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# Health Economics 3190-001 Fall 2017

**Instructor:** Dr. Anne Yeagle **Class time:** T & Th 7:30- 10:00 am **Room Building 73 room 107**

**Office:** Building 72 Room 111 **Office Hours:** T&Th 10:40- 11:40 am and by appointment **Phone#:** 801-581-7481 (Econ office at U) 801-581-7435 (my office). **Email:** [yeagle@economics.utah.edu](mailto:yeagle@economics.utah.edu)

**Course Objectives** After initial familiarization with basic economic principles we will analyze the U.S. health care system and the problems associated with it. We will then become familiar with the new Health Reform Law. We will explore the mechanisms of health care delivery, the changing nature of health and medical care, medical technology, and take a look at public policy in regard to medical care delivery. Special emphasis will be placed on addiction and policies regarding drugs. Caring versus curing will be explored. We will also study costs of: the elderly, racism, sexism and socioeconomic status in relation to health care, as well as lifestyles choices. Mental health and obesity will round out our survey of health economics.

**General requirements** Completion of all tests, assignments, presentations, abstract and paper on time and in the manner specified is required. It is also extremely important to keep up on course reading. It is expected that you will come to each class prepared, that is, having read the assigned material. Reading the material prior to class will allow you to engage more meaningfully during class. There will be unannounced quizzes to “encourage” timely reading. Students are expected to participate in the course with class discussions, and presentations. **All tests count.**

**Regular attendance** is also of the utmost importance. The purpose of this requirement is to facilitate exposure to the course material through discussion and lectures. If you miss a class, please refer to the syllabus. If you take responsibility it will affect your class performance positively. If you have reason to believe you will be unable to attend class regularly, I suggest you not take this class. You are required to remain in the classroom during tests. Please use the restroom prior to class. There will be a break every hour.

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

There are no prerequisites for this class (even though it is upper division). Consequently, we have quite a diverse range of students with different strengths and weaknesses. I would like to emphasize the positive aspect of this diversity, especially in your groups. Help one another with your strengths. Group work can be very rewarding personally and academically. Working with others is also a part of most “real” jobs, so I encourage you to take the time in order to make it a good experience for everyone.

## Texts

**Required--** *There is one copy of each at the reserve desk*

1. **Who Shall Live 2<sup>nd</sup> Expanded Edition** 2011 by Victor R. Fuchs, (World Scientific) ISBN 13-978-4354-88-2 or ISBN-10: 981-4354-88-0

2. **The Social Transformation of American Medicine** by Paul Starr, ISBN-13: 978-0465079353 ISBN-10: 0465079350

3. **Chasing the Scream** by Johann Hari (Bloomsbury) ISBN-13: 978-1620408902, ISBN-10: 1620408902

4. **FF--Fast Food Nation** by Eric Schlosser 2012 (First Mariner Books) ISBN 978-0-547-75033-0

5. **Notes packet** available at the University Book Store

**Readings** All of the required readings are on CANVAS

**Reference book--** *There is one copy at the reserve desk*

**H--Health Economics and Policy 3<sup>rd</sup> edition** 2005 by James W. Henderson (South-Western Thompson Learning) ISBN 0-324-26000-8.

## Grading

1. **Test and pop quizzes** 2-25 each
3. **Group Abstract** 2 points possible
4. **Paper** 10 points possible
5. **Presentation** 10 points possible
6. **Evaluation of you** by your group 10 points possible
7. **Documentaries** 2-5 points each
8. **Country Presentations** 3 points possible
9. **Attendance if late please wait outside until we have finished the mindfulness practice**  
1/4 point for being on time, 1/4 point attendance
10. **Participation and Attendance** in student group presentations 2 points. If you are **late** (5-7 min) for another groups' presentation, I will record a 1 on CANVAS. You cannot make up these points.
11. **Miss a group presentation?** You must complete a 3-pg makeup paper or lose 10 pts. See below

1. **Tests** will vary in the amount of points possible due to different lengths and difficulty. Points will range from 2-25 points per test. There is no final test. We will only use our "final time" if something disrupts the class, such as weather.

