I. Course Description
This course introduces students to key aspects of health policy including a framework for the analysis of health policy, the evolution of health policy in the U.S. including the implementation of federal health reform in 2010, interest group theory and influence on health policy implementation, and perspectives on the allocation of resources to and within the health care sector.

III. Course Goals and Objectives
Upon completion of the course, students should understand the underpinnings of health policy analysis and the key factors shaping health policy in the U.S.

IV. Methods of Instruction and Work Expectations
The philosophy of the course will be to present concepts and ideas by maximizing class participation. Students are expected to read all required readings before class and be prepared to discuss the main theories, concepts, and issues described by the authors. Grades will be based on one individual assignment (due August 28 – 50% of grade) and an in-class presentation and paper related to a group assignment (presentation due August 26, paper due August 29 – 50% of grade). The assignments will be handed out in class on August 23. Late assignments will be marked down one letter grade.
### VI. Course Outline

<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Topic</th>
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<tbody>
<tr>
<td><strong>August 23</strong></td>
<td><strong>The Evolution of Health Policy in the U.S. and a Framework for Policy Analysis</strong></td>
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<tr>
<td>10:00 am – noon</td>
<td>The evolution of health policy in the U.S. since the 1940s; an examination of current policy issues and why they became prominent issues; a framework for policy analysis.</td>
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<td>The elaboration of a policy analysis framework.</td>
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<td></td>
<td>• What are the main components of a policy analysis framework and why are they important?</td>
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<td></td>
<td>• How does this framework help us understand the evolution of health policy in the U.S.?</td>
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<tr>
<td><strong>Handout</strong></td>
<td>Policy analysis framework</td>
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<tr>
<td><strong>August 23</strong></td>
<td><strong>Alternative Theories of Legislation</strong></td>
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<tr>
<td>1:00 – 3:00 pm</td>
<td>Alternate theories of legislation; interest group theory; health associations and demand for legislation; regulation, deregulation and competition as public policy; the control of externalities.</td>
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<td>• This session will be devoted to a critical examination of theories and proposals regarding the major components of health policy formation.</td>
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<td>• Students are expected to discuss the strength and weaknesses of Feldstein's arguments.</td>
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<td><strong>August 24</strong></td>
<td><strong>Understanding the Policy and Politics of Health Care Reform</strong></td>
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<tr>
<td>8:30 am – noon</td>
<td>Interesting topics related to the Patient Protection and Affordable Care Act (PPACA)</td>
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<td>A. What actually happened in its passage</td>
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<td>B. Effects on the debt and deficit</td>
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<td></td>
<td>C. The individual mandate</td>
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<td></td>
<td>D. Health exchanges</td>
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<td>E. Effects on employers</td>
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<td>F. Effects on providers</td>
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<td>G. Effects on insurers</td>
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<td></td>
<td>H. Effects on Medicare beneficiaries</td>
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<tr>
<td></td>
<td>I. Effects on Medicaid beneficiaries</td>
</tr>
<tr>
<td></td>
<td>J. Effects on workforce</td>
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<tr>
<td><strong>Readings</strong></td>
<td>The following websites have extensive information on Federal health care reform:</td>
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<td></td>
<td>• Kaiser Family Foundation – See summary of new health reform law</td>
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</table>
and a guide to the Supreme Court’s ACA Decisions.


Optional

1. Paul Ryan’s Roadmap:
   http://www.washingtonpost.com/wp-dyn/content/article/2010/08/12/AR2010081204918.html and
   http://www.roadmap.republicans.budget.house.gov/

August 25
8:00 am - Noon

Philosophic Perspectives on The Allocation Of Resources to and within the Health Care Sector

Is health care different; extending Rawls theory to health; when is access to health care equal; doing justice to both providers and consumers; risk and opportunity; how much protection is too much?

- This session addresses one of the main issues in the theoretical policy sciences model: What distribution of resources and rights is fair and equitable and who should decide on that distribution?
- Students should be prepared to discuss how Daniel’s work relates distributive justice concepts to the health care field and how these concepts are shaping current health policy discussions at the national level.

Readings


August 26
8:00 – 11:00 am

Group Presentations

Each group will have 30 minutes to make a PowerPoint presentation on their assigned topic. The formal presentation should last 20 minutes and 10 minutes should be left for questions/comments from fellow students and the instructor. It is the responsibility of the group to decide which group members will make the formal presentation, write the paper and respond to questions/comments.
VII. Evaluation and Grading

Grading Criteria – http://www.umn.edu/usenate/policies/uniformgrading.html:

Letter grades and associated points are awarded in this course as follows below, and will appear on the student's official transcript.

A  4.0  Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-  3.67
B+  3.33
B  3.00  Represents achievement that is significantly above the level necessary to meet course requirements
B-  2.67
C+  2.33
C  2.00  Represents achievement that meets the course requirements in every respect
C-  1.67
D+  1.33
D  1.00  Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F  0.00  Represents failure and signifies that the work was completed but not at a level of achievement worthy of credit

Course Evaluation
Beginning in fall 2008, the SPH has collected student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop approximately two weeks after the last day of the class regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.
Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.
Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies
Students are responsible for knowing the University of Minnesota, Board of Regents’ policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the SPH Associate Dean for Academic Affairs who may file a report with the University’s Academic Integrity Officer.

The University’s Student Conduct Code defines scholastic dishonesty as “plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another’s writing or ideas as your own. Serious, intentional plagiarism will result in a grade of “F” or “N” for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://writing.umn.edu/tww/plagiarism/.

Students are urged to be careful that they properly attribute and cite others’ work in their own writing. For guidelines for correctly citing sources, go to http://tutorial.lib.umn.edu/ and click on “Citing Sources”.

In addition, original work is expected in this course. Unless the instructor has specified otherwise, all assignments, papers, reports, etc. should be the work of the individual student. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

Disability Statement
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).
PubH 6569 (Health Policy) NCHL* Competencies

Based on the course objectives listed in the Self-Study Year syllabus, the following competencies have been addressed by this course:

3 – Analytical Thinking
4 – Change Management
10 – Impact and Influence
11 – Information Seeking
13 – Initiative
14 – Innovative Thinking
16 – Organizational Awareness
24 – Strategic Orientation

The course objectives are listed here with the corresponding NCHL competencies:


*The MHA program uses the National Center for Healthcare Leadership (NCHL) Health Leadership Competency Model (v 2.1). Copyright 2006. NCHL. All rights reserved.

The number following the decimal indicates the level to which that competency is addressed, as further described in the Competency Model, available here: