I. COURSE DOMAIN AND BOUNDARIES
This course focuses on how public policies are actually made in the United States, with a special focus on health policies. The course is designed to introduce students to the literature, concepts, theories, and politics of the policy process and methods for analyzing this process. The emphasis in the readings will be on different concepts for studying the policy process and analyses – concepts that are applicable in diverse settings. This course will focus on several concepts related to policy processes including policymaking and politics, with a specific focus on topics such as: Introduction to Policy making and rationality, Theories of the Policy process, Issue Framing and Agenda setting, and the Political Context for Change.

II. MPH CORE COMPETENCIES
Health policy is a multidisciplinary field of inquiry and practice concerned with the development, implementation and analysis of legislation concerning issues that relate to health. 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.

MPH Program Competencies (Revised July 2015)

Transdisciplinary Problem Solving
The ability to develop and apply a transdisciplinary approach in identifying public health problems and solutions is increasingly critical to public health practice. Transdisciplinary problem-solving methods require creating and using a shared disciplinary framework to analyze and address complex public health problems, integrating insights and approaches from a wide range of biological, behavioral, social, and public health disciplines. Upon graduation a student with an MPH will be able to:
1. Understand public health problems from a transdisciplinary perspective.
2. Develop and apply transdisciplinary solutions to public health problems.

Evidence-Based Public Health
Evidence-based public health is the process of integrating science-based interventions with community preferences to improve the health of populations. Upon graduation a student with an MPH should be able to:
1. Identify sources and quality of evidence-based information related to public health planning, research, policy, and practice.
2. Understand the methods of and barriers to translating scientific evidence to public health practice.

Biostatistics
Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing, and solving problems in public health, health care, and biomedical, clinical, and population-based research. Upon graduation a student with an MPH should be able to:
1. Understand the basic concepts of probability, variation, and inference.
2. Apply descriptive and inferential techniques according to the type of study design for answering a particular research or practice question.
3. Prepare clear and effective graphical and tabular summaries of basic statistical analysis.

**Epidemiology**
Epidemiology seeks to:
- identify biological to societal level factors/exposures that impact health to provide a scientific basis for preventing disease and injury and promoting health;
- 2) determine the relative importance of causes of illness, disability and death to establish priorities for research and action;
- 3) identify population sub-groups that have the greatest risk of ill health and the factors/exposures that cause it so that health protecting actions can be directed appropriately; and
- 4) contribute to developing and evaluating the effectiveness of public health programs and services to improve the health of the population. Upon graduation a student with an MPH should be able to:
1. Define and interpret a public health problem in terms of magnitude, person, time, and place.
2. Calculate basic epidemiology measures of disease frequency and association.
3. Explain the main study designs used in epidemiological, clinical, and population research.
4. Evaluate the strengths and limitations of an epidemiology study in terms of appropriateness of study design, data collection, analysis, and random and systematic errors.

**Health Policy and Management**
Health policy and management is a multidisciplinary field of inquiry and practice concerned with the structure, process, and outcomes of health care and health services as they relate to costs, financing, access, delivery organization, and quality of care. Upon graduation a student with an MPH should be able to:
1. Identify the main issues of organization, financing, and delivery of health care and public health services in the United States.
2. Understand how policy is implemented to improve the health status of populations.
3. Apply the principles of policy development, strategic planning, budgeting, and evaluation as they apply to health care and public health.
4. Understand how to translate and disseminate public health research to policymakers and other stakeholders.

**Social and Behavioral Sciences**
Social, behavioral and cultural factors greatly influence the health of individuals and populations over the life course. Research and practice in this area includes developing, administering and evaluating programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations. Upon graduation a student with an MPH should be able to:
1. Identify and apply theories, concepts, and models from a range of social and behavioral science disciplines to understand and improve the social conditions and behaviors affecting the health of populations and individuals.
3. Apply evidence-based social and behavioral interventions to improve health, including planning, implementing, and evaluating such efforts.

