

COURSE SYLLABUS
PADM 6520 U.S. Health Policy
Tennessee State University
Fall 2014

Professor: Ken Chilton, Ph.D.

Office: F-414

This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

Office hours: Monday through Wednesday, 2:00 PM to 2:30 PM and 2:30 PM to 3:00 PM. On Thursday, my hours are 1:00 PM to 4 PM. I can make arrangements to meet with you outside those times if necessary. **If you need help, CALL ME or E-MAIL ME as soon as you have problems, DON'T WAIT.** When you have an emergency, **DO NOT USE THE E-mail in eLEARN** because it is slower than my personal email address (kchilton@tnstate.edu)

Course Description

While many Americans are keenly aware of "Obamacare," few supporters or detractors know much about the nuts and bolts of the US health care system. The *US Health Policy* course *presents* broad perspectives for understanding US health policy within historical, social, political and economic contexts that shape the health of Americans.

Assignments focus on health planning, service delivery, and health policy in the United States. Students will be provided with a foundation from which to base their health policy specialization work, including an overview of the U.S. health care system and public health infrastructure, as well as a framework for conducting advanced policy analyses. We will spend considerable time studying the Affordable Care Act, but we will also look at the complex factors that make health care very expensive without delivering notably better results than in other industrialized countries.

Course Format

This class is a "hybrid" course and that means we meet in person every 2 weeks. The first day of in person meetings is August 28. In the schedule section of the syllabus, traditional class meetings are designated by AW (Avon Williams) in the date column.

Course Goals

The material in this course is not easy or necessarily intuitive. I challenge each of you to suspend your biases about the US health system and approach the course from an objective perspective. What works? What could we do better? How can we ensure better outcomes for *all* citizens? How can we incentivize better personal health choices by Americans? I want you to critically assess the readings, paying particular regard to the research based findings. I want you to think about the proper role of government in the health care market. How can we get a bigger "bang for the buck" in health care spending? At the end of this course, I want you to understand the interplay of public policy and how it affects the health care market AND I want you to know how to use data to reach your conclusions.

Course Objectives

After completing this course, the student should be able to do the following: Describe the components and workings of the U.S. health care system, the U.S. public health infrastructure, and also describe the role that each has in improving the public's health; Describe the different components of the health policy-making process, the evolution of health policies in a number of topical areas and the application of policies in specific areas of public health; Apply a health policy analysis framework to the analysis of proposed or existing health policies and recommend options for policy change; and Understand the complex socio-ecological issues that surround health and healthcare in America which create health disparities

At the completion of this course the student will have the following competencies:

1. Critically assess the health policy implementation experience and provide input to future health policy development.
2. Explain institutional and legal environment of government healthcare policies.

3. Explain the external and institutional politics of decision making in a healthcare context.
4. Understand challenges of implementation of health policies.
5. Assess practical situations in the administration of healthcare and take principled positions.
6. Critically evaluate the implications of different approaches to ethics for healthcare.
7. Appreciate political science, sociological and economic contexts of healthcare administration.
8. Prepare communications– both written and oral–in appropriate medium and depth for diverse audiences and stakeholders.

This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

1. Harrington, Charlene and Estes, Carroll L. Health Policy: Crisis and Reform in the U.S. Health Care Delivery System, 6th edition. 2008. ISBN-13: 978-0-7637-9788-1
2. Brawley, OW and Goldberg, P. A Doctor Breaks Ranks About Being Sick in America, 2012. St. Martin's Press. ISBN-10: 0312672977 or ISBN-13: 978-0312672973.
3. Calsyn, M. Toward an Effective Health Insurance Exchange A Roadmap to Successful Health Care Reform, 2012. Or you can download at http://www.americanprogress.org/issues/2012/06/pdf/health_exchange.pdf
4. Tanden, N and Spiro, T. The Case for the Individual Mandate in Health Care Reform A Comprehensive Review of the Evidence, 2012. You can download at http://www.americanprogress.org/issues/2012/02/pdf/individual_mandate.pdf
5. Rising to the Challenge: RESULTS FROM A SCORECARD ON LOCAL HEALTH SYSTEM PERFORMANCE, 2012 The Commonwealth Fund Commission on a High Performance Health System. Download at http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Report/2012/Mar/Local%20Scorecard/1578_Commission_rising_to_challenge_local_scorecard_2012_FINALv2.pdf

I will provide you with additional research reports and articles as the course progresses.

