CRN: 22293
Semester/year: Spring 2021
Graduate credit hours: 3
Professor name: Isabel Latz
Professor Email: iklatz@utep.edu
Office hours (via Blackboard Collaborate Ultra): Thursdays 11:30-12:30 PM

COURSE DESCRIPTION

This course includes discussion of essential public health services, health care systems, and relevant legislation and policies related to public health. It also outlines the public health policy process, from proposal to enactment, at the federal, state, and local levels, as well as examines organizational skills and basic principles, theories, and practices of administering public health programs in voluntary and governmental agencies.

CLASS FORMAT

1) Live lectures, Mondays 5:30 – 7:00 PM via Zoom
   • Links to the live lectures will be provided on Blackboard (BB)
   • Lecture lengths may be shorter than allotted time
   • Lectures will be recorded and posted on BB for students who are unable to attend
2) Reading/viewing of materials provided on BB prior to class
3) Written assignments
4) Mid-term paper
5) Final paper and oral presentation

REQUIRED TEXTBOOK

Essentials of Health Policy and Law – Third Edition
Authors: Joel B. Teitelbaum, Sara E. Wilensky
ISBN-10: 1284087549
SUPPLEMENTAL READING

To be provided in class and on Blackboard.

LEARNING OBJECTIVES

By the end of this course, students will be able to:
1.1 Describe the core functions of public health
1.2 Describe the 10 essential public health services and their financing
1.3 Describe public health policy development core functions
2.1 Describe public health emergency preparedness program capabilities
2.2 Discuss application of the Incident Command System and organization during an infectious disease emergency response
2.3 Apply principles of risk communication to inform community
3.1 Describe and differentiate public and private public health funding sources
3.2 Describe major federal agencies that fund public health
4.1 Discuss management practices in the administration of state/federal public health funded essential programs/services
4.2 Discuss leadership and management in public health practice
5.1 Describe the Rational Policy model process; identify and discuss a local ordinance, state and federal current laws that impact the health of the local community
5.2 Apply Rational Policy Model in the development of a draft public health related policy
5.3 Discuss the local health department’s procedures for public health advocacy
5.4 Analyze and discuss a current local ordinance/public health policy
6.1 Be familiar with local Community Health Assessment & Improvement Planning (CHA/CHIP)
7.1 Discuss scope of work necessary to address a prevention service gap identified in the CHA/CHIP
8.1 Describe the role and responsibilities of local public health surveillance, disease reporting, and law enforcement authority programs
9.1 Be familiar with national public health accreditation
9.2 Discuss Public Health Accreditation Board (PHAB) Domains and Standards of public health practice
10.1 Review and discuss the local health department’s application of quality improvement practices (charter, goals, and objectives)
10.2 Discuss benefits of root cause analysis in quality improvement
11.1 Assess the effectiveness of local public health risk management communication with the public and main stakeholders during an emergency response

LEARNING MODULES

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.
ASSESSMENT STRATEGIES

1. Written assignments
2. Textbook/other reading assignments
3. Oral presentations
4. Mid-term and final paper
5. Discussions requiring active participation during live lectures and on discussion boards

PROGRAM COMPETENCIES

This course meets the following MPH degree & graduate certificate in public health competencies

<table>
<thead>
<tr>
<th>Program Competencies (core competency area must be identified &amp; number according to that listed by the MPH program)</th>
<th>Learning objectives</th>
<th>Assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.</td>
<td>1.1, 1.2</td>
<td>1-5</td>
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<tr>
<td>2. Describe the legal and ethical bases for public health and health services.</td>
<td>1.3, 5.1</td>
<td>1,3,4,5</td>
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<td>3. Explain methods of ensuring community health safety and preparedness.</td>
<td>2.1, 2.2, 2.3, 8.1</td>
<td>1,3,4,5</td>
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<td>4. Demonstrate leadership skills for building partnerships.</td>
<td>4.2</td>
<td>3,4,5</td>
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<td>5. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.</td>
<td>1.3, 5.1, 5.2, 5.3</td>
<td>1,3,4,5</td>
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<td>6. Discuss the policy process for improving the health status of populations.</td>
<td>5.2, 5.3, 5.4</td>
<td>1,3,4,5</td>
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<td>7. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.</td>
<td>6.1, 8.1, 9.1, 9.2</td>
<td>1,3,4,5</td>
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<tr>
<td>8. Apply principles of strategic planning and marketing to public health.</td>
<td>7.1, 3.1, 3.2</td>
<td>1,3,4,5</td>
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<td>9. Apply quality and performance improvement concepts to address organizational performance issues.</td>
<td>6.1, 7.1, 10.01, 10.2</td>
<td>1,3,4,5</td>
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<tr>
<td>10. Communicate health policy and management issues using appropriate channels and technologies.</td>
<td>5.3, 11.1</td>
<td>1,2,3</td>
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### GRADING SCALE

