Health, Society, and Policy
HSP 5000 Capstone Course
Spring 2025 | Tuesdays & Thursdays, 4:35-6:05 pm

What is the capstone course?

The capstone course (**HSP 5000**) is the final requirement of the HSP degree. It is intended to provide a signature and unifying experience for all HSP majors. The capstone course gives students an opportunity to integrate their learning from a multidisciplinary degree into the discussion of a single theme or topic. Each year, a different topic or theme is selected. A series of guest speakers representing different disciplines and industries speak about the theme during our class meetings. Recent capstone topics have included mental health, families & health, health care reform, food justice, technology and nature, and wildfires.

Credit Hours: HSP 5000 is a 3-credit hour undergraduate course.

Prerequisites: None. However, this class is intended for HSP seniors who have completed the required coursework. It should be taken during a student's final spring semester.

2025 Capstone Theme

Technology & Health

This capstone course explores the intersection of technology and health, focusing on its impact on social and behavioral sciences. Students will examine how digital tools, data analytics, and innovative platforms shape health behaviors, healthcare delivery, and population well-being. Through interdisciplinary perspectives, the course will critically analyze ethical considerations, policy implications, and the role of technology in reducing or exacerbating health disparities. Students will apply learned concepts to real-world challenges, developing strategies that integrate technology to promote health equity and advance public health goals. You, along with a team of your peers, will research and propose a technology-related health policy that could potentially solve an upstream or downstream problem, work on a micro, mezzo, or macro level, and/or address disparate health outcomes.

Capstone Teaching Team

Given the interdisciplinary nature of the HSP major, the capstone course relies on a team of instructors plus a series of guest speakers. Guest lecturers will be introduced during the week they are scheduled. The capstone teaching team includes:

Dr. Max Coleman
Sociology
Office: BEHS 326
Office Hours: T/H 3:00-4:00 pm or by appt.
max.coleman@utah.edu
Section 001

Dr. Anita Pascoe
Sociology
Office Hours:
Wednesdays 10:00-11:00 am virtually, or by appointment
anita.pascoe@utah.edu
Section 002 & 090 (online)

Dr. Rebecca Owen
Sociology
Office: BEHS 322-B
Office Hours: T/H 2:30-3:30 pm or by appt.
r.owen@utah.edu
Section 003

Teaching & Learning Methods

The capstone course is designed to be highly interactive, integrative, and applied. A variety of teaching methods will be used, including guest lectures, peer-led discussion, group work, and traditional lectures. Students are expected to be fully engaged and participate in their own learning throughout the semester.

Assessment of learning outcomes will be done through a series of assignments, as well as through a student's regular and active participation during HSP 5000. Assignments include a team-based capstone policy project, reflections on the guest speakers and readings, a policy example discussion facilitation, networking, and an essay on the specific curriculum chosen to complete the requirements of the degree.

Course Format

The course meets twice a week: **Tuesdays** and **Thursdays** from **4:35-6:05pm**. All in-person sections will meet together as a full group on Tuesdays, followed by a small-group discussion section on Thursdays.

Full Group (Tuesdays, weeks 1-11) - meet in **GC 2950**

These will mainly consist of guest lectures from a variety of disciplines and industries related to the theme. Please keep in mind that speakers are providing us with their time and expertise in their respective disciplines, careers, and areas of research. We are the representatives of the Health, Society, and Policy program to these speakers, their friends, and their colleagues *(your prospective employers).* **A respectful environment is expected. Please ensure that you arrive on time and stay the entire length of the lecture.**

Discussion sections (all Thursdays, and Tuesdays during weeks 12-15):

In our smaller discussion sections, we will explore policies related to the week's topic.
* **Section 001** with Dr. Coleman meets in **GC 3700**
* **Section 002** with Dr. Pascoe meets in **GC 5620**
* **Section 003** with Dr. Owen meets in **BUC 106**
* **Section 090** with Dr. Pascoe meets asynchronously online

Online Course Materials - Canvas

All course announcements and other course-related materials and information will be managed through the CANVAS pages for each discussion section.
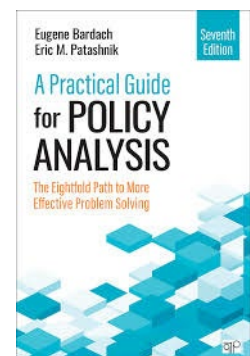
Assigned Readings & Course Materials

Readings will be posted to Canvas in the associated week's module. Readings may be assigned to complement and enhance the speaker topic. All assigned topic readings should be completed **prior to class on Tuesday**. Being "primed" by the readings before class will enable you to engage more deeply in the guest speaker's content with comments, connections, and questions.

Policy readings are also assigned, and should be completed **prior to class on Thursday**. These readings come from:

<div align="center">

A Practical Guide for Policy Analysis,
7th edition
by Eugene Bardach & Eric Patashnik

</div>

This book is included as part of your tuition through the Instant Access program. You can access the book in Canvas by clicking on the "Bookshelf" link in the course navigation menu. If you do not wish to utilize the electronic access to the book through Canvas, you may opt out no later than Friday, January 17th, and the cost of the book will be refunded to your tuition account. You will then be responsible for acquiring the book on your own, as you are still required to read it this semester.

Course Grading

Final course grades will be calculated and assigned based on the following assignments:

Participation

40 points	Reflections (8x5)
30 points	Thursday Policy Example Discussion Participation (6x5)
20 points	Presentation Participation (4x5)

Professional Development

5 points	Survey
10 points	LinkedIn Profile
15 points	Learning & Integration Essay

Group Work

20 points	Policy Example Discussion Lead
10 points	Group Contract
90 points	Milestone Assignments (6x15)
10 points	Mid-term Group Evaluation
20 points	Thick Outline/Draft
30 points	Practice Presentation
100 points	Policy Paper
50 points	Expert Panel Presentation
50 points	Group Evaluation
500 points	**TOTAL**

Late work is discouraged, particularly in relation to your group assignments. However, speak with your instructor about extenuating circumstances. Late work is not eligible for full credit.

A	93-100%	B-	80-82.9%	D+	67-69.9%
A-	90-92.9%	C+	77-79.9%	D	63-66.9%
B+	87-89.9%	C	73-76.9%	D-	60-62.9%
B	83-86.9%	C-	70-72.9%	E	Below 60%

Course Assignments

All assignments and grading rubrics are described more fully on Canvas.

Participation. Participation is demonstrated through formal *Reflections* on the guest speakers and readings, participating in the discussions, and participating in the policy project presentations and poster session.

The reflections on guest speakers are due **prior to class on Thursday**.

Policy Example Discussion Lead. Once during the semester, in small groups, students will give a 10-minute presentation on a policy related to the week's topic. You will summarize the policy and how it relates to the week's topic.

Professional Development. You will complete three assignments related to your own professional development and reflecting on your time in the HSP program.

Survey. You will complete a short survey related to your course planning during your time as an HSP student.

LinkedIn Profile. To help you network and connect with peers and potential colleagues in the field, you will create/update a LinkedIn profile. You will connect with the HSP group, which will give you access to a wide network of alumni.

Learning & Integration Essay. You will write an essay in which you reflect on your learning as an undergraduate student in the HSP program.

Policy Project. Students will work together in small groups to identify a health-related problem in our community/population **that is related to the technology and health capstone theme this year**. Using the methodology laid out in our reading, *A Practical Guide for Policy Analysis*, you will 1) describe the background and context of this problem, 2) potential policy solutions already in place, and then 3) propose a new policy solution to address this health problem (including a justification and analysis of your proposed solution). Each team will write a **paper** and create a **presentation**. Groups will present their projects in class to Health Department officials and HSP core affiliate faculty.

Throughout the semester, groups will complete six **milestone assignments**. Think of these as the building blocks to create your final paper and presentation. You will engage in the steps laid out in *A Practical Guide for Policy Analysis* to build your project.

Peer Evaluations. You will work in groups to complete the policy example discussion and policy project. You will evaluate the teamwork, participation, and efforts of each person in your group, including yourself. As part of this, you will suggest what grade each group member deserves. Hopefully, in addition to fostering integrity, these evaluations will provide additional incentive to be a good group member, pull your weight, and contribute to the overall success of your group assignments. You will complete two peer evaluations throughout the semester.

