I. COURSE DOMAIN AND BOUNDARIES

The course is designed to give students frameworks, analytic tools, informational resources, and specialized expertise in health administration and health policy. This background will prepare public health, social work and social policy students for professional work in the health sector in medical and health settings, as managers or program developers, or social work and public health policy professionals responsible for analysis, evaluation, or advocacy. The course emphasizes knowledge of the organization and financing of health care, politics, the influence of Medicare and Medicaid policies, and the implications of health policy for diverse populations. The course will particularly focus on the implications of the recently enacted health reform – the Patient Protection and Affordable Care Act (ACA) of 2010. It will also address any changes to the ACA implemented by the U.S. Congress and the Trump Administration.

II. MPH FOUNDATIONAL KNOWLEDGE AND COMPETENCIES ADDRESSED IN THIS COURSE:

A. MPH Foundational Knowledge Addressed in this Course

**Profession and Science of Public Health**
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health.
4. List major causes and trends of morbidity and mortality in the US or other communities relevant to The Brown School.
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

**Factors Related to Human Health**
7. Explain the effects of environmental factors on a population’s health.
8. Explain the biological and genetic factors that affect a population’s health.
9. Explain behavioral and psychological factors that affect a population’s health.
10. Explain the social, political, economic determinants of health and how they contribute to population health and health inequities.

**MPH Foundational Competencies Addressed in this Course**

Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality, and costs of health care for individuals and populations. This area considers both policy as well as management issues dealing with the structure, process, and outcomes of health services as they relate to costs, financing, access, organization, and quality of care.

<table>
<thead>
<tr>
<th>MPH Foundational Competencies</th>
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<tbody>
<tr>
<td><strong>Evidence-based Approaches to Public Health</strong></td>
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<td>20. Describe the importance of cultural competence in communicating public health content.</td>
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B. MSW Competencies Addressed in this Course

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
<th>Reinforce</th>
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</thead>
<tbody>
<tr>
<td>Engage Diversity and Difference in Practice</td>
<td>C2</td>
<td>Emphasize</td>
</tr>
<tr>
<td>Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>C3</td>
<td>Emphasize</td>
</tr>
<tr>
<td>Engage in Practice-Informed Research and Research-Informed Practice</td>
<td>C4</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Engage in Policy Practice</td>
<td>C5</td>
<td>Emphasize</td>
</tr>
<tr>
<td>Engage with Individuals, Families, Groups, Organizations and Communities</td>
<td>C6</td>
<td>Reinforce</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.
**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.
IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's
strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V  READINGS

Required Text:


(Text also available as an eBook through Amazon.)

Other Required Readings:

Additional materials (articles, policy briefs, etc.) will be used in many weeks of the course. These will be posted on the Canvas site or will be freely accessible online, unless otherwise directed by the instructor. Because of the dynamic nature of health policy, students should expect several updates and additions during the course. Students will have at least one week to prepare for readings.

The course will maintain a Canvas site that will provide students with up-to-date information and a central location for assignments, web resources, class discussions, announcements, readings, class notes, and handouts. Please visit the site regularly—at least weekly.

Students are required to follow current health policy news during the course (see “Participation” under “Assignments/Grading” below). In the past, individuals would likely monitor a daily newspaper and browse monthly journals, and you may still do this. Today, students are strongly encouraged to develop their own, ongoing health policy news feed using social media, blogs/RSS, email newsletters, or other methods. This is invaluable for learning about new studies and literature, politics, current issues, and op-eds. Twitter and Facebook can be appropriate tools in this course for following major sources.

Students are highly encouraged to follow these key sources:
- Other major newspapers
- HealthAffairs.org, [https://www.healthaffairs.org/](https://www.healthaffairs.org/) (register to receive daily email updates)
- Modern Healthcare (modernhealthcare.com) (register to receive daily email updates)
- Commonwealth Fund (especially the weekly Washington Health Policy Week in Review) [http://www.commonwealthfund.org/](http://www.commonwealthfund.org/)
VI. ORGANIZATION OF COURSE

The course is organized around 15 class sessions designed to give students an understanding of the overall organization, financing, and delivery of health services and policy. Most sessions provide a conceptual overview of the topic – often provided by the Barr text as background – as well as exposure to key evidence, research, and policy issues.

VII. ROLE OF FACULTY AND STUDENT

Faculty: Lectures, Materials, and Supports: The instructor will prepare a mixture of lecture, discussion, activities, and outside supports for each class session. I hope that students will find the material stimulating, challenging, and interesting, and that every student will thrive and succeed in the course. Individual and collective support outside of the class will be facilitated through Canvas and office hours.

Students: Class Preparation, Attendance, and Participation: Students are expected to read all assigned readings and come to class with questions and reactions. Responses should be focused on addressing the central issue of how to make class content useful to the student. The goal is for students to process, apply, and fully comprehend the material, not just to review or summarize readings in class. Expectations for assignments are below.

VIII. ASSIGNMENTS AND GRADING CRITERIA

The course requires the completion of:

- Three (3) in-class short exams (one-hour),
- One (1) One-Page Policy Brief;
- Final Supporting White Paper; and
- In-class oral Health Policy Debate of the Week,
- Active participation, preparation, and attendance.

ASSIGNMENT DETAILS:

Three (3) In-Class Short Exams (10% *3= 30% of final grade)
(100 points each x 3 = 300 points)

There will be three in-class one-hour short exams. Tests may include a mixture of short answer, brief essay, and multiple choice or true/false questions based on course content.
One-Pager Policy Brief (10% or 100 points – due mid-semester); and Final Supporting White Paper (40% or 400 points of final grade) (Total 500 points)
Write an eye-catching, persuasive one-page policy brief advocating for a specific policy change on a major health policy topic. Also write a supporting five-page White Paper on this same topic. In writing your Policy Brief and White Paper, you will need to consider the point of view of your writer, your audience, any relevant constituencies, any health equity considerations that bear on your issues, and issues of resource allocation.

Health Policy Debate of the Week (10% of final grade) (100 points)
Starting in Week 2, students will sign up with a partner to:
1. Present an issue that is currently the subject of debate among health policy makers. One student will argue one position, and the other student will argue the opposite position. Each student will be permitted a maximum of five (5) minutes to speak. Please see separate instructions on Canvas.
2. At the conclusion of these statements, the two students (together) will then lead a brief class discussion on this subject; and
3. Upload a copy of at least one article on the subject to the Canvas Discussion Board, and email a copy to the Professor, AT LEAST 24 HOURS IN ADVANCE of the beginning of class on the day the presentation is due.

Active Participation, Preparation, and Attendance (10% of final grade) (100 points)
- **Attendance.** Students must attend all classes for full credit, or provide the professor with advance notice explaining why they will not be in class. The professor reserves the right to reduce the grades of students who miss more than two classes without excuses.
- **Participation.** Students must participate actively in each class by contributing to the dialogue during discussions, or by asking questions during lectures.

**TOTAL COURSE POINTS AVAILABLE: 1,000 POINTS**

Final Grades
Following the grade weighting above, letter grades will be assigned as follows: A (930-1000), A- (900-929), B+ (870-899), B (830-869), B- (800-829), C+ (770-799), C (730-769), C- (700-729), F (0-699).

Late Policy
1. Participation requires attendance and cannot be made up, except in exceptional or unexpected circumstances.
2. Oral presentations cannot be made up, except in exceptional or unexpected circumstances.
3. In-class exams cannot be rescheduled, except in exceptional or unexpected circumstances.
4. Written assignments are due on the deadlines, except in exceptional, extreme or unexpected circumstances.  
   a. Exceptional, extreme or unexpected circumstances are at the discretion of the instructor. Unexpected circumstances may include serious illness (self or close family member) or events (e.g., family emergency) that cannot be predicted in advance.  
   b. Anticipated conflicts (e.g., job interview) may be discussed with the instructor. Accommodation is not guaranteed, and early discussion is essential. If an adjustment is allowed, typically a student must submit the assignment or take the quiz earlier.  

5. Each written assignment is due at the start of class at 9:00am, as shown on the syllabus. Written assignments submitted within the first 24 hours after the deadline will be reduced by two-thirds of a letter grade (e.g., A to B+, B+ to B-). Each successive 24-hour period results in an additional two-thirds reduction.  