Evaluation

Participation & Discussion	75 points
Topical Essays	125 points
Community Health Assessment	<u>75 points</u>
TOTAL	275 points

Grading Scale

90 -100 = A	80 - 89 = B	70 - 79 = C	60 - 69 = D	Below 60 = F
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Course Assignments

Class modules will be posted weekly online and will consist of: selected readings, explanatory slides, examples and discussion topics/questions. You are expected to read the assignments and augmenting slides and participate in weekly discussions. Modules will post as I finish them.

Participation in Class Discussions Boards (75 points)

You must read the assignments. This is a graduate level course and you cannot thrive in this format without effort. IN an online course, you get out of it what you put into it. You cannot critique the US healthcare system and respond appropriately to weekly discussions without reading. I expect each of you to cite examples from the readings in your weekly discussions. At all times, respect one another and engage in civil debate with one another. Do not attack the individual, but you can cordially critique one another with data (not opinion).

I will not tolerate personal attacks. When in doubt, it would be wise to send me an email before posting something publicly. We all have legitimate opinions and this course is a safe environment for discussion, so everyone will be heard. I reiterate, stick to the topic and the data and you should be okay. Accept the fact that you will not be able to always change someone else's mind with your definition of rationality.

Topical Essays (125 points)

Each essay will deal with various pieces of the Affordable Care Act. For these assignments, you need to complete a 4 to 5 page essay on the assigned reading. As graduate students, you need to read with critical eyes focusing on biases of the authors, weaknesses in the research design, data omissions and other factors that undermine the findings of the authors. You are not supposed to simply write your opinion. You need to collect data and present facts!

Board Topic	Reading to Critique	Date
1 Healthcare Costs	Tharp, Kenneth E. The Future Costs of Obesity: National and State Estimates of the Impact of Obesity on Direct Health Care Expenses. Download at: http://www.fightchronicdisease.org/sites/fightchronicdisease.org/files/docs/CostofObesityReport-FINAL.pdf What is Driving US Health Care Spending. Bipartisan Policy Center. Download at: http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2012/rwjf401339	September 10
2 Do I agree with the Individual Mandate?	Tanden, N and Spiro, T. The Case for the Individual Mandate in Health Care Reform A Comprehensive Review of the Evidence, 2012. download at http://www.americanprogress.org/issues/2012/02/pdf/individual_mandate.pdf	October 1
3 Lessons for Tennessee	Health Exchanges: The 101 on the New Marketplaces: Download at http://www.pwc.com/us/en/health-industries/health-research-institute/assets/pwc-hri-exchange-101-updated-june-2014.pdf	October 22
4 Health Insurance Exchanges, will they work?	Calsyn, M. Toward an Effective Health Insurance Exchange A Roadmap to Successful Health Care Reform, 2012. download at http://www.americanprogress.org/issues/2012/06/pdf/health_exchange.pdf	November 5
5 Healthcare in America, Hope or Hopeless?	Brawley, OW and Goldberg, P. <u>A Doctor Breaks Ranks About Being Sick in America</u> , 2012. St. Martin's Press. ISBN-10: 0312672977 or ISBN-13: 978-0312672973.	December 3

As you read the text, the following questions will help you analyze the text (You may find it useful to make notes about the text based on these questions as you read.):

- A. What is the author's main point?
- B. What is the author's purpose?
- C. Who is the author's intended audience?
- D. What arguments does the author use to support the main point?
- E. What evidence does the author present to support the arguments?
- F. What are the author's underlying assumptions or biases?

After you have read the text, you can begin to evaluate the author's ideas. The following questions provide some ideas to help you evaluate the text:

- A. Is the argument logical?
- B. Is the text well-organized, clear, and easy to read?
- C. Are the author's facts accurate?
- D. Have important terms been clearly defined?
- E. Is there sufficient evidence for the arguments?
- F. Do the arguments support the main point?
- G. Is the text appropriate for the intended audience?

- H. *Does the text present and refute opposing points of view?*
- I. *Does the text help you understand the subject?*
- J. *Are there any words or sentences that evoke a strong response from you? What are those words or sentences? What is your reaction?*
- K. *What is the origin of your reaction to this topic? When or where did you first learn about it? Can you think of people, articles, or discussions that have influenced your views? How might these be compared or contrasted to this text?*
- L. *What questions or observations does this article suggest? That is, what does the article make you think about?*

Final Community Health Needs Assessment

Policy makers need facts to develop legislation, build coalitions and influence public opinion. In this assignment, I want you to collect data on a community of your choice, but I highly recommend using a city/county with more than 100,000 residents. You will then collect health data on the selected city/county from an array of sources including the US Census, State Health Agency, the CDC, the Annie E. Casey Kids Count website and other organizations. A starting point for this assignment is Dignity Health's Community Needs Index website and the Community Commons:

http://www.dignityhealth.org/Who_We_Are/Community_Health/STGSS044508

<http://www.communitycommons.org/>

Your job is to collect and analyze data to determine areas of unmet health care needs AND to suggest policies and best practices for overcoming healthcare disparities. Keep in mind, finding the data is the easy part of the assignment. Using it to discover service gaps and to develop policies is the hard part.

