Instructor:
Jeff Feller
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Office Hours: By appointment

Teaching Assistant:
Cristina Popescu
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Office Hours: In HPNP by appointment

Meetings:
Tuesdays, Periods 8-10 (3:00pm – 6:00pm)
HPNP Room G-316

Prerequisites:
Students are assumed to have significant prior knowledge of the US health care and public health systems, and the ability to provide 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 can directly or indirectly impact the activities of delivery systems and the behavior of providers and patients. Furthermore, effective health care professionals will almost certainly find themselves participating in health policy processes and must be knowledgeable about those processes. 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.

Student Learning Outcomes

Upon completion of the course students should be able to:

- Characterize US health policy and discuss the rationale for government intervention in health.
- Characterize and define the policymaking process in the United States
- Identify policy issues that are relevant to an organization's mission or success
- Analyze key policy issues 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 skill
- Reflect on personal political and social opinions and their influence on your policy analysis and advocacy work

Instructional Methods

The course includes a combination of lectures, 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 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.

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

1. All students will identify a health policy issue reflecting their individual interests, and prepare a set of brief products referring to that issue. Regardless of topic, the projects must include the following elements.
- A summary description of the policy issue and the core argument as to why it should be viewed as an issue that is properly subject to policy intervention;
- A proposed policy intervention (e.g. a new law, a regulation, a rule, a cultural change);
- A specific proposal;
- A plan for assessing the impact of the intervention, 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 issue, each student must

actively lead a class conversation in which feedback is sought and respectfully considered. Students will be allocated a MAXIMUM of fifteen-twenty minutes of class time for this presentation, including the discussion. Subsequent to the presentation, a final version of the policy proposal, including all four of the required elements, is to be composed and submitted as a term paper, due no later than March 15, 2016.

2. Students will be assigned to a group that will work together on a health policy project to be determined by the group, in consultation with the Instructor and the Teaching Assistant. The Project will be presented in Class and turned in as a written product, due no later than April 15.

Assessment (Grades)

Active engagement in course activities will be assessed by observation and scored in range of 0-25 points.

The individual project will be assessed by observation of the presentation and review of the written paper, with scoring in a range from 0-20 points for the presentation and 0-20 points for the written product.

The group project will be assessed by review of the written product (0-25 points) and a summary of the group members' assessments of each other's contributions to the final product (0-10 points).

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 a C- is not an acceptable grade for graduate students.

Note: A grade of C may count toward a graduate degree given a sufficient GPA.

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

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:

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.

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

Required Text:

> Longest BB. (2016) Health Policymaking in the United States. 6th edition. Health Administration Press: Chicago, Ill.

Suggested Additional Texts:

> Bardach E. (2012) A Practical Guide for Policy Analysis. The Eightfold Path to More Effective Problem Solving. 3rd edition, CQ Press, Washington, DC.
>
> Seavery JW, Aytur SA, McGrath RJ (2014) Health Policy Analysis. Framework and Tools for Success. Springer Publishing Company
>
> Shi, L., Singh, DA, (2016) Essentials of the U.S. Health Care System. 4th edition. Jones and Bartlett Learning

Other course material will be provided on 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 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. On line 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 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.

Topical Outline/Course Schedule

SECTION 1: Overview of US Healthcare Policy

January 5 Introductions and course overview

January 12
- Topics:
    - Defining health policy
    - Rationale for health policy
        - Market failure
        - Public interest theory of legislation
        - Health or healthcare is 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
    - Debate:
        - 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
    - Discussion of individual and group topic assignments for policy presentations