2. For the **Abstract, Paper, Presentation** please look at those guidelines in the notespacket.

3. **"Individual" group evaluation** Each student will evaluate the members of their group based on contribution, and responsibility (being on time, doing what you said you would do). Due after your group presentation.

4. If you **miss a presentation**, you will be docked -10 points. To make up the 10 points you must complete a 3-page, single spaced, report on the topic you missed, using at least three sources, of which 1 must be a journal article. You can makeup only one presentation. The paper is due one week after the missed debate.

5. You will be given credit for **documentaries** either in assignments or test questions.

6. **Country Presentations** Each person will "pick" a country in class to report on. Summarize the info in the worksheet for the class in a 3 minute presentation. Hand in the worksheet which is located in the back of the notespacket when you complete your presentation.

7. **Class structure.** Tests will usually be given at the beginning of class. If you come to class late, you will not be given extra time. Presentations may start at the beginning of class. You are requested to remain in the classroom during class. Please wait until breaks to use the restroom.

8. **Electronic Devices** No electronic devices, such as computers, headphones or cellphones are allowed to be used in the classroom. You will have class notes and computers are very distracting to other students. If you have special needs for taking notes, you will need to speak to me. Please use the breaks to check cell phones.

9. **Absence on test days:** One time only! If you know you will be unable to attend a class period on which a test takes place, you will need to submit a written request in advance to me (one time max). If you do not make prior such arrangements, tests taken late will receive 50% of the full grade points (unless absence is verified by doctor or police report). If you do not contact me by the next class, no makeup tests will be given.

10. **Extra Credit** No extra credit will be granted beyond that offered in class.

**Grading** There is no curve.

A 100%-93

A- 92-90

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-73

C- 72-70

D+ 69-67

D 66-63

D- 62-60

F 59 -

## Health Economics Paper Guidelines

There will be approximately 9 groups with 4-5 people in each group.

Each group of students is required to write a 5 page paper (single spaced, regular margins, 11 or 12 pt font) on the subject your group is presenting to the class. Papers longer than 5 pages will be penalized.

The paper should use at least 5 different reputable sources to be cited either with footnotes or include a bibliography. These references can include peer reviewed journals, text books, government institutions and non-profit agencies. Be careful on internet sites that may have a strong bias—check original sources used by these sites.

You can use either footnotes or a bibliography for your references.

The paper is worth 10 points for each student.

There will be one paper turned in for each group.

Papers are due the day of your group presentation. Late papers will incur point penalties.

Since there are 4-5 people in each group, the group should decide as to how to divide the topic into research/work components. These components should form a coherent whole. This coherent whole should be reflected in your paper as well as your class presentation. Your analysis should be economic in nature which includes statistics as well as behavioural aspects of the topic.

The following is a list of the topics to be covered. You will have the opportunity to sign up for a topic. You may not get your first choice. My wish is that the topic is something that interests you, that you would like to learn more about it and share that information with the rest of the class. Also, it will give you the opportunity to meet some new people and experience working in a group—which is like many jobs that you will have in the future. If your group has additional ideas pertaining to your assigned subject, please bring them forward.

### Medicaid Expansion

### AIDS and Sexually Transmitted Diseases in Utah

### Ebola, Zika, and CMV Viruses

### Costs of Air Pollution, Mercury Poisoning and Climate Change in Utah and U.S

### The Relationship between Racism, Classism and Health (Utah and/or U.S and/or World)

### Costs of Addiction—Smoking, Meth, Heroin and Pain Killers

### Affluenza

### Depression and Antidepressants in Utah vs. U.S.

### Obesity—Fast Food Proximity and Food Deserts

## Health Economics Abstract Guidelines

The Abstract of Paper/ Presentation is due at least one week prior to your presentation. I recommend completing it before then in order to get my feedback and to facilitate a timely paper.

### One abstract per group.

Abstract should be under 300 words and fit on one page.

