

PUBH 6735 SECTION 320

Principles of Health Policy
 Spring 2019

COURSE & CONTACT INFORMATION

Credits: 3 credits

Meeting Day(s), Time, and Place: This course is entirely web-based, delivered via Moodle at <http://moodle.umn.edu>

| Contact Type | Contact Information | Role | When to Contact |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Instructor | Carrie Henning-Smith, PhD, MPH, MSW henn0329@umn.edu [Phone] 612-626-4512 | Primary instructor for this course | When there is a question or concern that the TA is unable to answer. |
| Teaching Assistant | Mariana Tuttle tutti090@umn.edu Sarah Perez-Sanz perez767@umn.edu | Provides guidance and support; provides feedback on assignments; participates in grading assignments | Questions or concerns about the class, assignments, deadlines, etc. Your TA will respond promptly and is your first line of contact. |
| Technical Support | Technical support options are available on the SPH website. https://z.umn.edu/sphquickhelp | Troubleshoots technical issues related to the course site or course content. | Technical issues with the course site, media, quizzes or assignments. |

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

COMMUNICATION IN ONLINE COURSES

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. Our goal is to respond to emails within 24 hours, Monday - Friday. Responses may be delayed for emails sent over the weekend.

COURSE DESCRIPTION

The purpose of this course is to introduce students to the policy environment that influences and shapes public health and the provision of health care services, to enhance understanding of the historical and political context of health policy, to develop strategies for analysis of health policy issues, and to communicate effectively in the policy environment. Through lectures, readings, collaborative debate and discussion, oral presentations, written work, and direct engagement with policymakers, students will develop the background and skills necessary to approach a range of problems in the interdisciplinary field of public health, where the major policy issues are constantly evolving. As a result, this course aims to convey not just specific facts, but to help students develop the ability and confidence to critically assess current health policy issues in a thoughtful, comprehensive, and rigorous manner and to engage in the policy process. While the course

content focuses on the U.S. health care environment, policy analytic and communication skills are presented in a way that is transferrable to other contexts.

The goal of the course is to teach the following **specific professional skills**:

1. Familiarity with the legislative aspects of the health policy process
2. Effective written, oral, and/or in-person communication with a legislator about a public health policy issue
3. Experience defining a public health policy problem and diagnosing the political nature of the problem
4. Writing an issue brief to communicate the magnitude, significance, and urgency of a policy problem to a policy audience
5. Preparing and giving an elevator speech to demonstrate persuasive speaking within time constraints
6. Writing a policy proposal that analyzes potential solutions to complex health policy challenges and presents a clearly-justified, feasible and appropriate recommendation to a policy audience

COURSE PREREQUISITES

This course is open to students in the following SPH degree programs: MPH, MHA, MS, PhD; students in the MPA program at HHH; or instructor consent. Basic knowledge of the U.S. health care system is required for this course and can be obtained by taking PubH 6724: The Health Care System and Public Health.

COURSE GOALS & OBJECTIVES

The *broad learning objectives* of this course are as follows:

1. Identify key stakeholders in U.S. health care policy and understand the historical and contemporary roles that they play in the policymaking process.
2. Understand the context in which health policy is created at the state and federal levels, including the influence of values, ideology, institutions, government structures, public opinion, ethics, and research.
3. Demonstrate transferable analytic skills within a general framework, and apply these skills to fluently discuss and engage in current policy debates in the fields of public health and health care.
4. Frame and analyze complex health policy challenges, synthesize and effectively communicate ideas through written and oral work.

Several excellent courses taught within SPH highlight other aspects of public health policy, including prevention strategies (PubH 6078, EpiCH), legislative advocacy (PubH 6049, EpiCH), skills for policy development (PubH 6045, EpiCH), and environmental and occupational health policy (PubH 6105, EnvHS).

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations

PUBH 6735-Principles of Health Policy is a 3-credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 120 hours of effort spread over the course of the term in order to earn an average grade.

This course is entirely online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of online discussions, lectures, etc.

Teaching and learning:

This class will utilize a variety of learning techniques, including lecture, discussion, peer feedback, and both oral and written presentations of policy analyses. This course is intended to impart key policy analytic skills and to foster an environment of peer learning and collaboration as professionals and colleagues; as such, you are expected to listen to the recorded lectures, complete the readings, and actively participate within your small group and the larger class. Each activity and assignment has a purpose and each reading was chosen judiciously, knowing that you are busy professionals with competing priorities. Please read the assignments document in its entirety. This outlines all of the required work for the course and describes how the assignments build upon one another and link to course content. We do not believe in busy work and will respect your time and endeavor to focus on skill-building, practical activities. Lectures, assignments,

and peer interactions are grounded in the assigned readings, so please complete the weekly reading assignments. Your preparation and participation are vital to the success of the course.

