# Healthcare Systems

CHL - 2800 001

Course Description

This course provides an overview of how healthcare and public health services are delivered in the United States. Students explore the current functions of healthcare delivery systems including accessibility of care, quality of care, and healthcare financing.

Semester(s) Taught: All

Required Text or Materials
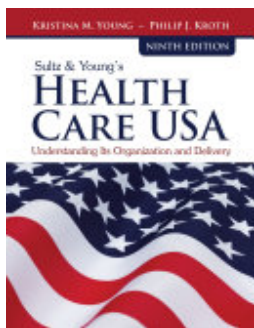
Title: Sultz & Young's Health Care USA
ISBN: 9781284142082
Authors: Kristina M. Young, Philip J. Kroth
Publisher: Jones & Bartlett Learning
Publication Date: 2017-02-08

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Additional Materials

Additional articles may be recommended, though they are open source (without cost). Those are optional.

Course Student Learning Outcomes

- Describe the history of healthcare systems and public health in the U.S.

- Explain models of U.S. healthcare and public health service delivery.

- Compare the U.S. healthcare system with common systems found internationally.

- Identify common sources of healthcare funding including health insurance, managed care, andintegrated organizations.

- Identify major elements of public policy on healthcare reform.

- Implement action based on common social and structural determinants of health.

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Brief Description of Assignments/Exams

All assignments must be completed to receive a passing grade. Each assignment and discussion have an associated grading rubric. Please review and follow the rubric to ensure that you receive the grade that you desire.

AssignmentPoint Value

Chapter Quizzes: Based on assigned chapters from the textbook. Each quiz contains three questions that vary in difficulty from easy to difficult. Their point range accordingly from 2-5 for a total of 10 points. This does not include the Orientation Quiz (see below).	130
Module Discussions: Some modules include discussions where you will post your own prompt response and engage with your peers. Each discussion is worth 15 points. This does not include the Introduce Yourself discussion nor the Final Project Presentation Delivery (see below).	165
Module Assignments: Some modules have an assignment that is in the form of a quiz activity, written assignment, or worksheet you will annotate in the assignment itself. The points vary but can be found in the assignment details, along with the grading criteria or rubric.	80
Orientation Module Assignments: The Orientation Module includes two assignments that will help you get acquainted with the course and allow you to meet your classmates.	17
Course Feedback Surveys	18

Final Project: The final project for this course consists of 6 phases: • Phase 1: Global Healthcare Research • Phase 2: Topic Proposal • Phase 3: Healthcare System Analysis and Comparison #1 • Phase 4: Midterm - Healthcare System Analysis and Comparison #2 • Phase 5: Healthcare System Analysis and Comparison #3 • Phase 6: Healthcare System Analysis and Comparison - Complete Draft • Phase 7: Healthcare System Analysis and Comparison - Final submission ◦ Presentation Delivery (discussion)	195
Total	605

Course Content Advisory

No warnings or advisories.

Engagement Plan

This plan is designed to ensure your success and enjoyment of this course. If at any point you have questions about these expectations or about how they are working in a practical sense, please reach out to me directly.

My commitment to you and your fellow students:

• Loggin in: I will log in on a daily basis.

• Responding to emails, calls, and posts on the "Any Questions" discussion board: I will make every effort to respond to these queries and messages also within 24 hours. I will respond to any message marked "URGENT" in the subject line as soon as I am able. For any issue that feels very urgent, feel free to text me at 801-870-3887. I am generally NOT available after 6:00 PM.

• Grading assignments: I will grade assignments within 72 hours of submission, if not sooner.

- Participation on Discussion Boards: I will participate in discussions with an eye on facilitating engagement on the part of all students and on "connecting the dots" across curriculum content.

My expectations for you and your fellow students:

- Loggin in: Each student is expected to log in on a daily basis.
- Participating in discussion boards:
  - At a minimum: all students are expected to contribute as set forth in each discussion assignment's instructions.
  - IMPORTANT: Avoid simply "checking boxes" on these instructions (ex: submitting your original post and responding but without truly engaging to 2 other posts).
  - Instead: "Tend the fire" of our discussions: Together we should aim to create meaningful, give-and-take discussions. To that end, please make every effort to check back on any loose threads in our discussions, even commenting on comments if necessary.

Additional Policies

ACADEMIC DISHONESTY: Plagiarism is the writing equivalent of stealing or passing off another's work as your own. Rather than properly citing and documenting a source, the student copies the source word for word or modifies what was written to make it appear as though the work is original to them. It is YOUR responsibility to understand what constitutes plagiarism. After you turn your work in, Canvas generates a "Similarity Score" showing the percentage of what could be copied material. You can click on the percentage number to see a detailed report. The lower the number, the better. I'm interested in reading YOUR comments, not what others have written. Anyone caught plagiarizing or cheating will be penalized, possibly receiving an E in the course or failing. If two students turn in the same work for an assignment that was to be completed individually, both will earn a "0" or E for that assignment.

