

COURSE NAME: **Health Policy & Health Systems**
PBH 358D
Sections 53880, 53885
Spring 2021

Faculty: Richard Nauert, PhD, MHA, MHP, PT

E-mail: nauert@austin.utexas.edu

Course Meet: Tuesday, Thursday @ 8:00-9:30 am and 9:30-11:00 a.m

Course Mode: Internet

Office: Zoom ID: 970 4045 8939

Office Hours (virtual via Zoom): Wednesday, 10:30-12pm or by appointment

CNS Specialist: Valeria Merla

Email: valeriamerla@utexas.edu

Note: All emails must contain PBH 358 in subject line

Office: Zoom ID: 975 9569 8490

Office Hours (virtual via Zoom): Tuesday/Thursday, 2-4pm, or by appointment

Grader: Jordan Rickaway

Email: jordanrickaway@utexas.edu

Note: All emails must contain PBH 358 in subject line

Office: Zoom ID: 669 691 4659

Office Hours (virtual via Zoom): Tuesday 2-4pm, Friday 10-11am

Course Description

“Health Policy and Health Systems” covers the essentials of health policy and law in the United States and compares the health care financing and delivery system in this country to those of other developed nations. Students will learn the history of health-related legislation in the United States and investigate why this nation, unlike others, developed an employment-based health care financing system based on an insurance model rather than a publicly funded universal health system. The way in which major political forces have determined the structure of the US health care system will be reviewed including an analysis of issues related to cost, quality and access. The evolution of the American health care system will be reviewed from a 20th century framework including discussion on the need for significant health reform in the 21st century. The Affordable Care Act (ACA) will be discussed from this context as will new repeal and replace initiatives. Students will learn the organization and delivery of health services across the health care spectrum including emerging issues surrounding rationing of care, end-of-life issues and other difficult societal decisions.

Class Format

The class will be taught online using Zoom and recorded. A live (synchronous session) will be delivered each Tuesday and each Thursday during the semester. The lectures will be recorded. Asynchronous lectures are provided in Canvas modules throughout the semester. This information may be included on Quizzes and Exams in a similar manner as synchronous lecture PowerPoints, textbook chapter readings and journal articles and urls. Quizzes, exams and discussion board may be synchronous or asynchronous. Regular class attendance is an important part of the learning process. Students are recommended to watch/participate in the live lectures or on their own time as the lecture will be recorded. If attending the live Zoom lectures, students are expected to create a respectful environment that is conducive to learning. Please ensure you test your speaker and microphone. Please ensure you are muted. If you would like to ask a question, raise your hand (use Zoom feature) or type in the chat. Exams and group projects are expected to be completed during normal class times using Canvas unless otherwise notified.

Sharing of Course Materials is prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class Materials/Recordings

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com>. Check this site regularly and use it to ask questions about the course schedule. The home page for the course has a Course Summary comprised of separate pages for each day of the course. Selecting the page for the respective class day will inform you of the readings and activities due or planned for that date.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Prerequisites

Introduction to Public Health with a grade of at least C- for public health majors.

CLASS FLAG DESIGNATION - Writing

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

The Writing Flag requirement helps students improve their:

- Critical thinking skills
- Understanding of course content
- Ability to formulate ideas in writing
- Ability to write in the style of a particular discipline

Writing Flag courses do more than just improve your writing skills. In a recent survey of 23,000 college students, the National Survey of Student Engagement (NSSE) found that "When courses provided extensive, intellectually challenging writing activities, students engaged in more deep learning activities such as analysis, synthesis, and integration of ideas from various sources, and they grappled more with course ideas both in and out of the classroom. These students also reported greater personal, social, practical, and academic learning and development" (NSSE press release, November 10, 2008).

Textbook

Shi, Aliyu; and Singh, Douglas A. (2019). Delivering Health Care in America; A Systems Approach (7th Ed.). Boston, MA: Jones and Bartlett, Publishers.

