A. Description of Course Content

Historical, current, and projected national and local health policies and roles of providers and consumers of health care examined; service demands, economic, access, and regulatory issues analyzed; relationships between governmental, voluntary, and commercial sectors studied; analytic frameworks for the understanding and development of policies developed. Prerequisite: SOCW 5303.

B. Student Learning Outcomes

CSWE EPAS Practice Competencies and Behaviors taught, practiced, and assessed in this course:

<table>
<thead>
<tr>
<th>Practice Competency and Behaviors (in parentheses)</th>
<th>Taught/Practiced</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP 2.1.1 - Identify as a professional social worker and conduct oneself accordingly (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.2 - Apply social work ethical principles to guide professional practice (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.4 – Engage diversity and difference in practice (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.5 – Advance human rights and social and economic justice (1 and 2)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.6 – Engage in research-informed practice and practice-informed research (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.7 Apply knowledge of human behavior and the social environment (2)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.9 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services (1 and 2)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.109(a) – Engagement (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.109(b) – Assessment (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.109(c) – Intervention (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
</tbody>
</table>
By the end of the semester, students should be able to demonstrate the following practice behaviors, comprised of knowledge, values, and skills:

1. Identify the history of health and health care policy in the United States (U.S.), particularly as it has resulted in disparate health care access and health outcomes across race, class, gender, sexual orientation, socioeconomic status, etc.
2. Integrate theories and conceptual frameworks to assess the variety of factors influencing the evolution of U.S. health care policy evolution over time such as competing value bases, power, and economics.
3. Utilize theories and conceptual frameworks to analyze health care policy, particularly as it advances social and economic justice in relation to health care access and health outcomes.
4. Apply evidence-based knowledge to inform appraisal of health care policy and health outcomes.
5. Assess ethical issues for social workers in relation to health care policy and health outcomes.
7. Integrate multiple knowledge bases (including evidence-based knowledge, theory, and ethics) to propose health care policy reforms that reduce health disparities.

C. Required Textbooks and Other Course Materials

There is no required textbook for this course. Required readings are available on Blackboard. Readings for each week are posted under the week’s learning module. Please notify the instructor immediately if a file is not active or missing.

All students are expected to complete assigned readings before each class so they can contribute to class activities and discussion in meaningful ways. Not every article will be discussed in elaborate detail, but should serve as a background for which the class topic is based. As a student in an advanced graduate course, it is typical to expect between 75-100 pages of assigned reading per week. Given the large volume of reading that accompanies this class, it is also expected that at this point in your academic career you can apply the skill of “read smarter, not harder.” You will not be tested on the facts or details of the assigned readings, and in most cases it is unrealistic to expect to read each text from beginning to end. I strongly encourage you to keep in mind the importance of “reading with purpose.” When completing each reading, focus on the organization of the article, the headers, chapter headings, and bullet points. Focus on developing an understanding of the general ideas behind each text. Rather than taking notes on the facts in a given text, for each article consider jotting down the discussion ideas and questions that come to mind and bring those notes to class each week. Finally, focus your reading time on those topics where you feel your understanding is weakest. If you find yourself with reduced reading time in a given week, remember that skimming is always better than skipping the reading altogether.

D. Additional Recommended Textbooks and Other Course Materials

If you have not done so already, it is recommended that you purchase the Publication Manual of the American Psychological Association. In addition, the following textbooks are recommended:


Suggested Media:

1. A major national news outlet such as the New York Times, Los Angeles Times, Washington Post, USA Today, or the Wall Street Journal. Each of these newspapers has a website that allows free access to online articles, though you may be limited to a certain number of articles per day/week/month. You can also explore signing up for daily emails such as Today’s Headlines, although similar restrictions on the number of free articles may apply. If you find yourself reaching your limit of free articles, you can choose to alternate reading the different news sources. Finally, you can choose to purchase a digital or print subscription (where available) if you prefer.