Course Evaluations  
Students will be actively encouraged to complete both mid-semester and final course evaluations.  

IX. A) MPH COMPETENCY ALIGNMENT TO ASSESSMENT OPPORTUNITY  

<table>
<thead>
<tr>
<th>MPH Competency(ies)</th>
<th>Assessment Opportunity</th>
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<tbody>
<tr>
<td>Evidence-based Approaches to Public Health</td>
<td>Short Exams 1, 2, and 3; Policy Brief and White Paper</td>
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<td>Policy Brief and White Paper</td>
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| **Policy in Public Health:** |  |  |
| 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence. | Short Exams 1, 2 and 3; Policy Brief and White Paper |  |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes. | Policy Brief and White Paper |  |
| 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations. | Policy Brief and White Paper |  |
| 15. Evaluate policies for their impact on public health and health equity. | Short Exams 1, 2 and 3; Policy Brief and White Paper |  |

| **Leadership:** |  |  |
| 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making. | Policy Brief and White Paper |  |
| 17. Apply negotiation and mediation skills to address organizational or community challenges. | Policy Brief and White Paper |  |

| **Communication:** |  |  |
| 18. Select communication strategies for different audiences and sectors. | Health Policy Debate; Policy Brief and White Paper |  |
| 19. Communicate audience-appropriate public health content, both in writing and through oral presentation. | Health Policy Debate; Policy Brief and White Paper |  |
| 20. Describe the importance of cultural competence in communicating public health content. | Health Policy Debate; Policy Brief and White Paper |  |
IX.  B) MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
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<th>Dimension/s</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>C5, C6</td>
<td>Knowledge</td>
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<tr>
<td>Exam 2</td>
<td>C5, C6</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Exam 3</td>
<td>C5, C6</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Policy Brief/White Paper</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
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<tr>
<td>Health Policy Debate of the Week</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
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<th>COURSE ACTIVITIES</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group discussion on policy issues</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Guest speakers on health policy issues</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>In-class review of current federal and state policies on health issues</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
</tr>
</tbody>
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X. COURSE OUTLINE

WEEK ONE, Monday, August 26

1. Introduction to the U.S. Health Care System & the Role of Policy

Topics
- Discussion on whether health care is a right or a market commodity
- Overview of basic concepts of paying for health care and health insurance
- Overview of current issues in the U.S. health care system (including from a public health perspective)
- Rising health care costs, numbers of uninsured, trends of morbidity and mortality
- Health disparities and health equity

REQUIRED READING:

- Face the Nation; Is Health Care a Right for the American People? (Dr. Atul Gawande), YouTube, 24 Sept. 2017, https://www.youtube.com/watch?v=Ow8c617mc0
• Kaiser Family Foundation, *Health Insurance Explained* (The Youtoons Have it Covered), 11 Nov. 2014, [https://www.youtube.com/watch?v=-58VD3z7ZiQ&t=72s](https://www.youtube.com/watch?v=-58VD3z7ZiQ&t=72s)

• Paul Starr, *Remedy and Reaction*, pp. 1-24 (The Affordable Care Act: An Uneasy Victory) (on Canvas)

RECOMMENDED READING:

• How Private Health Coverage Works: A Primer (Kaiser 2008), [http://kaiserfamilyfoundation.files.wordpress.com/2013/01/7766.pdf](http://kaiserfamilyfoundation.files.wordpress.com/2013/01/7766.pdf) (on Canvas)


**LABOR DAY, MONDAY SEPTEMBER 2 – NO CLASS**

WEEK TWO, Monday, September 9

2. The Affordable Care Act and Historical Background: Where Are We Now, and How Did We Get Here?

Topics

• History of efforts to reform health policy in the U.S.
• Factors that have impacted population health in the U.S. over time
• How social, political and economic determinants of health historically have contributed to health inequities in the U.S.
• Exploration of the largest U.S. government subsidy for health care (the employer provided tax subsidy for health benefits) and its impact on health disparities

REQUIRED READING:


RECOMMENDED READING:


USEFUL CHARTS FOR REFERENCE:


WEEK THREE, Monday, September 16

3. Financing of the U.S. Health Care System

Topics

• Financing of the U.S. health care system, including its organization, structure and function
• HMO Act of 1973
• Understanding methods of payment in health care (fee for service, bundled payments and capitated payments) and whether they will lead to efficiencies or inequities
• Introduction to the ACA’s Exchanges and their importance in addressing health disparities
• Discussion of the ACA’s lack of a “public option” and its related impact on health care access
• Calculation of subsidies on the Exchanges and related concepts

REQUIRED READING:

• Donald Barr, Introduction to U.S. Health Policy, Ch. 5, pp. 112-149 (Health Insurance, HMOs, and the Managed Care Revolution)
• Bodenheimer and Grumbach, *Understanding Health Policy*, pp. 31-34 and 39-41 (on Canvas and Ares Reserve)


RECOMMENDED READING:


• How Private Health Coverage Works: A Primer (Kaiser 2008), http://kaiserfamilyfoundation.files.wordpress.com/2013/01/7766.pdf (on Canvas)


WEEK FOUR, Monday, September 23

4. Medicaid

Topics

• Overview of the Medicaid program (organization, structure and function)

• Review of the ACA’s Medicaid expansion and its results, including its impact on community health, health outcomes and health disparities

• Review of Medicaid financing (budget and resource management)

• Review of the role of Medicaid in paying for Long Term Services and Supports

• Medicaid Waivers (Sections 1915 and 1115) and their impact on public health and health equity

REQUIRED READING:

• Donald Barr, *Introduction to U.S. Health Policy*, Chapter 7, pp. 196-227


• *Families USA*. 1115 Waivers in Arkansas, available at https://familiesusa.org/waivers-arkansas
• Families USA. *1115 Waivers in Michigan*, available at [https://familiesusa.org/waivers-michigan](https://familiesusa.org/waivers-michigan)

**RECOMMENDED READING:**


**WEEK FIVE, Monday, September 30**

**SHORT EXAM 1 – IN CLASS - 9:00am-12:00pm, followed by regular class**

5. Medicare

**Topics**

• Overview of the Medicare program (organization, structure and function)

• Review of Medicare financing (budget and resource management)

• Review changes made by the ACA to Medicare, and their impact on health outcomes, health disparities and health equity
• Overview of Medicare Part D (organization structure and function) and the Medicare noninterference clause and its impact on public health and health equity

REQUIRED READING:

• Donald Barr, *Introduction to U.S. Health Policy*, Chapter 6, pp. 150-178


RECOMMENDED READING:


**WEEK SIX, Monday, October 7**

**ONE PAGER POLICY BRIEF DUE BY 9:00 AM**
6. Health Care Organization/Delivery of Care/New Models of Care

Topics:

- Consolidation in U.S. health care and its impact on health disparities
- The ACA’s movement toward value-based payments for health care and its impact on social inequities and health disparities
- Overview of Accountable Care Organizations (organization, structure and function)
- Overview of Medicare’s new physician payment programs (MACRA and MIPs)

REQUIRED READING:

- Donald Barr, Introduction to U.S. Health Policy, Chapter 6, pp. 178-190


RECOMMENDED READING:


MONDAY, OCTOBER 14 – NO CLASS – FALL BREAK!!!
WEEK SEVEN, Monday, October 21

7. Efforts to Undermine the ACA: Success or Failure at Unraveling Obamacare?

Topics:
- Congressional repeal of the ACA’s individual mandate penalty
- Trump Administration’s refusal to pay cost-sharing reduction subsidies (and related “silver loading” by insurers)
- Trump Administration’s reduction in ‘navigator funding’ and shortening of the enrollment window
- Association Health Plans that fail to meet ACA or ERISA guidelines
- Short-term limited duration health plans extendable up to three years
- Trump Administration’s freeze on risk adjustment payments
- Considering all of these efforts and their impact on health disparities, health outcomes and public health

REQUIRED READING (helpful to read articles in order shown – chronological order):


