

**PSC 663-001**  
**Health in All Policies**

**Monday 4-6:30pm**  
**Bidgood 310**

Instructor: Dr. Dana Patton

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Office Hours: By appointment via Zoom. I am not meeting with students in my office due to COVID-19.

**Course Description**

Public health practitioners, researchers, and policymakers have long known that providing access to health care and engaging in traditional public health activities are necessary to improve health, but they are not sufficient. Improving health requires a multi-faceted approach across sectors and levels of government, and attention to the health effects of all policymaking. Health equity is an important focus of Health in All Policies (HiAP), thus we begin with an examination of the social determinants of health and health disparities in this course. We examine the origins of HiAP in a global context, but the focus of this course is on HiAP in the United States. We focus primarily at the state and local level, but recent federal efforts (National Prevention Strategy) through the Affordable Care Act are also examined. The approach of this course is practice-based and will primarily utilize case studies of state and local efforts in HiAP, government reports, and some academic research for required reading. Practical instruction in areas such as convening multi-sector task forces, reforming state and local law, conducting Health Impact Assessments, identifying and engaging stakeholders, and creating capacity-building plans, and more will be a primary focus of this course to prepare MPA students to contribute to or institute HiAP in their future careers. All policy is health policy.

## **Learning Objectives**

By the end of this course, student will be able to:

- Understand how the social determinants of health contribute to health disparities in the United States;
- Apply a Health in All Policies (HiAP) approach to policymaking;
- Describe current federal, state, and local efforts in HiAP;
- Understand how to employ HiAP tools such as assessment, planning, capacity building, and legal reform;
- Effectively communicate a HiAP approach to community members, stakeholders, and policymakers.

## **Course Requirements and Policies**

### **Required Textbook(s)**

None.

### **Required Reading**

All required reading for this course is available publicly and will be provided in Blackboard.

### **Mode of Instruction and Safety Protocols**

This course is taught face-to-face. All students must wear a mask to class that fully covers your mouth and nose. It is not acceptable to have your mask resting underneath your nose or your chin. If you need to pull your mask down to take a sip of a drink, that is okay, as long as you immediately replace your mask. Eating is not permitted during class time. There will be a short break and you may eat outside of the classroom at that time if you need a snack.

We will maintain social distancing in the classroom, even during our class activities (more on this below). Class sessions will not be broadcast synchronously online or recorded on Zoom or

Blackboard Collaborate as a regular practice. Participation is part of your grade, but I do NOT want you to attend class if you feel ill, are ill, or have experienced a known exposure to someone who is positive for COVID-19. All lecture slides will be posted on Bb, notes can be obtained from a classmate, and I am available to answers any questions you have about lecture or notes. If extended excused absence is expected due to COVID-19, I will record the lecture portion of the classes. Students with an excused absence will be provided an activity that is comparable to our class activity to earn their participation grade. See the policy section below regarding excused absences.

### **Blackboard**

The Blackboard site for this course is where you will find the syllabus, course schedule, required readings, your grades, assignments, and announcements. All announcements posted on Bb will also be sent to your Crimson email.

### **Course Schedule**

All readings and due dates are in the course schedule document posted on Blackboard.

### **Reading Reflections**

Each week, you will submit a reflection on the assigned readings. The reflections are not meant to be a summary of the reading, as this would be quite boring for you and for me. Your reading reflections may include things such as statistics you found especially interesting that you want to be sure to remember, key points from the readings that you think might help you with other assignments, definitions you want to remember, connections in the weekly reading with other readings from this course or other courses, and so on. Your reflections must include a minimum of one and a maximum of three questions. Your questions can be ones you think would be good for class discussion or they can be questions about something in the reading you don't understand. Please specify in your reflection paper if your question is one you would like to be considered for class discussion or if it's a question you need an answer to from me. Reading Reflections are due on Mondays by noon. Submit them in Bb as a Word document or a PDF. You should write a reflection about each assigned reading (unless told otherwise), but please put all reflections in one document. The reading reflection for each assignment reading should be no more than 1 page in

length. I'm not picky about your Reading Reflections as long as it's clear you are doing the reading and putting effort into them. You may use bullet points or may write them in essay format, or some combination of the two. If I feel like you aren't putting in the effort I expect, I will provide you with feedback regarding how you can improve your Reading Reflections before I mark down your grade.

### **Class Participation**

For the first few weeks of the semester, I will lecture for the entire class period. Once we get over the hump of making sure everyone has the same basic knowledge about health and health policy, our class meeting structure will potentially change. At that time, I will typically lecture for around an hour and fifteen minutes, we will have a short break, and the remainder of the time will be spent doing an activity. Most of these activities will be with one or two other students working in a group, but we will observe social distancing during the class activities. Sometimes, you will complete an activity on your own for approximately 30 minutes and then we will discuss as a class. This portion of our class meetings will vary depending on what we are covering that particular week. It is possible that we will have to alter our planned activities depending on the ability of students to communicate with each other while maintaining required physical distance. If it is too difficult to hear each other, we will shift focus to individual activities, structured class discussions, or other options to be determined.