Recommended Materials

- Iverson C, Christiansen S, Flanagin A, et al. American Medical Association Manual of Style. 10th ed. New York, NY: Oxford University Press; 2007
- Sheahan K. AMA Style Guide: A must-have guide for anyone involved in medical and scientific writing. USA: Barcharts; 2015

Given the fluid nature of health policy, Journals and other written articles will be a major source of information as posted on canvas. Additional material will include powerpoints and other sources of literature.

Objectives

Course Objectives

By the end of this course you will be able to speak and write intelligently about health policy; including the strengths and weaknesses of the U.S. Public Health System and the U.S. Medical System. You will be able to articulate the way in which reform efforts will influence a career in public health or any other health care discipline. In pursuit of this goal, you will be able to do the following:

What Will I Learn? Learning Experiences

- Develop an understanding of the US health Care system (medical system and public health system) and the way in which health policy influence the delivery of care
 - Compare the US healthcare system (public health and general medical care approach) to that of other countries discussing strengths and weaknesses of the different approaches
 - Describe the strengths and weaknesses of the US healthcare system approach by providing examples reflective of the US Public Health system response to COVID-19.
 - Describe the strengths and weaknesses of the US healthcare system approach by providing examples reflective of the US General (traditional) Health system response to COVID-19.
 - Discuss the political, social, and economic factors which have produced the current system of delivering health services in the United States.
 - Describe the ways that policy and legal issues impact health care and public health systems.
 - Articulate the various factors that influence the movement from a fee-for-service medical system to a value-based population health approach.
- Develop competency in articulating the various components of the Affordable Care Act and how COVID-19 may help evolve health policy
 - Identify the key components of the ACA.
 - Compare the various components of the ACA from a market justice and social justice framework.
 - Debate the scope of issues surrounding Health Care reform.
 - Debate federal v state role and leadership of health care delivery.
 - Discuss current alterations to the ACA and how/why efforts continue to repeal the Act (Texas v U.S. pending Supreme Court hearing).
- Explain the way health services are financed in the US
 - Understand the current conflicts and challenges faced by the American Healthcare system in terms of cost, access, quality, and satisfaction (Quadruple Aim).

- Describe the way in which third party insurance, Medicare, and Medicaid currently operate and discuss the challenges and opportunities that could occur if America changes payment approaches and embraces a more market driven strategy, expansion of the ACA, or a single payer approach.
- Explain why payment reform is a key component of health reform.
- Describe value-based care and explain new alternative payment approaches and merit-based incentive payment plans.
- Write effectively using the conventions of the health policy professionals.
 - Communicate ideas effectively and demonstrate critical thinking skills when participating in Discussion Board activities.
 - Complete all components of scaffolding assignments toward creation of a Final Health Policy Paper. Each component/submission will be graded and will provide advice and suggestions on ways in which you can improve your writing skills. Students are often recommended to visit the Writing Center for additional guidance.

What is expected of you?

Class attendance/Zoom lectures

Regular class attendance is an important part of the learning process. Zoom lectures will be held on Tuesday/Thursday mornings unless otherwise stated in an announcement. Students are required to watch/participate in the live lectures or on their own time as the lecture will be recorded. If attending the live Zoom lectures, students are expected to create a respectful environment that is conducive to learning. If possible, I would like for you to enable video so that I and your other peers can see each other. This is not a requirement merely a request to foster engagement and connections. Breakout sessions will occur frequently, live attendance in class allows you to participate in these sessions and enhance learning. During my lectures, if you would like to ask a question, you can speak out, raise your hand (use Zoom feature), or type in the chat. Exams and group projects are expected to be completed during normal class times using Canvas unless otherwise notified.

Meeting Deadlines

All due dates for assignments are outlined on the schedule and posted in Canvas. Students are responsible for keeping track of these deadlines and submitting by the due date and time. Additional details regarding Canvas due dates and the policy for late assignments can be found under "Grading and Assignments" below.

Canvas

This class uses Canvas extensively, including to distribute course materials, to communicate, blog, submit assignments, and post grades. It is essential that you regularly check Canvas,

including Canvas announcements.