WEEK EIGHT, Monday, October 28

7. Health Care Workforce, Levels of Care and Serving Disadvantaged Populations
Topics

- Examining the role of Federally Qualified Health Centers
- Levels in the U.S. Health Care system (primary care; secondary care; tertiary care; quaternary care)
- Provider Shortages (physicians and nurses)
- Review state scope of practice laws and their impact on social inequities and health disparities

REQUIRED READING

FEDERALLY QUALIFIED HEALTH CENTERS


PROVIDER SHORTAGES AND SCOPE OF PRACTICE LAWS

- Donald Barr, *Introduction to U.S. Health Policy*, Ch. 4, pp. 89-111 (The Health Professions and the Organization of Health Care)


- Missouri Scope of Practice Policies, Health Resources and Services Administration of the Dept. of Health and Human Services, available at http://scopeofpracticepolicy.org/states/mo/

- *Primary Care Workforce Shortages: Nurse Practitioner Scope-of-Practice Laws and Payment Policies*, NIHCR Research Brief No. 13, Tracy Lee, et. al., February 201


RECOMMENDED READING

WEEK NINE, Monday, November 4

SHORT EXAM 2 – IN CLASS - 9:00am to 10:00am, followed by regular class

9. Health Equity and its Rising Importance in Health Policy

Topics:

- Review of the social, political and economic determinants of health and how they contribute to population health and health inequities
- Review of Healthy People 2020 and its emphasis on health equity
- Review of Medicaid and Medicare programs that support health equity (SIM models, DSRIPs, health homes, ACOs, etc.)
- Discuss the roles of policy and advocacy in the policy process
- Overview of persuasive writing techniques and communication strategies for different audiences and sectors


WEEK TEN, Monday, November 11

12. Reducing Health Disparities: Overcoming Racial and Ethnic Barriers; LGBTQIA Barriers to Care

Topics:
- Review the roles that structural bias, social inequities and racism playing in contributing to health disparities
- Discussion of biases in the delivery of health care and the need for cultural competence on behalf of health care providers
- In-depth review of Section 1557 of the ACA and its prohibitions against discrimination in health care
- Discussion of the need for cultural competence in the communication of public health content
- Discussion of the need to identify stakeholders, partners and community advocates to influence policy, and to ensure policy implementation

REQUIRED READING
- Donald Barr, Introduction to U.S. Health Policy, Ch. 12, pp. 330-354

RECOMMENDED READING:
- Discharge, Deportation, and Dangerous Journeys, Seton Hall Center for Social Justice and the Health Justice Program,
WEEK ELEVEN, Monday, November 18

11. Comparative Health Policy

Topics:
- Reviewing the organization, structure and function of health care systems in several other countries
- Compare the U.S. health care system to that of other countries to enhance student understanding of the organization, structure and function of all health care systems

Required Reading:


WEEK TWELVE, Monday, November 25

SHORT EXAM 3 – IN CLASS - 9:00am

HAPPY THANKSGIVING – THURSDAY, NOVEMBER 28!!! HAVE A GOOD WEEKEND!!

WEEK THIRTEEN, Monday, December 2.

13. SINGLE PAYER HEALTH CARE; MEDICARE FOR ALL
SPECIAL GUEST SPEAKER: DR. ED WEISBART, Chair, Physicians for a National Health Program, Missouri

TOPICS:
- Advantage Discussion of single payer health care programs: what they are, what they cost, and what they provide
- Review of H.R. 676 and S. 1804
- Current ‘Expanding Medicare’ Proposals
- The inroads made by private insurance companies in Medicare

REQUIRED READINGS:

WEEK FOURTEEN, Monday, December 9

FINAL WHITE PAPER DUE AT 9:00 AM ON CANVAS AND PRINTED COPY TO PROFESSOR RACLIN

- In-class exercise: ‘buy your own insurance’ on the Exchanges

WEEK FIFTEEN, Monday, December 16

15. The Opioid Crisis and Public Health

Topics:
- Emergency rooms as first responders
- Correction institutions as mental health providers and drug treatment centers
- Prescribing limitations on medical professionals
- Medicaid IMD restrictions (and their recent modification)
- Other current topics of interest

REQUIRED READINGS


RECOMMENDED READING