2. Google Alerts: This is a free service that allows you to monitor the web for interesting new content. Choose up to three current health policy topics of your interest (e.g. mental health, Affordable Care Act, immigrant health care, HIV/AIDS) and create alerts. Be careful with creating an alert that is either too narrow or too broad—for example, “mental health” may generate an overwhelming amount of alerts as compared to “children’s mental health.” At the same time, specific names or locations may limit your alerts excessively. You may need to adjust your Google Alerts as the class progresses based on the alerts you are receiving. Information on creating the alerts can be found at https://www.google.com/alerts

3. Local newspaper such as the Fort Worth Star-Telegram or Dallas Morning News

4. “All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via KERA-FM (90.1). A weekly radio schedule is available at http://www.kera.org/radio/schedule/

5. CNN News and Policy discussions

6. Evening Network News – (CBS, ABC, NBC)

7. You may subscribe to emails from the Kaiser Family Foundation: http://kff.org/email/. Specifically, when presented with a list of your different email subscription options, you should subscribe to:
   a) The “KHN Morning Briefing” news.
   b) Topic-based Emails: select 1-2 that most interest you (Medicaid, Women’s Health Policy, Uninsured, etc.)

E. Descriptions of Major Assignments and Examinations

This course will encourage new ideas and insights related to health disparities and health care policy. During the course, students may agree or disagree with course content, and you will be challenged to consider (and sometimes endure) ideas counter to your own. Students are required to treat each other, and the instructor, with respect and civility.

Each session will include a combination of lecture, discussions, and classroom exercises. All students are expected to contribute actively to the classroom through quizzes and class activities, discussion questions, dialogue and class readings. Depending on the week, guest speakers will be invited for a portion of the class to present on a relevant topic.

Detailed guidelines and grading rubrics for each assignment will be provided on Blackboard.

Current Event or Special Topics: Preparation and Presentation (10% of total grade):

An essential element of most upper-level graduate seminars is creating opportunities for student leadership within the class. Early in the semester, you will be asked to select one of the topics in Modules 9 to 13 or Current Event. You will be grouped according to your interest, and each group will co-facilitate class on that given day. As a group, you will facilitate the discussion around the readings for your given module or Current Event. My role on those days will be to facilitate additional discussion issues or questions not directly addressed by the reading assignments or to get the discussion back on track if it wanders too far off topic.

Health Care Policy Analysis and Reflection (35% of total grade):

Engaging in health care policy analysis is a difficult task, but of critical importance to understand how health
policy decisions are made. Healthy policy decisions are not usually the result of rational discussions and evaluations of how to achieve health-related goals, and these decisions are typically made in highly political environments. Engaging in health care policy analysis is therefore not merely a matter of thinking rationally and logically about how to achieve a particular objective, but also requires an understanding of political influences, values placed on the health of different groups, and public opinion on how to provide health care and who should pay for it.

Ginsberg and Miller-Cribbs (2005) discuss four types of policy analysis frameworks in their chapter (see Learning Module 5) - descriptive, process, evaluation, and hybrid models. Please note that these are types of models, but you will select one of the models that fall into this typology. Ginsberg and Miller-Cribbs provide examples of several different models or frameworks for each type. You will select a current health policy (local, state, or federal) and analyze it using one of the specific frameworks from within one of these four types. You may wish to access additional resources from the authors of the specific model or framework you select.

In determining the framework you will utilize, consider the audience who would read this policy. It is up to you to decide who would ultimately benefit from reading your analysis. Is your policy analysis intended to be read by the Legislative Analyst of a local hospital to determine what position to take on legislation that could help or hurt the interests of the hospital and its staff? The Director of the local public health department assessing how a new law will impact preventive care for an indigent population? The Program Director of Health Outreach services at a local nonprofit trying to determine which community programs will make the most impact? The Grants Officer of a national agency responsible deciding how to allocate funding for health services and research?...? In the words of Dr. Chris Kilgore, Writing Resource Coordinator, assume that “Your audience members all have access to Google. Your policy analysis must give them something more helpful than they could find online – you need your own analytical conclusions, and your own argument!”

Your paper will be submitted in four stages: (1) a proposal of your policy topic; (2) first submission of your completed paper; (3) a peer review of your paper; and (4) an optional resubmission that incorporates feedback from your peer reviews as well as any additional feedback from the instructor.

**Part I: Health Care Policy Analysis - Paper:**

This first part of this assignment should be approximately 5-7 pages in length. The actual length may vary depending on the framework you select. Use the key elements of the framework to analyze the policy, keeping in mind that the goal of your analysis is to assist your audience in understanding the policy and confidently making critical decisions based on their understanding.

