

**University of North Texas at Dallas**  
**Spring 2021 (8-Week One)**  
**SYLLABUS**

<b>PBHL 3330 – Health Policy (3 hrs)</b>	
<b>Department of Life and Health Sciences</b>	<b>Division of Liberal Arts and Life Sciences</b>
<b>Instructor Name:</b>	<b>William Garner, DrPH, MPH, FACHE</b>
<b>Office Location:</b>	Founders Hall 260
<b>Office Phone:</b>	(972) 338-1541
<b>Email Address:</b>	<a href="mailto:william.garner@untdallas.edu">william.garner@untdallas.edu</a>
<b>Office Hours:</b>	Tuesday: 4:00-6:00 pm via Zoom; Other times by appointment
<b>Classroom Location:</b>	Canvas (Online)
<b>Class Days &amp; Times:</b>	Asynchronous course. Assignments due each week by Sunday at 11:59 PM
<b>Course Description:</b>	This course will introduce the public institutions and processes that govern health policy in the United States. The course uses the tools of public policy analysis to examine current health policy proposals in terms of access, quality, and cost.
<b>Prerequisites:</b>	PBHL 2300
<b>Co-requisites:</b>	None.
<b>Required Text:</b>	Morone, J. A., Litman, T. J., & Robins, L. S. (2015). <i>Health politics and policy</i> . Cengage Learning. ISBN-13: 9781305175785.
<b>Required Supplemental Reading Material:</b>	<p>Oliver TR (2006) The politics of public health policy. <i>Annual Review of Public Health</i>. 27: 195–233.</p> <p>Coveney, J. (2010). Analyzing public health policy: Three approaches. <i>Health Promotion Practice</i>, 11(4), 515–521.</p> <p>Morone, James A. (1986). Seven laws of policy analysis. <i>Journal of Policy Analysis Management</i>, 5 (Summer), 817–819.</p> <p>Weiner, J. (2014). Health Policy Analysis Checklist, HPM-300.600-Introduction to health policy, Johns Hopkins Bloomberg School of Public Health, version-8/8/2005. Retrieved online from <a href="#">Johns Hopkins</a>.</p> <p>Berwick, D. M., Nolan, T. W., &amp; Whittington, J. (2008). The triple aim: Care, health, and cost. <i>Health Affairs</i>, 27(3), 759-769.</p> <p>Gawande, A. 2009. The cost conundrum: What a Texas town can teach us about health care. <i>New Yorker</i>, 1 June 2009.</p> <p>Baicker, K. and A. Chandra (2008). Myths and misconceptions about U.S. health insurance. <i>Health Affairs</i>. 27(6): w533-543.</p> <p>Blumenthal D. (2006). Employer-sponsored health insurance in the United States – Origins and Implications. <i>N Engl J Med</i>. 355(1):82-88.</p> <p>Reinhardt, Uwe. “The illogic of employer-sponsored health insurance”. <i>The New York Times</i>, July 1, 2014.</p> <p>Nagy, J. (2002). Writing letters to elected officials. <i>Community Tool Box</i>. Retrieved on line from <a href="#">CommunityToolBox</a>.</p>

<p><b>Learning Resources:</b></p>	<p><b>UNT Dallas Library:</b> (Founders Hall)  phone: (972) 780-1616  <a href="#">UNTD Library Webpage</a>  e-mail: <a href="mailto:library@untdallas.edu">library@untdallas.edu</a></p> <p><b>UNT Dallas Bookstore:</b> (Building 1)  phone: (972) 780-3652  <a href="#">UNTD Bookstore Webpage</a>  e-mail: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a></p> <p><b>UNT Dallas Writing Center:</b> (Building 1)  phone: (972) 338-1755  <a href="#">UNTD Writing Center</a>  e-mail: <a href="mailto:learningcommons@untdallas.edu">learningcommons@untdallas.edu</a></p>
<p><b>Course Goals or Overview:</b></p>	
<p>This course introduces students to public institutions and processes that govern health policy in the United States. The course uses the concepts and tools of public policy analysis to examine current health policy proposals in terms of access, quality, and cost.</p>	
<p><b>Learning Objectives/Outcomes:</b> At the end of this course, the student will be able:</p>	
<p>1</p>	<p>To describe the three branches of government in the U.S. (Congress, Executive, Courts) and distinguish among the roles that each plays in protecting public health and in shaping health care policy.</p>
<p>2</p>	<p>To identify the various payers in the financing and delivery of healthcare in the U.S. and explain the function of health insurance (public and private) and managed care in access to and quality of care.</p>
<p>3</p>	<p>To describe the stages in the policy analysis process and how it is used to make public health and health care policy decisions.</p>
<p>4</p>	<p>To use the concepts and tools of public policy analysis to critique current health policy and health care reform proposals in terms of access, quality and cost.</p>
<p>5</p>	<p>To articulate major health policy issues, including background, empirical evidence, assumptions, alternative policy options, and make and support recommendations verbally and in writing.</p>
<p><b>Supported Browsers:</b>  Chrome  Firefox  Flash 28, 29 (for audio/video)  Internet Explorer 11  Safari 10, 11</p> <p><b>Supported Devices:</b>  iPhone  Android  Chromebook  (Tablet users can use the Canvas app)</p>	<p><b>Getting Help with Canvas:</b></p> <p><b>Canvas 24 /7 Phone Support for Students:</b> 1-833-668-8634</p> <p><b>Canvas Help Resources:</b> <a href="https://community.canvaslms.com/docs/DOC-10701">https://community.canvaslms.com/docs/DOC-10701</a></p> <p><b>For additional assistance, contact Student Assistance (Distance Learning):</b>  Founders Hall, Rm 124  phone: (972) 338-5580  email: <a href="mailto:distancelearning@untdallas.edu">distancelearning@untdallas.edu</a></p> <p><b><i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i></b></p>

