

# HSP 4340

## Healthcare Policy

### Fall 2021



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**Instructor: Ji' Lynda M. Brown, MPH, M.Ed.**

**Email:** [jbrown122@angelo.edu](mailto:jbrown122@angelo.edu)

**Office Hours:** Mondays and Wednesdays from 1:00 pm - 2:00 pm video conferencing using Google Meet or Blackboard Collaborate by appointment only.

## Course Information

### Course Description

This course provides students with an introduction to the US health care system, both the public and private sector. The course will examine the structure of the health system (at the federal, state and local levels), current topics in health care reform, the policy process, and advocacy methods for public health issues.

### Course Credits

Three Semester Credit Hours (3-0-0)

Online Class: Meets completely online using Blackboard for 8 weeks

### Prerequisite and Co-requisite Courses

None

## **Prerequisite Skills**

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Health Science Professions Program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course.

## **Program Outcomes**

### **Mission Statement**

The Bachelor of Science in Health Science Professions prepares students to enter health science professions either directly upon graduation or to enter advanced graduate study in healthcare. Students gain knowledge in ethics, policy, epidemiology, organization and leadership, research and evidence-based practice, and communication skills that span multiple health science disciplines.

### **Goals**

The Bachelor of Science in Health Science Professions strives to enhance multidisciplinary healthcare education and evidence-based principles to provide patient-centered care. Students will develop communication, decision-making, social, analytical thinking, and personal development skills necessary for professional practice as a healthcare professional.

## Student Learning Outcomes

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>
1. Recognize the policymaking process and legal systems relating to healthcare.	Discussion Board Assignments, Quizzes, Exams
2. Explain health care within the context of public health systems.	Discussion Board Assignments, Quizzes, Exams, Policy Analysis Project
3. Identify techniques and strategies used by various stakeholders involved in healthcare policy at federal, state and local levels	Discussion Board Assignments, Quizzes, Exams, Policy Analysis Project
4. Recognize tactics (rhetoric and persuasion) used by stakeholders for political debate and advocacy.	Discussion Board Assignments, Quizzes, Exams
5. Evaluate the role of policy as it relates to social determinants of health.	Discussion Board Assignments, Quizzes, Exams
6. Analyze healthcare policy.	Policy Analysis Project

## Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#)

## Required Texts and Materials

- Teitelbaum, J.B. & Wilensky, S.E. (2017) Essentials of Health Policy and Law 4<sup>th</sup> edition. Burlington, MA: Jones & Bartlett.
- See Supplemental Readings included in Blackboard.

## Technology Requirements

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (**Please note:** a plug-in webcam allows the student to perform thorough environmental scans).
- Refer to Angelo State University's Distance Education website for further technology requirements:  
[http://www.angelo.edu/distance\\_education/](http://www.angelo.edu/distance_education/)

**To participate in one of ASU's distance education programs, you need this technology:**

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: Internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

**Technical Assistance:** If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. **The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911.** If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

## Topic Outline

### Part I – Setting the Stage: An Overview of Health Policy and Law

- Understanding the Role of Health Policy
- Policy and Policymaking Processes
- Law and the Legal System
- Overview of the Healthcare System
- Public Health Institutions and Systems

### Part II – Essential Issues in Health Policy and Law

- Individual Rights in Health Care
- Social Determinants of Health and the Role of Law in Optimizing Health
- Understanding Health Insurance
- Health Economics in a Policy Context
- National Health Reform
- Government Health Insurance Programs: Medicaid, CHIP, Medicare
- Healthcare Quality and the Law
- Public Health Preparedness Policy

### Part III – Basic Skills for Policy Analysis

- The Art and Structuring of Writing a Health Policy Analysis

## Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

*Written communication via Blackboard:* It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6<sup>th</sup> edition (2<sup>nd</sup> Printing or higher only) guidelines for referencing.