- **A** (> 90%-exceptional graduate-level performance)
- **B** (80-89%-average graduate-level performance)
- **C** (70-79%-below average graduate-level performance)
- **D** (60-69%-unacceptable graduate-level performance)
- **F** (< 60%-very unacceptable graduate-level performance)

### GRADING COMPONENTS

- **Written homework assignments:** 10%
  - As specified on course calendar (p.10-11), Blackboard, and during lectures
- **Discussion board participation & peer feedback:** 25% *(discussion board: 20%, peer feedback for oral presentations: 5%)*
- **Mid-term paper:** 25%
- **Final paper & presentation:** 40%

### MID-TERM & FINAL PAPER

<table>
<thead>
<tr>
<th>Type</th>
<th>Expectations</th>
<th>Due date</th>
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</thead>
<tbody>
<tr>
<td>Mid-term (25% of Grade)</td>
<td><strong>Content/structure:</strong> Topics and structure provided in class/on BB</td>
<td>March 14 11:59 PM</td>
</tr>
<tr>
<td></td>
<td><strong>Format:</strong> Double-spaced, Times New Roman, 12-point font, normal page margins</td>
<td></td>
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<tr>
<td></td>
<td><strong>Length:</strong> 5-6 pages, excluding title page, tables, figures, other visuals, and references</td>
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<tr>
<td>Final paper &amp; presentation (40% of Grade)</td>
<td><strong>Policy analysis paper</strong>&lt;br&gt;<strong>Content/structure:</strong> Topics and structure provided in class/on BB&lt;br&gt;<strong>Format:</strong> Double-spaced, Times New Roman, 12-point font, normal page margins&lt;br&gt;<strong>Length:</strong> 10-11 pages, excluding title page, table of contents, tables, figures, other visuals, and references</td>
<td>April 25 11:59 PM  (Presentation slides)&lt;br&gt;May 9 11:59 PM  (Final paper)</td>
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*Specific grading criteria for mid-term and final paper will be shared on BB*
GUIDANCE FOR DISCUSSION BOARD POSTS

- Students will be asked to add 1 comment or question and 1 response to another student to each weekly discussion board.
- **Unless otherwise specified, discussion board comments or questions are always due on THURSDAYS at 11:59 PM and responses to another student are due on SUNDAYS at 11:59 PM.** Late discussion board posts will be subject to point reduction.
- **For week 1, please introduce yourself in your discussion board post** – there is no need to respond to another student for this week but you are welcome to do so.
- Your discussion board participation accounts for 20% of your grade.
- Comments, questions, and responses need to demonstrate some level of engagement with the class materials. For instance, it is not sufficient to just agree/disagree with another student, but in addition, a reasoning behind the agreement/disagreement would be required. Similarly, if you are asking a question, please explain what led you to ask this question. Otherwise, there are no specific length requirements for a post, as long as they meet these requirements. Failing to meet these requirements will result in a lower score for your discussion board posts.

GUIDANCE FOR OTHER WRITTEN ASSIGNMENTS

Will be provided on Blackboard and during live lectures.

DEADLINES AND POLICY FOR LATE ASSIGNMENTS

Due dates for assignments and papers are specified in the course calendar and on BB. No late work will be accepted if the reason is not considered excusable and may be subject to point reduction. **Should you require an extension for an assignment for a legitimate reason, please contact me ahead of time to ask for an extension.**

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.
If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

COURSE COMMUNICATION
How we will stay in contact with each other

- **Weekly live lectures** via Zoom
- **Office Hours** via BB Collaborate Ultra
- **Email**: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name
- **Discussion Board** posts
- **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

GUIDELINES FOR ONLINE COMMUNICATION

As we know, sometimes communication online can be challenging. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect polite consideration of other’s ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to
create a community of learners. Participation is determined by completion of the following activities:

- **Reading/Viewing** all course materials to ensure understanding of lecture content and assignment requirements
- **Participating in engaging discussion** with your peers on the discussion boards and/or during live lectures
- **Completion of mid-term paper, final paper, oral presentation, and other written assignments**

→ Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

**COURSE DROP POLICY**

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

If you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

**INCOMPLETE GRADE POLICY**

An “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

**ACCOMODATIONS POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation
based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

COVID-19 ACCOMODATIONS

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities (*none scheduled for this class*). Apply at cassportal.utep.edu and fill out a three-question application. You will be scheduled to meet with disability coordinator to discuss your unique situation.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

CLASS RECORDINGS

The use of recordings will enable students to have access to live lectures they are unable to attend. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.
COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection. Wear face coverings when in common areas of campus or when others are present.

COURSE RESOURCES
Where you can go for assistance

Technology Resources
- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources
- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Projects</th>
<th>Assignments</th>
<th>Due date</th>
</tr>
</thead>
</table>
| **Week 1**  
Jan 25 | Welcome & introductions; Overview of course topics & format; overview of syllabus; overview of mid-term & final paper | 1. Discussion board participation | 1. Sunday, Jan 31, 11:59 PM |
| **Week 2**  
Feb 1 | Why laws & policies matter; Health in All Policies; Public Health in the 21st Century; Conceptual frameworks for studying health policy & law; initial choices for mid-term paper | 1. Textbook Ch. 1 & materials on BB  
2. Initial choice for mid-term paper  
3. Discussion board participation | 1. Prior to class  
2. Sunday, Feb 7, 11:59 PM  
3. Thursday, Feb 4 (comment) & Sunday, Feb 7 (response) |
| **Week 3**  
Feb 8 | Policy and policymaking; influential institutions; public health policy development; funding sources; leadership & management; choice for mid-term paper | 1. Textbook Ch. 2 & materials on BB  
2. Final choice for mid-term paper  
3. Discussion board participation | 1. Prior to class  
2. Sunday, Feb 14, 11:59 PM  
3. Thursday, Feb 11 (comment) & Sunday, Feb 14 (response) |
| **Week 4**  
Feb 15 | Law and the legal system; Overview of the U.S. Healthcare system; Overview of essential public health departments; core functions of public health & 10 essential services | 1. Textbook Ch. 5 & materials on BB  
2. Written assignment  
3. Discussion board participation | 1. Prior to class  
2. Sunday, Feb 21, 11:59 PM  
3. Thursday, Feb 18 (comment) & Sunday, Feb 21 (response) |
| **Week 5**  
Feb 22 | PH emergency preparedness programs; Incident Command system; Principles of risk communication; Local Community Health Assessment & Improvement Planning (CHA/CHIP); How to write a policy analysis | 1. Textbook Ch. 14 & materials on BB  
2. Discussion board participation | 1. Prior to class  
2. Thursday, Feb 25 (comment) & Sunday, Feb 28 (response) |
| **Week 6**  
Mar 1st | Policy analysis examples; Rational policy model process; Local ordinances, state, & federal laws impacting health of local community; initial choices for final paper | 1. Textbook Ch. 6 & materials on BB  
2. Initial choice for final paper  
3. Discussion board participation | 1. Prior to class  
2. Sunday Mar 7, 11:59 PM  
3. Thursday, Mar 4 (comment) & Sunday, Mar 7 (response) |
| **Week 7**  
Mar 8 | Social determinants of health; the role of socio-demographic and environmental factors in health and life opportunities; Choice for final paper (policy analysis) | 1. Textbook Ch. 6 & materials on BB  
2. Final choice for final paper  
3. Mid-term paper due  
4. Discussion board participation | 1. Prior to class  
2. Sunday, Mar 14, 11:59 PM  
3. Sunday, Mar 14, 11:59 PM  
4. Thursday, Mar 11 (comment) & Sunday, Mar 14 (response) |

**Spring Break (Mar 15-19) – Enjoy your break!**

| **Week 9**  
March 22 | Understanding health insurance; Health economics in a health policy context; Guidance for policy analysis paper & oral presentations | 1. Textbook Ch. 8&9 and materials on BB  
2. Discussion board participation | 1. Prior to class  
2. Thursday, Mar 25 (comment) & Sunday, Mar 28 (response) |
| Week 10  | March 29 | Health reform in the United States; US Health care system in a global context; local public health risk management | 1. Textbook Ch. 10 & 11 and materials on BB  
2. Written assignment  
3. Discussion board participation | 1. Prior to class  
2. Sunday April 4, 11:59 PM  
3. Thursday, April 1 (comment) & Sunday, April 4 (response) |
|--------|---------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
2. Discussion board participation | 1. Prior to class  
2. Thursday, April 8 (comment) & Sunday, April 11 (response) |
| Week 12 | April 12 | Healthcare quality policy & law; Local public health surveillance; National public health accreditation; quality improvement; root cause analysis; status update of policy analysis papers | 1. Textbook Ch. 12 & materials on BB  
2. Discussion board participation | 1. Prior to class  
2. Thursday, April 15 (comment) & Sunday, April 18 (response) |
| Week 13 | April 19 | Public Health Preparedness Policy; Local public health surveillance, reporting, & law enforcement authority programs; guidance for peer feedback on oral presentations | 1. Textbook Ch. 13 & materials on BB  
2. Presentation slides  
3. Discussion board participation | 1. Prior to class  
2. Sunday, April 25 11:59 PM  
2. Thursday, April 22 (comment) & Sunday, April 25 (response) |
| Week 14 | April 26 | Oral presentations for policy analysis & in-class discussion & feedback | 1. Peer feedback on oral presentations | 1. Sunday, May 2nd 11:59 PM |
| Week 15 | May 3   | Oral presentations for policy analysis & in-class discussion & feedback | 1. Peer feedback on oral presentations | 1. Sunday, May 9 11:59 PM |
| Week 16 | May 10  | ***No live lecture this week*** | **1. Final paper (policy analysis)** | **1. Sunday, May 9, 11:59 PM** |

*Please note, this calendar is tentative and subject to potential changes/additions.*