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 and social work 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 that may be implemented by the U.S. Congress and the Trump Administration.

IIa. CORE COMPETENCIES – PUBLIC HEALTH

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>Public Health Competencies Covered in Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRANSDISCIPLINARY PROBLEM SOLVING:</strong></td>
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<tr>
<td>• Develop and apply transdisciplinary solutions to public health problems.</td>
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<tr>
<td><strong>EVIDENCE-BASED PUBLIC HEALTH</strong></td>
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</tbody>
</table>
- Identify sources and quality of evidence-based information related to public health planning, research, policy, and practice.

**HEALTH POLICY AND MANAGEMENT:**
- Identify the main issues of organization, financing and delivery of health care and public health services in the United States.
- Understand how policy is implemented to improve the health status of populations.
- Apply the principles of policy development, strategic planning, budgeting, and evaluation as they apply to health care and public health.
- Understand how to translate and disseminate public health research to policymakers and other stakeholders.

**SOCIAL AND BEHAVIORAL SCIENCES:**
- Apply evidence-based social and behavioral interventions to improve health, including planning, implementing, and evaluating such efforts.

**ENVIRONMENTAL HEALTH SCIENCES:**
- Discuss risk management and risk communication approaches in relation to issues of vulnerable populations, environmental justice, and equity.

**COMMUNICATIONS AND INFORMATICS:**
- Understand how to capture, synthesize, communicate and disseminate ideas and data to diverse stakeholders to influence public health policy and practice.

**PROGRAM PLANNING:**
- Design monitoring and evaluation plans to capture outcomes and impacts of public health programs or policies.

**LEADERSHIP, PROFESSIONALISM, ETHICS:**
- Demonstrate professional demeanor in behavior and communication.
- Describe, comprehend, and adhere to the basic principles of ethical analysis (e.g., the Public Health Code of Ethics) pertaining to the collection, maintenance, and use of public health information.

**DIVERSITY, CULTURE, AND HEALTH DISPARITIES:**
- Apply social justice and human rights principles when addressing public health needs.
- Develop public health programs and strategies that are responsive to the cultural values and traditions of diverse communities being served.

### IIb. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 | Reinforce |
| Engage Diversity and Difference in Practice | C2 | Emphasize |
| Advance Human Rights and Social, Economic, and Environmental Justice | C3 | Emphasize |
III. COMMON PEDAGOGICAL ELEMENTS

Pedagogical elements common to all sections of this course include:

1. Across each course session, instructors are expected to vary the instruction methods. Possible multi-media pedagogies include group work, exercises, lectures, discussion, videos, and guest speakers.
2. Instructors will guide students in how to use historical evidence in developing their critical thinking, understand discrimination and other social injustice, and plan for social changes and advocacy work.
3. Instructors will use various methods to enable students to understand that policy practice includes effective (A) adoption, implementation, and advocacy; and (B) may occur at the level of an organization, community, state or national policy body, or international policy body.
4. Students will analyze a problem that affects health care services for individuals and communities and use the evidence-based practice approach to evaluate and develop policies related to addressing this problem. Students will complete a written deliverable such as a policy brief, in-depth policy analysis report, testimony, fact sheet, or other appropriate product to recommend a new or altered policy to address the problem.
5. Students will demonstrate oral advocacy skills through assignments such as an in-class oral testimony based on the written deliverable, in-class debate, or documented discussion with policy maker.
6. Students will demonstrate capacity to work effectively in groups through in-class activities or other class assignment.

IV. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please
review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

**Student Handbook 2017-8**

**Accommodations**: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**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 English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. 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 which 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 include such activities as 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 will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The 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 points, a loss of the privilege of computer 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.

**V. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**
Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and 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 Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting her office in Umrah Hall. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

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: shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office in Brown Hall, room 320.

V. TEXTS/REQUIRED READINGS

Required Text:

**Other Required Readings:**
Additional materials (articles, policy briefs, etc.) will be used in many weeks of the course. These will be posted on the Blackboard 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 instructor may also use WUSTL Libraries Ares electronic reserves (http://ares.wustl.edu/ares/). As applicable, instructions will be provided to students.)

**VI. WEB RESOURCES**
The course will maintain a Blackboard 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
- 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/)
- The American Public Health Association: [http://www.apha.org/topics-and-](http://www.apha.org/topics-and-)
issues/health-reform

VII. ORGANIZATION OF THE 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.

VIII. 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 Blackboard 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.

IX. ASSIGNMENTS AND GRADING CRITERIA

The course requires the completion of:
- One (1) Policy Brief,
- Three (3) in-class quizzes,
- One Final One-Pager/White Paper,
- One Final Oral Presentation, and
- Active participation, preparation, and attendance.

TOTAL COURSE POINTS AVAILABLE: 1,000 POINTS

One Policy Brief (20% of final grade):
(200 points)
Students will be asked to prepare one “policy brief” of not more than five pages explaining a health policy topic identified during the course.

Three (3) In-Class Quizzes (10% * 3= 30% of final grade)
(100 points each x 3 = 300 points)
Three in-class one-hour quizzes. Quizzes may include a mixture of short answer, brief essay, and multiple choice or true/false questions.

**One-Pager Policy Brief and Supporting White Paper (30% of final grade)**
(300 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 four-page White Paper on this same topic.

**Final Oral Presentation (10% of final grade)**
(100 points)
During the last class session, all students must deliver an “IGNITE” style presentation based on the same topic as their One Pager/White Paper. (IGNITE presentations are 5-minute presentations assisted by 20 PowerPoint slides set to advance automatically every 15 seconds. The purpose of Ignite is for you to present and summarize the most salient and clearly defined information on your topic. More information on Ignite can be found at [http://igniteshow.com/](http://igniteshow.com/).)
A sample, auto-advancing template will be posted to the BlackBoard site.

Specific requirements and a rubric for the presentation will be distributed later in the course and several weeks in advance of the final class. Students will be asked to pick a current health policy topic and to prepare a briefing for a general audience. Students are required to undertake independent research beyond classroom materials, although the length of the presentation should limit this to a modest amount. Grading will be based on the quality, depth, and accuracy of the information, and communication effectiveness.

**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.
- **Health Policy Debate of the day.** 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.
  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 Blackboard 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.
Late Policy
1. Participation requires attendance and cannot be made up, except in exceptional, extreme or unexpected circumstances.
2. Oral presentations cannot be made up, except in exceptional, extreme or unexpected circumstances.
3. In-class quizzes cannot be rescheduled, except in exceptional, extreme 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 9:00 am, 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.

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).

IX. A. COMPETENCY ALIGNMENT TO GRADED ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Policy Brief</th>
<th>C1, C2, C3, C4, C5</th>
<th>Knowledge, Skills, Cognitive and Affective Processes, Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1, Quiz 2 and Quiz 3</td>
<td>C1, C2, C3, C4, C5</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
<td></td>
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</tbody>
</table>
COURSE OUTLINE

WEEK ONE, Monday, January 22

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

REQUIRED READING:

- Paul Starr, Remedy and Reaction, pp. 1-24 (on Blackboard)


RECOMMENDED READING:

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

REQUIRED READING:

- Paul Starr, *Remedy and Reaction*, pp. 24-76 (on Blackboard) (reading on history of health care in America)

- Donald Barr, *Introduction to U.S. Health Policy*, Ch. 1, pp. 24-41 (reading on the uninsured, and on cost, quality and access to health care)

USEFUL CHARTS FOR REFERENCE:


RECOMMENDED READING:


**WEEK THREE, Monday, February 5**

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

REQUIRED READING:

- Donald Barr, *Introduction to U.S. Health Policy*, Ch. 4, pp. 81-85, and Ch. 5, 112-123 and 130-149.

- Bodenheimer and Grumbach, *Understanding Health Policy*, pp. 31-34 and 39-41 (on Blackboard and Ares Reserve)
RECOMMENDED READING:

- Health Insurance Explained: The YouToons Have it Covered, available at https://www.youtube.com/watch?v=-58VD3z7zIQ (5 minutes)


WEEK FOUR, Monday, February 12

4. Medicaid

REQUIRED READING:

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

- About CHIP, Georgetown University Health Policy Institute, February 6, 2017, available at http://ccf.georgetown.edu/chip/about-chip/ (3 pages)


- RECOMMENDED READING:


WEEK FIVE, Monday, February 19

QUIZ 1 – IN-CLASS – ONE-HOUR QUIZ

5. Medicare

REQUIRED READING:
   - Donald Barr, Introduction to U.S. Health Policy, Chapter 6, pp. 150-178

RECOMMENDED READING:


WEEK SIX, Wednesday, February 26

6. Health Care Workforce/Delivery of Care/New Models of Care

REQUIRED READING:
• Donald Barr, *Introduction to U.S. Health Policy*, Chapter 6, pp. 178-195


• *The Future is Now: Medicare’s Shift from Volume to Value-Based Care*, June 27-29, 2016, AHLA Annual Meeting, Samuel Cohen, Esq., et al, (available on Blackboard) (pp. 1-5, 11-23)


**RECOMMENDED READING:**


• *Progress Toward Value-Based Care: Lessons from 12 Countries*, Boston Consulting Group, June 6, 2012, available at [https://www.bcgperspectives.com/content/articles/health_care_public_sector_progress_toward_value_based_health_care/](https://www.bcgperspectives.com/content/articles/health_care_public_sector_progress_toward_value_based_health_care/)


**WEEK SEVEN, Wednesday, March 5**

7. Financing Health Care: Part II Cost Controls/Revenues under the ACA

**POLICY BRIEF # 1 DUE at 9:00 AM on Blackboard and in Print to Professor at Start of Class**

**REQUIRED READING:**

Cost controls:
- The Future is Now: Medicare’s Shift from Volume to Value-Based Care, June 27-29, 2016, AHLA Annual Meeting, Samuel Cohen, Esq., et al, (available on Blackboard) (23-26) (MACRA and MIPS)

- Emanuel, Ezekiel, Reinventing American Health Care, pp. 224-230, New York: PublicAffairs (on Blackboard) (pp. 230-247)


Revenues:


WEEK NINE - SPRING BREAK!!! - NO CLASS – MARCH 12-16, 2017

WEEK EIGHT, Monday, March 19

9. ACA: GETTING EVERYONE INTO THE SYSTEM: Employer Mandates and Corporate Wellness Programs

Required Reading:


Recommended Reading:

WEEK TEN, Monday, March 26

QUIZ 2 – IN-CLASS – ONE-HOUR QUIZ

MENTAL HEALTH PARITY

REQUIRED READING:


RECOMMENDED READING:


**WEEK ELEVEN, Monday, April 2**

11. **FEDERALLY QUALIFIED HEALTH CENTERS**


**PROVIDER SHORTAGES AND SCOPE OF PRACTICE LAWS**

  • *Primary Care Workforce Shortages: Nurse Practitioner Scope-of-Practice Laws and Payment Policies*, NIHCR Research Brief No. 13, Tracy Lee, et. al., February 2013

  • *Nurse practitioners hemmed in by scope of practice laws and payment policies*, Tammy Worth, Healthcare Finance News, March 21, 2013


**WEEK TWELVE, Monday, April 9**

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

**REQUIRED READING:**

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


HHS Issues Health Equity Final Rule (Section 1557 of the ACA), HealthAffairs Blog, Timothy Jost, May 14, 2016, available at http://healthaffairs.org/blog/2016/05/14/hhs-issues-health-equity-final-rule/

RECOMMENDED READING:


- Discharge, Deportation, and Dangerous Journeys, Seton Hall Center for Social Justice and the Health Justice Program, December 2012 available at https://law.shu.edu/ProgramsCenters/PublicIntGovServ/CSJ/upload/final-med-repat-report-2012.pdf


WEEK THIRTEEN, Monday, April 16

13. Comparative Health Policy

Required Reading:


**WEEK FOURTEEN, Monday, April 23**

**QUIZ 3 – IN-CLASS ONE HOUR**

**ADDITIONAL READINGS TO BE ANNOUNCED**

**WEEK FIFTEEN, Monday, April 30**

**ONE-PAGER/WHITE PAPERS due 9:00 AM on Blackboard and Print to Professor**

- We will have class from 9:00 to 10:30.
- Students from prior classes will come and present their IGNITE presentations and provide students with suggestions and tips on how to prepare.

**WEEK SIXTEEN, Monday, May 7 – IGNITE Presentations**

15. **STUDENT IGNITE PRESENTATIONS**

CONGRATULATIONS!!!