- ASU Writing Center: [https://www.angelo.edu/dept/writing\\_center/grammar\\_proofreading.php](https://www.angelo.edu/dept/writing_center/grammar_proofreading.php)
- The Basics of APA style: <https://www.apastyle.org/learn/tutorials/basics-tutorial>
- Purdue Online Writing Lab: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

*Written communication via email:* All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

*Virtual communication:* Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

## Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

# Grading

## Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Discussion Board Assignments	100 (20%)
Weekly Quizzes	100 (20%)
Midterm Exam	50 (10%)
Final Exam	100 (20%)
Policy Analysis Assignment #1	50 (10%)
Policy Analysis Assignment #2	100 (20%)
<b>Total</b>	<b>500 (100%)</b>

## Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 450-500 points

B = 400-449 points

C = 350-399 points

D = 300-349 points

F = 0-299 points (Grades are not rounded up)

## Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

This course will be taught online through the Internet with Blackboard™ as the learning platform. It will employ a variety of teaching-learning methods including lecture presentation/notes, asynchronous online workgroups, discussions forums, quizzes, self-directed activities, and weekly quizzes. Web-based technology is also used to provide additional sources of information, prepare and submit student assignments, provide ongoing student- faculty and student-student interaction and dialogue, and facilitate peer support. Synchronous group consultation and interaction offered by appointment via Bb Collaborate.

## Assignment and Activity Descriptions

**\*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.**

**Discussion Board Activities:** (100 points/ 25 points each) There will be *four* discussion board assignments, one for weeks 2, 3, 4 & 6. Weeks 2 & 4 are video discussions using Flipgrid. You will record your initial response and peer responses. Discussion boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students' process course materials, express thoughts, and engage others' opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the "**Online Discussion Rubric**" to support individual answers to the assigned questions throughout this course.

Note for video responses: All students must be professionally dressed in videos and sitting at a desk or table while recording. The recording must be audible to receive credit.

**Weekly Quizzes:** (100 points) Students will have *eight* quizzes to assess course knowledge. Quizzes are timed (2-3 minutes per question) and will consist of 10 to 30 multiple choice questions, True/False or Fill in the Blank Questions. Access to quizzes will be through Respondus™ Lockdown Browser [See Other Required Materials for a list of needed equipment]. Students may use written materials as well as their textbook; however, use of another electronic device is prohibited. There is one short practice quiz (6 questions) over the syllabus that is not graded. However, students will receive a maximum of 12 bonus points for completing the practice quiz. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve testing environment.

### **Exams:**

There will be a midterm and final for 150 pts of the total course grade. The exams are designed to test understanding of textbook material and the application of the material covered in both the textbook and lectures.

Access to exam will be through Respondus™ Lockdown Browser [See Other Required Materials for a list of needed equipment]. Respondus™ Monitor will also be required. Use of any written material, another electronic device or person is prohibited. A practice quiz is available to students to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded exam. This process will allow you to become familiar with the technology associated with testing and improve testing environment. On the day of testing, no exam will be re-set without IT validation of a Blackboard system problem.

Evidence of cheating on an exam will result in failure of the course. You must show ID and complete a thorough environmental scan (i.e. show walls, floor, desk). If instructions are not followed points will be deducted from your exam accordingly. If you need technical assistance due to test malfunction, please contact IT.

**Policy Analysis Assignments #1 & #2:** (50 points & 100 points) The Policy Analysis Project is an opportunity for students to apply principles and concepts learned in the didactic portion of the class to "real world" health policy issues, in the form of a formal policy review and analysis. Each student will be required to select a health policy problem or issue (subsequent to instructor approval) and conduct an

extensive review of the policy literature for purposes of summarizing the public policy history relating to the problem or issue as well as utilizing various tools/techniques of policy analysis to make recommendations regarding current/future policy alternatives.

## Assignment Submission

In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at [jbrown122@angelo.edu](mailto:jbrown122@angelo.edu) and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

All assignments must be written in APA Style format 6<sup>th</sup> edition or higher.

## Late Work or Missed Assignments Policy

The course is set up on modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. **Late assignments are not accepted without prior approval of faculty.** Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

## General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)<sup>i</sup>
- [Angelo State University Catalog](#)<sup>ii</sup>

## Student Responsibility and Attendance

**Online:** This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

## Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).<sup>iii</sup>

## Recommended Use of Masks/Facial Coverings by Students in Class At ASU

As a member of the Texas Tech University System, Angelo State University strongly recommends the use of masks/facial coverings to ensure a safe and healthy classroom experience. Current research on the COVID-19

virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, we strongly recommend that students in this class wear a mask/facial covering before, during, and after class. Faculty members will also ask you to display your daily screening badge as a prerequisite to enter the classroom.