**Environmental Health Sciences**
Environmental health sciences explore environmental factors including biological, physical, chemical, and psychosocial factors that affect population health. Upon graduation a student with an MPH should be able to:
1. Specify approaches to identifying, assessing, mitigating, and preventing environmental hazards that pose risks to human health and safety, including use of current environmental risk assessment methods.
2. Explain the biological and molecular pathogenesis basis of public health, and the general mechanisms of toxicity and insult in eliciting pathogenic and salutogenic responses to chemical, biological, physical, and psychosocial environmental exposures.
3. Discuss risk management and risk communication approaches in relation to issues of vulnerable populations, environmental justice, and equity.
4. Interpret health effects of contemporary environmental issues including global climate change, bioterrorism, food security, urbanization, transportation, and energy production.

**Communication and Informatics** The ability to collect, manage, organize and present information clearly and concisely to different audiences through interpersonal and technology-mediated channels to achieve specific objectives is a critical skill for 21st century public health professionals. Upon graduation a student with an MPH should be able to:

1. Understand how to capture, synthesize, communicate and disseminate ideas and data to diverse stakeholders to influence public health policy and practice.

**Program Planning**
The ability to plan, implement, and evaluate program strategies and interventions to improve individual and population health. Upon graduation a student with an MPH should be able to:
1. Understand and apply planning models and participatory approaches to the design of public health programs.
2. Design monitoring and evaluation plans to capture outcomes and impacts of public health programs or policies.

**Leadership, Professionalism, Ethics**
The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; energize commitment to goals; demonstrate ethical choices, values, and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice, and accountability; and commit to personal and institutional development. Upon graduation a student with an MPH should be able to:

1. Demonstrate leadership skills for collaboration and partnership among communities and organizations focused on public health goals.
2. Demonstrate professional demeanor in behavior and communication.
3. 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**
The ability to interact effectively with diverse individuals and communities to jointly produce beneficial public health outcomes. Upon graduation a student with an MPH should be able to:

1. Understand the impact of context such as gender, race, poverty, history, migration, and culture in public health policy and practice.
2. Apply social justice and human rights principles when addressing public health needs.
3. Develop public health programs and strategies that are responsive to the cultural values and traditions of diverse communities being served.

**III. 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 2017-2018**

**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.

**IV. 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 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) 935-8761 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 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 is in Brown Hall, room 320.

V. READINGS

There is one required textbook for this course. Links to required readings available online are in the syllabus or in the readings folder on Blackboard. Additional materials may be distributed during the course of the semester.

One textbook required:

Additionally, student will read one of the following books that present other issues and the policy implications and surrounding political circumstances. Students will read one book and discuss in class relevant material and discoveries. If a student would like to read a book not on the list it must be approved by the professor.

Redmon, Eric. The Dance of Legislation
Kristof, Nicholas and WuDunn, Sheryl. Half the Sky, Turning Oppression Into Opportunity for Women Worldwide

Other require readings will be listed for each lecture and others may be added to address current trends and events.

VI. ORGANIZATION OF COURSE

Course Overview

The course is organized around 15 class sessions designed to give students understanding of the literature, concepts, theories, and politics of the policy process and methods for analyzing this process. Consideration will be given to an overview of legislative process and the factors that affect this process including actors, events, media and political forces to name a few. Information will be presented on the policy process as it applies to public health policy, developing policy solutions, policy analysis, and policy advocacy. Students are encouraged to choose two broad themes of interest in a health policy topic area and carry this through all assignments and the final presentation. Additionally, the required text will serve as a case study for each session of discussion.

A critical skill in health policy and politics is the ability to keep up with the latest developments in the field. We will be discussing current issues as they arise and comparing new publications with past policies and research. Comparing information resources, their relevance and evidence-base will be an aspect of class discussion each week.
This course will provide students with an overview of policy-making and politics as they relate to the U.S. health care system and the challenges unique to its organization. Class sessions are designed to give students an understanding of the literature, concepts, theories and the politics of the policy-making process.

VII.  ROLE OF FACULTY AND STUDENT

Faculty: Lectures, Materials, Supports: The instructor will provide lecture, current policy updates, and other outside supports for discussion and integration into learning. Blackboard will be available to post questions, discuss issues, and share other relevant materials for learning. Students are encouraged to provide relevant current events material for discussion.

Students: Class attendance and participation. Engaging discussion will depend on students coming prepared having read relevant course materials and scanned for current topics related to the policy-making and political environment.

Blackboard: A Blackboard page for this class is available and will be the common platform for sharing materials.

