



HHPH 492: GLB/HEALTH POLICY COURSE SYLLABUS: Summer 1 2020

INSTRUCTOR INFORMATION

Instructor: Dr. Elizabeth Wachira, Assistant Professor

Office Location: NHS

Office Hours: By Appointment (schedule via email)

Office Phone: 903-886-5349

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University Email Address: Elizabeth.Wachira@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 48 business hours

COURSE INFORMATION

Course Information:

Course Value: Three (3) Credit Hours

Course Location: Online

Course Time Online

REQUIRED Text: Teitelbaum, J. B., & Wilensky, S.E. (2018). Essentials of Health Policy and Law, 4th edition. Burlington, MA: Jones and Bartlett Learning.

ISBN-13: 9781284162585

Prerequisite: HHPH 1304, junior or senior standing. 2.5 GPA.

Course Description

This course presents an introduction to health policy, i.e., the various ways in which the government plays a role in health and in the provision of health care. Health policies can have a profound effect on quality of life. Accessibility, cost, quality of health care; safety of food, water, and environment; the right to make decisions about our health; these issues are vitally tied to health policies. This course provides a framework for understanding the social, political and economic dimensions of health policy. It introduces the policy-making and legal system of the United States, offers brief comparisons to health policies in certain other countries, provides knowledge about the organization of the health care system in the U.S., and highlights issues in health policy including environmental health policy, health care reform under the Affordable

Care Act, pharmaceutical policy, injury prevention, and aging and long-term care. Students will learn to think systematically about these issues and the various methods available to public and private policymakers to solve them, specifically public health advocacy.

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. To gain an understanding of the policymaking process and the legal system
2. To gain an understanding of the health care and public health systems
3. To gain an understanding of health care economics and financing and their relationship to health policymaking
4. To gain an understanding of federal health insurance programs and their connection to access to health care, the uninsured, and health reform
5. Identify, analyze, and interpret social determinants of health in shaping health
6. To learn how to write a concise and effective policy analysis
7. Identify and use health policy data sources.
8. Examine ethical issues and cultural diversity in health services.
9. Learn to apply participatory education methods in advocating for health and demonstrate sensitivity to diversity in communities Students will view themselves as engaged citizens within an interconnected and diverse world

Minimal Technical Skills Needed

Students should have a basic knowledge of computer and Internet skills in order to be successful in an online course. Here are some highlights:

1. Knowledge of terminology, such as browser, application, URL, etc.
2. Understanding of basic computer hardware and software; ability to perform computer operations, such as: managing files and folders: save, name, copy, move, backup, rename, delete, check properties
3. Ability to use the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, accessing and navigating sites like YouTube
4. Knowledge of copying and pasting, spell-checking, saving files in different formats and sending and downloading attachments
5. Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.
6. Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, etc.

Instructional Methods

We will discuss and various global health issues through online discussion boards, reflection and written assignments.

Student Responsibilities or Tips for Success in the Course

Strong reading and writing skills:

- Most of the material in the online environment will come from your textbooks, discussions, lectures, and videos; therefore, strong reading, writing and critical thinking skills are very important for success in an online course.
- Success in this class will come from independent reading of textbook chapters as well as other assigned material.

Self-motivated and independent learner:

- While online courses can offer more flexibility in scheduling, they require more self-discipline and independence than on-campus courses.
- In the online environment, you have to be able to start and to work on tasks on your own, without someone keeping you focused, and you have to be self-disciplined in order to follow the class schedule and meet deadlines.

Time commitment:

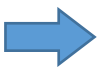
- Online classes take as much time as regular on-campus classes. You need to set aside sufficient time for study. Plan to spend at least as much time working on the assignments and studying as you would with a traditional course.
- Even though you may not have to "be" in class on some specific day and time, you still have to follow the **course schedule** provided. Remember that online classes are not independent study courses; you are still required to "show up" and participate actively (e.g. regularly logging into the course website, actively participating and turning in assignments on time).

Active Learner:

- Online students must be active learners, self-starters who are not shy or afraid to ask questions when they do not understand. Remember that you are in control of your learning process.
- Since I cannot see you, you need to "speak up" right away if you have problems and be as explicit as possible; otherwise there is no way I will know that something is wrong.