Social media:

This class has a Twitter account (@PubH6735) that may be used to share news and events relevant to course content. We encourage students to use social media for conversation and dissemination of relevant information during the semester. Social media participation is not required, but it is encouraged as a means of both class participation and engagement with legislators and a broader policy community.

Communication:

Establishing clear and effective communication between the instructor team and the students in this course is a top priority. To this end, we would like to share the following guidelines and expectations:

- We encourage you to interact with us by scheduling an appointment to meet, by phone or in person. As you do so, please email questions in advance or share documents on which you would like comments or feedback.
- We will respond to emails within 24 hours, Monday-Friday. Emails sent after 5pm CT on Friday will not likely be answered before Monday morning at 9am; please plan accordingly.
- If you anticipate challenges in meeting the expectations of the course for any reason, please contact us as soon as possible, ideally well in advance of the anticipated challenge.

Technology

You will use the following technology tools in this course. Please make yourself familiar with them.

- *Twitter account [@PubH6735](#) (participation on Twitter is entirely optional.)*
- *[Flipgrid](#) (you do not need to create a Flipgrid account)*

Learning Community School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your group members about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

COURSE TEXT & READINGS

The course requires a combination of readings from a classic text (Kingdon), a contemporary text (Dawes), journal articles, book chapters, and reports. The Kingdon text provides a foundational policy analytic framework and historical context for the current health policy environment. The Dawes book, articles, and reports illustrate current health policy issues, provide timely analysis, and highlight specific applications of policy in the fields of health care and public health. The textbooks are available at the U of M Bookstore and also through online retailers, such as Amazon.com.

Required textbooks:

Kingdon JW. *Agendas, Alternatives, and Public Policies, Updated edition with epilogue on health care* (2nd ed.), New York, Longman Publishers, 2010.

Dawes DE. *150 Years of ObamaCare*. Johns Hopkins University Press, 2016.

Required readings must be completed prior to each week's lecture. Optional readings are provided for those who have particular interest in a topic or for those who seek to strengthen their knowledge base in key areas.

Optional additional text resources:

- House JS. *Beyond Obamacare: Life, Death, and Social Policy*. Russell Sage Foundation, 2015. This is an extraordinarily interesting look at the intersection of policy and social determinants in the wake of the 2010 Affordable Care Act.
- Starr P. *Remedy and Reaction: The Peculiar American Struggle over Health Care Reform*. Yale University Press, 2013 revised edition. A brilliant historical sociologist's perspective on the history of health reform in the U.S. and how it culminated in the 2010 passage of the Affordable Care Act.
- Bodenheimer TS, Grumbach K. *Understanding Health Policy: A Clinical Approach, 6th edition*. New York, Lange Medical Books/McGraw-Hill; 2012. This is a key health policy text used in training clinicians; it provides particularly good information on organizational and financial logistics of the health care delivery system and health care reform, from a clinician's perspective.
- Longest BB. *Health Policymaking in the United States*. Health Administration Press and AUPHA Press; 2010. This is a comprehensive health policy text; it provides useful discussion of health policy formulation and implementation along with an exposition of recent health-related legislation (Appendix 3). Although it was published in 2010, it does not contain information on the recent landmark health care reform. For more on health care reform, see:
- Jacobs L, Skocpol T. *Health Care Reform and American Politics: What Everyone Needs to Know*. Oxford University Press; 2010. This text provides an excellent political science perspective on health care reform in the US.
- Rosenthal, E. *An American Sickness: How Healthcare Became Big Business and How You Can Take it Back*. Penguin Press, 2017. This is an engaging, accessible read focused on the past, present, and future of the American health care system and why it is the way it is.
- Bardach, Eugene. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*.
- Frick, T., Dagli, C., Barrett, A., Myers, R., & Kwon, K. (2016). *How to recognize plagiarism: Tutorial and tests*. Bloomington, IN: Department of Instructional Systems Technology, School of Education, Indiana University

This course uses journal articles, which are available via the University Libraries' E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>