## **Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).<sup>iv</sup> The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)  
Houston Harte University Center, Room 112

## **Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work.

Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)<sup>v</sup> for more information.

## **Plagiarism**

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)<sup>vi</sup> in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft and will likely result in an "F" in the course.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. All assignments should be written in *APA style 6<sup>th</sup>* edition or higher (formatting and citations).

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).<sup>vii</sup>

## **Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day<sup>viii</sup>](#) for more information.

## **Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## **Syllabus Changes**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

## **Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

# Course Schedule

Week/Date	Topic	Assignments/Assessments DUE
<p><b>Week 1</b> August 23 – 29</p>	<p><b>Course Orientation</b></p> <p><b>Teitelbaum:</b> Chapters 1 -2</p>	<p>To Begin:</p> <ul style="list-style-type: none"> <li>• Review Welcome! page</li> <li>• Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content.</li> </ul> <p><b>DUE August 26<sup>th</sup> @ 11:59pm</b></p> <ul style="list-style-type: none"> <li>• <b>Post to Self-Introduction Discussion Board Flipgrid</b> <a href="https://flipgrid.com/4b792242">https://flipgrid.com/4b792242</a></li> <li>• <b>Complete and Submit</b> the Practice Quiz for Respondus Lockdown Browser</li> </ul> <p><b>DUE August 29th @ 11:59pm</b> Related to Teitelbaum Chapters 1 – 2:</p> <ul style="list-style-type: none"> <li>• <b>Self-Introduction Discussion Board Peer Responses (3)</b></li> <li>• <b>Complete and Submit Quiz 1</b></li> </ul>
<p><b>Week 2</b> August 30 – Sept. 5</p>	<p><b>Teitelbaum:</b> Chapters 3-4</p>	<p><b>DUE September 2<sup>nd</sup> @ 11:59pm</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion Board Initial Response via Flipgrid</b> <a href="https://flipgrid.com/b54f0b99">https://flipgrid.com/b54f0b99</a></li> </ul> <p><b>DUE September 5<sup>th</sup> @ 11:59pm</b> Related to Teitelbaum Chapters 3 – 4:</p> <ul style="list-style-type: none"> <li>• <b>Discussion Board Assignment Peer Responses via Flipgrid</b></li> <li>• <b>Complete and Submit Quiz 2</b></li> </ul>

Week/Date	Topic	Assignments/Assessments DUE
<p><b>Week 3</b> Sept. 6 – 12</p>	<p><b>Teitelbaum:</b> Chapters 5</p>	<p><b>DUE September 9<sup>th</sup> @ 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• <b>Group Discussion Board Initial Response</b></li> </ul> <p><b>DUE September 12<sup>th</sup> @ 11:59pm</b> Related to Teitelbaum Chapter 5:</p> <ul style="list-style-type: none"> <li>• <b>Group Discussion Board Assignment Peer Responses</b></li> <li>• <b>Complete and Submit Quiz 3</b></li> </ul>
<p><b>Week 4</b> Sept. 13 – 19</p>	<p><b>Teitelbaum:</b> Chapters 6-7</p>	<p><b>Due September 16<sup>th</sup> @ 11:59pm</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion Board Initial Response via Flipgrid</b> <a href="https://flipgrid.com/5c16c555">https://flipgrid.com/5c16c555</a></li> </ul> <p><b>DUE September 19<sup>th</sup> @ 11:59pm</b> Related to Teitelbaum Chapters 6 - 7:</p> <ul style="list-style-type: none"> <li>• <b>Discussion Board Assignment Peer Responses via Flipgrid</b></li> <li>• <b>Complete and Submit Quiz 4</b></li> </ul>
<p><b>Week 5</b> Sept. 20 – 26</p>	<p><b>Teitelbaum:</b> Chapters 14</p>	<p><b>Due September 22<sup>nd</sup> @ 11:59pm</b> <b>Midterm Exam (Covers Chapters 1 -7) opens Wednesday, September 22<sup>nd</sup> at 6:00 am and closes at 11:59pm.</b></p> <p><b>DUE September 26<sup>th</sup> @ 11:59pm</b> Related to Teitelbaum Chapters 14:</p> <ul style="list-style-type: none"> <li>• <b>Complete and Submit Quiz 5</b></li> <li>• <b>Policy Analysis Assignment #1</b></li> </ul>
<p><b>Week 6</b> Sept 27 – Oct. 3</p>	<p><b>Teitelbaum:</b> Chapters 8-9</p>	<p><b>Due September 30<sup>th</sup> @ 11:59pm</b></p> <ul style="list-style-type: none"> <li>• <b>Group Discussion Board Initial Response</b></li> </ul> <p><b>DUE October 3<sup>rd</sup> @ 11:59pm</b> Related to Teitelbaum Chapters 8 - 9:</p> <ul style="list-style-type: none"> <li>• <b>Group Discussion Board Assignment Peer Responses</b></li> <li>• <b>Complete and Submit Quiz 6</b></li> </ul>
<p><b>Week 7</b> Oct. 4 – 10</p>	<p><b>Teitelbaum:</b> Chapters 10-11</p>	<p><b>DUE October 10<sup>th</sup> @ 11:59pm</b> Related to Teitelbaum Chapters 10 - 11:</p> <ul style="list-style-type: none"> <li>• <b>Complete and Submit Quiz 7</b></li> <li>• <b>Policy Analysis Assignment #2</b></li> </ul>

Week/Date	Topic	Assignments/Assessments DUE
Week 8 Oct. 11 – 15	<b>Teitelbaum:</b> Chapters 12-13	<b>DUE October 15<sup>th</sup> @ 11:59pm</b> Related to Teitelbaum Chapter 12 - 13: <ul style="list-style-type: none"><li>• <b>Complete and Submit Quiz 8</b></li><li>• <b>Final Exam (Covers Chapters 1-14) opens Friday, October 15<sup>th</sup> at 6:00 am and closes at 11:59pm.</b></li></ul>

# Grading Rubrics

\*Found at the end of the syllabus.

## Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining factual knowledge (terminology, classifications, methods, trends). **Important**
2. Learning fundamental principles, generalizations, or theories. **Important**
3. Learning to apply course material (to improve thinking, problem solving, and decisions). **Essential**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. **Important**
5. Learning to analyze and critically evaluate ideas, arguments, and points of view. **Important**

**End of Syllabus**

## Discussion Board Rubric

Adopted from Barbara Frey's Rubric for Asynchronous Discussion Participation. Frey emphasizes that asynchronous discussion enhances learning. You are expected to share your ideas, perspectives, and experiences with the class. Evidence that you are reading, synthesizing, and refining your knowledge through the writing process will broaden the understanding of course content of your peers as well. Use the following feedback to improve your level of achievement.

Initial Response to Question Prompt: Discussion Board responses should demonstrate your familiarity with the reading material and concepts, understanding of the topic discussed and your ability to conduct additional relevant topic research and integrate the knowledge from the class material and other sources with your personal and professional experience. You are expected to cite and reference your sources of information in **APA format**; it might include the class textbook, lecture notes, and any other sources you find during your research activities for each lesson. For video responses, add reference as text or state your references out loud.

Responses/Feedback to (at least) Three Peers: Comments are constructive to classmates' postings, respectful communication style and overall active participation in the discussion board. Comments offer feedback with original thought (not just a reiteration of the original post).

Criteria	Not Addressed	Novice	Competent	Proficient	Exemplary
<b>Frequency Weight (5 points)</b>	<b>0 points</b> Does not participate.	<b>1 points</b> Participates 1-2 times on the same thread and/or on the same day.	<b>3 points</b> Participates 2-3 times on the same day.	<b>4 points</b> Participates 3-4 times on the same discussion and/or postings not distributed throughout week.	<b>5 points</b> Participates 4-5 times throughout the week.
<b>Primary Assignment Posting Weight (5 points)</b>	<b>0 points</b> Posts no assignment.	<b>1 point</b> Post lacks original content contribution to the discussion.	<b>3 points</b> Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	<b>4 points</b> Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	<b>5 points</b> Posts well developed assignment that fully addresses and develops all aspects of the task.
<b>Follow-Up Postings Weight (5 points)</b>	<b>0 points</b> Posts no follow-up responses to others.	<b>1 point</b> Repeats others comments/contributions.	<b>3 points</b> Posts shallow contribution or discussions (e.g., agrees or disagrees); does not enrich the discussion.	<b>4 points</b> Elaborates on an existing posting with further comment or observations.	<b>5 points</b> Demonstrates analysis of others; posts; extends meaningful discussion by building on previous posts.
<b>Content Contribution Weight (5 points)</b>	<b>0 points</b> Does not post any original content.	<b>1 point</b> Post information that is off-topic, incorrect, or irrelevant to discussion.	<b>3 points</b> Repeats but does not add substantive information to the discussion.	<b>4 points</b> Posts information that is factually correct; lacks full development of concept or thought.	<b>5 points</b> Posts factually correct, reflective and substantive contribution; advances discussion.
<b>References and Support Weight (5 points)</b>	<b>0 points</b> Includes no references.	<b>1 point</b> Does not cite references or supporting experience.	<b>3 points</b> Uses personal experience, but no references to readings or research. Relies heavily on internet resources.	<b>4 points</b> Incorporates some references from literature and personal experience using both internet and library resources.	<b>5 points</b> Uses references to literature, readings, or personal experience to support comments. Uses authoritative resources.

## Policy Analysis Assignment #1

Worth 50 points

**Objective:** The goal of this written assignment is to create a problem statement around a current health policy issue and build an outline for the policy analysis paper due two weeks from now. Please refer closely to Chapter 14 of the Teitelbaum and Wilensky textbook.

**Instructions.** Use this outline as a template to begin thinking about the paper you will be turning in in one week. Start to think about the answers to these questions. This assignment is meant as a way to brainstorm and walk through the policy analysis process. **Use a different ink color to answer the following questions. I want to see your notes, thoughts and ideas NOT yes/no answers!** See Page 2. Problem Statement Ideas/ Suggestions

### Policy Analysis Outline Template

**Step 1. Identify the Problem.** Introduce the problem you have researched and analyzed.

- Is my problem statement one sentence in the form of a question?
- Can I identify the focus of my problem statement?
- Can I identify several options for solving the problem?
- My problem statement is:

**Step 2. Provide Context/ Background.** Provide historical context by describing how the problem arose and outlining any previous efforts to address the problem.

- Why is there a need to address the problem?
- Who is your client? Who are you providing this information to? (this is hypothetical).
- Does my background include all necessary factual information? What are the most important facts about this issue?
- Does the information provided offer the reader a succinct but complete overview of the history of the problem?

**Step 3. Landscape.** Identify the key stakeholders/ and or key factors of previous efforts to address the policy. These are the individuals and groups likely to affect or be affected by new government policies taken in response to the issue under discussion.

- Who are the individuals/groups affected by this problem?
- Who are the individuals/ groups who have attempted to address the problem in the past?
- What are the views/ position of the various stakeholders?

**Step 4. Identify Policy Options.** Identify a set of policy options government might take to resolve the issue.

- List three potential options to address the problem statement. What can be done about the problem?

**Step 5. Assess Options.** Compare the policy alternatives outlined in the previous step.

Questions:

- What are the pros and cons of each option assessed?
- Are the options sufficiently different from each other to give the client a real choice? How are they different?
- Are all of the options within the power of my client? How so?

Step 6. **Propose Recommendations.** Recommend a policy action, based on your analysis of a set of alternatives.

- Is my recommendation one of the options addressed?
- Did I explain why this recommendation is the best option, despite its flaws?

Step 7: **Defend/support** your own personal position on the issues by citing supporting evidence.

- List the citations of *AT LEAST* three reliable resources?
- Have I searched the ASU library database for evidence?
  - <http://www.angelo.edu/services/library/>

## Problem Statement Ideas/ Suggestions

By refining the health policy problem/ issue, analysts are able to identify appropriate sources of health policy literature to support their analysis/critique. Policy “problems” that are too broad make identifying appropriate resources more difficult. I am available to assist students who have trouble selecting a policy problem/issue and/or finding source literature regarding public policies implemented for purposes of addressing such problems.

To get started, here are some examples of commonly issues in health and/or healthcare include, but are not limited to, any/all of the following:

- Access to health services
- Cost of healthcare
- Health insurance regulation
- Health manpower policy
- Human stem cell research
- Medicare/Medicaid policy
- Medical malpractice reform
- Medical marijuana policy
- Minority health / disparities
- Quality of healthcare

Another helpful resource for ideas:

Health Affairs: *Health Affairs* is the leading journal of health policy thought and research.

- Topic collection: <http://content.healthaffairs.org/cgi/collection>
- Policy Brief Archive: <http://www.healthaffairs.org/healthpolicybriefs/archives.php>

\*Note: You may use this as resource to help you with your topics; however, I expect ORIGINAL work and thought. You may not copy the ideas verbatim from the website. Assignments which failure to CITE sources is plagiarism and will receive a failing grade.

## Problem Statement TIPS

Identifying the Problem:

Answer the following questions to get started. Characterizing the data on the details of the problem or issue (get the specifics) help you refine your question.

- What is the problem you have identified?
- Who is being affected?
- What is the burden (how many people does it affect)?
- Frequency (how often does it occur)?
- Severity (how serious is the problem)?
- Scope (what are the range of outcomes affected)?
- Write a problem statement. (The statement should be in one sentence and the problem should be easily identifiable).

TIPS: It helps to define the problem or issue as specifically as possible—for example “lack of access to fresh fruits and vegetables” (instead of “obesity”) or “barriers to sustaining HIV treatment” (instead of “HIV/AIDS”).

A way to look for these is as contributing factors or risk factors in the literature on the public health problem. This level of specificity can help you understand how best to address the problem. In addition, it is also useful to frame the problem in a way that helps illuminate possible policy solutions. For example, “providing safe places for people to be physically active in their communities” (which has clear policy solutions) instead of “increasing physical activity” (where the policy options are not as clear).

# Policy Analysis Assignment

#1

**50 Points Total (10% of course grade)**

Criteria	Unacceptable	Acceptable	Good	Excellent
<b>Step #2 Problem Statement Weight 20%</b>	<b>0 %</b> Student did not follow instructions, no problem statement provided.	<b>70 %</b> Student partially followed instructions; Weak problem statement/ too broad.	<b>80 %</b> Problem statement on target but either too broad or too narrow.	<b>100 %</b> Student followed instructions perfectly provided a succinct and understandable problem statement.
<b>Step #3 Background Weight 10%</b>	<b>0 %</b> Student did not follow instructions, answers to questions not provided.	<b>70 %</b> Student partially followed instructions; Weak presentation of context/ factual data to support the problem.	<b>80 %</b> A few components missing; key contextual data components missing.	<b>100 %</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant contextual evidence for the problem.
<b>Step #4 Landscape Weight 10%</b>	<b>0 %</b> Student did not follow instructions, answers to questions not provided.	<b>70 %</b> Student partially followed instructions; Weak explanation of involved stakeholders.	<b>80 %</b> A few components missing; did not provide enough explanation to explain relevance of involved stakeholders.	<b>100 %</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant evidence concerning all stakeholders and their role.
<b>Step #5 Identify Options Weight 20%</b>	<b>0 %</b> Student did not follow instructions, answers to questions not provided.	<b>70 %</b> Student partially followed instructions; did not present three realistic/ evidence based policy options.	<b>80 %</b> A few components missing; did not provide enough explanation and supporting evidence for the three options presented.	<b>100 %</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant supporting evidence for three independent policy options.
<b>Step #6 Assess Options Weight 20%</b>	<b>0 %</b> Student did not follow instructions, answers to questions not provided.	<b>70 %</b> Student partially followed instructions; Weak assessment of policy options presented.	<b>80 %</b> A few components missing; did not provide enough explanation in comparing and contrasting each (3)	<b>100 %</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant supporting evidence for all policy options
<b>Propose Recommendations Weight 10%</b>	<b>0 %</b> Student did not follow instructions, answers to questions not provided.	<b>70 %</b> Student partially followed instructions; weak and vague policy recommendation.	<b>80 %</b> Student partially followed instructions; policy recommendation with weak rationale as to why it is the best course of action.	<b>100 %</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant justification for policy recommendation.
<b>Resources Weight 10%</b>	<b>0 %</b> 3 reliable resource citations not presented.	<b>70 %</b> Only 1 reliable resource citations provided.	<b>80 %</b> Only 2 reliable resource citations provided.	<b>100 %</b> 3 reliable/ evidence based resource citations provided.

## **HSP 4340: Healthcare Policy**

### **Policy Analysis Assignment #2**

Worth 100 points

Objective: The goal of this written assignment is to prepare a written policy analysis about a specific health problem.

Instructions: The analysis should include a general discussion of the policy problem/issue, including any formal definitions, terms, or measurement issue(s) that may apply. The analysis should also include a thorough discussion of the public policy history related to addressing the problem. Students should also be able to identify/classify different public policies based on the type of policy intervention involved, and very generally critique/evaluate the effectiveness (or lack thereof) of the various policy interventions.

#### **Step 1. Identify the Problem**

Instructions: Introduce the problem you have researched and analyzed. Whether the issue is universal health care, improved educational achievement or campaign-finance reform, you should identify a specific issue and articulate why it is important. Establish a set of criteria for resolving the problem in question. (For example, an increase in the number of people covered by health insurance represents a criterion for resolving the issue of the uninsured. Improved scores on standardized academic assessments and higher graduation rates from high schools would be criteria for improved achievement in education.)

Questions:

- Is my problem statement one sentence in the form of a question?
- Can I identify the focus of my problem statement?
- Can I identify several options for solving the problem?

#### **Step 2. Provide Context/ Background**

Instructions: Provide historical context by describing how the problem arose and outlining any previous efforts to address the problem. To detail the issue and any prior policy responses, use a range of sources, including books, articles from scholarly journals, previous policy analyses, government reports, legislative materials and news articles. Summarize the results of prior policy efforts.

Questions:

- Does my background include all necessary factual information?
- Have I eliminated information that is not directly relevant to the analysis?
- Does the information provided offer the reader a succinct but complete overview of the history of the problem?

#### **Step 3. Landscape**

Instructions: Identify the key stakeholders/ and or key factors of previous efforts to address the policy. These are the individuals and groups likely to affect or be affected by new government policies taken in response to the issue under discussion.

Questions:

- Who are the individuals/groups affected by this problem?
- Who are the individuals/ groups who have attempted to address the problem in the past?
- What are the views/ position of the various stakeholders?

#### **Step 4. Identify Policy Options**

Instructions: Identify a set of policy options government might take to resolve the issue. Be sure the options involve substantive policy measures aimed at the issue in question. This is a policy analysis, not a manifesto outlining broader social, economic or political changes. Your research on the issue and past policy actions will help you identify policy proposals and create new approaches for addressing the identified problem.

Questions:

- Do the options presented address the issue identified in the problemstatement?

### Step 5. Assess Options

Instructions: Compare the policy alternatives outlined in the previous step, applying the specified criteria. This forms the main body of your policy analysis research paper. Discuss how each alternative would meet the criteria for issue resolution identified in your introduction. Depending on the specific issue and the available data, compare policy alternatives with qualitative and quantitative methods of analysis. Quantitative methods are especially effective in weighing the anticipated costs and benefits of a policy proposal. Consider political factors as well; describe how the stakeholders would be affected by the various policy alternatives.

Questions:

- Are the pros and cons of each option assessed?
- Are the options sufficiently different from each other to give the client a real choice?
- Are all of the options within the power of my client?

### Step 5. Propose Recommendations

Instructions: Recommend a policy action, based on your analysis of a set of alternatives. Articulate reasons, supported by facts and evidence, why the policy proposal you have chosen would be the best avenue from addressing the issue in question.

Questions:

- Is my recommendation one of the options addressed?
- Did I explain why this recommendation is the best option, despite its flaws?

Step 6: **Defend**/support your own personal position on the issues by citing supporting evidence.