ASSESSMENTS

The student will be responsible for obtaining all materials presented online, assigned readings from the textbook, and any outside assignments given by the instructor. All class assignments must be turned in online. You are responsible for making sure your assignments are in on time per the directions. You are also responsible for making sure the assignment is in a file format (word/pdf) that can be viewed by the instructor and peers (discussion boards). All assignment details will be provided during each week/module section. No emailed work will be accepted. NOTE: Unless otherwise specified, all assignments are due ONLINE by 11:59pm on the date provided in the syllabus schedule. **NO LATE WORK IS ACCEPTED (anything submitted after the due date gets an automatic grade of a "zero")**



1. **Assignment 1: Introduction Discussion Board = 20 points**
Students are to introduce themselves to the class based on the prompt provided.
2. **Assignment 2: Discussion Board (5 online discussions @ 50 points = 150 points)**
Five discussions will take place online during the term based on the assigned readings and final project details. To complete these, students should first read the assigned readings and research pertinent information online before posting and joining the discussion. **For each topic, you will be provided with a discussion prompt. You are to support your posting using your textbook and at least (2) outside credible reference, one being a peer-reviewed article. Initial Postings and 2 peer responses are due 11:59pm by given due date of the corresponding date range. See rubric document for grading evaluation criteria**

- A minimum of **150 words** for the original posting and **75 words** for **2 peer response**.
 - Peer responses should **add to and facilitate** the discussion. *Simply stating “I like your post, you give some good ideas; never thought of it that way (etc)” is not enough and that peer post will be given a grade of a “zero”.*
- In addition to your textbook, you must back up your original post with **(2) outside credible** sources, one being a peer-reviewed article
- Please refrain from using sources; such as, Wikipedia or online media sources (i.e. livestrong.com, etc.)
- Peer reviewed journal articles, credible websites; such as the CDC or the American Public Health Association may be used as a credible source.
- APA formatting must be used for citing all your sources (in-text & reference list)

3. Assignment 3: Chapter Quizzes (14 x 20 points = 280 points)

Students will complete **14** online chapter quizzes during the semester. You must take each one, all related to the chapters over the course of the semester. **All quizzes are due by 11:59pm on the last day of the course module.** Students will be unable to make-up a quiz when the due date has passed. Quizzes are only accessible one time; thus, be prepared when you enter the quiz.

4. Assignment 4: Final Project: Policy Analysis/Issue Investigation – (400 points)

The final project is the culminating product (learning and application) to be completed by the end of the semester. (For students who participate in the TAMUC Global Scholars program, this project may be inserted into the student’s ePortfolio.)

To successfully complete this course, a grade of 70% or higher MUST be earned on both parts of this final project.

This Final Project has two parts: Policy Analysis Paper and Advocacy through Digital Storytelling.

Part 1: Policy Analysis/Issue Investigation (200 points) – Due June 28th

The purpose of this paper is to provide you with the opportunity to analyze health policies or proposals designed to address a social problem of concern in public health. This is your chance to explore an important issue and see how policy and health advocacy can be used to address that issue. Using Chapter 14 as a guide, you will write a policy analysis based on a specific health topic. Topics must be approved by instructor by June 10th via email. More information on D2L.

Part 2: Advocacy through Digital Storytelling (150 points for video + 50 for discussion responses = 200 points) – Due July 1st

Each student will create a 3-5 minute **digital story** of their chosen issue and health policy. The objective of this digital story is to (1) raise awareness about the health policy and associated public health issue (2) educate viewers on the health implications of this policy, and (3) provide viewers with a “call to action” based on whether this policy should be continued or modified.

*Submit the script and video link as a discussion post for students to view and comment.
Resources for creating a digital story will be provided.*

5. Assignment 5: Video Summaries & Reflection: Due July 2nd

1. Choose 5 videos that others in class submitted under the Digital Stories Discussion thread. (You should not use your own video OR a video with your topic.)
2. Type a 1/2 to a full-page **summary** (double-spaced) for **each** one. (Make sure you include the title of the video and the link to it.)
3. Submit your assignment in Word format to the corresponding assignment link.

GRADING

Please see a listing and description of all assignment grading criteria within the Course Grading Rubric document.