Please note this is a participation grade and not an attendance grade. For full credit, you must participate actively and meaningfully. Again though, I do not want you to come to class if you are ill, feel like you might be getting sick, or have a known exposure to someone who tested positive for COVID-19. I cannot stress this enough! As long as you let me know you are going to be absent for one of these reasons before class begins, I will provide you with a way to earn your "class participation" grade. I do not need documentation regarding your health or exposure. I trust you and assume you want to come to class if at all possible.

### **Health Impact Assessment**

Students will be sorted into groups to complete part of a health impact assessment (HIA). This work will mostly be completed during class activity time. A survey of student interests will be

conducted on the first day of class and group assignments will be made prior to the next class meeting. Learning how to complete an HIA is a very important part of this course. Your group will select a policy proposal, goal, or program a non-profit organization in Alabama is pursuing. You will be provided with a list of non-profits and detailed instructions will be posted in Bb.

### **Collaborative Outreach**

Once your group has selected an organization and a topic for the health impact assessment, you are expected to reach out to a contact person at that organization for additional information that may help inform your health impact assessment. I will provide more information about the expectations for this and the timeline once we move into the section of the class where we begin working on the assessment as part of our class activity.

### **Policy Paper**

The policy paper assignment will utilize part of your health impact assessment you completed as a group, but you will be responsible for completing part of the health impact assessment individually. You will utilize the entire health impact assessment to assist you in writing the policy paper.

### **Presentation**

Each student will present their policy paper to the class during the last two class sessions. Presentations will be approximately 10-12 minutes and 3-5 minutes for Q&A after each presentation. Students in the audience will complete a feedback sheet for each presentation. I will compile all the information and share the anonymous feedback with each student. I have used this method many times in the past and it's very beneficial for students to get feedback from many people rather than just me. Your presentation grade, however, will only be determined based on my judgement.

## **Grading Summary**

|                        |     |
|------------------------|-----|
| Reading Reflections    | 10% |
| Class Participation    | 10% |
| HIA (Group Part)       | 10% |
| Policy Paper           | 50% |
| Collaborative Outreach | 5%  |
| Presentation           | 15% |

A: 90 – 100%

B: 80-89%

C: 70-79%

D: 60-69

F: <59

## **Policy on Late Submission of Reading Reflections**

Reading Reflections are due at noon on class day (Mondays). I intend to incorporate some of your questions into each class, if appropriate, so it is important to submit them on time. Late submissions will be marked down by 10 points for each hour late (e.g., submissions between noon and 1pm will be marked down 10 points, between 1 and 2pm by 20 points, etc.). Reading Reflections are not accepted for a grade once class starts at 4pm unless you have an excused absence.

## **Policy on Late Submission of Other Assignments**

Please make every effort to submit your work on time. Late submissions will be marked down 10 points for every 8 hours late.

## **Excused Absence Policy**

Inability to attend class due to University-approved travel/events should be discussed with me in advance. Documentation is required. Inability to attend class or complete required work on time due to illness, feeling like you may be getting sick, or exposure to someone who has tested positive for COVID-19 does not require documentation, but I do require notification prior to due dates/class time.

### **Policy Regarding Changes**

I reserve the right to amend the syllabus, readings, and assignments as the need arises. There are typically minor changes during a semester such as substituting a reading or moving a due date that benefits students. If changes need to be made, you will be notified via Bb announcement, email, and in class.

### **Statement on Academic Misconduct**

Students are expected to be familiar with and adhere to the official [Academic Misconduct Policy](#) provided in the Online Catalog.

### **Statement On Disability Accommodations**

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Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.

### **Severe Weather Protocol**

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Please see the latest [Severe Weather Guidelines](#) in the Online Catalog.

### **Pregnant Student Accommodations**

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Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the [UAct website](#).

### **Religious Observances**

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Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).

### **UAct Statement**

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website ([www.ua.edu/uact](http://www.ua.edu/uact)) provides extensive information on how to report or obtain assistance with a variety of issues, including issues related to dating violence, domestic violence, stalking, sexual assault, sexual violence or other Title IX violations, illegal discrimination, harassment, hate or bias incidents, child abuse or neglect, hazing, threat assessment, retaliation, and ethical violations or fraud.

### **Statement on COVID-19**

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All University faculty, staff, and students are expected to maintain a commitment to the health and safety of our campus community. Due to the current COVID-19 pandemic, specific health and safety standards are in place to minimize exposure and community spread on campus. In the interest of your health and safety and that of all UA students, faculty and staff, the University reserves the right to change the mode of instruction or schedule of instruction at any time, based upon prevailing public health and other guidance. While the method of delivery may change, educational instruction and opportunities will continue. As such, the University will not provide a refund of tuition, in whole or in-part, based on any such changes. Detailed information on changes in format or schedule can be found at [studentaccounts.ua.edu](http://studentaccounts.ua.edu) and [financialaid.ua.edu](http://financialaid.ua.edu).