Data Elements

To understand your chosen community, you will need data and benchmarks. So, in addition to collecting data for Nashville (if you choose Nashville), you might provide similar data for the state of Tennessee to determine how Nashville compares to the rest of the state. Or, you could provide data from benchmark cities like Memphis or Knoxville (in-state) or competitor cities like Charlotte, NC, Louisville, KY, Indianapolis, IN, etc. The purpose of this is to determine how your case study city/county compares to others.

I will provide students with help on "how to use" American Factfinder to collect demographic data.

Types of Data Needed (this list is NOT exhaustive)

Community Demographics (American Factfinder)

- Race, Gender, Age breakdowns
- Poverty by race
- Educational Attainment by race

Disease Incidence

- Cancers (different types)
- Diabetes
- Obesity
- STDs
- Hyper-tension
- Asthma
- Low Birth Weight

Clinical Care

- Access to primary care
- Dental care utilization

- Colon cancer screening
- Diabetes management
- High blood pressure management
- HIV screenings
- Preventable hospital events

Youth Data

- Teenage pregnancy (trends)
 - Access to prenatal care
- Youth violence
- High school completion rates
- Free-reduced lunch eligibility

Mortality

- Racial breakdown of morbidity rates
- Homicide & violence rates
- Infant Mortality

Other Variables

- SNAP benefits
- Grocery store access (if available)
- Fast food access
- Fruit/vegetable expenditures and intake

I will provide you with additional resources and support as you undertake this assignment.

Reference List

Where did you get your information and what should people read if they want to know more?

Make sure you cite in the body of the paper and then provide a reference list. Use any style of citation that you are comfortable with, but be consistent and use it throughout your paper.

The FINAL VERSION OF THE PAPER must be submitted by 8:00am on Monday December 8, 2014 in the course dropbox. ALL students will give 5-minute PowerPoint presentations in the last class session.

Unless otherwise stated, ALL assignments are due in the Dropbox by 6PM on the due date.

Additional Important Information

Plagiarism will not be tolerated. The university allows instructors the right to assign a failing grade to any work which violates the rules of academic integrity. All work must be yours, and any sources must be appropriately cited.

Review the definition of plagiarism at: <http://www.plagiarism.org/>. At a minimum, cheating and plagiarizing will result in a zero for that assignment. I reserve the right to employ additional measures. Keep this in mind: the more citations the better—it makes it look like you did extensive research!

Incompletes. An incomplete will only be given if ~ 80% of the course work has been satisfactorily completed and the student is unable due to an unexpected personal emergency to turn in the final 20% of the course work by the course completion date.

Student grievances. Students with questions, disagreements concerning coursework, availability of the instructor or other course related issues should talk to the instructor first. If the student has talked to the instructor and has not found resolution to the problem, s/he may then approach the department chair. This procedure provides a fair route for grievance resolution that will be acceptable to the instructor, the student, and other students in the class.

eLearn. All written assignments are submitted ONLINE via eLearn. Remember that if the www.tnstate.edu website is down, you should try to access eLearn directly at <https://elearn.tnstate.edu> The Help Desk phone number is 615-963-

1239. It is not the Professor's responsibility to teach you how to use eLearn, thus it is the student's responsibility to learn the university's software tool. If there is a systemic problem with e-Learn, it is your responsibility to contact the Professor BEFORE the DEADLINE to make arrangements to turn in your assignment in another electronic format. The professor is not responsible for assuring that the eLearn system is functional at the due date time, so it is strongly suggested that you turn in your dropbox assignments in advance.

The syllabus is a contract between you, the student and me, the professor. The due dates on the syllabus for assignments are non-negotiable. You can turn in assignments early but not late. If the assignments are not in the course dropbox or presented in the discussion boards on the due date, you will receive a zero. I will on a case-by-case basis (critical illness, death, birth, and job crisis) accept an emailed assignment, as long as you contact me to make arrangements prior to the close of the dropbox for email submission approval, if you don't get prior approval, then the assignment counts as a zero.

Schedule

Subject to change. Each week will include: a structured presentation, required readings, and an asynchronous discussion led by the Professor.

