Instructor:
R. Paul Duncan, PhD
Room Number: HPNP 3108; Grinter Hall, Room 115
Phone Number: 273-6065; 846-0139
Email Address: pduncan@ufl.edu
Office Hours: Tuesdays 1:00-2:00 PM (in HPNP). Other times by appointment (usually in Grinter Hall)

Meetings:
Fridays, Periods 2-4 (9:35--12:35)
HPNP Room G-210

Prerequisites:
Students are assumed to have significant prior knowledge of the US health care and public health systems, and the ability to demonstrate that knowledge in their class participation and completion of assignments. Except by permission of the Instructor, students must have completed HSA 6114 (Introduction to the US Health Care System) or an equivalent class to be admitted to this course.

COURSE OVERVIEW

Purpose and Intended Outcome
Health policy in the United States is dynamic and controversial. Local, state, regional, and national health policies, not to mention those of non-governmental entities and organizations, directly or indirectly impact the activities of delivery systems and the behavior of providers and patients. Despite recent controversy regarding the role and value of science, this course is predicated in part on the proposition that proposed or enacted policy interventions are enhanced if they are informed by rigorous, objective and independent research.

The course will focus on the methods underlying such research, including the manner in which health policy research is structured, executed and reported.
Student Learning Outcomes

Upon completion of the course students should be able to:

- Characterize health policy and health policy research.
- Describe the role of research in the policymaking process, particularly in the United States.
- Define Policy Analysis
- Define Evaluation (assessment) Research
- Analyze a significant health policy issue by collecting relevant information from numerous sources; specifying appropriate criteria for decisions; and developing logical alternative solutions, recommendations, and justifications.
- Incorporate quantitative and qualitative evidence in policy analysis including the ability to compile and present relevant data in readily understood formats.
- Prepare and present written and oral health policy analysis in a clear and concise manner as evidence of strong communication skills.
- Assess or evaluate a health policy intervention.

Instructional Methods

The course includes a combination of readings, discussions, and student presentations.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to scheduled meetings having prepared by completing any out-of-class assignments.

In addition to active engagement in all aspects of the course meetings, readings, webinars or the like, there are two projects/assignments:

1. All students will identify a health policy issue reflecting their individual interests, and prepare a policy analysis referring to that issue. Regardless of topic, the projects must include the following elements.
   - A summary description of the policy issue of interest, and the core argument as to why it should be viewed as an issue that is properly subject to policy intervention;
   - Brief but clear summaries of two or more potential policy interventions (e.g. a new law, a regulation, a rule, a cultural change) that might be expected to positively impact the issue;
   - A specific recommendation and proposed policy intervention, selected from among those described as potentially valuable, and including a clearly stated justification for the option selected;
   - A discussion as to the various means whereby the impact of the intervention might be assessed, if it were to be enacted as described.

Each student will be expected to deliver a brief oral presentation in class, capturing each of the four required project elements. The presentation may be relatively formal (including slides, handouts, exercises, etc.), or it may be very informal and conversational. But it MUST cover all four of the required elements. In addition to presenting the policy analysis, each student must actively lead a class conversation in which feedback is sought and respectfully considered. Students will be allocated thirty minutes of class time for this presentation, including the
discussion. Subsequent to the presentation, a final version of the policy analysis, including all four of the required elements, and incorporating material derived from the class discussion is to be composed and submitted as a term paper, due no later than March 16, 2018.

2. Each student will prepare a proposed or an actual evaluation/assessment research study to assess the impact of some specified health policy intervention. The study (or proposed study) description must include:
   - A clear statement of the specific outcome of the intervention to be assessed, including an operational definition
   - A description of the study design
   - A detailed description of the data that are to be employed in the assessment
   - A description of the data analysis methodology
   - If applicable, the findings, discussion and conclusion, otherwise a description of the intended utilization of anticipated findings.

As for the policy analysis, the evaluation research study will be presented in class and subsequently turned in as a written product, due no later than April 20, 2018.

**Assessment (Grades)**

Active engagement in course activities will be assessed by observation and scored in range of 0-20 points.

Each project will be assessed by observation of the presentation and review of the written product. Each component of each project will be scored in a range from 0-20 points for the presentation and 0-20 points for the written product, to a maximum of 40 points for each project, 80 points overall.

The sum of each student’s scores (with a potential range of 0-100 points) will be translated to a letter grade as follows:

- 93 -100 points: A
- 90 - 92 points: A-
- 86 - 89 points: B+
- 83 - 85 points: B
- 80 - 82 points B-
- 76 - 79 points: C+
- 73 - 75 points: C
- 70 - 72 points: C-
- 65 - 69 points: D+
- 60 - 64 points: D
- Fewer than 60 points: E

Please be aware that while a grade of C may count toward a graduate degree at UF (given a sufficient GPA) C- is not an acceptable grade for graduate students.

Letter grade to grade point conversions are fixed by UF as follows.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
</tr>
</thead>
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<tr>
<td>Grade Points</td>
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<td>3.67</td>
<td>3.33</td>
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<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
</tr>
</tbody>
</table>
For greater detail on the meaning of letter grades and related university policies see:

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

My teaching philosophy

My role as the instructor is to guide, assist and support students through their own process of acquiring the course subject matter. In choosing to teach almost exclusively at the graduate level, I have for many years been committed to the proposition that learning is and should be left largely in the hands of each individual student.

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 are unacceptable and inexcusable.

ONLINE FACULTY AND 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. Online and in-person assistance is available. Visit their website for more information:
  http://www.counseling.ufl.edu

- 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 website 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. The University has helped many students through stressful situations impacting their academic performance. You are not alone, so do not be afraid to ask for assistance.
DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

There is no required text for this course. However, numerous foundational volumes are germane to our conversations, depending primarily on your prior exposure to relevant content and the focus of your interest for the course. Examples include:


Topical Outline/Course Schedule

SECTION 1: Overview of US Healthcare Policy

January 19 Introductions, course overview, setting the context

- Topics:
  - Defining health policy
  - Rationale for health policy
    - Market failure
    - Public interest theory of legislation
    - Health or healthcare as a right?
  - Role of government in healthcare
    - Understanding fairness and efficiency
    - American values in health care and policy
    - Right to health/health care as a basis for government action
  - The Role of Research
  - Debates:
    - Individuals are in the best position to maintain their healthcare, not the government
    - Market competition can lead to efficient pricing and consumption of health care services
    - Research doesn’t matter
Discussion of individual and group topic assignments for policy presentations

Potential Reading:
- Longest Chapter 1: Health and Health Policy
  - Chapter 1 – Moral Significance of Health Care (Illingworth and Sandler)
  - Chapter 3 – Health Care as a Human Right (Meier and Bhattacharya)
  - Chapter 4 – Individual and Societal Responsibility for Health (Jones, Platt, Rubin, Jacobson)
  - Chapter 5 - The Role of the Market in Health Care (Freedman, Horwitz)

January 26

Topics:
- The political culture and language of health policy
  - The political parties and power
  - The Iron Triangle
  - Precedents for current US health policy
  - Understanding the language of the US political system
- History of US health policy - key milestones
- Debate:
  - Federal health policy
    - The individual mandate is the best way to obtain universal or near universal coverage
    - An employer mandate is an efficient and effective tool to expand coverage
  - State Health Policies
    - A block grant provision would give states more flexibility to administer the Medicaid program
- Potential Reading:
    - Chapter 15 – Individual mandate (Tanden, Spiro, Miller)
    - Chapter 18 – Employer Mandate (Carey)
    - Chapter 26 – Medicaid Program Flexibility (Duncan, Bell, Hall, Samuels)
February 2
• Topic:
  o The policy process
    ▪ Overview
    ▪ Agenda setting
    ▪ Window of opportunity
    ▪ Development of legislation
    ▪ Legislative process
    ▪ Health professionals in the legislative process
    ▪ Implementation: rulemaking and operation
  o The Affordable Care Act as a Case Study
• Potential Reading:
  o Longest Chapter 2: The Context and Process of Health Policymaking

SECTION 2: Health Policy Analysis

February 9
• Topic:
  o Overview of policy analysis
  o Defining Policy Analysis
  o Ethical Issues in policy analysis
    ▪ Using language; semantics
    ▪ Your role
  o Policy Analysis Steps
    ▪ Step 1 - Defining the problem
    ▪ Step 2 - Assembling the Evidence
    ▪ Making Conclusions:
    ▪ Step 3 - Constructing alternatives
    ▪ Step 4 - Selecting criteria
    ▪ Step 5 - Projecting outcomes
    ▪ Step 6 - Confront trade-offs
    ▪ Step 7 – Decide
• Potential Readings:
  • Urban Institute/Kaiser Family Foundation Florida Medicaid Reform: Informed Consumer Choice
  • Chapter 14 in Teitelbaum and Wilensky
    ▪ Weimer DL and Vining AR Policy Analysis: Concepts and Practice
    ▪ Chapter 13: Gathering Information for Policy Analysis
  • Bardach, pages 1-59

February 16: No Meeting
February 23: Policy Analysis Presentations

- Required Readings:
  - Assigned by presenter

SECTION 3: Evaluation Research and Assessment

March 2: Evaluation Research

- Definitions: HSR vs Policy Research vs Program Evaluation
- Introduction to Program Evaluation
- Study Designs
- Steps in inquiry

Aday LA, Begley CE, Lairson DR, Balkrishnan R Evaluating the Healthcare System. Effectiveness, Efficiency, and Equity, Chapter 1(pp1-49), Health Administration Press, Chicago, ILL

Aday LA, Begley CE, Lairson DR, Balkrishnan R Evaluating the Healthcare System. Effectiveness, Efficiency, and Equity, Chapter 9 (pp 301-333), Health Administration Press, Chicago, ILL

Rossi PH, Lipsey MW and Freeman HE Evaluation: A Systematic Approach Chapter 3: Identifying issues and formulating questions (pp 67-99)

March 9 No Meeting...Spring Break

March 16 Data Sources

Data Sources for Policy Research (Allyson)

- Survey Data
- Administrative and Claims Data
- Counting the Uninsured
- Qualitative/Case Study Research

Become familiar with surveys conducted by the Federal Government. Visit:

- [http://www.cdc.gov/nchs/default.htm](http://www.cdc.gov/nchs/default.htm) on the left hand bar is a link to surveys and data collection systems. (National Center for Health Statistics)
- [http://www.ahrq.gov](http://www.ahrq.gov) follow the link for data and surveys.(Agency for Health Care Quality and Research)
- [http://www.cms.hhs.gov/home/rsds.asp](http://www.cms.hhs.gov/home/rsds.asp) Follow the link to Research – especially note the MCBS (Centers for Medicaid and Medicare Services)


Chattopadhyay A and Bindman AB 2006 The Contribution of Medicaid Managed Care to the Increasing Undercount of Medicaid Beneficiaries in the Current Population Survey *Medical Care* 44(9):822-826.


March 23 and 30
Optional Discussion Meetings on Current US Health Care Systems Attributes and Issues

April 6
Evaluation Research Presentations

April 13 Individual meetings as needed/requested.

April 20 No Meeting (Dr. Duncan will be out of town)
Appendix  Readings relevant for the Optional (March 23 and 30) Meetings.

Historical Foundations for Current State of US Health Care Policy

- Historical precedents for current US health care policy
  - Physicians, Hospitals, and Public Health
  - Role of Health Insurance
- Today’s health policy environment

Historical Precedents

Starr P  *The Social Transformation of American Medicine.*  Book 1, Chapter 3.  The Consolidation of Professional Authority pp. 29-144


Current Policy Environment


Barr DA  *Introduction to US Health Policy*  - Chapter 2  *Health Care as a Reflection of Underlying Cultural Values and Institutions*  (page20-51)

Navarro V Why some countries have national health insurance, others have national health services, and the US has neither *Social Science and Medicine* 1989; 28(9):887-898.


**An Overview US Health Care (I)**

- Spending and Cost
- Quality
- Access

**Spending and Cost**


Henry J. Kaiser Family Foundation  February 2014  Medicaid Per Enrollee Spending: Variation Across States


**An Overview of US Health Care (II)**

**Access and Health Insurance**


Stephens J, Gates A, Newkirk V, Snyder L  Health Coverage and Care in the South: A Chartbook

**Quality**

National Committee on Quality Assurance *The State of Health Care Quality Report* 2014

Bodeheimer T Coordinating care – A Perilous Journey Through the Health Care System *New England Journal of Medicine*

Bodenheimer T, Wagner EH, Grumbach K (2002) Improving Primary Care for Patients with Chronic Illness 288:1775-1779