- Required Readings:
    - Feldstein PJ (2006) *The Politics of Health Legislation* 3rd edition Health Administration Press, Chicago Ill. Chapter 1
    - Longest Chapter 1: Health and Health Policy
- Recommended Readings:
    - Articles from: Kronenfeld JJ, Parmet WE, Zezza (2012) MA Debates on U.S. Health Care Sage Reference
    - 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 19
- 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
- Required Readings:
  - Peterson MA. From Trust to Political Power: Interest Groups, Public Choice and Health Care. In: Lee PR and Estes CL The Nation's Health (pages 183-198) Jones and Bartlett Publishers: Sudbury, MA, 2003.
  - Rothman J A Century of Failure: Health Care Reform in America in Conrad P The Sociology of Health and Illness. Critical Perspectives (7th edition) (pages 292-300) Worth Publishers: NY, NY: 2005.
  - Articles from: Kronenfeld JJ, Parmet WE, Zezza (2012) MA Debates on U.S. Health Care Sage Reference Chapter 15 – Individual mandate (Tanden, Spiro, Miller)
    - Chapter 18 – Employer Mandate (Carey)
    - Chapter 26 – Medicaid Program Flexibility (Duncan, Bell, Hall, Samuels)

January 26
- Topic:
  - The policy process
    - Overview
    - Agenda setting
    - Window of opportunity
    - Development of legislation
    - Legislative process
    - Health professionals in the legislative process
    - Implementation: rulemaking and operation
  - Affordable Care Act Case Study
- Required Readings:
  - Longest Chapter 2: The Context and Process of Health Policymaking
  - Evans CH, Degutis LC What it takes for Congress to Act American Journal of Health Promotion November/December 2003 18(2): 177-181.
  - Craig RL et al (2010) Public Health Professionals as Policy Entrepreneurs: Arkansas's Childhood Obesity Policy Experience vol 100:2047-2052

SECTION 2: Health Policy Analysis

February 2
- Topic:
  - Overview of policy analysis
  - Defining Policy Analysis
  - Ethical Issues in policy analysis
    - Using language; semantics
    - Your role
  - Policy Analysis Steps
    - Step 1 - Defining the problem

- Required Readings:
  - Urban Institute/Kaiser Family Foundation Florida Medicaid Reform: Informed Consumer Choice
  - Bardach, pages 1-10

February 9: *No Class*

February 16
- Topic:
  - **Individual Student Presentations (6-8)**
- Required Readings:
  - Assigned by presenter

February 23
- Topic:
  - **Individual Student Presentations (6-8)**
- Required Readings:
  - Assigned by presenter

March 1: No Class – Spring Break

March 8
- Topic:
  - **Individual Student Presentations (6-8)**
- Required Readings:
  - Assigned by presenter

March 15
- Topic:
  - Policy Analysis (continued):
    - 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
- Required Readings:
  - Weimer DL and Vining AR Policy Analysis: Concepts and Practice Chapter 13: Gathering Information for Policy Analysis
  - Bardach, pages 1-59

March 22
- Topic:
  - Program Evaluation – Brief Introduction to Methods
    - 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

- Required Readings:
  - Babbie E. The Practice of Social Research Chapter 12: Evaluation Research 9th edition
  -

March 29
- Topic:
  - Health Policy and the Judiciary
  - (Possible Guest lecturer: TBD)

Section 3: Influencing Health Policy

April 5 and April 12
- Topic:
  - Health Policy and the Judiciary
  - Campaigns, Elections, and Health Policy Reform
  - Lobbying and Advocacy
    - Defining health lobbying and advocacy
    - The rules of lobbying and advocacy
    - Skills in lobbying and advocacy
- Required Readings:
  - Blendon RJ , Benson JM (2010) Health Care in the 2010 Congressional Election New England Journal of Medicine 363(20):
  - Blendon RJ et al (2010) Americans Conflicting View about the Public Health System. How to Shore Up Support Health Affairs 29 (11).
  - Kersh R (2008) Ten Myths about Power and Influence in Morone JA et al Health Politics and Policy Delmar Publishing, NY 2008
- Recommended Readings:
  - Community Toolbox: http://ctb.ku.edu/en/table-of-contents
    - Part I: Organizing for Effective Advocacy (Chapters 30-35)
    - Enter key word lobbying – go Section 7: Decision makers

April 19   (Final Class) - Group Project Presentations