UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: HLSC
Course Title: Introduction to Healthcare Systems

Year: 2025
Course and Section #: 4560G x01
Credits: 3

Course Description
This course is designed to give individuals a working and practical look at healthcare systems in the United States. It will examine system structures, function, financing, and the consumer. It will also build on several health system models including control knobs and building blocks. It will also examine health systems on a global scale covering the four basic health systems. In addition, this course will cover the topics of common terminology, billing, coding, accreditation, physician and employee compensation, and healthcare literacy.

Course Attributes
This course has the following attributes:
☐ General Education Requirements
☒ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information
Instructor Name: Dr. Heather Thiesset

Student Learning Outcomes
Upon completion of the course, the students should
1. Assess current healthcare trends and the impact of these trends
2. Compare the structure of various national and international healthcare systems
3. Describe how government regulations influence healthcare systems
4. Explain the major components of U.S. healthcare systems
5. Define the operational functions of healthcare systems
6. Assess physician issues including physician governance, recruitment, and payment
7. Explain the process of billing
8. Define common healthcare terminology

Course Materials and Texts
- Walston, S.L. & Johnson, K.L. (2021). *Healthcare in the United States: Clinical, financial, and operational dimensions*. Health Administration Press. ISBN: 9781640551459

- Reid, T. R. (2009). The healing of America: a global quest for better, cheaper, and fairer health care. New York: Penguin Press.

Course Requirements

Course Assignments, Assessments, and Grading Policy
Introduction Presentation (10 points)

Participation/Discussions (50 points)

Online Chapter Quizzes (140 points)

Healing of America Book Chapter Presentation and Discussion Lead (50 points)
The purpose of this assignment is to get you to apply concepts from different health models globally. You will have an opportunity to present as well as lead/moderate a discussion.

Mid-term Exam – Available online in canvas. (50 points)

Group Country Health System Analysis (50 points)

Design your own Country's Health System (100 pts)
You are to create your own health system design.

Final Exam (50 points)

Grading Scale:
The following grading standards will be used in this class:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

Required or Recommended Reading Assignments
All required readings use chapters from the course text that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion
Module 1: History of US healthcare and demographics of disease
Module 2: Healthcare professions
Module 3: Hospitals and healthcare systems
Module 4: Pharmaceutical and medical device industries
Module 5: Longterm care
Module 6: Mental health
Module 7: Government involvement in US healthcare
Module 8: Economics of healthcare
Module 9: Health insurance
Module 10: The quality of US healthcare

Module 11: Health information technology
Module 12: Population health
Module 13: The US healthcare system in comparison to other countries
Module 14: The future of healthcare in the US
Module 15: Final assessment

Required Course Syllabus Statements

Generative AI
Artificial Intelligence (AI) Expectations and Requirements
Students are permitted and encouraged to utilize AI tools and resources as part of their class assignments and studies. AI can be a valuable asset for research, content generation, data analysis, and more. However, students must use these tools responsibly and ethically.
When using AI, you should:
- **Acknowledge Assistance:** Clearly indicate when and how AI tools have been used in your work. Properly cite any AI-generated content or contributions as you would with any other source.
- **Maintain Academic Integrity:** Ensure that your use of AI does not compromise the originality of your work. Avoid using AI for tasks that should be completed independently, such as exams or assignments requiring personal reflection.
- **Verify Accuracy:** Be critical of the information generated by AI, as it may not always be accurate or appropriate. Always verify and cross-check information from reliable sources.

Responsible use of AI can enhance your learning experience and provide valuable insights. However, misuse or over-reliance on AI can hinder your academic development. Use these tools thoughtfully and in alignment with the college's academic integrity policies.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.