Abstract should include:

Title

Authors

And most, if not all of the following:

Background/ History

State the Objective/ The problem

Conclusion/ Policy Recommendation

References

Learning objectives

If I recommend that you need to revise your abstract, points will be given after the revised abstract is complete.

The abstract, revised if necessary, is worth 2 points for each student

The Library has encouraged me to share this course reserve “How to Guide” with all students. It provides a walkthrough that will explain searching courses, filtering courses and finally how to access copyrighted material from off campus.

[http://campusguides.lib.utah.edu/course\\_reserves\\_guide](http://campusguides.lib.utah.edu/course_reserves_guide)

**American With Disabilities Act Statement** 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 the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

## Health Economics Presentation Guidelines

Each group of students will be assigned to construct a presentation on the assigned topic that will be given to the class as scheduled on the syllabus.

You are required to prepare a **Power Point or Prezi** presentation.  
(Your presentation will be judged on content, organization, and clarity.)

The total Presentation should be 25-30 minutes. This gives 5 minutes per person to speak and then 5 minutes to conduct your student audience assignment or quiz. You will lose points if you go over your speaking time of 5 minutes per person. **Part of the assignment is to stay within your time limit.**

**You need to give me a time sheet that outlines when each person is speaking and for how long.**

You are expected **to start on time**. Thus, you will necessarily have to make sure your computer works with our particular classroom **in advance**.

I suggest that you have different sectors including (the appropriateness will vary with the topic)

Background/ History

Objective/ The problem

Data

Conclusion/ Policy Recommendation

References

### Classmate engagement exercise

Either during or after your presentation, please prepare a participation exercise for your audience. It is up to the discretion of the presenters as to what this requirement entails. I encourage creativity here ☺. It is also worth 2 points for you so please put some effort into engaging your

**audience. Engaging your audience is the most important part of public speaking.**

### Grading

During the presentation, I will grade each student based on the evaluation guidelines listed below. The presentation grade is worth 10 points for each individual student.

### ***Evaluation Guidelines for Presentations***

1. Topic/ Problem stated clearly.	0	1		
2. Quality of information/data	0	1		
3. Policy or learning objective clearly stated.	0	1		
4. Visual presentation of information/ neatness/ effectiveness	0	1		
5. Your individual participation	0	1	2	3
6. Keeping within the time limit and starting on time	0	1		
7. (Preparing/conducting) Student audience assignment/quiz	0	1	2	

Total (10 possible) \_\_\_\_\_

# Health Economics Syllabus/ Schedule of Events

Students are responsible to keep updated if this schedule changes

## August 22 T Introduction, Pedagogy, and What is Health Economics?

Go over the syllabus (will go over the group project in more detail on August 29)

Pick a Country

**Read** handout *Professors Who See No Evil*--- discuss

Fill out *Questionnaire on Expectations* and discuss

**Start** documentary *Escape Fire* (100 min total) (study guide in notespacket)

You can find the documentary online at :

<https://digitalcampus.swankmp.net/utahdatabase/watch?token=3bbe2d044830b60bc9f8f064771331d093d8c44fc1e3ecf719a04d13910fef27>

For next class please:

- **Read** *Mirror, Mirror on the Wall* (CANVAS) for next class. Study guide in notespacket
- **Read** *Addressing Addiction in the USA* (no study guide)
- **Read** *Costs Can Go Up Fast When ER is in Network But the Doctors Are Not* (no study guide)
- **Read** Introduction and Chapter 1 in Chasing the Scream (study guide in notes packet towards the back)
- **Take a look at article** *Stressed Out? Try Being Less Competitive*
- Next class please pick a seat so come early if you want a particular seat.
- Remember that if you arrive late to class, please wait until mindfulness practice is complete to enter.