Special Needs: If there is any need for accommodation, please contact the Washington University Disability Student Services at the Disability Resource Center, Voice/TTY 935-4062 or fax 935-8272. If English is your second language and need assistance contact the writing lab, Brown Hal, Room 308, 935.6645.

VIII.  ASSIGNMENTS AND GRADING CRITERIA

There are several requirements for this course listed below with the weights in parentheses. More detailed descriptions of the assignments will be given in class. All assignments should be typed in 11-12 point font, double-spaced (exception for brief/memo). All assignments are due at the beginning of class on the date listed below. Points are sequentially deducted for late assignments.

Class Participation (10%)
- Students are expected to attend all class sessions. Absences due to illness, family emergencies may be excused with advance notice and student will need to exhibit understanding of the missed material. Students MUST email the instructor with regard to absences prior to the class.
- Students are expected to complete all required readings prior to class and be prepared to participate. Students should come to class with one discussion question based on the week’s readings or assignments and will be called upon at random to use their question for class discussion.

Activities (5 x 5% each)
- Students will be required to write a 1-2-page thought piece as outlined below, using the concepts and readings for 5 of the class sessions. These papers will serve as the basis for discussion at the beginning of class. The papers should integrate the readings around the class topic and provide at least one observation or revelation from doing the exercise.

Midterm Paper on Framing (20%)
- There will be one paper framing a current public health policy issue in the frames discussed in class and results from a stakeholder interview. Professor Baker can help line-up a stakeholder to interview upon request. (3-4 pages)

Political/Policy Perspectives and Analysis Brief (15%)
- Students will learn how to search state or federal legislative databases in class. Choose a health policy issue and compare and contrast 3-5 pieces of legislation (proposed solutions) addressing the issue. The assignment will incorporate learning to date regarding political agenda setting, prioritization, political agendas, scoring/financing, etc. (The who’s who, what’s what, and what’s the cost.) More description will follow on blackboard. Reporting will be done as a presentation to the class with short Q&A to follow. (3-4 pages)
Final Presentation (30%)  
Students will choose a health policy topic and prepare materials for a presentation at the end of the semester.  
- Research/Policy Brief to support your presentation - The goal of the brief is to tease out the politics behind your policy -- identifying the relevant actors, how they framed the issues, how they formed coalitions, and what institutional methods they advocated. The materials should define the problem and analyze a specific solution and conclude with recommendations about whether or not to adopt the proposed policy solution. There should be supporting arguments that include data, references, and other resources that led you to your recommendations. The paper should demonstrate your ability to apply policy process models to your policy domain.  
- Presentation- Demonstrate your knowledge of and facility with the class materials by creating a policy campaign and presentation using power point and other media to convince legislators that your particular policy issue belongs on the public agenda and/or should/should not be adopted. In creating this presentation, you will need to be able to defend certain challenges such as why one problem definition over another; how the politics surrounding the issue can be managed; which articulation of the policy-making process you are employing and why?  

The decision on what your project will be is due on March 22. You will hand in a one paragraph précis of what you intend to do. All final projects will also require a class presentation. These will be on May 8th and 15th in lieu of a final exam.

IX. COURSE OUTLINE

| Week 1 | Topic – Overview: Benefits and Challenges of Policy-making.  
Concepts, Readings/Examples  
- Provision of public goods  
- Ensuring access to accurate information  
- Accounting for costs or benefits incurred by third parties  
 Protection of vulnerable populations  
- Ameliorating prior government failure
  [href="http://dx.doi.org/10.1017/S0007123400006244.


**Activity #1** (due beginning of class Jan 29) (5 pts)
- Familiarize yourself with your home state, Missouri, or the federal legislative system and how to search for legislative actions, produce a 1 page summary of findings

**Week 2**

**Jan 29**


**Concepts, Research, Cases**
- Direct Cost and Hidden Costs of US Health Care
- Medicare Cost trajectory and interventions
- Demographic Trends, Populations, Power, and Agenda Setting

**Readings**
- “Bending the Cost Curve through Market-Based Incentives” *NEJM* 376(10), 2012.

**Activity #2** (Due beginning of class Feb 5) (5pts)
- Research and report on a fiscal note or CBO cost report on a health-related policy currently in debate, 1-2 page of findings