All students must be familiar with and abide by the requirements outlined in the UA Return Plan | UA System Comprehensive Health and Safety Plan. Students must (1) wear a mask or face covering at all times while participating in face-to-face class; (2) adhere to social distancing standards; and (3) comply with all other health and safety restrictions. If a student refuses to comply with the requirements, the student will be asked to leave the class and reported for a conduct violation. Unless a student has an exemption from the requirement to wear a face covering, (more information can be found at [ods.ua.edu/covid-19-disability/](http://ods.ua.edu/covid-19-disability/)), the student will be reported to Student Life for further disciplinary action. More information on these requirements and UA Healthcheck system and screening can be found at [healthinfo.ua.edu/returnplan](http://healthinfo.ua.edu/returnplan). You are expected to visit the site and comply with all noted requirements related to in-person class attendance.



## Course Schedule

### **Part I. Health, Healthcare Policy, Health in All Policies**

#### **January 18**

UA closed: MLK Day

#### **January 25:**

Reading Reflections due in Bb by noon.

Introduce yourself in the “Introductions” Discussion Board by noon.

Our focus in this class session is on the following questions:

- What is health?
- How does health differ within the United States? Are some states and counties healthier than others? Why?
- How does the United States compare to other countries in terms of spending on health?
- How does the United State compare to other countries on key indicators of health?
- What is Health in All Policies (HiAP)?

This class session will be mostly lecture with approximately 15 minutes set aside to discuss the Health Impact Assessment assignment, how groups will be created, and the process for selecting your organization/topic.

Required Reading (posted in Bb)

#### **February 1**

Reading Reflections due in Bb by noon.

Spend some time looking at the websites of the organizations and topics discussed in the previous session. Complete the assignment regarding topics of interest for the HIA and your policy paper. Instructions in Bb. Please post by noon.

Our focus in this class session is on the following questions:

- What are the social determinants of health (SDoH)?
- What policy efforts have been made in the United States to address SDoH?
- What are health disparities?
- What are different ways to examine health disparities (e.g., race, gender, region, country)?
- What are health inequities?

Required Reading (posted in Bb)

### **February 8**

Reading Reflections due in Bb by noon.

Our focus in this class session is on the United States Healthcare System

- Brief historical overview
- Affordable Care Act
- Medicaid/CHIP
- Medicare
- VA Healthcare
- Indian Health Service
- Community Health Centers
- Uninsured

Required Reading (posted in Bb)

## **February 15**

Reading Reflections due in Bb by noon.

Our focus in this class session is on the following questions:

- What is a Health in All Policies (HiAP) approach to policymaking?
- Where did HiAP originate?
- How and where is the HiAP approach utilized in the United States?
- How are governments and organizations using Health Impact Assessments in the US?

Required Reading (posted in Bb)

## **Part II: Utilizing the HiAP Approach**

### **February 22: Education and Health**

Reading Reflections due in Bb by noon.

In this class session, we explore how education policies and education outcomes affect health. Topics covered may include educational attainment, voucher programs, school zoning decisions, school-to-prison pipeline, and school garden and farm-to-school programs.

Required Reading (posted in Bb)

### **March 1: Income, Employment, and Health**

Reading Reflections due in Bb by noon.

In this class session, we explore how income and employment affect health. Topics covered may include universal basic income, neighborhood poverty, job training, stress, and economic development.

Required Reading (posted in Bb)

**March 8: Affordable Housing, Community Development, and Health**

Reading Reflections due in Bb by noon.

In this class session, we examine how investing in communities and affordable housing affects health outcomes. Topics covered may include housing poverty, housing shortage, homelessness, and examining community development block grant awards and proposals.

Required Reading (posted in Bb)

**March 15**

No Class – UA Mid-Semester Break. Individual Zoom meetings available to discuss your policy paper.

**March 22: Transportation and Health**

Reading Reflections due in Bb by noon.

In this class session, we focus on transportation and the built environment. Topics covered may include public transportation, bike lanes, walking paths, and transportation-related air pollution.

Required Reading (posted in Bb)

**March 29: Community Safety, Violence Prevention, and Health**

Reading Reflections due in Bb by noon.

In this class session, we focus on community safety and violence prevention. Topics covered may include incarceration, policing activities, domestic violence, human trafficking, and decriminalization of prostitution.

Required Reading (posted in Bb)

### **April 5: Food Access and Health**

Reading Reflections due in Bb by noon.

In this class session, we examine food access and health. Topics covered may include nutrition supplement programs such as WIC and SNAP, food deserts, farmer's markets, urban farming, and community gardens.

Required Reading (posted in Bb)

### **April 12: Climate Change, Community Greening, and Health**

Reading Reflections due in Bb by noon.

In this class session, we examine climate change and community greening policies and their relationship to health. Topics covered may include natural disasters, emergency preparedness, air and water pollution, park expansion, and tree planting.

Required Reading (posted in Bb)

## **Part III. Student Presentations**

### **April 19**

Presentations

**April 26**

Presentations