a Modelo Alternativo de Salud tal como salud holística o hierbas medicinal; el análisis debe incluir opinión si está de acuerdo o no con el modelo.

3. Seleccione un artículo de una revista profesional o del internet relacionado a

Actividades:

1. Resumir conceptos aprendidos en el taller anterior.

2. Los estudiantes se dividirán en grupos de trabajo para discutir y analizar la información sobre los modelos alternativos de servicio de salud. Los grupos harán una presentación creativa que incluya características del sistema presentado.

3. Los grupos de estudiantes se reunirán para compartir la información sobre micro estructura en los siguientes modelos de servicios de salud:

    a. Hospitales

    b. Facilidades de Cuidado Extendido

    c. Servicios de Emergencia

    d. Servicios de Cuidado al Hogar

    e. Servicios Ambulatorios

La tabla debe incluir (1) Características de cada modelo (2) Aspectos Legales (3) Re-embolso por servicios recibidos y (4) Estructura Organizacional.

4. La clase se dividirá en grupos de trabajo de un máximo de cuatro estudiantes. Los estudiantes compartirán y presentaran el modelo de cuidado de salud que ellos creen es consistente con el potencial económico, político-social y las tendencias regulatorias.

5. El facilitador explicará los detalles del examen parcial #2.

6. El facilitador discutirá las asignaciones y tópicos a discutir en el taller cinco.

7. Instrucciones sobre el trabajo relacionado a el mejoramiento continuo de calidad que consiste de presentación oral y escrito.

8. Se le proveerá tiempo adicional para contestar preguntas de los tópicos discutidos en la clase y escribir el diario reflexivo.

Avalúo

1. Participación de la clase

2. Diario reflexivo

Taller Cinco/ Workshop Five

NOTA: Este taller es bilingüe. Tanto, el Facilitador como los estudiantes, deberán utilizar el idioma asignado para cada tarea y actividad.

NOTE: This is a bilingual workshop. Both the facilitator and student should use the language assigned for each homework and activity.

Specific Objectives

At the end of this workshop students must:

1. Analizara el rol de los administradores en la reforma de salud y en el futuro de los sistemas de salud.
2. Aplicara el proceso de estrategias para las organizaciones de servicios de salud.
3. Identificara algunas estrategias para reducir la actual escasez de los trabajadores en el campo de la salud.
4. Describirá como el acceso a los servicios de salud que afectan la población actual y futura.

Direcciones Electrónicas

Virtual Library UNE

- http://www.suagm.edu/SUAGM/une/portal_biblioteca/index.html

Virtual Library UMET

- http://www.suagm.edu/suagm/umet/biblioteca.aspx

Virtual Library Turabo

- http://bibliotecavirtualut.suagm.edu/

The role of the Healthcare Administrators

- http://www.ache.org

Nursing Shortage

- www.allnursingschools.com

Agencia para investigacion en el cuidado de salud

- www.ahrq.gov

Asociación Americana de Hospitales

- www.aha.org

National Association Healthcare Quality

- www.nahq.org

Tareas a ser realizadas antes del Taller Cinco

1. Contestar y entregar el examen parcial #2.
2. Completar la asignación de grupo relacionada a la importancia del Programa de Administración de Calidad en las organizaciones de servicios de salud. La asignación especial incluirá la presentación en **ingles** del trabajo grupal. La presentación no debe exceder de 20 minutos. Además incluirá el ensayo en **español.** El ensayo debe cubrir todas las áreas mencionadas en el prontuario.
3. Búsqueda por el Internet de las direcciones electrónicas relacionadas a la escasez de los trabajadores en el campo de la salud y estrategias utilizadas para reducir la escasez.
4. Completar el portafolio.