Student Responsibilities and Instructor Tips to Succeed:

- Prepare for class by reading assigned material before it is covered in class.
- Attend class regularly, take good notes, stay attentive, and participate.
- Commit adequate study time outside of class. University course guidelines suggest that for each hour a course meets, an average of 3 hours of studying is expected of the student.
- Review class notes within 24 hours in the context of relevant reading assignments.
- Network with other students. Be an active team member and interact with other students in this course. Discussions with peers help to internalize concepts.
- Ask questions and seek help. Take advantage of office hours.
- Don't fall behind! Concepts and assessments in this course are cumulative.

Grading

Statement on Learning Success

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Your grade will be a composite of 2 Exams, 4 quizzes, 5 Discussion Boards, a major paper and attendance/class participation for a total of 570 points. The grade breakdown is as follows:

Mid-Term and Final Exam	<i>2 @ 100 points each</i>	<i>200 points</i>
5 Discussion Boards	<i>5 @ 20 points each</i>	<i>100 points</i>
Policy Paper Assignments	<i>(see paper assign.)</i>	<i>170 points</i>
Quizzes	<i>4 @ 25 points each</i>	<i>100 points</i>
TOTAL		570 POINTS

TOTAL: 570 points possible

A	94%	536>
A-	90%	513-535

B+	87%	496-512
B	84%	479-495
B-	80%	456-478
C+	77%	439-455
C	74%	422-438
C-	70%	399-421
D	69%	370
	60%	342
F	<60%	<=341

Assessment Summary

Exams (200 points)

The Mid-Term Exam and the comprehensive Final Exam will not be given early. Typically, tests will have short-answer, fill-in-the-blank, and multiple-choice questions. Tests will be timed and students must take the Exams during assigned time frames. The Exams will cover all assigned materials from the syllabus, in-class discussions, and additional assignments posted through Canvas. Typically, tests and exams will follow the “1/3-1/3-1/3 rule”: of the material on the test, 1/3 will overlap from lecture/assigned reading, 1/3 will originate from the lectures/guest lectures and notes not covered in the assigned reading and 1/3 will be covered from the assigned reading (not covered during lecture).

Discussion Boards (5 @ 20 pts for total of 100 pts)

Students will be asked to respond to FIVE prompts for the Discussion Boards. The prompts often reflect an article/topic that has been provided and/or reviewed in class. Students are asked to respond to the prompt with a minimum of two paragraphs (of note, for this assignment, a paragraph is defined as 6 sentences or more). Some prompts will require the student to cite references. Each student is also required to respond to TWO student classmates/ peers contributing insightful feedback or dialogue/questions. The rubric for grading the Discussion Board will include the first 4 components of the rubric used for the final paper (included in this document) with an emphasis on content.

Quizzes (4 @ 25 points for a total of 100 pts)

Quizzes will be in the same format as exams having a combination of short answer, multiple choice, and fill-in-the blank questions. The student will have a time deadline for completing the quiz on Canvas. Sharing of course material is prohibited. If a student is found to have shared the quiz content, questions, or discussed the content with a fellow student before that student takes the quiz, the student it is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Policy Paper and Contents (170 points total)

Late paper assignments will result in a 20% deduction of paper grade for every day the assignment is late. *All policy paper assignments are due at 11:59pm.* See below of description and directions for policy paper and its contents

Policy Paper Assignment Instructions

The purpose of the policy paper is for you to develop your writing skills so as "to provide a comprehensive and persuasive argument justifying the policy recommendations presented in the paper and therefore, to act as a decision-making tool and a call to action for the target audience."

Policy papers provide a way to define issues, outline ways the issue has or could be addressed by policy, provide an analysis of outcomes and make a recommendation for the best course of action.

The first step is to select a policy issue based on previous research or current interest. You will then research the topic and write a paper on the subject. We will use a scaffolding approach for the paper with progressive completion of paper components (with feedback) resulting in a 10-15 page (typed, double-spaced) policy paper that follows the provided format. The feedback, both graded and peer review, will be provided throughout the semester as you create your paper.

For the tone of the paper, assume that you are writing a scholarly paper to be discussed in an undergraduate Health Policy course. Also, assume that your reader is unfamiliar with your selected issue and background information. This is an academic paper and as such should follow AMA style (style guide link included in materials).