Required Library eReserves

- Aitkins D, Siegel J, Slutsky J. Making Policy When the Evidence is in Dispute. *Health Affairs* 24:102-113, 2005.
- Ayanian JZ. The Costs of Racial Disparities in Health Care. *The Harvard Business Review*. October 1, 2015.
- Belluck P. Panel Calls for Depression Screening During and After Pregnancy. *New York Times*. January 26, 2016
- Berman ML. From Health Care Reform to Public Health Reform. *Journal of Law, Medicine, and Ethics*. 39(3):328-339, 2011.
- Berwick D. A user's manual for the IOM's "Quality Chasm" report. *Health Affairs*. 21(3):80-90, 2002.
- Bierschbach B. "A citizen's guide to effectively engaging Minnesota lawmakers."

- Blumenthal D, Morone J. The Lessons of Success - Revisiting the Medicare Story. *The New England Journal of Medicine*. 359(22); 2384-2389, 2008.
- Brodie M, Altman D, Deane C, Buscho S, Hamel E. Liking The Pieces, Not The Package: Contradictions In Public Opinion During Health Reform. *Health Affairs*. 29(6): 1125-1130, 2010.
- Carroll, A. (2015, September 21). Trapped in the System: A Sick Doctor's Story. *The New York Times*.
- CEP Think Tank
- Dieleman JL, Baral R, Birger M, et al. US Spending on Personal Health Care and Public Health, 1996-2013. *JAMA*. 2016;316(24):2627-2646.
- Ellsworth E. "How to effectively talk to your member of Congress." and optionally, you may wish to invest in "Call the Halls: contacting your member of Congress the smart way." November 2016.
- Fowler, Gollust "The content and effect of politicized health controversies" *Annals, AAPPSS*, March 2015
- Glied SA, Miller EA. Economics and Health Reform: Academic Research and Public Policy. *Med Care Res Rev* August 2015 vol. 72 no. 4 379-394.
- Gold M. Pathways to the Use of Health Services Research in Policy. *Health Services Research* 44(4):1111-1135, 2009.
- Hardeman, R, Medina, E, & Kozhimannil, K. 2016. Structural Racism and Supporting Black Lives - The Role of Health Professionals. *New England Journal of Medicine*.
- Healthcare in America: Going Public and Private, *The Economist*. December 21, 2013
- Hodnett ED, Gates S, Hofmeyr G, Sakala C. Continuous support for women during childbirth. *Cochrane Database of Systematic Reviews* 2013, Issue 7.
- Jacobs LR. What Health Reform Teaches Us about American Politics. *Political Science & Politics*. 43: 619-623, 2010.
- Jacobs, L.R. and Mettler, S. 2011. Why Public Opinion Changes: The Implications for Health and Health Policy. *JHPPL* 36(6): 917-933.
- Kersh, R. Lobbyists - Ten Myths about Power and Influence from Part III, *The Health Policy Process* in Monroe, Litman, and Robbins. *Health Politics and Policy*. 4th ed. Delmar Cengage Learning, 2008.
- Kliff S. "I read 7 Republican Obamacare replacement plans. Here's what I learned." *Vox* November 17, 2016
- Kozhimannil KB, Hardeman RR. Coverage for doula services: How state Medicaid programs can address concerns about maternity care costs and quality. *Birth*, 2016; 43(2)97-99.
- Kozhimannil KB, Hardeman R, Attanasio L, Blauer-Peterson C, O'Brien M. Doula care and birth outcomes: the potential for improving care and reducing costs for diverse, low-income women. *American Journal of Public Health*, 2013;103(4): e113-121.
- Kozhimannil KB, Almanza J, Vogelsang CA, Hardeman RR. Medicaid Coverage of Doula Services in Minnesota: Findings from the first year. University of Minnesota. Executive Summary. December 2015.
- Kozhimannil KB, Adams AS, Soumerai SB, Busch AB, Huskamp HA. New Jersey's postpartum depression screening law did not change treatment patterns for women on Medicaid. *Health Affairs*. 30(2):293-301, 2011.
- Kristof, N. Professors, We Need You! *New York Times*, February 16, 2014
- LaVeist TA, Gaskin D, Richard P. Estimating the Economic Burden of Racial Health Inequalities in the United States. *Int J Health Serv*. 41(2):231-8, 2011
- Leavens A, Arthurs E, Thombs BD. Should Postpartum Depression Screening Policies Be Reevaluated? *Health Affairs* 30(6):1216-1217, 2011.
- McGlynn E, Asch SM, Adams J, et al. The Quality of Health Care Delivered to Adults in the United States. *The New England Journal of Medicine*. 348(26): 2635-2645, 2003.
- Mebane F, Blendon R. Political Strategy 101: How to Make Health Policy and Influence Political People. *Journal of Child Neurology*. 16:513-519, 2001.
- Minnesota statutes, Chapter 108, HF1233, Art. 6, Sec. 11, Doula services medical assistance (MA) coverage requirement
- MinnPost. December 19, 2016.
- Newkirk. VR. America's Health Segregation Problem. *The Atlantic*. May 18, 2016.
- Obama B. "Repealing the ACA without a Replacement — The Risks to American Health Care." *NEJM*. Published online January 6, 2017
- O'Hare M. A Typology of Governmental Action. *Journal of Policy Analysis and Management*. 8(4):670-672;1989.
- Oleszek M, Oleszek W. "Legislative Sausage Making: Health Reform in the 111th Congress." in *Party and Procedure in the U.S. Congress*. Straus JR (ed). Roman and Littlefield Publishers, Inc. 2012.
- Overview of MN Senate equity proposal