Actividades

1. Recapitulación de la clase anterior y discusión de los objetivos del día.
2. Los estudiantes presentaran de forma individualizada un resumen y opinión personal sobre el artículo seleccionado relacionado a los objetivos del Taller.
3. En grupos no mayores de cuatro personas compartirán ideas y analizar el problema de la escasez del profesional de enfermería en los Estados Unidos. El análisis servirá de base para identificar estrategias para reducir la escasez y promover incentivos para la retención. El grupo seleccionara un líder que presentará las ideas relevantes discutidas.
4. Los grupos realizaran la presentación del trabajo especial.
5. Se discutirá en forma de tertulia como el acceso a los servicios de salud afectan la población actual y futura.
6. Se entregara el trabajo correspondiente al examen parcial número dos.
7. Los estudiantes entregaran para la evaluación los portafolios.
8. Se dará tiempo para escribir el diario reflexivo.
9. Se entregará el trabajo correspondiente a la entrevista la próxima semana, como trabajo final del curso.

10. Se dará tiempo para escribir el diario reflexivo y explicación o clarificación de dudas sobre el trabajo especial.

11. Se realiza una actividad de cierre de motivación, la cual estará a cargo del facilitador. Se dialoga con el estudiante sobre su progreso académico al momento y se clarifican dudas al respecto.

Evaluación o Assessment

- Diario Reflexivo
- Examen número dos
- Rúbricas de trabajo escrito y oral
- Rúbrica de participación en clase

Anejos/Appendix

Anejo A/Appendix A

"Política de Honestidad Académica"

Introducción

El Sistema Universitario Ana G. Méndez está comprometido a consolidar su posición e imagen como una comunidad de aprendizaje de alta calidad, centrada en el ser humano[1] por lo que promueve un ambiente de total honestidad e integridad intelectual y académica. Es importante que el estudiante muestre respeto a los estándares institucionales, por lo que se espera que sólo tome crédito por trabajo realizado por sí mismo. No se tolerarán ni se aceptarán bajo ninguna circunstancia actos deshonestos y no éticos en el Sistema.

Definiciones

El Sistema Universitario Ana G. Méndez considera deshonestidad académica lo siguiente:

- Fraude en pruebas académicas y falta de honradez (Reglamento de Estudiantes: Artículo VII)
    - Hablar con otros estudiantes durante el periodo de examen
    - Utilizar o circular cualquier material impreso en el periodo de examen.
- Plagio total o parcial (Manual de Normas Académicas y Administrativas: Capítulo XII)
    - Copiar información de otra persona y hacerla pasar como propia.
        - Copia directa, sin entrecomillar ni anotar, de párrafos, frases, una frase suelta o partes significativas de una frase
        - Paráfrasis o el resumen de un fragmento sin mencionar, mediante nota o cualquier otro procedimiento, su fuente o procedencia
        - El uso de una idea previamente publicada, por cualquier medio, sin referencia a su autor o procedencia
- Falsificación (Reglamento de Estudiantes: Artículo VII)
    - Alterar la identificación estudiantil, calificaciones, expedientes y cualquier otro documento oficial.

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[1] Visión SUAGM 2005

Procedimientos a seguir en casos de Deshonestidad Académica

Las faltas antes mencionadas serán consideradas como faltas graves. El Reglamento de Estudiantes: Artículo XIII define una falta grave como aquella que "cometiera un estudiante que afecte adversamente el orden institucional, y requiera una sanción mayor que una reprimenda o medidas correctivas".

- En caso de que el estudiante incurra en alguna falta de honestidad académica se tomarán las medidas presentadas en el Reglamento de Estudiantes (Artículo VIII) Un Consejo de Disciplina analizará el caso. En el campus principal este Consejo estará compuesto por dos representantes del área administrativa (Directores), dos del área académica (Profesores) y uno del área estudiantil (miembros de alguna organización estudiantil). En los Centros Universitarios estará compuesto por un representante del área administrativa, uno del área académica y uno del área estudiantil.