## August 24 H Problems and the Current Opioid Epidemic

**Seating chart**----pick a seat

4 countries

**Finish** *Escape Fire* (study guide in notespacket)

**Discuss** article *Mirror, Mirror on the Wall*

**Discuss** *Addressing Addiction in the USA*

**Discuss** *Chasing the Scream* and *Costs Can Go Up Fast When ER is in Network But the Doctors Are Not*

**Group work:** *Escape Fire* and *Mirror, Mirror on the Wall*, *Chasing the Scream*, *Costs Go Up Fast...*

**Establish** groups and topics for presentation and paper

For next class please:

- Get together with your group and make a plan!
- Read Chasing the Scream Chapters 2-4
- **Study for Test** *Professors Who See No Evil*, *Escape Fire*, *Mirror, Mirror on the Wall*, Chasing the Scream Chapters 1-4 and *Costs Can Go Up Fast When ER is in Network but the Doctors Are Not*

## August 29 T

4 countries

Discuss Chasing the Scream Chapters 2-4

**Test** *Professors Who See No Evil, Escape Fire, Mirror, Mirror on the Wall, Chasing the Scream Chapters 1-4 and Costs Can Go Up Fast When ER is in Network but the Doctors Are Not*

**Discuss** *Summary of the Affordable Care Act and Health Reform Implementation Timelines*

**The assignment for ACA are** in the notepacket

Discuss Economic Terms, Elasticities, Universal Coverage vs Access

Discus Group Presentation Guidelines and Expectations

For next class please:

- Take a look at <http://www.kff.org/health-reform/>
- **Read** *Minorities and Poor Immigrants Gain Sharply Under Health Act (no study guide)*
- **Read** (study guides for the following are in packet)
  - Health Care Spending and the Use of IT in OECD Countries*
  - Who Really Pays for Health Care?*
  - Income Inequality and Rising Health Care Costs*
- **Due** -- Assignment on *Summary of the Affordable Care Act and Health Reform Implementation Timelines* articles

## August 31 H

**Assignment Due** on *Summary of the Affordable Care Act and Health Reform Implementation Timelines*

8 countries

Discuss [kff.org/health-reform/](http://www.kff.org/health-reform/) and *Minorities and Poor Immigrants Gain Sharply Under Health Act*

IBIS **Guest Speaker Michael Friedrichs** Utah Department of Health Epidemiologist (there will be questions from his presentation on the next test)

Discuss *Health Care Spending and the Use of IT in OECD Countries, Who Really Pays for Health Care?, and Income Inequality and Rising Health Care Costs*

For next class please:

- **Study for test** on *Minorities and Poor Immigrants Gain Sharply Under Health Act*
  - Health Care Spending and the Use of IT in OECD Countries, Who Really Pays for Health Care?, and Income Inequality and Rising Health Care Costs, Economic Terms, Elasticities, Universal Coverage vs Access and Mike Friedrichs' talk*
- **Read** Starr's *Social Transformation of American Medicine* Intro and Chapter 1. Study guide in packet
- **Read** Fuchs' *Who Shall Live? Introductions, Preface-Ch 2*—pages ix- 55 (*study guide is in the packet*)
- Be prepared to engage in **group work** on the above articles next class



## September 5 T

8 countries

**Test** on *Minorities and Poor Immigrants Gain Sharply Under Health Act, Health Care Spending and the Use of IT in OECD Countries, Who Really Pays for Health Care?, and Income Inequality and Rising Health Care Costs*, Economic Terms, Elasticities, Universal Coverage vs Access and Mike Friedrichs' talk

**Start AIDS doc** (questions are in packet) <http://www.pbs.org/wgbh/pages/frontline/aids/>

Exercise/quiz on Starr's *Social Transformation of American Medicine* Intro and Chapter 1 and Fuchs Who Shall Live? *Introductions, Preface-Ch 2* pages ix- 55

For next class please:

- **Read Who Shall Live.** *Fuchs Chapter 5*
- Read *CMV Is a Greater Threat to Infants Than Zika, but Far Less Often Discussed* (no study guide)
- **Read Chasing the Scream** *Chapters 5-7*. Study guide in packet
- ***Be prepared for class interaction***

## September 7 H

8 countries

**Presentation** Medicaid Expansion

**Discuss** *Fuchs Chapter 5* and *Chasing the Scream* 5-7

**Presentation** Ebola, Zika and CMV Viruses

**Exercise/quiz on readings and presentations**

For next class please:

- **Finish watching AIDS doc on your own.** <http://www.pbs.org/wgbh/pages/frontline/aids/> **Fill out worksheet and turn in next class**
- **Read** *What Are a Hospital's Costs?* (no study guide)
- **Read** the following articles about **Doctors and Profits** (study guides in notes packet):
  - *Utah Docs Reap Millions*
  - *How Medical Care is Being Corrupted*
  - *Detailing Financial Links of Doctors and Drug Makers*

## September 12 T

AIDS doc worksheets due

5 countries

**Discuss** *The Pricing of U.S. Hospital Services*—you don't have to read this article, just fill out worksheet during lecture and the notes are on CANVAS.

**Discuss** *What Are a Hospital's Costs?*

**Watch** [https://www.ted.com/talks/leana\\_wen\\_what\\_your\\_doctor\\_won\\_t\\_disclose](https://www.ted.com/talks/leana_wen_what_your_doctor_won_t_disclose) 16 min

**Discuss articles** *Utah Docs Reap Millions, How Medical Care is Being Corrupted' Detailing Financial Links of Doctors and Drug Makers*

**Presentation** AIDS and Sexually Transmitted Diseases in Utah

**Exercise/quiz on readings and presentations**

**Lecture** on Analysing Medical Markets (notes are in your notes packet)

For next class please:

- **Read Chasing the Scream** *Chapters 8- 13* for next class. Study guide in packet
- **Study for quiz on** Analysing Medical Markets

September 14 H

7 countries

**Test** Analysing Medical Markets

Presentation Costs of Addiction—Smoking, Meth, Heroin and Pain Killers

**Discuss and group work** Chasing the Scream Chapters 8- 13

**Start Lecture** The Demand for Health and Health Care (notes are in notes packet)

For next class please:

- **Read** Who Shall Live, Fuchs Chapter 3 (study guide in packet)
- **Read** *Starr the Transformation of American Medicine* Chapter 2
- **Read** article *Ancient Egyptian technology may be our first line of defense from hospital infections*  
Study questions in packet

September 19 T

4 countries

**Finish Lecture** The Demand for Health and Health Care (notes are in notes packet)

**Discuss** Who Shall Live, Fuchs Chapter 3

Discuss Starr Chapter 2

Watch **Mark Plotkin's TED talk** 17 minutes. Assignment in packet

[https://www.ted.com/talks/mark\\_plotkin\\_what\\_the\\_people\\_of\\_the\\_amazon\\_know\\_that\\_you\\_don\\_t?language=en](https://www.ted.com/talks/mark_plotkin_what_the_people_of_the_amazon_know_that_you_don_t?language=en)

**Discuss** article *Ancient Egyptian technology may be our first line of defense from hospital infections*

For next class please:

- Finish Chasing the Scream Chapters 14-Conclusion (study guide in packet)
- **Read** *The Lancet Countdown: tracking progress on health and climate change*
- Due next class **Complete Plotkin assignment**
- **Read** *Researchers Shed Light on Asthma's Mysteries*
- Study for test Demand for Health Care, Fuchs 3, Starr 2

September 21

**Plotkin assignment due**

4 countries

**Test** Demand for Health Care, Fuchs 3, Starr 2

**Presentation** Air Pollution and Mercury in Utah and U.S and Climate Change and Human Health

Discuss *The Lancet Countdown: tracking progress on health and climate change*

Discuss Plotkin assignment

Discuss *Researchers Shed Light on Asthma's Mysteries*

Discuss Chasing the Scream

For next class please:

- **Read** *Under the Shadow of Tuskegee* (study guide in packet)
- **Read** Who Shall Live, Fuchs p 165-176 (study guide in packet)
- **Read** *Stigma* for next class (study guide in packet)
- **Read** *The Effect of Patient Race and SES on Physician's Perceptions of Patients* (study guide in packet)
- **Read** *The Road* (no study guide)
- **Read** *Levels of Racism* (no study guide)