- Pauly M. What researchers don't yet know about the ACA. ASHEcon Presidential Address, July 2016. <http://ldi.upenn.edu/news/what-researchers-dont-yet-know-about-aca>
- PolicyLink's Getting Equity Advocacy Results
- Pollack, H. "Here's why creating single-payer health care in America is so hard." Vox. January 16, 2016.
- Race Forward's Racial Equity Impact Assessment
- Review Minnesota legislature website on rulemaking:
- Rice et al. "Universal coverage reforms in the USA: From Obamacare through Trump" May 22, 2018.
- Rulemaking in Minnesota: A Guide
- Smedley, B, Stith, A, Nelson, A. Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care (Executive Summary).
- Starr P. Transformation in Defeat: The Changing Objectives of National Health Insurance, 1915-1980. *American Journal of Public Health*, 72(1);78-88, 1982.
- Stone SD. Study Challenges Effectiveness of NJ PPD Initiatives for Medicaid Populations. *Perinatal Pro Blog*. February 7, 2011.
- Summary of Governor Dayton's equity proposal for the 2016 legislative session
- The Onion: American People Hire High-Powered Lobbyist to Push Interests in Congress
- Thornton RL, Glover CM, Cene CW, Glik DC, Henderson JA, & Williams DR. 2016. Evaluating Strategies for Reducing Health Disparities by Addressing the Social Determinants of Health. *Health Affairs*, 35(8), 1416-1423.
- Voices for Racial Justice 2016 Legislative Report Card
- Welch J. "As She Lay Dying: How I Fought to Stop Medical Errors from Killing My Mom." *Health Affairs*. 31, no.12 (2012):2817-2820.
- Wilensky GR. "The Future of the ACA and Health Care Policy in the United States." *JAMA*. Published online November 28, 2016.

Optional Readings in Library e-Reserves

- Bodenheimer T. The Political Divide in Health Care: A Liberal Perspective. *Health Affairs* 24(6):1426-1435, 2005.
- Butler SM. The Conservative Agenda for Incremental Reform. *Health Affairs* 150-161, 1995.
- Cohen J. 2010. "The Inside Account of Health Care Reform's Triumph." *New Republic*, June 10, 1425.
- Fall 2016 NYU syllabus for a course being taught about the Black Lives Matter movement
- Hacker J. The Historical Logic of National Health Insurance: Structure and Sequence in the Development of British, Canadian, and U.S. Medical Policy. *Studies in American Political Development*, 12(1)57-130, 1998.
- KFF tutorials on Congress and Health Policy and on Health Policy and the Federal Budget
- Majumdar SR, Soumerai SB. The Unhealthy State of Health Policy Research. *Health Affairs* 28(5):900w-908w, 2009
- Pacheco, J., & Boushey, G. (2014). Public health and agenda setting: determinants of state attention to tobacco and vaccines. *Journal of Health Politics, Policy & Law*, 39(3), 565-89.
- Pollack, H. Medicare for All - If It Were Politically Possible - Would Necessarily Replicate the Defects of Our Current System. *Journal of Health Politics, Policy and Law*. 40(4): 923-931, 2015.
- Seidman, L. The Affordable Care Act versus Medicare for All. *Journal of Health Politics, Policy and Law*. 40(4): 911-921, 2015.
- Starr P. *Social Transformation of American Medicine*, New York, Basic Books, 1982.
- U.S. Centers for Disease Control and Prevention. *Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide*