El Vicerrector de Asuntos Estudiantiles podrá iniciar una investigación previa de hechos y recibir un informe oral de un miembro del profesorado, oficial, empleado o estudiante de la Institución, sobre cualquier acto cometido que se considere una falta grave

- El proceso disciplinario se iniciará con la radicación oral o escrita de la queja por el Vicerrector de Asuntos Estudiantiles ante el Presidente del Consejo con copia de la notificación escrita o informe oral al estudiante afectado.
- El Vicerrector podrá suspender provisionalmente al estudiante afectado, pero esta suspensión no excederá de veinte (20) días laborables.
- El Presidente del Consejo convocará una reunión no más tarde del quinto día laborable, luego de la radicación de la queja, para informar a los miembros de la misma.
- El Consejo celebrará una vista administrativa en presencia del estudiante (s) afectado (s). El estudiante podrá asistir con un abogado, pero se advertirá que la vista no será gobernada por procedimientos o normas de evidencia aplicables a vistas judiciales. En dicha vista el Vicerrector de Asuntos Estudiantiles y/o su representación legal presentarán toda la evidencia obtenida. El estudiante tendrá oportunidad de confrontar dicha evidencia y ofrecer otro tipo de prueba. Una vez finalizada la vista, el Consejo tomará una determinación y se le notificará por escrito al Rector, quien a su vez

notificará al estudiante. El estudiante podrá apelar la determinación ante el Consejo en el término establecido

- El Presidente del Consejo notificará al estudiante y al Vicerrector de Asuntos Estudiantiles la determinación final del Consejo de Disciplina. En caso de que no se prueba la comisión de la falta se archivará el expediente.

Sanciones *(Artículo VIII)*

El Consejo de Disciplina podrá imponer una o más de las siguientes sanciones:

- Amonestación escrita.
- Establecer un periodo probatorio por un tiempo definido.
- Suspensión de asistencia a todas o algunas de las clases por un término de tiempo establecido.
- Suspensión de todos o algunos de los derechos como estudiante por un término fijo, dentro del semestre en curso.
- Suspensión por el semestre en curso.
- Suspensión por el año académico en curso o un término mayor.
- Expulsión de la Institución.

Academic Honesty Policy

Philosophy

No aspect of the College is of greater importance than the maintenance of the highest level of academic honesty and integrity. Faculty members, by the character of their private and professional lives, help to set standards which students will emulate. Most specifically, the tone which they set in their individual courses can help to establish an atmosphere in which probity and honesty are taken for granted. Such an atmosphere as a pre-condition for generating, evaluating and discussing ideas, activities which guarantee the pursuit of truth and which are at the very heart of academic life.

Definitions of Academic Dishonesty

Procedure for Handling Cases of Academic Dishonesty

Penalties

Appeal

Definitions of Academic Dishonesty

Claiming others' ideas as one's own, failing to acknowledge their ideas, and engaging in other unethical practices that seriously disrupt the pursuit of truth constitute academic dishonesty, which has no place in the academy and will not be tolerated at SUAGM. The system defines these three forms of academic dishonesty as follows:

Cheating, includes but is not limited to such in-class behaviors as copying from other students, use of books, notes or other devices not explicitly permitted and communication of answers or parts of answers during an examination Plagiarism usually occurs in the case of reports or papers prepared outside the classroom. Plagiarism has been committed whenever a student submits as his or her own work any material taken from others—whether printed, electronic or oral; whether quoted directly or paraphrased—without proper acknowledgment and documentation. Copying the work of other students, whether in hard copy or electronic form, is included in this definition. Faculty members should indicate clearly to their classes which style of documentation is to be used of citing printed, oral and electronic sources, the sixth edition of the MLA Handbook for

Writers of Research Papers (2003) is one source of instruction on how to cite both traditional documents and material taken from such electronic sources as the World Wide Web.

While most college students understand what plagiarism is and have learned how to document properly in high school, plagiarism is sometimes unconscious or unintended. Students who feel that they do not possess good bibliographic and citation skills should speak with their professors prior to submitting written work. Ignorance may not be an excuse for violating the College rules banning plagiarism.