**Week 3**

**Feb 5**

### Framing Policy-making and Politics in the US Health Care System

**Concepts, Research, Cases**
- Identify key political forces influencing decision making, Executive, Legislative, Judicial, Corporate, and Public
- Describe differences in party positions on key issues
- Explain the role of Congress and State Legislatures in formulating health policy
- Examine the health care as a right vs a privilege debate

**Readings**

On reserve
[http://frameworksinstitute.org/assets/files/PDF/FramingPublicIssuesfinal.pdf](http://frameworksinstitute.org/assets/files/PDF/FramingPublicIssuesfinal.pdf)


**Activity #3** (Due at beginning of class Feb 12) (5pts)
Familiarize yourself with the process of a bill becoming a law and the pivot points where power is effective, produce 1-page summary of findings

<table>
<thead>
<tr>
<th>Week</th>
<th>Policymaking Process: Agenda setting and Prioritization</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Feb 12</td>
<td>Concepts, Research, Cases</td>
</tr>
<tr>
<td></td>
<td>• Identification of solutions and alternatives</td>
</tr>
<tr>
<td></td>
<td>• Consideration of solutions</td>
</tr>
<tr>
<td></td>
<td>• Presenting and defending policy proposal</td>
</tr>
<tr>
<td>Readings</td>
<td></td>
</tr>
</tbody>
</table>

| Week 5 Feb 19 | The U.S. Political System and Survey of Political Interests in Health Care and Public Health |
| Concepts, Research, Cases |
| | • Explore partisan agenda setting and foundations |
| | • Who’s who in political arenas |
| | • Where and how is power concentrated |
| Readings | |

| Week 6 Feb 26 | Public Opinion and Media, Influence, and Persuasion |
| Concepts, Research, Cases |
| | • Shaping policy – voters, advocates, lobbyists, corporations, elected officials |
| | • Role and sources of media and its influence on policy and politics |
| On Reserve | |

Activity #4 (Due at the beginning of class Mar 5) (5pts) Identify the influential players in a public health issue of your choice and the status of public opinion, 1-2 page of findings

| Week 7 Mar 5 | Interest Groups, Persuasion, Thought Leader Institutions, and Legislative NGO’s |
| Concepts, Research, Cases |
| | • Identify powerful interest groups of varying political persuasion |
| | • Review sources of academic and non-academic thought leadership |
| | • Exposure to legislative NGOs that drive policy adoption |
### Review of resources, reading
- Grossman, Matt, Interest group influence on US policy change: An assessment based on policy history
- Legislative, Advocacy, Governmental and Non-governmental website resources to include KFF, Commonwealth Fund, ALEC, NCSL, issue based legislative forums, CATO, Heartland Health, Show Me Institute, Brookings, RWJF, Governing Institute, Missouri political informational resources

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8 Mar 12</td>
<td>Spring Break – No class</td>
<td></td>
</tr>
</tbody>
</table>
| Week 9 Mar 19 | Midterm presentations  
Policy Content Analysis presented to the class |
| Week 10 Mar 26 | Midterm Presentations continued and In-class Exercise on Points of View  
Readings in class |
Concepts, Research, Cases  
- Passing legislation  
- Rulemaking  
- National and Local Registries  
- Politics of executive action  
Readings  
Activity #5 (Due at the beginning of class Apr 9) (5pts)  
| Week 12 Apr 9 | Key Themes in Current Policy-making: ACA, Payment Reforms, Long-term Care, Environment, Big Pharma, Opioid Crisis, Public Health  
Concepts, Research, Cases  
- Identify major interventions of the ACA  
- Review successes and failures of payment reforms  
- Policy reforms for drivers of cost in healthcare  
Readings  
Key Themes in Policy-making: Mental Health Services, Safety-net Services, Disparities Concepts, Research, Cases
- Key elements of health care reform on mental health and safety-net services
- Policies aimed at reducing disparities

Readings

Use of Science and Thought Leadership in Policy-making Concepts, Research, Cases
- Role of Academics, Research, and Consultants in policy-making
- Competing research

Readings

Presentations and Discussion
Students will be expected to participate in analyzing presentations of peers and give feedback from relevant readings, lectures, and learning to enhance the success of the policy proposal