**Part II: Health Care Policy Analysis - Reflection**

The second part of this assignment should be approximately 3-5 pages in length. You can choose to integrate it as a second section to your analysis paper or submit it separately. After analyzing the policy using the key points of the policy analysis framework as your guide, respond to the following four questions:

1. Why did you pick the policy framework you did?
2. What are the merits and challenges of the framework you outlined to understand your policy issue? Explain how the framework could be strengthened for optimal policy analysis.
3. Given the analysis you conducted, elaborate on the stakeholders involved in your analysis – who are the policy beneficiaries and victims (e.g. explicit vs. implicit beneficiaries)? Who stands to benefit from the policy, and for whom might the policy cause problems? Refer to your analysis as well as the readings from class (particularly Module 5) to support your points.
4. Think back to the audience you envisioned for your analysis paper, and how they might apply your analysis.
   1. Describe the audience for your analysis (role, type of organization, job responsibilities, political ideology, etc.). This does not need to be an actual individual or organization, but you may wish to base this on your professional experiences in order to ensure that your description is as realistic as possible.
   2. What specific recommendations would you make to your audience about how this policy might benefit or harm their clients, staff, or organization? For example, if your audience is a Hospital Administrator of a
local hospital, what specific recommendations do you have about their budgetary or staffing decisions? Try to anticipate their counterarguments when formulating your recommendations.

**Websites for Potential Policy Topics:**

- American Public Health Association: [http://www.apha.org/advocacy/](http://www.apha.org/advocacy/)
- Centers for Disease Control and Prevention: [http://www.cdc.gov](http://www.cdc.gov)
- Institute of Medicine: [http://www.iom.edu/](http://www.iom.edu/)
- Kaiser Family Foundation: [http://kff.org](http://kff.org)
- Texas Department of State Health Services: [https://www.dshs.state.tx.us/](https://www.dshs.state.tx.us/)
- Urban Institute: [http://www.urban.org/health_policy/](http://www.urban.org/health_policy/)

**Media Response to Health Care Policy Issue (10% of total grade):**

Identify a health care policy issue related to health disparities/social justice in the media. Monitor the media coverage of this issue during the semester. Formulate a persuasive and evidence-based response in a creative format. These can include more “traditional” responses, such as: (1) letter to the editor, (2) editorial, or (3) letter to your state legislator, or (4) memo. However, given the influence of digital media on advocacy, you are also encouraged to think creatively and consider a more innovative format, such as a: (1) YouTube video, (2) Twitter campaign, (3) Facebook page, (4) Infographic, (5) Podcast, etc. You are not limited to these ideas, and are free to pursue a different media format. I am happy to review any alternatives to these options.

You must submit the media response to a media outlet or legislator, but you will not be graded on whether it is published or how it is received. (Social media formats can be submitted by tagging/mentioning media outlets. You can search online for ideas on how to accomplish this.) Keep in mind your intended audience as you develop your media response. Written responses must be limited to one-page and videos to three minutes.

You have the option to work on this assignment as an individual or as a group. Please note that if you decide to work on this assignment as a group, each individual must still submit the assignment (even if it’s identical to your other group members) through Blackboard.

**Health Care Policy Recommendation Presentation (15% of total grade):**

In a brief presentation, provide an overview summarizing the main point of your policy analysis and recommendations. Include the following information in the presentation:

- Topic and prevalence of issue: what is the issue and who is affected?
- Identify the related policy
- Identify the policy interventions/programmatic changes that you are recommending
- Identify unintended or indirect costs and benefits of your policy recommendation
- Identify the most surprising or startling piece of information that you uncovered while researching the policy and attendant issue

PowerPoint slides are not required for this presentation but can be use, as well as other visual aids. Please limit slides to 10 and limit the presentation length to 15 minutes.
Though not required, you are encouraged to provide 1-2 relevant handouts. This is a great opportunity to pass out rough draft of your Recommendation Statement and obtain feedback.

**Health Care Policy Recommendation Statement (30% of total grade):**

Based on your analysis of the health policy in the health policy analysis paper, advocate for a policy response based on your knowledge and research of the issue. Explain your recommendation and the specific action steps necessary for implementation. The recommendation statement should be 2-3 pages in length. You will submit this in PDF format.