Your paper will include the following components or sections. You will be graded on your effort throughout the semester, as well as your final paper. Turn-It-In will be used to check for plagiarizing.

Paper Guidelines

What are the ideal qualities of written communication?

The writing has....

- *Strong topic sentences*
- *Clarity*
- *Strong forward flow*
- *Strong discussion*
- *Accurate presentation of information/well referenced*
- *Tone (remember the audience! No first person!)*
- *Perfect grammar and spelling*

High Level Components required in paper

- Introduction (What is the Issue?)
- Overview (What is the Background?)
- Existing Policy (What are the Legislative, Judicial and Regulatory Policies? What's the Law? What are the existing policies? Do any policies exist?)
- Key Issues (What's the Debate? Why are people for or against a policy on your selected topic?)
- Recommendations (What's Your Argument? What's Next? What is your recommendation?)
- Conclusion (Summarizing entire paper and forming a conclusion)
- References (AMA style)

Expectations of Each Paper Component

- *Paper Topic* – sentences/bullet points listing 3 possible topics and describing why it was selected/rationale behind topic choice.
- *Introduction & Overview* – draft version of two sections - at least 1.5 pages (typed, double-spaced) per section. Should also include references to date (they do not have to be final format).
- *Existing Policy & Key Issues* – updated version of first two sections along with Existing Policies and Key Issues. Includes references (do not have to be final format), must be typed, double-spaced.
- *Recommendations Section* - updated version of first four sections along with Recommendations. Includes references (do not have to be final format), must be typed, double-spaced.
- *Peer review* - Students will be graded on their participation in the peer review process including comments and suggestions they make to the original author.
- *Final Paper* – Includes all of the above in addition to Conclusion, AMA style references, and paper in the proper format. The grading rubric follows.
- *References* – proper AMA formatting recording

Component Values

Assignment	Points
Paper Topic	5
Introduction & Overview Draft	25
Cumulative Paper w/ Existing Policy & Key Issues Draft	25
Cumulative Paper w/ Recommendations Section Draft	25

Peer Review (online)	10
Final Paper	80

STUDENTS ARE ENCOURAGED TO CONTACT THE WRITING CENTER FOR ASSISTANCE ON THIS ASSIGNMENT. OUR SPECIALIST WILL ALSO PROVIDE SUGGESTIONS TO IMPROVE YOUR WRITING.

IT IS THE RESPONSIBILITY OF EACH STUDENT TO USE THESE RESOURCES AS NEEDED -- with the exception of 'grace' days, late papers will result in a 20% deduction of paper grade for every day the assignment is delinquent.

Paper Rubric (FOLLOWS)

	EXPERT (A)	PROFICIENT (B)	APPRENTICE (C)	NOVICE (D)
INTEGRATION OF KNOWLEDGE (20 PTS)	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood, and applied concepts learned in the course.
TOPIC FOCUS (20 PTS)	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
DEPTH OF DISCUSSION (20 PTS)	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
COHESIVENESS (20 PTS)	Ties together information from all sources. Paper flows from one issue to the next. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate

		material obtained from all sources.	material obtained from all sources.	understanding any relationships
SPELLING. GRAMMAR & PAPER FORMAT (10 PTS)	No spelling &/or grammar, format mistakes.	Minimal spelling &/or grammar, format mistakes.	Noticeable spelling, grammar & format mistakes.	Unacceptable number of spelling and/or grammar, format mistakes.
SOURCES (5 PTS)	More than 10 current sources, of which at least 5 are peer review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special interest sources and popular literature are acknowledged as such if they are cited. All websites utilized are authoritative	10 current sources, of which at least 3 are peer-review journal articles or scholarly books. All websites utilized are authoritative.	Fewer than 7 current sources, or fewer than 2 of 7 are peer reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 7 current sources, or fewer than 2 of 7 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
CITATIONS (5 PTS)	Cites all data obtained from other sources. AMA citation style is used in both text and reference list.	Cites most data obtained from other sources. AMA citation style is used in both text and reference list.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

Policies

Classroom Policies

Statement on Learning Success

Your success in this class is important to me. We will all need to be adaptable because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Statement on Flexibility

In acknowledgement of COVID 19 and its impact on the University of Texas at Austin community, this course will reaffirm one of the core values here at UT Austin: responsibility. Our responsibility to ourselves and each other is to put our humanity in the forefront of our academic pursuits. With that being said, this semester I commit to being adaptable in this time of great need, which is reflected in the course policies below around attendance, grading, and assignments/exams.