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site.
Note: assignments are due by 11:55pm CST unless indicated otherwise.

| Week | Topic | Readings | Activities/Assignments |
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| Week 1 Jan 22-27 | <p>Topic</p> <ul style="list-style-type: none"> • Intro to U.S. Health • Care Policy and Orientation to the Course <ul style="list-style-type: none"> ○ Describe the course and goals and expectations ○ Explore the U.S. health care delivery system and the role of policy in shaping it <p>Lectures</p> <ul style="list-style-type: none"> ○ Course Introduction ○ Health Care in America | <p>Required Readings</p> <ul style="list-style-type: none"> • Articles <ul style="list-style-type: none"> ○ Welch J. "As She Lay Dying: How I Fought to Stop Medical Errors from Killing My Mom." Health Affairs. 31, no.12 (2012):2817-2820. ○ Carroll, A. (2015, September 21). Trapped in the System: A Sick Doctor's Story. The New York Times. <p>For a better understanding of the current policy context:</p> <ul style="list-style-type: none"> ○ Wilensky GR. "The Future of the ACA and Health Care Policy in the United States." JAMA. Published online November 28, 2016. ○ Rice et al. "Universal coverage reforms in the USA: From Obamacare through Trump" May 22, 2018. ○ Obama B. "Repealing the ACA without a Replacement — The Risks to American Health Care." NEJM. Published online January 6, 2017. | <p>Assignment</p> <ul style="list-style-type: none"> • Complete the Introductions Forum by Thursday 1/24 • Complete the About Me survey by Friday 1/25 |
| Week 2 Jan 28 – Feb 3 | <p>Topic</p> <ul style="list-style-type: none"> • Identifying Policy Problems • Framework for Policy Analysis <ul style="list-style-type: none"> ○ Discuss the process of identifying problems with potential policy solutions ○ Identify frameworks for policy analysis ○ Provide examples of policy analytic writing <p>Lectures</p> <ul style="list-style-type: none"> ○ Politics of Health Policy ○ Suggested Approach to Policy Analysis (the framework for developing our policy toolkit) ○ Framework for Analysis ○ Identifying Policy Problems | <p>Required Reading</p> <p>Text</p> <ul style="list-style-type: none"> ○ Kingdon, Chapter 1 pp. 1-20, Chapter 5, pp. 90-115 <p>Articles</p> <ul style="list-style-type: none"> ○ O'Hare M. A Typology of Governmental Action. Journal of Policy Analysis and Management. 8(4):670-672;1989. ○ Top ten writing tips and the psychology behind them ○ Please briefly review the Professional Examples at the top of the Moodle site (these examples do not follow the same format that we use in class, but demonstrate policy writing in the real world). ○ Student Examples are also available on the Moodle site as a reference for writing style for your assignments. <p>Optional Reading</p> <ul style="list-style-type: none"> • While our course uses a policy-analytic framework derived from Kingdon, another helpful model is presented in the following book: Bardach, Eugene. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. • Frick, T., Dagli, C., Barrett, A., Myers, R., & Kwon, K. (2016). How to recognize plagiarism: Tutorial and tests. Bloomington, IN: Department of Instructional Systems Technology, School of Education, Indiana University | <p>Assignment</p> <ul style="list-style-type: none"> • Assignment 1, Part A: List your legislators (due Friday 2/1) |