Several examples are included in Blackboard. An effective statement will include the following characteristics:

- Clear purpose that is expressed immediately
- Cohesive argument that persuades the reader of the importance of the issue
- Substantive evidence
- Authorial credibility
- Addresses specific content
- Addresses needs of the target audience
- Provides action recommendations
- Offers clear and feasible recommendations
- Presents the author’s own views on the policy implications based on research
- Distinguishes fact from opinion
- Is accessible and free of jargon
- Simple and focused
- Concise
- Visually engaging
- Well organized

**F. Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

Attendance is not taken in this class. Each class missed is a significant loss of instruction and can affect your grade. I encourage you to maximize the learning opportunity by attending classes and participating in class discussions. Attendance is helpful for class participation and will be taken into consideration when accepting late assignments or determining final grades.

**G. Grading**

All papers must be grammatically correct using APA style. An excellent APA resource is online at the OWL Purdue website: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/). Papers with many grammatical errors and misspellings will not receive a satisfactory grade.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Event or Special Topics: Preparation and Presentation</td>
<td>By 5:00pm on day prior to scheduled presentation.</td>
<td>10% of grade</td>
</tr>
<tr>
<td>Health Care Policy Analysis: Proposal</td>
<td>September 26</td>
<td>35% of grade</td>
</tr>
<tr>
<td>Paper Submission</td>
<td>October 17</td>
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<tr>
<td>Peer Review</td>
<td>October 31</td>
<td></td>
</tr>
<tr>
<td>Resubmission (optional)</td>
<td>November 7</td>
<td></td>
</tr>
<tr>
<td>Media Response to Policy Issue</td>
<td>November 14</td>
<td>10% of grade</td>
</tr>
<tr>
<td>Health Care Policy Recommendation Presentation</td>
<td>December 4</td>
<td>15% of grade</td>
</tr>
<tr>
<td>Health Care Policy Recommendation Statement</td>
<td>December 11</td>
<td>30% of grade</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Course Grading Scale.**

The following scale will be used for calculating an overall course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
<td>100 - 90</td>
</tr>
<tr>
<td>B</td>
<td>89% - 80%</td>
<td>89 - 80</td>
</tr>
<tr>
<td>C</td>
<td>79% - 70%</td>
<td>79 - 70</td>
</tr>
<tr>
<td>D</td>
<td>69% - 60%</td>
<td>69 - 60</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>59 - 0</td>
</tr>
</tbody>
</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

**H. Make-Up Exams**

Late assignments will be accepted on a case-by-case basis depending on individual circumstances, and may receive a penalty of up to 10% of the final grade per day late. Individual circumstances taken into account include a documented medical emergency, class attendance and participation, and overall effort in prior assignments.

**I. Course Schedule**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.
The materials for this course are loosely structured according to the following guidelines:

- Modules 1-6: Introduction and Overview; Theoretical and Analytic Frameworks; Advocacy
- Modules 7-9: Affordable Care Act
- Modules 9-13: Special Topics in Health Care Policy

There are several topics covered in Modules 9-13 and it would be unreasonable to expect that you will develop a deep understanding in each of the different Special Topic areas we discuss.

A reasonable expectation is that, by the end of this course, you will feel comfortable understanding media coverage and policy analyses related to each of these Special Topics. However, if you feel yourself becoming overwhelmed with the breadth of the material, I strongly suggest you focus the majority of your reading time on one or two Special Topics that pique your interest.

<table>
<thead>
<tr>
<th>Learning Module 1</th>
<th>Introduction to the U.S. Health Care System</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4/17</td>
<td>1. Overview and history of U.S. health care system</td>
</tr>
<tr>
<td></td>
<td>2. Underlying values of the U.S. health care system</td>
</tr>
<tr>
<td></td>
<td>3. Financing of the U.S. health care system</td>
</tr>
</tbody>
</table>

**Required Readings:**

<table>
<thead>
<tr>
<th>Learning Module 2</th>
<th>Overview of U.S. Health Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/11/17</td>
<td>1. Overview and history of health care policy</td>
</tr>
<tr>
<td></td>
<td>2. Health care policy and the role of social work</td>
</tr>
<tr>
<td></td>
<td>3. International comparative analysis of U.S. health care policy</td>
</tr>
</tbody>
</table>

**Required Readings:**
1. Ch. 1 - The development of health care policy (pp. 3 – 21)  
2. Ch. 3 – Health Care Insurance (pp. 46 – 62)  
<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
| 3               | 9/18/17 | Health Disparities in U.S. - An Issue of Health Equity               | 1. Introduction to health disparities and health equity  
2. Sources of health disparities  
3. Implications of health disparities for health outcomes  
4. Documentary film - “Unnatural Causes...Is Inequality Making Us Sick?”  

   **Required Readings:**  
| 4               | 9/25/17 | Theoretical Framework for Understanding Health Disparities           | 1. Life Course Framework  
2. Critiques of the Life Course Framework  

   **Required Readings:**  
| 5               | 10/2/17 | Frameworks for Policy Analysis                                     | 1. Overview of policy analysis frameworks  
2. Theoretical frameworks informing health care policy formation  

   **Required Readings:**  
1. Ch. 1: Social welfare policy and underlying values (pp. 1 – 26)  
2. Ch. 6: Applications in Nonrational Policy Analysis (pp. 137 – 171) |
| 6               | 10/9/17 | Advocacy and Effective Communication in Policy Practice            | 1. Effective communication of a policy position  
2. Critiques of policy briefs  

   **Required Readings:**  
1. Ch. 7 – Influence through lobbing (pp. 108 – 127)  
2. Ch. 8 – Tools to influence and organization others (pp. 123 – 143)  
<table>
<thead>
<tr>
<th>Learning Module 7</th>
<th>10/16/17</th>
</tr>
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<tbody>
<tr>
<td><strong>The Affordable Care Act (ACA) and Social Work</strong></td>
<td></td>
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<tr>
<td>1. Rationale for policy reform</td>
<td></td>
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<tr>
<td>2. Policy overview</td>
<td></td>
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<tr>
<td>3. ACA and social work</td>
<td></td>
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<tr>
<td><strong>Required Readings:</strong></td>
<td></td>
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<tr>
<td><strong>DUE: 10/17/17 11:59pm, Assignment Due:</strong> Health Policy Analysis: Paper Submission</td>
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<thead>
<tr>
<th>Learning Module 8</th>
<th>10/23/17</th>
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<tbody>
<tr>
<td><strong>The Affordable Care Act (ACA), cont.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Financing the ACA</td>
<td></td>
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<tr>
<td>2. Information management systems and electronic record keeping</td>
<td></td>
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<tr>
<td><strong>Required Readings:</strong></td>
<td></td>
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<tr>
<td><strong>DUE: 10/26/17 11:59pm, Assignment Due:</strong> Health Policy Analysis: Paper Submission</td>
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<table>
<thead>
<tr>
<th>Learning Module 9</th>
<th>10/30/17</th>
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<tbody>
<tr>
<td><strong>Special Topics: Community-based Health Care and Policy Solutions</strong></td>
<td></td>
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<tr>
<td><strong>Required Readings:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DUE: 10/31/17 11:59pm, Assignment Due:</strong> Health Policy Analysis: Peer Review</td>
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<table>
<thead>
<tr>
<th>Learning Module 10</th>
<th>11/6/17</th>
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</thead>
<tbody>
<tr>
<td><strong>Special Topics: Immigration, Acculturation, and Health Care Policy</strong></td>
<td></td>
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<tr>
<td><strong>Required Readings:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DUE: 11/7/17 11:59pm, Assignment Due:</strong> Health Policy Analysis: Resubmission (OPTIONAL)</td>
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<tr>
<td>Learning Module</td>
<td>Date</td>
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<td>----------------</td>
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</tr>
<tr>
<td>14</td>
<td>12/4/17</td>
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</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page..................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians...................... http://www.uta.edu/library/help/subject-librarians.php
Course Reserves........................ http://pulse.uta.edu/vwebv/enterCourseReserve.do
Connecting from Off-Campus........ http://libguides.uta.edu/offcampus
Ask a Librarian........................ http://ask.uta.edu

N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the
stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

R. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. **For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.**

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:
I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.