When instructors permit collaboration between students in the preparation of reports, papers or other assignments, they should make clear to students just how mucho collaboration is permitted and whether or how credits is to be given for each person contributing to the project.

Students who knowingly allow others to copy their work, either in or outside of class, will be subject to the same penalties for plagiarism and cheating as those defined above.

Other kind of dishonest academic behavior include but are not limited to the following: falsifying or forging excuses for absence from class of for failures to complete assignments; forging the signature of an academic advisor' mutilating library materials; and submitting a paper (or two papers that are substantially the same) for credit in two different courses without prior agreement of the instructors involved. Faculty members who become aware of other forms of dishonesty that they deem directly related to academic performance should consult about whether to press charges with the person designated by the Office of Academic Affairs to serve as the academic honesty officer.

Procedure for Handling Cases of Academic Dishonesty

When a faculty member has evidence of dishonesty academic behavior, above, he or she shall immediately speak with the student regarding the evidence. If after this conversation the faculty member has found evidence that the student has knowingly or with culpable negligence committed an act of academic dishonesty, he or she shall first so inform the student and then file a formal charge, the faculty member will provide the evidence that substantiates it to the academic honesty officer. Other members of the college community—staff or students—who become aware of dishonest behavior as defined above should consult with the academic honesty officer about whether and/or how to press charges.

When the Office of Academic Affairs has received the formal charge from the faculty member, the academic honesty officer will schedule a meeting with the student and discuss both the charge and the evidence. If the academic honesty officer concurs that the student has committed the offense, he or she shall inform the student of the penalty in writing

Penalties

When the first offence is related to an academic assignment—as in the cases of plagiarism, cheating and submitting the same paper twice without permission—the minimum penalty for the first offense shall be a zero for the work in question. The maximum penalty shall be failure in the course of courses concerned.

When the first offense is directly related to academic conduct but not to a specific assignment—as in the case of forging a signature—an appropriate penalty will be determined by the academic honesty officer.

In either case, any additional offenses which have not yet been reported and evaluated may be brought up at that time by the student for simultaneously evaluation. Penalties for these additional violations will not be more severe than those for a first offense.

If a student has been previously found guilty of academic dishonesty, any subsequent finding of academic dishonesty shall result in a failure for any course directly concerned and also in suspension from the College for a term determined by the academic honesty officer.

If a student has been cleared of charges of academic dishonesty, no records regarding the case will be place in the student's file.

Appeal

The student charged may ask for a review of the accusation, the evidence upon which it was base, or the penalty within two weeks after he or she has been notified of the respective charge or penalty. The Vice President for Academic Affairs and Dean of Faculty, the chair of the division concerned, and a faculty member nominated by the student shall constitute the Review Board. The board's decision is final.

Anejo B/Appendix B

RUBRIC TO EVALUATE WRITTEN WORK

Student Name: _____   **Date:** _____

Criteria	Value Points	Student Score
Content		
The paper is clear, focused and interesting. Identifies purpose, objectives and principal ideas included in the paper	10	
Presentation of ideas is organized, coherent and can be easily followed	10	
The paper properly explains content.	10	
The presentation of ideas and arguments are based in sources presented, consulted or discussed in class.	10	
The paper demonstrates substance, logic and originality.	10	
The author presents his point of view in a clear, convincing and well based manner.	10	
Contains well-constructed sentences and paragraphs that facilitate lecture and comprehension.	10	
Language		
Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas).	10	
Uses grammar appropriately and correctly.	10	
Manages and uses verbs appropriately and correctly.	10	
Total Points	**100 (70% content and 30% language)**	**Student's total Score: _____**

Student's Signature: _____Facilitator's Signature:_____

Anejo C/Appendix C

HOJA DE EVALUACIÓN:
PRESENTACIÓN ORAL

Nombre/Grupo _____

Curso: _____ _____   Fecha: _____

Tema: _____   Tiempo: _____

Criterios	Valor Presentación	Puntaje del Estudiante
Mantiene la atención de toda la audiencia utilizando el contacto visual directo, y mirando las notas raramente.	10	
Los movimientos son adecuados y ayudan a la audiencia a visualizar el contenido de la presentación.	10	
El estudiante demuestra estar relajado y tranquilo, sin hacer errores.	10	
El estudiante utiliza una voz clara con Buena proyección y entonación.	10	
El estudiante demuestra un conocimiento completo al responder todas las preguntas con explicaciones y elaboraciones.	10	
El estudiante presenta la información en una secuencia lógica e interesante la cual la audiencia puede seguir sin problema.	10	
Demuestra una actitud fuerte y positiva acerca del tema durante toda la presentación.	10	
	Lenguaje	
Demuestra habilidad en el manejo del idioma inglés estándar (vocabulario, sintaxis y flujo de ideas).	10	
Usa la gramática de una manera adecuada y correcta.	10	
Usa una pronunciación correcta durante la presentación.	10	

Anejo D/Appendix D

CRITICAL ANALYSIS RUBRIC

Traits	4	3	2	1
Analysis of Text	The writer identifies and expounds upon the assigned elements such as setting, characterization, conflict, plot, and theme. Specific examples from the text are given.	The writer identifies and expounds on one element(s), but does not give specific examples.	The writer attempts, but does not adequately identify or expound on one element.	The writer does not attempt to identify or expound on an element.
Identification of author's purpose/ audience	The writer identifies the author's purpose for writing the work and the audience for whom the work was intended. Specific examples from the text are given.	The writer identifies the purpose and audience, but does not give specific examples.	The writer attempts, but does not adequately identify the purpose or audience.	The writer does not attempt to identify the purpose or the audience.
Identification of literary devices	The writer identifies the applicable literary devices such as irony, repetition, analogy, etc.	The writer identifies most of the literary devices.	The writer identifies only a few literary devices.	The writer does not attempt to identify any devices
Organization	The organization enhances and showcases the central idea. The order, structure, or presentation is compelling and moves the reader through the text.	The reader can follow what is being said, but the overall organization may be ineffective or too obvious.	It is difficult for the reader to follow what is being said. Attempt is given towards organization, but the over- all effect is ineffective.	Organization is haphazard and disjointed. The writing lacks direction.
Voice	The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly the writer is involved in the text and is writing to be read	The writer seems sincere but not fully involved in the topic. The result is pleasant, acceptable, sometimes even personable, but not compelling.	The writer attempts to be involved in the work, but the overall effect is general and dispassionate.	The writer seems indifferent, uninvolved, or dispassionate.
Conventions	The writer demonstrates a good grasp of standard writing conventions and uses them effectively.	Errors in conventions begin to impair readability. While errors do not block meaning, they tend to be distracting.	Errors are frequent and affect the readability but do not block the meaning. Frequent errors impair readability.	Numerous errors make the text difficult to read.

Anejo E/Appendix E

TEAM WORK AND/OR CLASS PARTICIPATION

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Score	
Points Earned	**3**	**2**	**1 or 0**	
Engages in group effort	Regular, enthusiastic participation	Regular participation	Little or no participation	
Assumes/delegates responsibility	Organizes and plans tasks	Cooperative; accepts tasks	Uncooperative; accepts few or no tasks	
Follows through on group tasks	Goes beyond assignments/tasks	Completes assignments/tasks	Completes few or no assignments/tasks	
Follows through on individual tasks	Goes beyond assignments/tasks	Completes assignments/tasks	Completes few or no assignments/tasks	
Helps others with assignments	Offers assistance	Assists when asked	Little or no assistance	
Participates in class discussions and activities	Volunteers suggestions or answers	Participates when asked	Little or no participation	
			TOTAL SCORE	

COMMENTS:

_____

_____

_____

PARTICIPATION RUBRIC 2

Excellent (A range)

- Regular participant in class / group discussion but does **not** dominate discussion

- Listens attentively to others and responds respectfully; does not talk while others are talking
- Calls students by name; makes eye contact
- Offers relevant, insightful and constructive comments during class / discussion and on papers
- Always stays on task
- Submits thoughtfully complete in-class writing assignments
- Perfect (or close to perfect) attendance / punctuality
- Visits Office Hours and/or Writing Center

Very Good (B range)
- Regular participant in class/ group discussion but does **not** dominate either
- Listens to others and responds respectfully; does not talk while others are talking
- Offers helpful comments during class discussion and on papers
- Usually stays on task
- Submits adequately complete in-class writing assignments
- Good attendance / punctual
- Visits Office Hours and/or Writing Center

Satisfactory (C range)
- Participates in class discussion and / or sometimes dominates class/ group discussion
- Listens to others, but may not always be respectful or considerate; often talks while others are talking
- Offers some helpful comments during class discussion and on papers
- Sometimes deviates from planned activities
- Submits complete in-class writing assignments
- Attendance / punctuality fluctuates
- Visits Office Hours and/or Writing Center only during crunch times

Unsatisfactory (D/F range)
- Does not participate in class /group discussion or regularly dominates these discussions
- Few if any helpful comments during class discussion and on papers
- Often off task and/or leads group/ class from related activity
- Submits incomplete / skimpy in-class writing assignments
- Poor attendance
- Rare if any visits to Office Hours or the Writing Center

Anejo F/Appendix F

DIARIO REFLEXIVO

Fecha _____

Curso _____

Hoy aprendí _____

_____

_____

Me gustaría que se abundara más en el tema de

_____

_____

_____

_____

Yo Cambiaría

_____

_____

_____

Yo continuaría con

_____

_____

_____

Appendix G/Anejo G:

Reflection Process

Directions: Please complete the following blanks:

This entry is an example of my strengths

_____

_____

_____

This entry is an example of an area I really need to improve:

_____

_____

_____

This entry is an example of an area I have improved:

_____

_____

_____

I think this exercise has been very helpful for my learning because:

_____

_____

_____

Proceso de Reflexión

Instrucciones: Complete los siguientes espacios en blanco:

Este ingreso es un ejemplo de mis fortalezas:

_____

_____

_____

Este ingreso es un ejemplo de un área que realmente necesito mejorar:

_____

_____

_____

Este ingreso es un ejemplo de un área que he mejorado:

_____

_____

_____

Considero que este ejercicio ha sido muy útil para mi aprendizaje porque:

_____

_____

_____

Appendix H/Anejo H:

Self-Assessment

Dear Student: This form will assist you in monitoring your portfolio and determining the strengths and weaknesses of your writing

Part I: Read the statements below. Write the numbers that mostly honest reflects your self assessment (Scale 1-5: 5=strong, 4=moderately strong, 3=average, 2=moderately weak, 1=weak)

_____ 1. My portfolio contains all of the items required by the facilitator.
_____ 2. My portfolio provides strong evidence of my improvement over the course.
_____ 3. My portfolio provides strong evidence of my ability to report factual information.
_____ 4. My portfolio provides strong evidence of my ability to write effectively.
_____ 5. My portfolio provides strong evidence of my ability to think and write creatively

Part II: On the lines below, write the topic of each assignment. Rate your *effort* for each piece (5=strong effort, 1=weak effort). In the space below write one suggestion for improving that piece.

1. _____

   _____

2. _____

   _____

3. _____

   _____

4._____

   _____

5._____

   _____

Part III: In assessing my overall portfolio, I find it to be (check one)

Very satisfactory   _____   Satisfactory   _____
Somewhat satisfactory   _____   Unsatisfactory _____

Part IV: In the space below list your goal for the next PT and two strategies you plan to achieve.