## Online Course Outline

This schedule is subject to change by the instructor. This schedule may be revised. The instructor will communicate any changes to this schedule in class via class e-mail or Canvas announcement.

Week	Dates	Required Reading	Assessment
😊	January 18	<b>Martin Luther King Holiday</b>	Campus Closed
1	January 19 – January 24	Introduction to the Course (Read Syllabus and Buy Textbook) Read Morone, Introduction; and Oliver (2006)	Syllabus Quiz
		<b>Module - Getting Started</b> <b>Module - Introduction to Health Politics and Policy</b>	Module Tasks
2	January 25 – January 31	Read Coveney (2010), Morone (1986), and Weiner (2005)	Reading Quiz
		<b>Module - Policy Analysis Skills</b>	Module Tasks
3	February 1 – February 7	Read Morone, Chapter 1	Reading Quiz
		<b>Module – Values in Health Policy</b>	Module Tasks
4	February 8 – February 14	Read Morone, Chapters 3, 4, and 5	Reading Quiz
		<b>Module – The Federal Policy Process</b>	Module Tasks
		<b>Midterm Examination</b>	Exam
5	February 15 – February 21	Read Baicker et al. (2008); Blumenthal (2006); and Reinhardt (2014)	Reading Quiz
		<b>Module – Understanding Health Insurance</b>	Module Tasks
6	February 22 – February 28	Read Morone, Chapters 8 and 9	Reading Quiz
		<b>Module - Government Health Insurance and Health Programs</b>	Module Tasks
7	March 1 – March 7	Read Morone, Chapters 6, 7, and 13	Reading Quiz
		<b>Module 5 - Patient Protection and Affordable Care Act (ObamaCare)</b>	Module Tasks
8	March 8 – March 13	<b>Read CommunityToolBox article</b>	Reading Quiz
		<b>Module - Policy, Politics and You!</b>	Module Tasks
		<b>Final Examination</b>	Paper

## Online Course Technology Required and Technical Skills Expected

**Technology Required.** This course is delivered entirely online in Canvas, the Learning Management System implemented at the UNT Dallas. Given the technical nature of online courses, you should make certain requirements are met. You should access Canvas through <https://untdallas.instructure.com> to conduct a browser compatibility check and ensure that you will have access to complete functions of the system. If you use multiple computers, you will need to perform this check on each computer or smart device you use.

Technical problems are common with an online course, but technical difficulties will not be an acceptable excuse for late or missed work. Therefore, you should be sure you have the following:

- Easy and reliable internet access.
- Adequate computer system.
- Reliable access to Microsoft Office (Word and PowerPoint).
- Correctly set cache settings.
- A computer microphone.
- Regular access to and use of the University email address.

**Technical Skills Expected.** An online course can be both challenging and exciting, especially since this course will move at a faster pace than in-person classroom sections. In order to succeed in this course, students are expected to have proficient technical skills. You will need to be able to do the following:

- Draft documents with Microsoft Word.
- Create presentations with Microsoft PowerPoint.
- Navigate Canvas, the Internet, and YouTube.
- Regularly read and respond to course announcements.

## Online Course Delivery, Requirements, and Evaluation Methods

**Course Delivery.** Online instruction will begin at 12:00 (midnight) on Monday morning and ends at 11:59 p.m. on Sunday evening. Students should set aside approximately 9 hours each week to complete the module. The topic of each week's module is provided in the Online Course Schedule section of the syllabus. Through the modules, students are expected demonstrate mastery of assignment course content by passing reading quizzes, completing a learning application exercise, and posting "high-quality" comments to discussion posts.