Week	Date	Topic	Readings	Assignments
Week 1	8/28, AW	Introduction & History of US Health System	<ul style="list-style-type: none"> Gill, et al 2008_ Doing health policy analysis: methodological and conceptual reflections and challenges (http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2515406/) http://www.pnhp.org/facts/a-brief-history-universal-health-care-efforts-in-the-us http://kff.org/health-reform/issue-brief/national-health-insurance-a-brief-history-of/ http://www.annenbergclassroom.org/Files/Documents/Timelines/HealthCare.pdf http://www.pbs.org/healthcarecrisis/history.htm http://www.thedailybeast.com/articles/2014/08/22/how-to-tell-when-a-scientific-study-is-total-b-s.html 	Weekly Discussion
Week 2	9/4	Dimensions of Health, Healthcare, and Health Policy	<ul style="list-style-type: none"> Harrington Chapter 1, 5 Healthy People 2020: An Opportunity to Address Societal Determinants of Health in the U.S. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2515406/ (Healthy Community Design) 	Weekly Discussion
Week 3	9/11	US Public Health History--Policy and Programs	<ul style="list-style-type: none"> Harrington Chapter 8 http://www.hhs.gov/healthcare/facts/timeline/index.html http://www.amsa.org/AMSA/Libraries/Committee_Docs/MedicareMedicaidSummaries2007.sflb.ashx 	Weekly Discussion CHOOSE COMMUNITY NEEDS ASSESSMENT CASE STUDY
Week 4	9/18	Formulation of US Health Policy	<ul style="list-style-type: none"> Harrington Chapter 6, 11 Brownson et al 2009_ Understanding Evidence-Based Public Health Policy Spitz and Abramson 2005 When Health Policy Is the Problem: A Report from the Field 	Weekly Discussion Essay #1
Week 5	9/25	Health Program Implementation and Process Evaluation	<ul style="list-style-type: none"> Harrington Chapter 2-3 Hasson 2010_ Systematic evaluation of implementation fidelity of complex interventions in health and social care Gittleson, 2011_ Process Evaluation of Baltimore Healthy Stores: A Pilot Health Intervention Program With Supermarkets and Corner Stores in Baltimore City Damshroder, 2009_ Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science 	Weekly Discussion
Week 6	10/2	Analyzing the Impact and Outcome of Health Policies	<ul style="list-style-type: none"> Harrington Chapter 12 Joffe and Mindell 2006_ Complex Causal Process Diagrams for Analyzing the Health Impacts of Policy Interventions Cole and Fielding 2007_ Health Impact Assessment: A Tool to Help Policy Makers Understand Health Beyond Health Care http://www.cdc.gov/healthyplaces/hia.htm 	Weekly Discussion
Week 7	10/9	<i>Health Disparities-Policies to Bridge THE GAP</i>	<ul style="list-style-type: none"> Harrington Chapter 4 Read online the Institute of Medicine Report <i>Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care</i> Chapters 2,3,4: @ http://www.nap.edu/openbook.php?record_id=12875&page=1 	Weekly Discussion Essay #2

