

Syllabus for HWM 755 Health Policy and Action

Important Note: This syllabus document contains the basic information of this course. The most current syllabus is available in the full course.

Course Description

Students will examine the role of government agencies in shaping health policy and health equity. Students will analyze current federal, state, and local regulations and impacts on health outcomes as well as understand healthcare systems and insurance. Students will evaluate potential providers and contracts. An emphasis will be placed on ethical principles, social responsibility and diversity, equity, and inclusion (DEI).

Prerequisite

none

Course Learning Outcomes

At the end of the course, students should be able to:

1. Analyze current federal, state and local regulations and how they influence health outcomes.
2. Evaluate potential providers and the documents necessary to contract their services.
3. Apply principles of ethics and social responsibility in wellness management decisions.
4. Describe the different sources of law and where those sources fall within the legal hierarchy and with specific attention to contract law and regulatory law.
5. Compare and contrast “medical care” or “health care” versus “wellness” and the role of licensed health care practitioners and unlicensed wellness professionals as well as describe the relevance of various credentials for wellness professionals and the consequences of little wellness regulation.
6. Identify the utility of different wellness policies and evaluate sample wellness policies to determine best practices.
7. Evaluate corporate ethical and socially responsible behavior by applying ethical principles to various corporate conduct.
8. Solve a wellness bias problem through identifying alternative approaches to achieving broader wellness goals, such as through incorporating social and structural determinants of wellness approaches.
9. Apply negotiation skills to improve wellness initiatives based on concepts learned in the course.

Course Requirements

Readings/Viewings:

Readings come from the textbook, an additional print resource, articles, the websites of researchers and other reputable institutions and organizations, and documentaries and other videos embedded in the course.

Participation in Discussions:

Your instructor strives to foster an inclusive, comfortable environment where students are encouraged to participate, whether this comes in the form of class discussions, small group activities, or simply personal engagement with the material. Students bring with them a rich diversity of experiences and perspectives. Sharing your views and ideas in class is encouraged as it often adds to the richness of the learning environment and in some cases may spark thoughtful discussion or debate. Differences of opinion are to be expected, but students must be respectful of their fellow students (and instructor) regardless of how you may view their opinions.

Below are guidelines and grading criteria for course discussions:

- You are encouraged to log in at least three times during the week rather than complete the material in one day at the beginning or end of the week.
- Posts should be evenly distributed during the week that you have an assigned discussion. Generally, you should post a meaningful response to the discussion/topic early in the week and read your peers' posts and write at least two thoughtful responses to these posts later in the week.
- Depending on the prompts for each discussion, your original post might be several paragraphs long, but your response posts to your peers should be a minimum of one paragraph and a maximum of two paragraphs in length.
- Avoid posts that are limited to "I agree," "great idea," etc. If you agree (or disagree) with a post, then explain your opinion with concepts from the readings or cite a related example or experience.
- Address the questions/topics as much as possible; don't let the discussion stray.
- Look for opportunities to build on others' responses.
- When possible, mention related prior knowledge (e.g., work experience, coursework, readings) and use quotes from articles that support your posts (include appropriate references).

Assignments:

The assignments provide the opportunity to apply the skills and knowledge required for the successful completion of the course. Assignments must be well organized, use a scholarly tone, follow APA style, be consistent with graduate-level writing/communication style, and be turned in on time. Check your grades for feedback on assignments, and refer to the course calendar for all due dates.

Policy on Late Assignments:

Students are expected to submit assignments by the due dates noted in the course. In extenuating circumstances, the student must contact the instructor as soon as possible to discuss the situation. In those circumstances, the appropriate course of action will be discussed. If work is late, it will have a reduced score.

Grading Policy

Study Questions (4)	80
Discussions (13)	260
Assignments (10)	200

Fishbowl Discussion Activity

20

Total

560 Points

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F -