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| <p>Week 3 Feb 4-10</p> | <p>Topics</p> <ul style="list-style-type: none"> • History of National Health Reform Efforts <ul style="list-style-type: none"> ○ Describe past efforts to reform the U.S. health care system ○ Identify reasons for success or failure of past efforts ○ Explain the contemporary relevance of the historical context of health reform <p>Lectures</p> <ul style="list-style-type: none"> ○ History of the National Health Insurance/Health Reform Debate: Teddy Roosevelt through LBJ and Medicare lecture ○ History of the National Health Insurance/Health Reform Debate: Nixon through Obama and the ACA lecture ○ Highlighting Political Lessons lecture | <p>Required Reading</p> <p>Text</p> <ul style="list-style-type: none"> ○ Kingdon, Epilogue pp. 231-247 ○ Dawes, Chapter 2 pp. 23-54 <p>Articles</p> <ul style="list-style-type: none"> ○ Blumenthal D, Morone J. The Lessons of Success - Revisiting the Medicare Story. <i>The New England Journal of Medicine</i>. 359(22); 2384-2389, 2008. ○ Starr P. Transformation in Defeat: The Changing Objectives of National Health Insurance, 1915-1980. <i>American Journal of Public Health</i>, 72(1);78-88, 1982. <p>Optional Reading</p> <p>Text</p> <ul style="list-style-type: none"> • Dawes book Chapter 6 pp. 192-225. <p>Articles</p> <ul style="list-style-type: none"> • Hacker J. The Historical Logic of National Health Insurance: Structure and Sequence in the Development of British, Canadian, and U.S. Medical Policy. <i>Studies in American Political Development</i>, 12(1)57-130, 1998. • Starr P. <i>Social Transformation of American Medicine</i>, New York, Basic Books, 1982. | <p>Assignment</p> <ul style="list-style-type: none"> • Assignment 2 Part A: Issue Brief Topic Selection (due 2/6) • Assignment 2 Part B: Issue Brief Critical Review (due 2/8) |
| <p>Week 4 Feb 11-17</p> | <p>Topics</p> <ul style="list-style-type: none"> • Costs, Quality and Disparities <ul style="list-style-type: none"> ○ Explain the challenges faced in improving access and quality of health care in the U.S. To reflect on the costs of disparities in U.S. health care ○ Reflect on the scope and reasons for increasing costs of U.S. health care <p>Lectures</p> <ul style="list-style-type: none"> ○ Costs of Health Care by Rachel Hardeman ○ Quality of Health Care in the United States by Rachel Hardeman ○ Videos on Finding Data Sources for Your Issue Briefs by Natalie Noha and Laura Attanasio | <p>Required Reading</p> <ul style="list-style-type: none"> • Articles <ul style="list-style-type: none"> ○ Newkirk. VR. America's Health Segregation Problem. <i>The Atlantic</i>. May 18, 2016. ○ Ayanian JZ. The Costs of Racial Disparities in Health Care. <i>The Harvard Business Review</i>. October 1, 2015. ○ Dieleman JL, Baral R, Birger M, et al. US Spending on Personal Health Care and Public Health, 1996-2013. <i>JAMA</i>. 2016;316(24):2627-2646. ○ LaVeist TA, Gaskin D, Richard P. Estimating the Economic Burden of Racial Health Inequalities in the United States. <i>Int J Health Serv</i>. 41(2):231-8, 2011. <p>If you have not already read these classic papers on health care quality, please read them:</p> <ul style="list-style-type: none"> ○ McGlynn E, Asch SM, Adams J, et al. The Quality of Health Care Delivered to Adults in the United States. <i>The New England Journal of Medicine</i>. 348(26): 2635-2645, 2003. ○ Berwick D. A user's manual for the IOM's "Quality Chasm" report. <i>Health Affairs</i>. 21(3):80-90, 2002. ○ Smedley, B, Stith, A, Nelson, A. <i>Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care (Executive Summary)</i>. | <p>Assignment</p> <ul style="list-style-type: none"> • Assignment 2 Part C: Issue Brief Peer Review (draft due 2/12, feedback due 2/15) |