**Class Requirements.** Each week of this course is divided into three phases: (1) independent study to master identified objectives; and (2) module tasks. Given the sequential nature of this course, Phases 1 must be completed by 11:59 p.m. on Wednesday evenings each week. This will afford students ample time to complete their Module Tasks (Phase 2) by the weekly deadline by 11:59 p.m. on Sunday evenings each week.

Independent Study (Phase 1). Outside of Canvas, students are expected to remain current on course reading requirements. This means that students are expected to actively and critically read the assigned the required chapters of the textbook and assigned journal articles before beginning the modules each week. Successful students will complete Phase 1 activities during the first 2-3 days of each week.

Module Tasks (Phase 2). Each week, the module task consists of a reading quiz, a discussion post, and a learning application.

- *Reading Quizzes.* Each student will complete quizzes as part of the weekly modules. The objective of this activity is to evaluate whether you have become well acquainted with the contents of the assigned reading. Each quiz will address questions specific to the assigned activities for the week. Quizzes are 5 multiple choice and true/false questions and should take 5 minutes to complete. Unless otherwise stated in Canvas, quizzes end at 11:59 p.m. on Friday evening.
- *Discussion Posts.* Each student will comment on at least one discussion post as part of the weekly modules. Discussion post comments must meet the "high quality" standard for this course. This means that comments must be 100-200 words, reflect the learning goals of the course and demonstrate a clear, in-depth understanding of the subject matter. Comments will be assigned a grade for originality and constructiveness based on the following rubric. You will need three comments for full credit: An original

initial post and two comments to other students' comments. Unless otherwise stated in Canvas, discussion posts end at 11:59 p.m. on Friday evening.

- *Learning Applications.* Each student will complete learning applications as part of the weekly modules. The objective of this activity is to give students the opportunity to apply key concepts from the week's reading and other course activities. Each learning activity is specific to the assigned activity for the week. Learning activities should take 30-60 minutes to complete. Unless otherwise stated in Canvas, learning applications end at 11:59 p.m. on Sunday evening.

### Discussion Board Grading Rubric

Points	Quality
10	Demonstrates mastery of key concepts; constructively critiques work of others in a manner that stimulates discussion; provides ample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary. Exceeds standards regarding quality and quantity of comments by posting more than 1 "high quality" comment to 2 or more students.
8	Demonstrates sufficient grasp of key concepts; critiques work of others, offering a divergent viewpoint or challenge; shows sufficient skill in support for opinions. Some sufficient organization with expression.
6	Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support of opinions. Some signs of disorganization with expression; transition wording may be faulty.
2	Has a mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and redundancy with words and commentary; paragraphs often appear unrelated to each other. This student requires constant prompting for contributions.
0	No posting.

### Learning Application Grading Rubric

Criteria	Exceptional (10 points)	Acceptable (6-8 points)	Minimal (2-4 points)	Unacceptable (0 points)	No Response (0 points)
<b>Content</b> (5 points). Does the student clearly show that they have read and understand the lesson content by correctly defining key terms and concepts and making inferences based on this knowledge about the larger concepts of the course?	5	4-3	2-1	0	0
<b>Style and Structure</b> (5 points). Does the student respond directly answer each part of the assignment question(s)? Does the student follow the rules of English grammar (e.g., write clearly, in complete sentences, with minimal errors in grammar and spelling)?	5	4-3	2-1	0	0

**Midterm and Final Examinations.** Each student will take a midterm and a final examination that will cover materials from the course, primarily the assigned reading from the text, *Essentials of Health Policy and Law*. Once you open the exam, you must complete it on the first attempt. You will only have one attempt. You cannot backtrack. Once you answer a question, you cannot change your answer.

**Grading Matrix:**

<b>Assessments</b>	<b>Available (points)</b>	<b>Earned (points)</b>
<b>Module Tasks</b>		
Reading Quizzes (8)	80	
Discussion Posts (8)	80	
Learning Applications (8)	80	
<b>Examinations</b>		
Midterm Examination	50	
Final Examination	100	
<b>Total:</b>	<b>390</b>	

**Grade Determination:**

- A = 90-100 percent
- B = 80-89.9 percent
- C = 70-79.9 percent
- D = 60-69.9 percent
- F = less than 60 percent

## University Policies and Procedures

**Students with Disabilities (ADA Compliance).** The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time. However, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member before implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, see the [Disability Services Office website](#). You may also contact them by phone at 972-338-1777; by email at [UNTDisability@untdallas.edu](mailto:UNTDisability@untdallas.edu) or in the Student Center Building, 1st floor.