- Do I have AT LEAST three reliable resources?
- Have I searched the ASU library database for evidence?
  - <http://www.angelo.edu/services/library/>

### Step 7: Format/Write your Analysis

Instructions: The format of the final written analysis should be roughly similar to other formal literature review and analysis-types of papers: approximately 5-7 pages in length (excluding any appendices), typed, double-spaced, with appropriate referencing of source materials used (APA format).

- Have I followed APA formatting guidelines?
- Have I referred to the Purdue Online Writing Lab (OWL)
  - <https://owl.english.purdue.edu/owl/resource/560/01/>

\*\*\*The written policy analysis will be graded based on content, style, structure, grammar and spelling. Students should **meticulously proofread** their documents prior to submission, as poor grammar/style can result in substantial reductions in the grade for this assignment as much as lack of content.

Questions:

- Do I need help from the ASU WritingCenter?
  - [http://www.angelo.edu/dept/writing\\_center/](http://www.angelo.edu/dept/writing_center/)

Policy Analysis  
Assignment

#2

**100 Points Total  
(20% of course  
grade)**

Criteria	Unacceptable	Acceptable	Good	Excellent
<b>Step #2 Problem Statement Weight 20%</b>	<b>0 %</b> Student did not follow instructions, no problem statement provided.	<b>70 %</b> Student partially followed instructions; Weak problem statement/ too broad.	<b>80 %</b> Problem statement on target but either too broad or too narrow.	<b>100 %</b> Student followed instructions perfectly provided a succinct and understandable problem statement.
<b>Step #3 Background Weight 10%</b>	<b>0 %</b> Student did not follow instructions, answers to questions not provided.	<b>70 %</b> Student partially followed instructions; Weak presentation of context/ factual data to support the problem.	<b>80 %</b> A few components missing; key contextual data components missing.	<b>100 %</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant contextual evidence for the problem.
<b>Step #4 Landscape Weight 10%</b>	<b>0 %</b> Student did not follow instructions, answers to questions not provided.	<b>70 %</b> Student partially followed instructions; Weak explanation of involved stakeholders.	<b>80 %</b> A few components missing; did not provide enough explanation to explain relevance of involved stakeholders.	<b>100 %</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant evidence concerning all stakeholders and their role.
<b>Step #5 Identify Options Weight 20%</b>	<b>0 %</b> Student did not follow instructions, answers to questions not provided.	<b>70 %</b> Student partially followed instructions; did not present three realistic/ evidence based policy options.	<b>80 %</b> A few components missing; did not provide enough explanation and supporting evidence for the three options presented.	<b>100 %</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant supporting evidence for three independent policy options.
<b>Step #6 Assess Options Weight 20%</b>	<b>0 %</b> Student did not follow instructions, answers to questions not provided.	<b>70 %</b> Student partially followed instructions; Weak assessment of policy options presented.	<b>80 %</b> A few components missing; did not provide enough explanation in comparing and contrasting each (3)	<b>100 %</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant supporting evidence for all policy options
<b>Propose Recommendations Weight 10%</b>	<b>0 %</b> Student did not follow instructions, answers to questions not provided.	<b>70 %</b> Student partially followed instructions; weak and vague policy recommendation.	<b>80 %</b> Student partially followed instructions; policy recommendation with weak rationale as to why it is the best course of action.	<b>100 %</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant justification for policy recommendation.

<b>Resources &amp; Instructions</b> <b>Weight 10%</b>	<b>0 %</b> 3 reliable resource citations not presented. APA formatting guidelines not followed.	<b>70 %</b> Only 1 reliable resource citations provided. APA formatting guidelines loosely followed.	<b>80 %</b> Only 2 reliable resource citations provided. APA formatting guidelines loosely followed.	<b>100 %</b> 3 reliable/ evidence based resource citations provided. APA formatting with minimal mistakes.
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<sup>i</sup> <https://www.angelo.edu/student-handbook/>

<sup>ii</sup> <https://www.angelo.edu/catalogs/>

<sup>iii</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>iv</sup> <https://www.angelo.edu/services/disability-services/>

<sup>v</sup> <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

<sup>vi</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>vii</sup> [https://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)

<sup>viii</sup> <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>