Goal: _____

_____

Strategies:

   _____

   _____

Anejo I/Appendix I:

PORTFOLIO

Guidelines to prepare the portfolio

1. Determination of sources of content
2. The following, but not limited to, documentation will be included:
    a. Projects, surveys, and reports.
    b. Oral presentations
    c. Essays: dated writing samples to show progress
    d. Research papers: dated unedited and edited first drafts to show progress
    e. Written pieces that illustrate critical thinking about readings: response or reaction papers.
    f. Class notes, interesting thoughts to remember, etc.
    g. Learning journals, reflexive diaries.
    h. Self assessments, peer assessments, facilitator assessments.
    i. Notes from student-facilitator conferences.
3. Organization of documentation

Documentation will be organized by workshop, and by type of assignment within workshops. Workshops will be separated from one another using construction paper or paper of different colors, with tabs indicating the workshop number.

4. Presentation of the portfolio
    - Documentation will be posted in a binder or in a digital version (e-portfolio).
    - The cover page will follow exactly APA guidelines applied to a cover page of research papers submitted at Metro Orlando Campus. This cover page will be placed at the beginning of the portfolio.
    - The entire portfolio will follow APA style: Courier or Times New Roman font, size 12, double space, and 1-inch margins. See a "Publication Manual of the APA, Sixth Edition"
    - Introduction and conclusion of the income and outcome of the portfolio.
    - A list of references and appendixes of all assignments included will be added to the end of the portfolio.

- The Portfolio Informational Sheet will be placed in the transparent front pocket of the binder for identification purposes (**Appendix F**).

5. **Student-Facilitator Feedback Template: Progression follow-up**

The final step in implementing portfolios, before returning them to the student or school life, is sharing feedback with each student to review the contents, student reflections, and your evaluations of individual items and all of the work together as related to learning targets (Banks, 2005).

Facilitators will e-mail a feedback template to all students. This template will contain information pertaining to weaknesses and strengths found in students' portfolios (**Appendix I**). Facilitators will focus their attention on showing students what is possible and their progress rather than what is wrong; however, this does not mean that facilitators will not cover weaknesses and areas for improvement during the conference. Facilitators will send this feedback template upon completion of workshop one.

Students will also have the opportunity to respond to the facilitator's feedback and write their own comments and/or ideas of how to improve the quality of their portfolios, and how to become better metacognitive learners on the feedback template. Students will e-mail the template with their comments back to the facilitator after every workshop.

6. **Portfolio storage:**
   - Portfolio samples will be safely stored for a six-month term on campus.
   - Students will sign an official document empowering Ana G. Mendez University System with rights to use their portfolios with educational or accreditation purposes during this term (**Appendix J**).
   - After this term, and if their authors authorize Ana G. Mendez University System to discard their portfolios by signing an official document, portfolio samples will be destroyed; otherwise, they will be returned to their original authors (**Appendix K**).

Anejo J/Appendix J:

PORTFOLIO INFORMATIONAL SHEET

Sistema Universitario Ana G. Méndez

Florida Campuses

Universidad del Este, Universidad Metropolitana, Universidad del Turabo

Check one:

☐ **Universidad del Este**

☐ **Universidad Metropolitana**

☐ **Universidad del Turabo**

Check one:

☐ **Undergraduate**

☐ **Graduate**

Concentration	
Student's Name	
Facilitator's Name	
Course:	
Portfolio rated as	
Reason of this rate	

Anejo K/Appendix K:

Checklist for Portfolio Assessment

	Has the student set academic goals?
	Does the portfolio include enough entries in each area to make valid judgments?
	Does the portfolio include evidence of complex learning in realistic setting?
	Does the portfolio provide evidence of various types of student learning?
	Does the portfolio include students' self-evaluations and reflections on what was learned?
	Does the portfolio enable one to determine learning progress and current level of learning?
	Does the portfolio provide clear evidence of learning to users of the portfolio?
	Does the portfolio provide for student participation and responsibility?
	Does the portfolio present entries in a well-organized and useful manner?
	Does the portfolio include assessments based on clearly stated criteria of successful performance?
	Does the portfolio provide for greater interaction between instruction and assessment?

