

THE UNIVERSITY OF TEXAS AT TYLER

DEPARTMENT OF HEALTH AND KINESIOLOGY

COURSE SYLLABUS

SEMESTER: Fall 2026

COURSE NUMBER: ALHS 4306

COURSE TITLE: Health Care Delivery Systems

CREDITS: 3 Credit Hours

PREREQUISITES: none

CLASS LOCATION: 100% ONLINE

Instructor Information

Name and Title: Joy Johnson, MS, MCHES; Adjunct Instructor

Contact info:

Email: jjohnson@netphd.org

Call or Text: 903.780.0790

Office Hours: By appointment only. Email or call to make an appointment.

Emergency Phone Number: 903.566.7031 (Tina Taylor, UT Admin. Assistant)

UT Tyler Ethics Honor Code: *I embrace honor and integrity; that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.*

Required Texts

1. Niles, Nancy J. Basics of the U.S. Health Care System, Fifth Edition, Jones & Bartlett Learning

2. Reid, T.R. The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care, Penguin Books (©2009, 2010). ISBN paperback 978-0-14-311821-3

COURSE DESCRIPTION: This course provides students with an understanding of the current American health care system including its history and evolution. The structure of the health care system, financing of health care, provider components, and the legal and regulatory framework within which our system operates will be addressed. The American system will be compared to health care systems globally and national issues such as public health, consumerism, access to and quality of care, health care reform, pay for performance, and managed care organizations will be discussed.

Course Learning Objectives

Upon successful completion of this course, students will be able to:

1. **Describe the structure and major stakeholders of the U.S. health care system**, including the roles of government, public health, health care organizations, providers, insurers, and consumers.
2. **Explain how health care is financed, organized, and delivered in the United States**, including private insurance, Medicare, Medicaid, and other public and private payment systems.
3. **Differentiate among prevention, public health, population health, and community health approaches** and explain the roles of health literacy and prevention in improving health outcomes.
4. **Examine major components of health care delivery**, including inpatient, outpatient, long-term care, mental health, the health care workforce, and emerging health technologies.
5. **Analyze how social, economic, and structural factors influence access to care, health disparities, quality, cost, and health outcomes** among different populations.

6. **Apply legal and ethical principles to contemporary health care situations**, including the patient-provider relationship, patient rights, resource allocation, and health care decision-making.
7. **Compare the U.S. health care system with health systems in other developed nations**, including differences in financing, insurance coverage, access, delivery, cost, and the role of government.
8. **Distinguish among major international models of health care delivery** and evaluate the advantages, limitations, and trade-offs associated with different approaches to providing universal or near-universal coverage.
9. **Evaluate the performance of the U.S. health care system in comparison with other nations** and use evidence to propose strategies for improving access, affordability, quality, equity, and health outcomes.

COURSE FORMAT: This is an asynchronous class (work virtually on your own or as a team). Although we will be in a virtual learning experience, interactive activities will be embedded in the course. There will be virtual activities to enhance learning including, but not limited to, simulations, discussion boards, and interactive tools. There will also be traditional learning assessments such as quizzes, a mid-term, and a semester project.

Instructors and students in our virtual community should:

- 1) Treat each other with respect. Take time to respond to each other in such a way that a learning environment can continue to develop.
- 2) Provide encouragement for creative and critical conversation.
- 3) Communication in an online learning environment is so important to the success of a class. Ask yourself if your written or oral comments could possibly be interpreted as insulting, disrespectful, discriminating, mocking, or rude.

Course Assignments & Grading

1. Fourteen (14) quizzes worth up to 10 points each
2. Eight (8) discussion or activity assignments worth up to 15 points each
3. Overall semester participation worth up to 10 points
4. One (1) semester project worth up to 60 points

TOTAL POINTS – 330

Grading Scale

Percentage	Letter Grade
90–100%	A
80–89.9%	B
70–79.9%	C
60–69.9%	D
Below 60%	F

University Policies

For details on the policies, please refer to the Handbook of Operating Procedures -- The University of Texas at Tyler.

Academic Integrity

At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a

suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintain a high standard of individual honor in scholastic work.

Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion:

"Cheating" includes:

1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of an examination or work assignment that has not yet been administered.

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit.

"Collusion" includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

Grade Appeal Procedure

A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade. If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form that may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor's rationale for the grade given and the student's basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is omitted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level with all documentation. If the appeal is to be considered by the vice president for academic affairs, then a copy of the Grade Appeal Form shall be forwarded by the academic dean of the student. The Office of the President is the final step in the appeal process at The University of Texas at Tyler.

Grade Replacement

If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file with intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) courses repeats during his/her career at UT Tyler (2006-2008 Catalog, P. 35).

Student Rights & Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

Class Attendance

Responsibility for class attendance rests with the student. When a student has a legitimate reason for being absent, the instructor has the option of permitting make-up work. The university reserves the right to consider individual cases of nonattendance. In general, students are graded based on intellectual effort and performance. In many cases, class participation is a significant measure of performance, and nonattendance can adversely affect a student's grade. When, in the judgment of the instructor, a student has been absent to such a degree as to jeopardize success in the course, the instructor informs the Office of Student records that the student is to be dropped from the course.

Approved Student Absences

On those occasions when it may be necessary for students to miss a regularly scheduled class in order to participate in an official university event or activity, faculty sponsors and program directors are requested to observe the following procedures:

1. Faculty sponsors or program directors should draft a memorandum to the vice president for academic affairs. This memorandum should include information concerning the nature of the event, the date(s) on which students would be absent from class, and the names of the students involved.
2. Copies of the memorandum addressed to the vice president should be given to each of the students listed on the memorandum.
3. Students should be directed to communicate with their instructor(s) prior to the date of the planned absence. It is expected that students will not abuse the privilege of being absent from class for authorized university activities, and that make-up assignments will be made at the discretion and convenience of the instructor.

Food & Drink in Classrooms

Consumption of food and drink in university classrooms is not allowed.

Indoor Smoke-Free Campus

The University of Texas at Tyler is an indoor tobacco-free campus. No smoking will be Permitted in any building, office, hallway, classroom, laboratory, restroom, lounge, or any other indoor Location.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in the Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate studies. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Schedule of Classes for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Support Services

If you have a disability, including a learning disability, for which you request disability support Services/accommodations(s), please contact the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodations(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. Visit University Center, Room 282.

Artificial Intelligence (AI) Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.