If you experience any hardships such as illness, accident, family crisis please know that these policies may be amended and therefore you should communicate with me as soon as you feel comfortable doing so. If for any reason you do not feel comfortable discussing with me, please visit [Student Emergency Services](#).

For additional campus resources, please visit <https://coronavirus.utexas.edu/students>.

Late work and grace periods

Late assignments will be accepted although penalized 20% for each day late. However, I will allow **“one”** grace period whereby an assignment will not be penalized if it is submitted by the “end of the week.”

(For example: The assignment is due Tuesday at noon. If you turn it in that Tuesday at 1:00pm, you will have used your “end of the week” grace periods. Similarly, if you turn it in on Friday at 3:00pm you will have used your grace period .)

Absences

Being present during in-person and synchronous online meetings is critical to achieving our goals for this course. You are welcome to utilize one (1) class absence during the semester as needed without explanation to me. In this case, you will be allowed to make up assignments or participation points you may have missed during this session. In

addition to participating in synchronous meetings, you can earn participation points through assignments and asynchronous discussions. However, please keep in mind that if you miss multiple classes, you will begin to see a dip in your attendance and participation points.

If you are absent on the day that your team meets, you are responsible for providing your team with the necessary information to compensate for your absence. *It is crucial to keep in communication with your team members; you are responsible for letting both us and your team know if you cannot make it to a class.*

Excused Absence: The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

If you have to be absent, use your resources wisely. Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. “What did I miss?” is not specific enough.

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center, which you can do so here:

<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

University Resources for Students

COVID-19 Update: "Keep Learning" Resources

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: <https://onestop.utexas.edu/keep-learning/>

Land Acknowledgment

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay my respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Optional follow-up:

Land Engagements and/or Commitments

In recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austin:

- To repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands.
- To commit to the active recruitment and material support of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin's student body.
- To support the transition of the Program in Native American and Indigenous Studies into a Center.
- To establish a protocol of research and study on Tribal or Native lands, and to foster an ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.

Services for Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this

course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center

The [Counseling and Mental Health Center](#) serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students' well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515.

If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

Important Safety Information:

COVID-19 Update: While we will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience. <https://protect.utexas.edu/>

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns and COVID-19 Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:
www.utexas.edu/emergency

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide

range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Emergency Evacuation Procedures

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: *“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”* **Plagiarism is taken very seriously at UT.**

Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

<https://deanofstudents.utexas.edu/conduct/standardsconduct.php>

Q Drop Policy

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Pass/Fail or Credit/No Credit Grading Policy

For the spring 2021 semester, undergraduate students may choose to have a total of three (3) classes graded on a Pass/Fail or Credit/No Credit basis without penalty. *These exceptions are new and apply only to the fall 2020 and spring 2021 semesters.* For more information please visit [UT's policy on the Extended deadline for Q-drops and P/F Flexibility](#).

COVID-19 Updates: Spring 2021 Semester

For the most up to date information on learning during COVID-19, including guidance about safety, cloth masks in classrooms, and classroom guidelines, see

<https://protect.utexas.edu/learning/>.