September 26 T

**Discuss** *The Effect of Patient Race and SES on Physician's Perceptions of Patients*

**Discuss** *Under the Shadow of Tuskegee*

*A Class Divided* doc

**Presentation** Racism, Classism and Sexism and How They Affect Health

**Discuss** Fuchs p 165-176

**Discuss** *The Road*

**Discuss** *Levels of Racism*

**Discuss** *Stigma*

**Watch** The Paradox of Choice TED Talk Barry Schwartz

[https://www.ted.com/talks/barry\\_schwartz\\_on\\_the\\_paradox\\_of\\_choice](https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice)

For next class please:

- **Study for Test** –*Under the Shadow of Tuskegee*, Fuchs p 165-176 *The Effect of Patient Race and SES on Physician's Perceptions of Patients* and *Stigma*, *The Road* , and *Levels of Racism*
  - **Read** *The Tyranny of Choice*
  - **Read** Veblen's *Pecuniary Emulation and Conspicuous Consumption*. (study guide in packet)
- Be prepared for group work**

September 28 H

**Test** –*Under the Shadow of Tuskegee*, Fuchs p 165-176 ,*The Effect of Patient Race and SES on Physician's Perceptions of Patients*, *Stigma*, *The Road* , and *Levels of Racism*

**Presentation** Affluenza

**Discuss** *The Tyranny of Choice*

**Discuss and group work** Veblen *Conspicuous Consumption*

**Happiness Research---**

[https://www.ted.com/talks/robert\\_waldinger\\_what\\_makes\\_a\\_good\\_life\\_lessons\\_from\\_the\\_longest\\_study\\_on\\_happiness](https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness) 13 minutes

For next class please:

- **Read** *Prices, Profit and Innovation* (study guide in packet)
  - **Read** *So Tired of Life* (no worksheet on, summarize for yourself for studying)
  - **Read** *Attending Death With Dignity* (no worksheet on, summarize for yourself for studying)
  - **Read** *Stop Force Feeding the Elderly* (no worksheet on, summarize for yourself for studying)
  - **Read** *Getting Mental- Health Care at the Doctor's Office* (study guide in packet)
  - **Read** Fast Food Nation up through chapter 8 (study guide in packet)
- 
- **Study for Test** Veblen, *The Tyranny of Choice* Barry Schwartz TED talk, Fast Food Nation Chapters 1-8

October 3

Discuss Fast Food Nation

**Test** Veblen, *The Tyranny of Choice*, Barry Schwartz TED talk, Fast Food Nation chapters 1-8

Presentation Depression

Discuss *Prices, Profit and Innovation*, *Stop Force Feeding the Elderly*, *So Tired of Life*, *Attending Death With Dignity*, *Getting Mental- Health Care at the Doctor's Office*

Start FED Up doc

For next class please:

- **Read** book review *Lethal but lawful: holding corporations to account*
- **Read** article *Revised Food Labels Still Won't Tell Whole Story*
- **Read** Fast Food Nation 9-Epilogue
- **Study** for test Fast Food Nation 9-epilogue, *Lethal but lawful: holding corporations to account*, *New Labels Won't Be Much Improved*, and *Fed Up* (extra credit for articles *Big and Deadly Foodborne Outbreaks* and *Study Tied to Food Industry Tries to Discredit Sugar Guidelines*)
- **Optional Read** Article *Big and Deadly Foodborne Outbreaks*
- **Optional** Read Article *Study Tied to Food Industry Tries to Discredit Sugar Guidelines*

October 5 H

Finish FED UP doc

Presentation Obesity—Fast Food Proximity and Food Deserts

Discuss articles

- **Test** Fast Food Nation 9-epilogue, *Lethal but lawful: holding corporations to account*, *Revised Food Labels Still Won't Tell Whole Story*, and *Fed Up* (extra credit for articles *Big and Deadly Foodborne Outbreaks* *Study Tied to Food Industry Tries to Discredit Sugar Guidelines*)

This will be our last class. Remember there is no final and all tests count.

## CSBS EMERGENCY ACTION PLAN



### 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](http://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.