Student Expectations

- Regularly access Canvas. Please set your Canvas notifications to receive immediate or daily announcements.
- Participate in both the Tuesday lectures and Thursday discussion activities.
- Be actively engaged (not distracted) during both sessions.
- Access course readings and materials through Canvas.
- Uphold the University of Utah Student Code of Conduct.

Instructor Responsibilities

- Convene classes at their scheduled time unless a valid reason and notice is given.
- Perform and return evaluations in a timely manner.
- Inform students at the beginning of semester of the following:
  - General content
  - Course activities
  - Evaluation methods
  - Grade scale
  - Schedule of meetings and topics
- Ensure that the environment is conducive to learning
- Enforce the Utah Student Code of Conduct

The Fine Print of The Syllabus

Get Prepared. Review the syllabus closely. Know all expectations and due dates.

Be Present. Regular participation is required and expected. Students are expected to read course materials prior to class, show respect to guest speakers by listening and not being distracted by other devices or activities, and participate actively during discussions.

Go Online. Students are expected to log-in and interact with our course webpage (Canvas) regularly and frequently. Readings and course materials will be posted on our Canvas page. Be sure to check "Announcements" – this is where all course-related announcements will be posted and archived. Technical support for Canvas is available by calling 1-844-527-0328 or online through Chat Support.

Be Respectful. In order to maintain a positive, civil environment for learning, students shall strive to meet the goals described in the University of Utah's Student Code, which states "the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship." Students are also expected to follow general "netiquette" guidelines when interacting online.

Don't Cheat. It is assumed that all work submitted is your own work. When you have used the ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, failure in the course, and/or expulsion from the university. Per University of Utah regulations (Policy # 6-400). "A student who engages in academic misconduct," as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, "may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing." Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies.

Keep an Open Mind. Some of the readings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please consult a member of the teaching team if you want to discuss strategies on how to handle any material that is challenging for you.

Take a Deep Breath - You will be doing group work! Some assignments in this course require you to work in groups. We believe that group work is an essential and important skill, especially as you transition from college and into your next stage of training or career. Thus, the HSP program requires students to develop and practice group-work skills within the capstone course. We suggest that all groups establish clear ground rules for their interactions early in the semester to ensure your success and effective communication practices.

Life Happens. Make sure you communicate with the instructors about any challenges you are facing. In general, you are expected to speak with your instructor ASAP if there is any issue or concern that may

impede your ability to fully participate and complete the requirements of the course.

Wellness Statement: Personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructors before issues become problems. Contact the Center for Campus Wellness, 801-581-7776.

Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 3rd floor room 250 Student Services Building, 801-581-5020. CDA will work with you and your instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building 801-581-8365, or the Office of the Dean of Students, 270 Union Building 801-581-7066. For support and confidential consultation, contact the Center for Campus Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Learners of English as an Additional/Second Language. If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center, the Writing Program, and the English Language Institute.

Safety. The U of U values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit SafeU.

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As the only institution in the state classified in the highest research category (R1), at the **University of Utah** you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