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| <p>Week 5 Feb 18-24</p> | <p>Topics</p> <ul style="list-style-type: none"> Government Institutions and Processes Obamacare <ul style="list-style-type: none"> Explain the key government structures and institutions involved in health care policy making Describe the steps and processes involved in creating legislation in health policy Use the recent health reform law as a case study in congressional legislative action <p>Lectures</p> <ul style="list-style-type: none"> The Aftermath: Efforts to Undo Obamacare Listen to interviews with Sachin Jain (HITECH Act) and Traci Toomey (alcohol policy) Watch the Schoolhouse Rock videos | <p>Required Reading</p> <ul style="list-style-type: none"> Text <ul style="list-style-type: none"> Kingdon, Chapter 2 pp. 21-44; Chapter 4 pp. 71-89 Dawes, Chapter 5 pp. 163-187 Articles <ul style="list-style-type: none"> Oleszek M, Oleszek W. "Legislative Sausage Making: Health Reform in the 111th Congress." in <i>Party and Procedure in the U.S. Congress</i>. Straus JR (ed). Roman and Littlefield Publishers, Inc. 2012. Kliff S. "I read 7 Republican Obamacare replacement plans. Here's what I learned." <i>Vox</i> November 17, 2016 Pollack, H. "Here's why creating single-payer health care in America is so hard." <i>Vox</i>. January 16, 2016. <p>Optional Reading</p> <ul style="list-style-type: none"> Articles <ul style="list-style-type: none"> KFF tutorials on Congress and Health Policy and on Health Policy and the Federal Budget Cohen J. 2010. "The Inside Account of Health Care Reform's Triumph." <i>New Republic</i>, June 10, 1425. Seidman, L. The Affordable Care Act versus Medicare for All. <i>Journal of Health Politics, Policy and Law</i>. 40(4): 911-921, 2015. Pollack, H. Medicare for All - If It Were Politically Possible - Would Necessarily Replicate the Defects of Our Current System. <i>Journal of Health Politics, Policy and Law</i>. 40(4): 923-931, 2015 | <p>No assignments due</p> |
| <p>Week 6 Feb 25- Mar 3</p> | <p>Topics</p> <ul style="list-style-type: none"> Stakeholders and Ideology <ul style="list-style-type: none"> Identify key stakeholders and the role they play in the creation of health policy Evaluate the role of campaigns and elections in governance Discuss ideology and political parties in the context of health policy <p>Lectures</p> <ul style="list-style-type: none"> Stakeholders & Interest Groups Campaigns, Elections, and Health Policy | <p>Required Reading</p> <ul style="list-style-type: none"> Text <ul style="list-style-type: none"> Kingdon, Chapter 3 pp. 45-57 Articles <ul style="list-style-type: none"> Berman ML. From Health Care Reform to Public Health Reform. <i>Journal of Law, Medicine, and Ethics</i>. 39(3);328-339, 2011. Jacobs LR. What Health Reform Teaches Us about American Politics. <i>Political Science & Politics</i>. 43: 619-623, 2010. <p>Optional Reading</p> <ul style="list-style-type: none"> Articles <ul style="list-style-type: none"> Bodenheimer T. The Political Divide in Health Care: A Liberal Perspective. <i>Health Affairs</i> 24(6):1426-1435, 2005. Butler SM. The Conservative Agenda for Incremental Reform. <i>Health Affairs</i> 150-161, 1995. | <p>Assignment</p> <ul style="list-style-type: none"> Assignment 2, Part C Issue brief (due 3/1) |
| <p>Week 7 Mar 4-10</p> | <p>Topics</p> <ul style="list-style-type: none"> Advocacy, Power and Privilege in Political Processes <ul style="list-style-type: none"> Discuss the role of power and privilege in shaping policy dialogue related to health equity <p>Lectures</p> <ul style="list-style-type: none"> Guest Lecture by Patrick Ness & Rinal Ray, Parts 1, 2, 3 | <p>Required Reading</p> <ul style="list-style-type: none"> Articles <ul style="list-style-type: none"> Hardeman, R, Medina, E, & Kozhimannil, K. 2016. Structural Racism and Supporting Black Lives - The Role of Health Professionals. <i>New England Journal of Medicine</i>. Ellsworth E. "How to effectively talk to your member of Congress." and optionally, you may wish to invest in "Call the Halls: contacting your member of Congress the smart way." November 2016. | <p>Assignments</p> <ul style="list-style-type: none"> Assignment 1, Part B: Strategy Memo (due 3/8) Optional: Take the Implicit Association Test (if you do this, please also post in the optional forum on Moodle) |