**Canvas Instructure Accessibility Statement.** University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas Instructure course management system's accessibility statement is also provided: <https://www.canvaslms.com/accessibility>

Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e., MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

**Student Evaluation of Teaching Effectiveness Policy.** The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Feedback from students will help to improve the instructional experience for students. SETE is an important part of class participation.

**Assignment Policy.** Assignments must be turned in on time. Late work is not accepted unless the instructor has approved it in advance in writing before the due date.

**Extra Credit Policy.** No extra credits will be awarded. Do not attempt to ask for extra credit, including individual extra credit at the end of the semester to raise your grade. It is not fair to other students, and the professor does not look upon it favorably.

**Classroom Etiquette.** Any student whose behavior disrupts the learning environment will be asked to leave the class. Any violation of classroom etiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Disruptions that violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate. Refer to the [Student Code of Student Rights Responsibilities and Conduct](#).

**Course Evaluation Policy.** Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

**Communication Policy.** Students are required to communicate using the University issued e-mail account. Often, the University's spam folder deletes e-mails from accounts outside of the e-mail UNT System. Using the University e-mail account will help to ensure that the instructor receives your message and responds in a timely manner. Please be sure to send your e-mail to the address provided in the syllabus.

**Exam Policy.** Exams should be taken as scheduled. No make-up examinations will be allowed except for documented emergencies (See Student Handbook). Online exams may be proctored on campus per instructor's discretion.

**Academic Integrity.** Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the [Student Code of Academic Integrity](#) for complete provisions of this code.

The University academic integrity policy is in effect for this course. Academic dishonesty includes, but not limited to, cheating, plagiarism (including self-plagiarism), improper collaboration, and/or the fabrication, falsification or alteration of information. Any act of academic dishonesty will be reported to the Dean of Liberal Arts and Sciences and the Dean of Students and may result in a grade of F on the assignment, removal from the course with a final grade of F, and any other sanction as deemed appropriate for the offense, including suspension or expulsion.

Please be aware in some online or hybrid courses; students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

**Inclement Weather and Online Classes.** Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

**Attendance and Participation Policy.** The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or receive credit for missed assignments. Students may not skip a week or plan to "catch-up" on previous week activities.

This course follows a structured, week by week format. Each week, students are expected to participate, electronically, on multiple occasions each and every week. Each week begins at 12:00 (midnight) on Monday morning and ends at 11:59 p.m. on Sunday evening. Students should spend a minimum of 9 hours each week to complete course activities. This time can be whenever it is convenient since all of the online classes are conducted in an asynchronous environment. This means there are no particular times set for responses and submissions but there will be weekly deadlines.

Students are responsible to notify the instructor if they are missing class and for what reason. Should a student need to miss scheduled class activities for any reason, it is expected that he/she inform the course instructor – by email – prior to the due date of the activity or assignment (only emergency situations will be exempt from this expectation). It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes if they are absent.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing discussion boards. To maintain financial aid award eligibility, the activity must occur before the census date of the session or term of the course. Refer to the [UNTD Registrar](#) for specific dates. If you are absent/not active in the course shell, it is your responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

**Online "Netiquette":** In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind. Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the [Student Code of Student Rights Responsibilities and Conduct](#). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Certain behaviors are expected when you communicate with both your peers and instructors. The following netiquette guidelines are required for this course:

- Treat instructor with respect, even in e-mail or in any other online communication.



- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to them by the first name.
- Use clear and concise language.
- All communication should have correct spelling and grammar.
- Avoid slang terms and texting abbreviations (such as "u" instead of "you").
- Be cautious when using humor, sarcasm as the tone is sometimes lost in an email or discussion post and your message might be taken seriously, or offensive.
- Use standard fonts and avoid using caps lock feature as it can be interpreted as yelling.
- Limit and possibly avoid the use of emoticons like ☺.
- Be careful with personal information

#### Discussion Board Netiquette.

- Make posts that are on topic and within the scope of course material.
- Take your posts seriously and review and edit your posts before sending.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Do not repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as "I agree," you should include why you agree or add to the discussion.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

#### E-mail Netiquette

- Use a descriptive subject line.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.

Students attending Brigham Young University-Idaho created two videos that explain discussion board basics and netiquette.

Byuicurdev. (2012, June 12). *Discussion board netiquette*. [Video file]. Retrieved from <http://www.youtube.com/watch?v=DwdqQjCfWSc>

Byuicurdev. (2012, May 10). *Discussion board basics*. [Video file]. Retrieved from <http://www.youtube.com/watch?v=jvLs96eQ2Gc>

**Diversity/Tolerance Policy.** Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions that violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

**Technology Requirements.** To successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor. If the problem is still not resolved, call Canvas 24/7 Help Desk at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see [Canvas Student Guide](#).