

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6152 – Health Policy
Spring, 2015
 Delivery Format: On-Campus

Instructor Name: Allyson Hall, PhD
 Room Number: HPNP 4137
 Phone Number: 273-5129
 Email Address: hallag@phhp.ufl.edu
 Office Hours: Mondays 1pm-2pm

Prerequisites: Students are assumed to have significant in-depth knowledge of the US health care and public health systems, and the ability to provide that knowledge to class participation and completion of assignments. **Students must have completed HSA 6114 (Introduction to the US Health Care System) or an equivalent class to be admitted to this course.**

PURPOSE AND OUTCOME

Course Overview

Health policy in the United States is dynamic and controversial. Local, state, regional, and national health policies can directly or indirectly impact the activities of delivery systems and the behavior of patients and consumers. Therefore, successful healthcare leaders must be able to interpret and react to policy decisions that can impact their organization's performance. This course will engage students in thinking critically about the evolution of U.S. Health Policy and the forces that influence current health policy. In addition, students will develop strategies for conducting policy analyses and participation in the political process.

Lectures, reading, and assignments in this course will define health policy, provide an overview of the state and federal policymaking process, investigate sample approaches and methods for analyzing health policy, and analyze strategies for influencing health policy.

Course Objectives and/or Goals

Course Objectives <i>Upon completion of the course students should be able to:</i>	MHA/MPH Competencies	Assignments and Activities
Characterize US health policy and discuss the rationale for government intervention in health. Characterize and define the policymaking process in the United States .	Perform environmental scans and needs assessment in support of program and organizational development (MHA). Monitor and interpret trends and activities in health care, and anticipate impact on health policy (MPH).	Faculty lectures, final (open-book exam)
Identify policy issues that are relevant to an organization's mission or success Analyze key policy issues by	Perform environmental scans and needs assessment in support of program and organizational development (MHA).	Faculty lectures, guest lectures, student lectures; problem statement, solution analysis, advocacy presentations, bill analysis

Course Objectives <i>Upon completion of the course students should be able to:</i>	MHA/MPH Competencies	Assignments and Activities
<p>collecting relevant information from numerous sources; specifying appropriate criteria for decisions; and developing logical alternative solutions, recommendations, and justifications.</p> <p>Incorporate quantitative and qualitative evidence in policy analysis including the ability to compile and present relevant data in readily understood formats</p> <p>Prepare and present written and oral health policy analysis in a clear and concise manner as evidence of strong communication skills.</p>	<p>Apply effective and appropriate oral and written communication vehicles (MHA)</p> <p>Propose, develop, and implement strategic approaches based on statistical, financial, and organizational performance (MHA)</p> <p>Monitor and interpret trends and activities in health care, and anticipate impact on health policy (MPH).</p> <p>Apply principles and methods of health policy analysis and development to key national, state, and local health (and public health) issues (MPH).</p> <p>Communicate effectively with constituencies in oral and written forms (MPH).</p>	
<p>Reflect on personal political and social opinions and their influence on your policy analysis and advocacy work</p>	<p>Model professional values and ethics (MHA)</p>	<p>Reflective statement</p>

Instructional Methods

The course includes a combination of lectures, readings, student presentations, and role-plays.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

My teaching philosophy

My role of the instructor is to guide the students through the process of acquiring the course subject matter. It is critical that students read the materials prior to each session and participate in class discussion

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

DATE	TOPIC	READING
SECTION 1: Overview of US Healthcare Policy		
Jan 12	<p>Course Introduction</p> <ul style="list-style-type: none"> ▪ Syllabus review ▪ Group and topic assignments for policy presentations <p>Defining health policy</p> <p>Rationale for health policy</p> <ul style="list-style-type: none"> ▪ Market failure ▪ Public interest theory of legislation ▪ Economic theory of legislation ▪ Health or health care is a right? <p>Role of government in health care</p> <ul style="list-style-type: none"> ▪ Understanding fairness and efficiency ▪ American values in health care and policy ▪ Right to health/health care as a basis for government action <p>Debate: Individuals are in the best position to maintain their healthcare, not the government</p> <p>Debate: Market competition can lead to efficient pricing and consumption of health care services</p>	<p>Feldstein PJ (2006) <i>The Politics of Health Legislation</i> 3rd edition Health Administration Press, Chicago Ill. <u>Chapter 1</u></p> <p>Longest Chapter 1: Health and Health Policy</p> <p>Articles from: Kronenfeld JJ, Parmet WE, Zezza (2012) <i>MA Debates on U.S. Health Care</i> Sage Reference</p> <p>Chapter 1 – Moral Significance of Health Care (Illingworth and Sandler)</p> <p>Chapter 3 – Health Care as a Human Right (Meier and Bhattacharya)</p> <p>Chapter 4 – Individual and Societal Responsibility for Health (Jones, Platt, Rubin, Jacobson)</p> <p>Chapter 5 - The Role of the Market in Health Care (Freedman, Horwitz)</p>
Jan 19	Martin Luther King Day	No class
Jan 26	<p>The political culture and language of health policy</p> <ul style="list-style-type: none"> • The political parties and power • The iron triangle • Interest groups • Precedents for current US health policy • Understanding the language of the US political system <p>History of US Health Policy – Key Milestones</p> <p>Federal Health Policies</p> <p>- Debate: The individual mandate</p>	<p>Peterson MA. From Trust to Political Power: Interest Groups, Public Choice and Health Care. In: Lee PR and Estes CL <i>The Nation's Health</i> (pages 183-198) Jones and Bartlett Publishers: Sudbury, MA, 2003.</p> <p>Rothman J A Century of Failure: Health Care Reform in America in Conrad P <i>The Sociology of Health and Illness. Critical Perspectives (7th edition)</i> (pages 292-300) Worth Publishers: NY, NY: 2005.</p> <p>Longest Chapter 2: The Context and Process of Health Policymaking</p> <p>Articles from: Kronenfeld JJ, Parmet WE, Zezza (2012) <i>MA Debates on U.S. Health Care</i> Sage Reference</p> <p>Chapter 15 – Individual mandate (Tanden, Spiro, Miller)</p>

DATE	TOPIC	READING
	<p>is the best way to obtain universal or near universal coverage</p> <ul style="list-style-type: none"> - Debate: An employer mandate is an efficient and effective tool to expand coverage <p>State Health Policies</p> <ul style="list-style-type: none"> - Debate: A block provision would give states more flexibility to administer the Medicaid program 	<p>Chapter 18 – Employer Mandate (Carey) Chapter 26 – Medicaid Program Flexibility (Duncan, Bell, Hall, Samuels)</p>
January 26	<p>The Impact of Health Policy</p> <ul style="list-style-type: none"> • Health policy and health determinants • Health policy and health organizations, and interest groups 	
February 2	<p>The Policy Process</p> <ul style="list-style-type: none"> • Overview • Agenda setting • Window of opportunity • Development of legislation • Legislative process • Health professionals in the legislative process • Implementation: rulemaking and operation <p>Case Study: Passage of the ACA, Paul Duncan, PhD Associate Dean of the Graduate School</p>	<p>Assignment Due: Reflective Statement</p> <p>Evans CH, Degutis LC What it takes for Congress to Act American Journal of Health Promotion November/December 2003 18(2): 177-181.</p> <p>Craig RL et al (2010) Public Health Professionals as Policy Entrepreneurs: Arkansas’s Childhood Obesity Policy Experience vol 100:2047-2052</p>
SECTION 2: Health Policy Analysis		
February 2	<p>Policy Competency Overview of policy analysis</p> <ul style="list-style-type: none"> • Defining Policy Analysis <p>Ethical Issues in policy analysis</p> <ul style="list-style-type: none"> • Using language; semantics • Your role <p>Policy Analysis: Defining the problem (STEP 1)</p>	<p>Urban Institute/Kaiser Family Foundation <i>Florida Medicaid Reform: Informed Consumer Choice</i></p> <p>Bardach, pages 1-10</p>
February 9	<p>Case Study in Advocacy: Candice King, Director of the ACORN Clinic and Commissioner Randy Wells, District IV – Gainesville City Commission</p> <p>Group presentation: In-depth exploration of a key health policy issue</p>	<p>Reading assigned by each group</p>
February	Group Presentation	Reading assigned by each group

DATE	TOPIC	READING
16	In-depth explorations of key health policies	
February 23	Group Presentations	Assignment Due: Problem statement
March 2	<i>SPRING BREAK</i>	<i>No Class</i>
March 9	<p>Doing Policy Analysis: Assembling the Evidence (STEP 2) Making conclusions</p> <ul style="list-style-type: none"> • Constructing alternatives (STEP 3) • Selecting criteria (STEP 4) • Projecting outcomes (STEP 5) • Confront trade-offs (STEP 6) • Decide (STEP 7) <p>Nancy Hardt, MD. Professor, College of Medicine Using data to generate information that informs health policy (10:30-12:30)</p>	<p>Weimer DL and Vining AR <i>Policy Analysis: Concepts and Practice</i> Chapter 13: Gathering Information for Policy Analysis</p> <p>Bardach, pages 1-59</p>
March 16	<p>Kamal Latham – Gainesville Chamber of Commerce</p> <p>Program Evaluation – Brief Introduction to Methods</p> <ul style="list-style-type: none"> • Link between policy analysis and program evaluation • Who can do program evaluation: hiring an evaluator • Doing program evaluation – some considerations • Cost-benefit analysis • Using data and findings from evaluation research to inform policy 	Babbie E. <i>The Practice of Social Research</i> Chapter 12: Evaluation Research 9 th edition
March 23	<p>Judicial Health Policy (Guest lecturer: TBD)</p> <p>Case Study in Bill Analysis (Guest lecturer: TBD)</p>	<p>Assignment Due: Solution Analysis</p> <p>Rosenblatt R <i>The Courts in Health Politics and Policy</i> Morone JA et al ed. Delmar Publishing, NY 2008</p> <p>Kromm JN et al (2009) <i>Law and the Public's Health Public Health Reports</i> vol 124: 889-894</p> <p>View prior to class: Health Matters: Public Health and the Law http://wn.com/health_matters_public_health_and_the_law</p>
Section 3: Influencing Health Policy		
March 30	<p>Campaigns, Elections, and Health Policy Reform</p> <p>Lobbying and Advocacy</p> <ul style="list-style-type: none"> • Defining health lobbying and advocacy • The rules of lobbying and 	<p>Blendon RJ, Benson JM (2010) <i>Health Care in the 2010 Congressional Election New England Journal of Medicine</i> 363(20):</p> <p>Blendon RJ et al (2010) <i>Americans Conflicting View about the Public Health System. How to Shore Up</i></p>

DATE	TOPIC	READING
	advocacy <ul style="list-style-type: none"> Skills in lobbying and advocacy 	Support <i>Health Affairs</i> 29 (11). Kersh R Ten Myths about Power and Influence in Morone JA et al <i>Health Politics and Policy</i> Delmar Publishing, NY 2008 Go through the Community Toolbox: http://ctb.ku.edu/en/ 1) Under table of contents: Part I: Organizing for Effective Advocacy (Chapters 30-35) 2) enter key word lobbying – go Section 7: Decision makers
April 6	Tell your story <ul style="list-style-type: none"> Content of a policy paper Presentation skills – graphs and tables Know your audience TBA	Assignment Due: Bill Analysis
April 13	Lobbying/Advocacy Role Play (I)	
April 20	Lobbying/Advocacy Role Play (II)	
Week of April 20		Assignment Due: Role Play Materials (by April 22 nd) Assignment Due: Final Quiz (online; open book) to be completed by April 30th

Course Materials and Technology

Bardach E. (2012) *A Practical Guide for Policy Analysis. The Eightfold Path to More Effective Problem Solving*. 3rd edition, CQ Press, Washington, DC.

Suggested Texts:

Seavery JW, Aytur SA, McGrath RJ (2014) *Health Policy Analysis. Framework and Tools for Success* Springer Publishing Company

Longest BB. (2012) *Health Policymaking in the United States* 6th edition. Health Administration Press: Chicago, Ill.

Other course material are included in Canvas

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Each class will consist of discussion of one or more topics, assigned readings, or student presentations and discussion. Students will also participate in the following activities which will represent the indicated portion of their grade:

- Open book multiple choice quiz 20 points (20 questions)
- Problem Statement 100 points

- Solution analysis 100 points
- Group policy topic presentation 50 points
 - 30 points from presentation
 - 20 points from peer assessment
- Bill Analysis 100 points
- Group lobbying/advocacy 50 points
 - 30 points from presentation and submitted documents
 - 20 points from peer assessment
- Reflective statement 50 points
- Class attendance – participation 30 points
- Total possible points 500

Grading

Point system used (i.e., how do course points translate into letter grades).

Points earned	95-100	90-94.9	88-85.9	82-87.9	80-81.9	78-79.9	72-77.9	70-71.9	60-69.9
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
 Alachua County Crisis Center
 (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