GENERATIVE AI POLICY: Generative artificial intelligence (AI) software (e.g., ChatGPT) is a rapidly emerging tool that students may be interested in using. However, I am interested in reading YOUR comments and opinions. The use of generative artificial intelligence is

not allowed in this course, unless you ask me ahead of time if a specific use of AI is allowed. SLCC students are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own violates academic integrity.

INCOMPLETES: An incomplete is a conditional grade given only in extraordinary cases where a student has completed a major portion of the class but is unable to complete course work due to circumstances beyond their control (e.g. major illness/injury, death in the family). Written documentation from your physician will be required. A student must be maintaining 70% or better before an incomplete is given.

WRITTEN COMMUNICATION STANDARD: All work is to be free from spelling, grammatical, and punctuation errors. Such errors can affect your grade.

Keys for Success (how to succeed in the course)

Although this course is online and somewhat self-paced, you should expect to spend 6 hours of work per week on readings, discussions, and assignments.

Assignments are due on the date indicated. Assignments and quizzes in this course allow for multiple attempts (with the exception of the final submission of your final project items). Use these multiple attempts to your advantage. Doing so will ensure that you receive the final grade that you desire.

The major assignments in this course (e.g. final program proposal and its components) allow you to turn each component in early for feedback from the instructor. Take advantage of this to ensure that you earn the final grade that you desire.

Additional Keys to Success

- Active and respectful participation during the class contributes to your success. Don't just comment on a post and walk away. The "magic" happens when we return to the discussion and respond back-and-forth. Set aside specific days and times each week to check the course website and complete coursework.
- Since the course is 3 credits, be sure you are checking and working in Canvas at least 3 times per week.

- Meet posted deadlines. The late work policy can be found in the course syllabus. Brush up on your time management skills here: https://slcc.edu/oss/student-success/study-skills-page/time-management.aspx

- Follow course policies which can also be found in the course syllabus.

- Check your email frequently

- Log on to your course <u>every single day</u>

- If you need help, ask questions! Don't get discouraged or give up! Asking questions is key to learning.
  - Keep in contact with your instructor and email for help if you have trouble understanding a concept or assignment
  - Allow a reasonable amount of time for instructor responses (24 - 48 hrs during the week)

- Interact with your classmates as much as possible, always respectfully

Grading Scale

Although assignments and quizzes are calculated in points, Canvas will convert your final score to percentages and letter grades. Your final grade will be computed as follows:

100-94 = A

93-90 = A-

89-87 = B+

86-84 = B

83-80 = B-

79-77 = C+

76-74 = C

73-70 = C-

69-67 = D+

66-64 = D

63-60 = D-

59 and below = E

Academic Integrity

Salt Lake Community College and this course are committed to the highest standards of academic honesty and integrity. As a student in this course, you are expected to uphold these values in all your academic work.

Expectations

- Original Work: All assignments, exams, discussions, and projects must reflect your own understanding and effort unless group collaboration is specifically authorized.
- Proper Use of Sources: You must give full credit to any ideas, words, or media that are not your own. Use correct citation practices (APA 7th edition).
- Prohibited Behaviors include (but are not limited to):
  - Plagiarism (copying words, ideas, or media without proper citation).
  - Using AI or other digital tools to generate work without explicit instructor permission.
  - Submitting work purchased, borrowed, or copied from another student or outside source.
  - Unauthorized collaboration on individual assignments or exams.
  - Fabricating or altering data, citations, or information.
  - Using unauthorized materials, notes, or devices during exams or quizzes.

Consequences

Violations of academic integrity will be taken seriously and may result in one or more of the following:

1. A failing grade on the assignment or exam.
2. A failing grade for the course.

3. Referral to the Dean of Students for disciplinary action, which may include suspension or expulsion in accordance with SLCC policy.

Student Responsibility

- If you are ever unsure whether a behavior may violate this policy, it is your responsibility to ask before submitting work.
- Academic integrity is not only about avoiding misconduct; it is about building the skills, confidence, and voice that will serve you throughout your education and professional life.

This course policy aligns with the Salt Lake Community College Code of Student Rights and Responsibilities (SLCC Policy C2). All students are expected to be familiar with and abide by these standards: [SLCC Student Code of Conduct.](#)

How to Navigate to Canvas

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link: https://www.slcc.edu/tutoring/index.aspx

If you have any additional questions reach out to elearningsupport@slcc.edu.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any

questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

College Wide Student Learning Outcomes

- Students communicate effectively. This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts; organizing and presenting ideas and information visually, orally, and in writing according to standard usage; understanding and using the elements of effective communication in interpersonal, small group, and mass settings.

- Students develop quantitative literacies necessary for their chosen field of study. This includes approaching practical problems by choosing and applying appropriate mathematical techniques; using information represented as data, graphs, tables, and schematics in a variety of disciplines; applying mathematical theory, concepts, and methods of inquiry appropriate to program-specific problems.

- Students think critically and creatively. This includes reasoning effectively from available evidence; demonstrating effective problem solving; engaging in creative thinking, expression, and application; engaging in reflective thinking and expression; demonstrating higher-order skills such as analysis, synthesis, and evaluation; making connections across disciplines; applying scientific methods to the inquiry process.

- Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners. This includes producing learning artifacts indicating understanding of the political, historical, economic or sociological aspects of social change and continuity; thinking critically about—and weighing the evidence surrounding—issues important to local, national, or global communities; participating in a broad range of community-engagement and/or service-learning courses for community building and an enhanced academic experience.

- Students develop the knowledge and skills to work with others in a professional and constructive manner. This includes engaging with a diverse set of others to produce professional work; interacting competently across cultures; understanding and appreciating human differences; understanding and acting on standards of professionalism and civility, including the SLCC Student Code of Conduct.

- Students develop computer and information literacy. This includes using contemporary computer hardware and software to effectively complete college-level assignments; gathering and analyzing information using technology, library resources, and other modalities; understanding and acting upon ethical and security principles with respect to computer technology and to information acquisition and distribution; distinguishing between credible and non-credible sources of information, and using the former in their work in an appropriately documented fashion.

- Students develop the attitudes and skills for lifelong wellness. This includes understanding the importance of physical activity and its connection to lifelong wellness; learning how participation in a fitness, sport or leisure activity results in daily benefits including stress reduction, endorphin release, and a sense of well-being.

General Education

This course fulfills the Human Relations requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop

broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

General Education ePortfolio Syllabus Statement: Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit: http://www.slcc.edu/gened/eportfolio or http://eportresource.weebly.com

Starting Fall 2016, all students new to SLCC will use Digication as their ePortfolio platform. Any students who have created ePortfolios prior to Fall 2016 on other platforms will be allowed to continue using those sites. For Digication tutorials, please go to the following site: https://slcc.digication.com/slcc_digication_tutorials/Welcome/

If you would like in-person help with your ePortfolio please visit an ePortfolio Lab on the Taylorsville- Redwood, Jordan, or South City Campus during business hours, and staff will help you. No appointment necessary. For lab hours and locations please look at the following site: http://eportresource.weebly.com/lab-information.html

Questions regarding the ePortfolio can be directed to emily.thompson@slcc.edu.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	Research Process: Advanced Cumulative Quiz	Quiz	0

Due Date	Assignment Name	Assignment Type	Points
	What Questions Do You Have? (optional)	Discussion	0
1/19/25	Introduce yourself, then get to know your classmates	Discussion	10
8/31/25	Introduce yourself, get to know each other	Discussion	10
9/7/25	Chapter 1 Quiz	Quiz	10
9/7/25	Final Project: Global Healthcare Research	Quiz	5
9/7/25	Models of Healthcare Systems	Quiz	10
9/7/25	Where do you fit?	Discussion	15
9/14/25	Chapter 2 Quiz	Quiz	10
9/14/25	Final Project: Country Proposal	Discussion	15
9/14/25	What should the next U.S. Healthcare Benchmark be?	Discussion	15
9/21/25	Chapter 3 Quiz	Quiz	10
9/21/25	Early Course Feedback Survey	Quiz	7
9/21/25	Electronic Health Records Assignment	Assignment	20
9/28/25	Chapter 4 Quiz	Quiz	10
9/28/25	Clinics Close to Home	Discussion	15

Due Date	Assignment Name	Assignment Type	Points
10/5/25	Chapter 5 Quiz	Quiz	10
10/5/25	Final Project: Healthcare System Analysis and Comparison #1	Assignment	25
10/5/25	Geographic Ambulatory Care Facilities	Discussion	15
10/12/25	Chapter 6 Quiz	Quiz	10
10/12/25	Physician Shortages in the United States	Discussion	15
10/19/25	Chapter 7 Quiz	Quiz	10
10/19/25	Professions Assessment Assignment	Assignment	30
10/19/25	Where are you now?	Discussion	15
10/26/25	Chapter 8 Quiz	Quiz	10
10/26/25	The Most Expensive. Why?	Discussion	15
11/2/25	Long-term Care Facilities in the U.S.	Assignment	20
11/2/25	Midterm Assignment: Final Project: Healthcare System Analysis and Comparison #2	Assignment	25
11/2/25	Module 9 Quiz	Quiz	10
11/9/25	Chapter 10 Quiz	Quiz	10

Due Date	Assignment Name	Assignment Type	Points
11/9/25	Mental Health	Discussion	15
11/16/25	Chapter 11 Quiz	Quiz	10
11/16/25	Public Health and Healthcare	Discussion	15
11/23/25	Chapter 12 Quiz	Quiz	10
11/23/25	Current Events in U.S. Healthcare	Discussion	15
11/30/25	Chapter 13 Quiz	Quiz	10
11/30/25	Final Project: Healthcare System Analysis and Comparison #3	Assignment	25
11/30/25	Will AI Replace Providers? A Debate.	Discussion	15
12/7/25	Final Project: Healthcare System Analysis and Comparison - Full Draft	Assignment	25
12/13/25	Final Project Presentation Delivery	Discussion	25
12/13/25	Final Project: Healthcare System Analysis and Comparison - Final Submission	Assignment	50
12/14/25	End of Course Feedback Survey	Quiz	11