Grading Criteria:

Final grades in this course will be based on the following Grading Scale:

900– 1000 points = A 800-899 = B 700-799 = C 600-699 = D 0-599 = F

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A

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| Assignment 1: Introductions | 20 points |
| Assignment 2: Discussion Boards | 150 points |
| Assignment 3: Chapter Quizzes | 280 points |
| Assignment 4: Final Project | 400 points |
| Assignment 5: Video Summaries & Reflection | 150 points |
| Total Points | 1000 points |

maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

Tablet and Mobile Support

| Device | Operating System | Browser | Supported Browser Version(s) |
|----------|------------------|-----------------------|---|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred

- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the

availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

E-mail strategy: You are welcome to email your questions or concerns to me. There are, however, some caveats associated with email that you must remember:

- Do not expect an immediate response to your questions. A reasonable response time to emailed questions is 24 - 48 hours. **
- Questions emailed on weekends may not receive a response until the work week begins.
- As the instructor, I reserve the right to answer emailed questions regarding assignments, tests, discussion boards, etc., in a direct email to everyone for the benefit of all students.
- Please be courteous and professional in all of your interactions with me and fellow students.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

How is the Course Organized?

- The course is organized by weekly modules. Each module will be formatted similarly including chapter learning objectives, lecture and debate discussion boards

What Should Students Do First?

Students should begin by:

- Thoroughly reviewing the syllabus & final project guidelines

- Obtain materials (textbooks) – online E-Book
- Familiarizing oneself with the course layout

How Should Students Proceed Each Week for Class Activities?

- The student will access and follow all course instructions found in the weekly module content areas. The weekly module content area of our course is found on the left navigation bar.
- The student will read chapters and read/listen to all online lectures provided provided.
- The student will complete all assignments: respond to online course discussion questions and exams.

Attendance, Late or Missing Course and Extra Credit

1. Attendance in class is **required**. If you are unable to attend a class (actively logged in and participating in the online class), please notify me through email.
2. It will be very difficult for you to do well in this class if you miss submitting coursework. Please be aware that class participation goes beyond simply logging into this class. Just because you are logged in to the class, does not mean you are participating. It means active involvement in class discussions and assignments.
3. Make-up of coursework will only be given in very rare circumstances: serious illness with a note from your physician, a death in your family or if you have an officially excused absence while representing the university. If any of these situations occur you **MUST** email me prior to the module end date.
4. Make-ups will only be given if I have been notified prior to the end of the course module in order to verify your reason for missing coursework. All missed coursework not meeting the criteria for a make-up will be given a grade of 0.
5. Extra credit is **NOT** available.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race,

color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

HHPH 492: GLB/Health Policy & Advocacy Tentative COURSE OUTLINE
Summer I 2020

| Date Range | Module # | Reading Assignments | Topics to Cover | Assignments (due by 11:59pm on on listed date) |
|---------------------|----------|--|---|---|
| June 1 – 7 | 1 | Course Overview Chapters 1-3 | An Overview of Health Policy and Law Policy and the Policymaking Process Law and the Legal System | Review Final Project guidelines 6/7 – Introductions & Chapter quizzes |
| June 8 - 14 | 2 | 4, 5 14 & Review Final Project | Overview of the United States Health Care System Public Health Institutions and Systems The Art of Structuring and Writing a Health Policy Analysis | Final Project Topics due June 11th (via email) 6/14 - Chapter quizzes & Module 2 DB |
| June 15 - 21 | 3 | 6-9 | Individual Rights in Health Care and Public Health Social Determinants of Health and the Role of Law in Optimizing Health Understanding Health Insurance Health Economics in a Health Policy Context | 6/21 – Chapter quizzes & Module 3 DB |
| June 22 –28 | 4 | 10-13 | Health Reform in the United States Government Health Insurance Programs: Medicaid, CHIP, and Medicare Health Care Quality Policy and Law Public Health Preparedness Policy | 6/28 – Chapter quizzes & Module 4 DB |

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| June 29 – July 2 | 5 | <i>Finalize</i> | <i>FINAL PROJECT</i> | 6/30 - Part 1 7/1 - Part 2 7/2 – Video Summaries & Reflection |
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