COURSE OUTLINE (DATES/TOPICS MAY CHANGE DURING THE SEMESTER)

Date	Topic	Assignment
1/19/21 UNIT 1	Class Intro. – Syllabus. Writing Flag Expectations/Paper, Course Overview, Research Paper, Current Health Policy Events	Canvas Review, articles ; <i>Read related Canvas Unit articles</i>
1/21/21	Overview US Healthcare Delivery	Review S&S CH 1 PPT.; <i>read related Canvas Unit articles</i>
1/26/21	American Beliefs and Values (Social v Market Justice)	S&S CH 2 Canvas PPT; <i>read related Canvas Unit articles</i>
1/28/21	Political Health Policy (Ch 13)	S&S CH 13; <i>read related Canvas Unit articles</i> DISCUSSION Board 1 begins
2/2/21	Evolution of Health Care In U.S (CH 3)	S&S CH 3; <i>read related Canvas Unit articles</i> Upload Paper Topic by 11:59pm
2/4/21	Review Unit 1	
2/9/21 UNIT 2	Watch: Frontline Sick Around the World before class. Be prepared to discuss in class	Watch https://www.pbs.org/wgbh/frontline/film/sickaroundtheworld/ Review Canvas Articles for Country Comparisons; Interactive class session discussing Frontline and using website to compare countries
2/11/21	Affordable Care Act and Public Health; Writing Instruction for paper	Read/review Numerous materials in Canvas
2/16/21	Affordable Care Act continued....	Canvas materials on ACA; <i>read Canvas Unit articles</i> DISCUSSION Board 1 Ends, DISCUSSION Board 2 begins
2/18/21	Discuss article readings... END UNIT TWO <i>Take Quiz 2 before 2.19.21</i>	<i>Read related Canvas Unit articles</i>
2/23//21 UNIT 3	Healthcare Professionals Paper Introduction and Overview Due	S&S CH 4 Canvas materials Upload Paper Introduction & Overview by 11:59pm

2/25/20	Technology	S&S CH 5 Canvas materials; Also read: <i>Pandemic reveals Public Health Data Infrastructure Shortcomings</i> ; read related Canvas Unit articles DISCUSSION BOARD 2 ends; DISCUSSION BOARD 3 begins
3/2/21	Technology	S&S CH 5; Canvas Articles on Telemedicine and new Regulations/Policy; read related Canvas Unit articles
3/4/21	MID-TERM EXAM	UNITS 1,2,3
3/9/20 UNIT 4	Healthcare Finance, Writing Tips, Policy/Article Discussions	S&S CH 6 Canvas materials Read: Using Technology in Smarter Ways to Transform Healthcare; read related Canvas Unit articles
3/11/20	Finance continues	DISCUSSION Board 3 ends DISCUSSION BOARD 4 BEGINS
3/16-3/18/21	SPRING BREAK	
3/23/21	Healthcare Finance; New Value Based Payment Methods Paper Existing Policy and Key Issues Due	S&S CH 6 Canvas materials
3/25/20	Healthcare Finance/New Payment Methods	S&S CH 6 Canvas materials
3/30/20	Public Health Webinar and readings	Webinar, readings DISCUSSION BOARD 4 ENDS; DB 5 begins Upload Existing Policy and Key Issues by 11:59pm
4/1/21	Out-Patient and Primary Care; Essentials of Public Health	CH 7 canvas materials; read related Canvas Unit articles
4/6/21	In-Patient/Hospital Settings END UNIT 4 <i>Take Quiz 3 by 10.30.20</i>	CH 8 read related Canvas Unit articles
4/8/21 UNIT 5	Health Policy – Public Health	Canvas materials; read related Canvas Unit articles
4/13/21	Medicaid and Public Health	Canvas materials; read related Canvas Unit articles

		Peer Review on Canvas Assigned
4/15/21	Long-Term Care, Special Populations	S&S CH CH 10-11, Canvas materials
4/20/21	Long-Term Care, Special Populations cont END UNIT 5 <i>Take Quiz 4 by 11.13.20</i>	PPTs, Canvas articles and PPTs Peer Review on Canvas Due by 11:59pm DISCUSSION Board 5 ends
4/22/21 UNIT 6	Vaccines, Pharmacy Paper Recommendations section due	Canvas materials;” <u>Drug Pricing and Pandemic Preparedness....</u> ” read related Canvas Unit articles
4/27/21	Catch Up; Policy Issues	Read related Canvas Unit articles Upload Recommendations Section by 11:59pm
4/29/21	Population Health, Policy Issues	Canvas Materials, articles
5/4/1	Review	Canvas Materials, articles
5/6/21	FINAL EXAM	Upload Final Paper by 11:59pm