Weekly Course Schedule

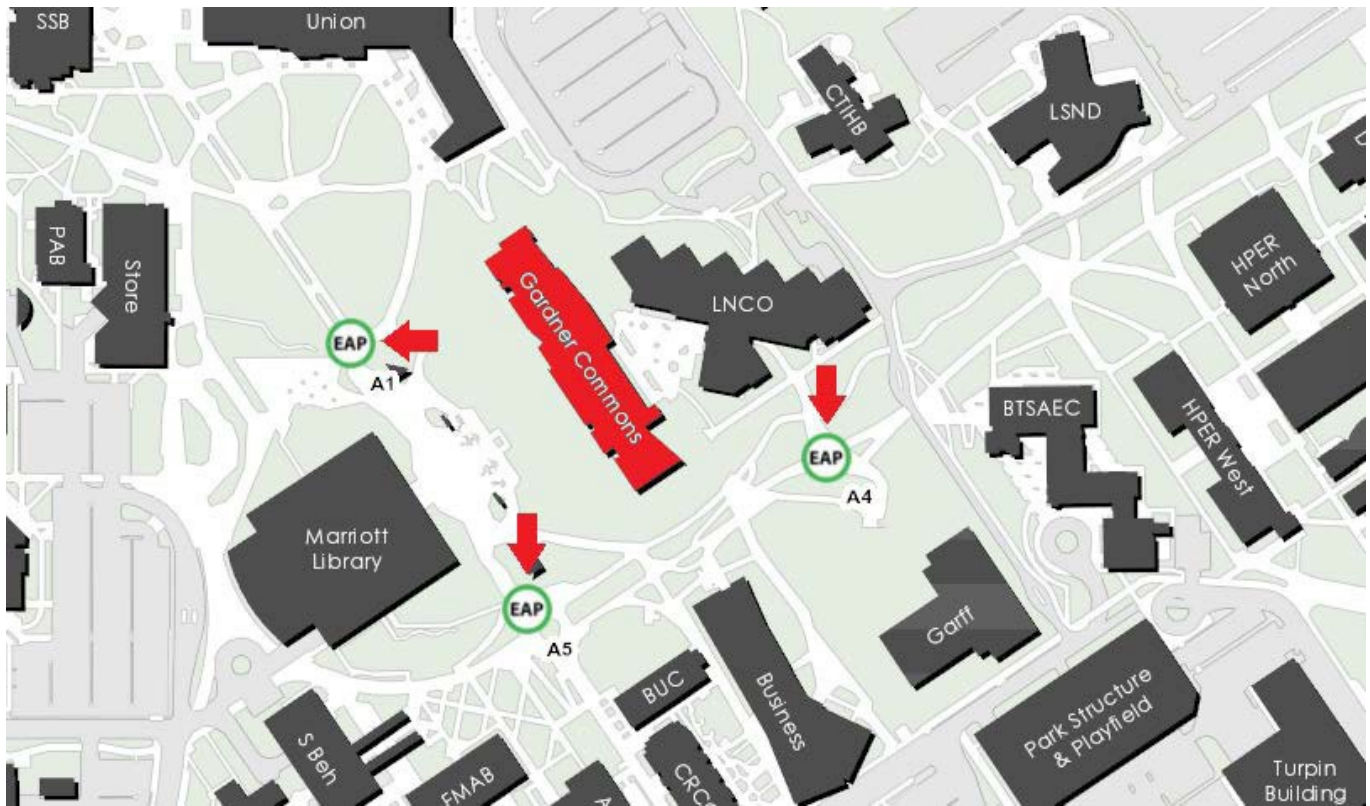| Week/Dates	Tuesday Class	Thursday Class
Week 1: **Jan 7 & 9**	*Meet in GC 2950* **Course Introduction &** **Meet Capstone Teaching Team**	*Meet in Section Rooms* **What to Expect this Semester** Assignments: - HSP Capstone Survey, due Sunday
Week 2: **Jan 14 & 16**	*Meet in GC 2950* **What is Health Policy? How is Policy Made?** **Kendra Babitz** **Deputy Director, Summit County Health Department** Assigned Reading: - *A Practical Guide for Policy Analysis*, Introduction Assignments: - Reflection, due Thursday	*Meet in Section Rooms* **Introduction to Theme** Assigned Reading: - TBD, check Canvas Assignments: - LinkedIn Profile, due Sunday
Week 3: **Jan 21 & 23**	*Meet in GC 2950* **Health Policy: Upstream/Downstream; Micro/Meso/Macro; Social Determinants of Health** **Dr. Anita Pascoe** Assigned Reading: - *TBD, check Canvas* Assignments: - Reflection, due Thursday	*Meet in Section Rooms* **Team Building & Contracts** Assignments: - Learning & Integration Essay, due Sunday - Group Contract, due Sunday
Week 4: **Jan 28 & 30**	*Meet in GC 2950* **Designing Systems for Citizen Science & Digital Health** **Dr. Vineet Panday** **School of Computing, U of U** Assigned Reading: - *TBD, check Canvas* Assignments: - Reflection, due Thursday	*Meet in Section Rooms* **Policy Example #1 & Policy Step 1** Assigned Reading: - *A Practical Guide for Policy Analysis*, Step 1, pages 1-16 Assignments: - Project Milestone #1, due Sunday