Adapted from:

Gronlund, N. E. (2003). *Assessment of student achievement*. 7th ed. Boston: Pearson Education, Inc.

Anejo L/Appendix L:

Portfolio Rubric

	4	3	2	1
PORTFOLIO APPEARANCE				
▪ **Readable:** Are entries typed in an appropriate font and size? Are entries free of errors? Do ideas expressed in entries follow a logical sequence with appropriate transitions among paragraphs and topics?				
▪ **Professionalism:** Is the appearance of the portfolio professional? Are graphics, colors and portfolio language consistent with professional workplace expectations? Is the portfolio presented in a neat and orderly manner?				
▪ **Organization:** Is the portfolio organized in a manner that makes it easy to follow and easy to quickly locate information?				
PORTFOLIO CONTENT AND FUNCTION				
▪ **Content:** Are all required entries included in the portfolio? Are entries relevant to the content of the portfolio? Do all entries contain the student's reaction or reflection on the selected topics? Do entries provide thorough understanding of content? Resume, Activities List, Varied Samples of Written Work, Evidence of Problem Solving, and Evidence of Decision Making.				
▪ **Authenticity:** Are the samples and illustrations a true reflection of the student's efforts and abilities?				
▪ **Growth/Development:** Do samples provide thorough understanding of growth and development related to their field of concentration? Do items show what the student has learned?				
▪ **Collaboration:** Do items show examples of both individual and group work? Does the student provide clear understanding of collaboration, and use collaboration to support his/her learning?				
▪ **Reflection and Personal growth:** Do items show exceptional understanding of how to be a reflective thinker and how to seek opportunities for professional growth? Does the student include self-reflective comments? Does the student reflect enthusiasm for learning?				
▪ **Professional Conduct:** Do items show clear understanding of ethical behavior and professional conduct? Do items display the pride the student has in his or her work?				
Overall Portfolio Impact				
▪ Is this portfolio an asset in demonstrating the student's value (skills, abilities, knowledge) to a potential employer or college representative?				

Rating Scale

4 = Outstanding   3 = Very good   2 = Good   1 = Needs improvement

Source: Retrieved from www.lcusd.net/lchs/portfolio/rubric.htm on February 10th, 2007.

Adapted 02/10/2007 by Fidel R. Távara, M.Ed. Coordinator of Assessment and Placement – Metro Orlando Campus

Anejo M/Appendix M:

Portfolio Assessment Feedback Template

	Strengths	Weaknesses	Improvement Ideas
Facilitator's comments			
Student's response and comments			

Anejo N/Appendix N:

Use and Return of Portfolio

Sistema Universitario Ana G. Méndez

Universidad del Este, Universidad Metropolitana, Universidad del Turabo

I, _____, grant permission to the office of Assessment

and Placement of the Ana G. Méndez University System, to keep in their records a copy of

my portfolio. I understand that the portfolio is going to be used for accreditation or

educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the office of Assessment and Placement to keep a copy

of my portfolio for six months and return it to me at the end of this period of time.

_____   _____

Student's Name (print)   Date

_____   _____

Student's Signature   Date

Anejo O/Appendix O:

Use and Discard of Portfolio

Sistema Universitario Ana G. Méndez

Universidad del Este, Universidad Metropolitana, Universidad del Turabo

I, _____, grant permission to the office of Assessment
and Placement of the Ana G. Méndez University System to keep in their records a copy of
my portfolio. I understand that the portfolio is going to be used for accreditation or
educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the Office of Placement and Assessment to keep a copy
of my portfolio for six months and discard it at the end of this period of time.

_____   _____

Student's Name (print)   Date

_____   _____

Student's Signature   Date