			<ul style="list-style-type: none"> Gamble and Stone 2006_ U.S. Policy on Health Inequities: The Interplay of Politics and Research <p>Essay #2 Tanden, N and Spiro, T. The Case for the Individual Mandate in Health Care Reform A Comprehensive Review of the Evidence, 2012. download at http://www.americanprogress.org/issues/2012/02/pdf/individual_mandate.pdf</p>	
Week 8	10/16	<i>The Uninsured & Health Care Costs</i>	<ul style="list-style-type: none"> Harrington Chapter 4-5 Harrington Chapter 9p281-292 http://kaiserfamilyfoundation.files.wordpress.com/2013/01/8264.pdf Dubay and Kenney 2003_ Expanding Public Health Insurance to Parents: Effects on Children's Coverage under Medicaid http://www.urban.org/UploadedPDF/412778-Financial-Burden-of-Medical-Spending-by-State 	Weekly Discussion
Week 9	10/23	<i>Pediatrics Health Policy- SCHIP Adolescent Health—Reducing Risk Behavior</i>	<ul style="list-style-type: none"> Ready by 5 & Fine by 9: Connecticut's Early Childhood Investment Framework Cannon 2007_ Lessons of the SCHIP legislative Debate @ http://www.cato.org/pub_display.php?pub_id=9103 Kenney, et al 2007_ The Experiences of SCHIP Enrollees and Disenrollees in 10 States @ http://www.urban.org/publications/1001117.html <p>Essay #3 Rising to the Challenge: RESULTS FROM A SCORECARD ON LOCAL HEALTH SYSTEM PERFORMANCE, 2012 The Commonwealth Fund Commission on a High Performance Health System. Download at http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Report/2012/Mar/Local%20Scorecard/1578_Commission_rising_to_challenge_local_scorecard_2012_FINALv2.pdf</p>	Weekly Discussion Essay # 3
Week 10	10/30	<i>Mental Health Policy Drug Abuse Policy</i>	<ul style="list-style-type: none"> Marks et al 2011_ Changes in US Spending on Mental Health and Substance Abuse Treatment, 1986-2005 and Implications for Policy Conclusion: Mental Health in the Mainstream of Public Policy Considering Health Insurance Parity for Mental Health and Substance Abuse Treatment: The Federal Employees Health Benefits Experience DeBeck et al 2008_ Police and public health partnerships: Evidence from the evaluation of Vancouver's supervised injection facility 	Weekly Discussion
Week 11	11/6	<i>Aging in America</i>	<ul style="list-style-type: none"> Harrington Chapter 9p293-313 Jacobs 2007_ The Medicare Approach: Political Choice and American Institutions Foote et al 2008_ The Impact of Medicare Coverage Policies on Health Care Utilization Polivka and Zayack 2008_ The Aging Network and Managed Care <p>Essay #4 Calsyn, M. Toward an Effective Health Insurance Exchange A Roadmap to Successful Health Care Reform, 2012. download at http://www.americanprogress.org/issues/2012/06/pdf/health_exchange.pdf</p>	Weekly Discussion Essay # 4
Week 12	11/13	<i>Community Violence & Disease Epidemics-It's Just The 'Flu' Big Deal Cancer and policy—The failed war on Cancer</i>	<ul style="list-style-type: none"> http://www.cdc.gov/violenceprevention/pdf/history_violence-a.pdf Cook and Cohen 2007_ Pandemic Disease A Past and Future Challenge to Governance in the United States Bunting2008_ Are we properly prepared? Chabner 2005 Chemotherapy and the War on Cancer http://www.wired.com/wiredscience/2013/01/violence-is-contagious/ 	Weekly Discussion
Week	11/20	<i>Chronic Diseases and Policy-Exactly what</i>	<ul style="list-style-type: none"> Magnusson 2009_ Rethinking global health challenges: Towards a 'global compact' for 	

13		<p><i>is a chronic disease and what can a government do?</i></p> <p>Obesity Policy—Is it a lifestyle choice or an obesogenic Environment?</p>	<p>reducing the burden of chronic disease</p> <ul style="list-style-type: none"> • Bodenheimer Chen and Bennett 2009_ Confronting the growing burden of chronic disease can the US health care workforce do the job? • McKinnon et al 2008_ Considerations for an Obesity Policy Research Agenda • http://fasinfat.org/ • Essay #5 Brawley, OW and Goldberg, P. A Doctor Breaks Ranks About Being Sick in America, 2012. 	<p>Weekly Discussion</p> <p>Essay # 5</p>
Week 14	12/4	<p>Pharmaceuticals Regulation and Policy-Safety, Efficacy and Timely Introduction; Who decides?</p> <p>Patient Safety Policy—Hey I’m Sick I Expect Quality?</p>	<ul style="list-style-type: none"> • Harrington Chapter 7, 10 • Varol et al 2010_ Do International Launch Strategies of Pharmaceutical Corporations Respond to Changes in the Regulatory Environment? • Grabowski and Wang 2008_ Do Faster FDA Drug Reviews Adversely Affect Patient Safety? An Analysis Of The 1992 Prescription Drug User Fee Act • Woodward et al 2009_ An end to the witch hunts: Responding to the defenders of blame and shame. • Mech 2003_ Medical Malpractice Reform 	<p>Weekly Discussion</p>
Week 15	12/8	<p>Community Needs Assessment Due by 8:00 am Monday December 8th</p>		

Rubric for Asynchronous Discussion Participation

Asynchronous discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your colleagues' understanding of the course content. Use the following rubric to improve the quality of your discussion contributions.

Criteria	Unacceptable 0-29 Points	Acceptable 30-40 Points	Good 41- 50 Points	Excellent >50 Points
Frequency	Participates not at all.	Participates a few times on the same day.	Participates 3-4 times but postings not distributed throughout week.	Participates many times throughout the week.
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.
Follow-Up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

Examples of postings that demonstrate higher levels of thinking:

- "Some common themes I see between your experiences and our reading are...." (analysis)
- "These newer trends are significant if we consider the relationship between" (synthesis)
- "The body of literature should be assessed by these standards" (evaluation)