Week 5:
Feb 4 & 6
	Meet in GC 2950
	
	Gamification
	Dr. Lauri Linder
	   Nursing, U of U
	Assigned Reading:
	   - *TBD, check Canvas*
	
	Assignments:
	   - Reflection, due Thursday
		Meet in Section Rooms
		
		Policy Example #2 & Policy Step 2
		Assigned Reading:
		   - *A Practical Guide for Policy Analysis*,
		    Step 2, pages 16-22
		
		Assignments:
		   - Project Milestone #2, due Sunday

Week 6:
Feb 11 & 13
	Meet in GC 2950
	
	Technological Interventions for Emotion & Cognition
	Dr. Cory Inman
	   Psychology, U of U
	Assigned Reading:
	   - *TBD, check Canvas*
	
	Assignments:
	   - Reflection, due Thursday
		Meet in Section Rooms
		
		Policy Example #3 & Policy Steps 3 & 4
		Assigned Reading:
		   - *A Practical Guide for Policy Analysis*,
		    Steps 3 & 4, pages 22-50
		
		Assignments:
		   - Project Milestone #3, due Sunday

Week 7:
Feb 18 & 20
	Meet in GC 2950
	
	Exploring Funding Strategies
	Nicole Bissonette, MPH, MCHES,
	   Director, Surge Mobilization &
	   Response Team Office of Preparedness
	   and Response
	   Utah Dept of Health & Human Services
	Brandi Frandsen, Division of Population
	   Health Financial Manager
	   Utah Dept of Health & Human Services
		Meet in Section Rooms
		
		Share policy ideas
		
		Assignments:
		   - Mid-term Group Evaluation, due
		    Sunday

Week 8:
Feb 25 & 27
	Meet in GC 2950
	
	Mental Health, Social Media & Smartphones
	Dr. Max Coleman
	Assigned Reading:
	   - TBD, check Canvas
	
	Assignments:
	   - Reflection, due Thursday
		Meet in Section Rooms
		
		Policy Example #4 & Policy Steps 5 & 6
		Assigned Reading:
		   - *A Practical Guide for Policy Analysis*,
		    Steps 5 & 6, pages 50-78
		
		Assignments:
		   - Project Milestone #4, due Sunday

Week 9:
Mar 4 & 6
	Meet in GC 2950
	
	Health Technology & Encoded Bias
	Dr. Matt Haber
	   Philosophy, U of U
	Assigned Reading:
	   - TBD, check Canvas
	
	Assignments:
	   - Reflection, due Thursday
		Meet in Section Rooms
		
		Policy Example #5 & Policy Step 7
		Assigned Reading:
		   - *A Practical Guide for Policy Analysis*,
		    Step 7, pages 79-83
		
		Assignments:
		   - Project Milestone #5, due Sunday

Week 10:	**SPRING BREAK!**	

Week 11:
Mar 18 & 20
	Meet in GC 2950
	
	Technology & Aging
	Dr. Becky Utz
	   Sociology, U of U
	Assigned Reading:
	   - *TBD, check Canvas*
	
	Assignments:
	   - Reflection, due Thursday
		Meet in Section Rooms
		
		Policy Example #6 & Bardach Step 8
		Assigned Reading:
		   - *A Practical Guide for Policy Analysis*,
		    Step 8, pages 84-93
		
		Assignments:
		   - Project Milestone #6, due Sunday

Week 12: Mar 25 & 27	*Meet in Section Rooms* Work on Thick Outline/Drafts	*Meet in Section Rooms* Work on Thick Outline/Drafts Assignments: - Thick Outline/Draft, due Sunday

Week 13:
Apr 1 & 3
	Meet in Section Rooms
	
	Work on Presentations & Papers
		Meet in Section Rooms
		
		Work on Presentations & Papers
		
		Assignments:
		   - Draft of Presentation Slides, due
		    Sunday

Week 14:
Apr 8 & 10
	Meet in Section Rooms
	
	Practice Presentations
		Meet in Section Rooms
		
		Practice Presentations
		
		Assignments:
		   - Policy Paper, due Sunday
		   - Finalized Presentation Slides, due
		    Sunday

Week 15: Apr 15 & 17	*Meet in Section Rooms* **Presentations for Expert Panel**	*Meet in Section Rooms* **Presentations for Expert Panel**
Week 16: Apr 22	*Location TBD* **Party!**	
Finals Week: Apr 24-30	Assignments: - Final Group Evaluation, **due April 24th**	

Details are subject to change, and will be announced via Canvas.

BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at http://emergencymanagement.utah.edu/eap.
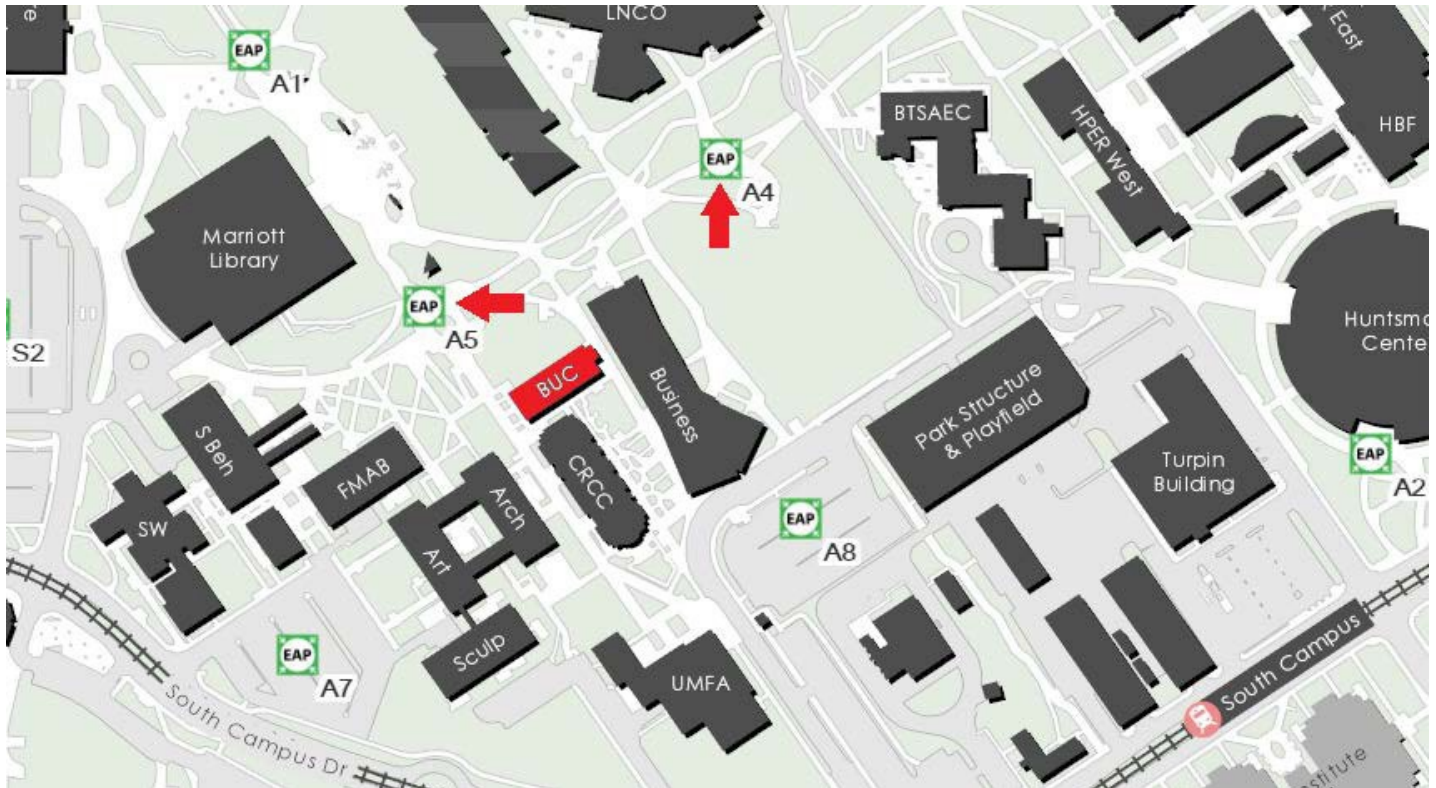
CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

CSBS EMERGENCY ACTION PLAN

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