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| | <ul style="list-style-type: none"> ○ Example of a Texas legislator giving a brief weekly update ○ Utah state legislature Elevator Pitches by Senators Dayton and Weiler | <ul style="list-style-type: none"> ○ Bierschbach B. "A citizen's guide to effectively engaging Minnesota lawmakers." <i>MinnPost</i>. December 19, 2016. ○ PolicyLink's Getting Equity Advocacy Results ○ Race Forward's Racial Equity Impact Assessment ○ CEP Think Tank <ul style="list-style-type: none"> • Optional Reading • Articles <ul style="list-style-type: none"> ○ Fall 2016 NYU syllabus for a course being taught about the Black Lives Matter movement | |
| <p>Week 8 Mar 11-17</p> | <p>Topics</p> <ul style="list-style-type: none"> • Media and Public Opinion <ul style="list-style-type: none"> ○ Describe the role of the media in the policymaking process ○ Explain the general orientation of the American public around health policy issues and changes over time in public opinion about health policy <p>Lecture</p> <ul style="list-style-type: none"> ○ Guest Lecture by Sarah Gollust | <p>Required Reading</p> <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Kingdon, Chapter 3 pp. 57-70 • Articles <ul style="list-style-type: none"> ○ Brodie M, Altman D, Deane C, Buscho S, Hamel E. Liking The Pieces, Not The Package: Contradictions In Public Opinion During Health Reform. <i>Health Affairs</i>. 29(6): 1125-1130, 2010. ○ Jacobs, L.R. and Mettler, S. 2011. Why Public Opinion Changes: The Implications for Health and Health Policy. <i>JHPPL</i> 36(6): 917-933. ○ Fowler, Gollust "The content and effect of politicized health controversies" <i>Annals, AAPSS</i>, March 2015 | <p>Assignments</p> <ul style="list-style-type: none"> • Assignment 3: Elevator Speech (due 3/15; response due 3/25) |
| Mar 18-24 SPRING BREAK | | | |
| <p>Week 9 Mar 25-31</p> | <p>Topics</p> <ul style="list-style-type: none"> • Generating Policy Ideas and Agenda Setting <ul style="list-style-type: none"> ○ Explain how particular policy problems rise to the top of the political agenda ○ Describe the way in which potential solutions, alternatives, and policy proposals are generated and prioritized ○ Develop a strategy to take advantage of opportunities to present an idea and shape an agenda ○ Describe the role of media and public opinion in health policy <p>Lectures</p> <ul style="list-style-type: none"> ○ Generating Policy Ideas and Setting a (Successful) Legislative Agenda - guest lecture by Lauren Gilchrist ○ Generating Policy Ideas & Agenda-Setting | <p>Required Reading</p> <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Kingdon, Chapters 8 & 9 2 pp. 165-208 Chapter 6 pp. 116-144 ○ Dawes, Chapter 7 pp. 238-253 • Articles <ul style="list-style-type: none"> ○ Summary of Governor Dayton's equity proposal for the 2016 legislative session ○ Overview of MN Senate equity proposal ○ Voices for Racial Justice 2016 Legislative Report Card ○ Thornton RL, Glover CM, Cene CW, Glik DC, Henderson JA, & Williams DR. 2016. Evaluating Strategies for Reducing Health Disparities by Addressing the Social Determinants of Health. <i>Health Affairs</i>, 35(8), 1416-1423. <p>Optional Reading</p> <ul style="list-style-type: none"> • Articles <ul style="list-style-type: none"> • Pacheco, J., & Boushey, G. (2014). Public health and agenda setting: determinants of state attention to tobacco and vaccines. <i>Journal of Health Politics, Policy & Law</i>, 39(3), 565-89 | <p>Assignments</p> <ul style="list-style-type: none"> • Assignment 3: Elevator Speech responses (due 3/25) |

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| <p>Week 10 Apr 1-7</p> | <p>Topics</p> <ul style="list-style-type: none"> • Influencing the Policy Process <ul style="list-style-type: none"> ○ Explain the role of lobbyists in setting the policy agenda ○ Hear firsthand perspectives about the strategies, challenges, and opportunities faced by those who seek to influence health policy <p>Lectures</p> <ul style="list-style-type: none"> ○ Lobbyist Panel of experts who share firsthand perspectives about the strategies, challenges, and opportunities faced by those who seek to influence health policy and the delivery of health care | <p>Required Reading</p> <ul style="list-style-type: none"> • Articles <ul style="list-style-type: none"> ○ Kersh, R. Lobbyists - Ten Myths about Power and Influence from Part III, The Health Policy Process in Monroe, Litman, and Robbins. Health Politics and Policy. 4th ed. Delmar Cengage Learning, 2008. ○ Mebane F, Blendon R. Political Strategy 101: How to Make Health Policy and Influence Political People. Journal of Child Neurology.16:513-519, 2001. ○ The Onion: American People Hire High-Powered Lobbyist to Push Interests in Congress | <p>Assignments</p> <ul style="list-style-type: none"> • Assignment 4, Part A: Policy Proposal Critical Review (due 4/5) |
| <p>Week 11 Apr 8-14</p> | <p>Topics</p> <ul style="list-style-type: none"> • Policy in Action- From Idea to Law <ul style="list-style-type: none"> ○ Summarize the main concepts of the semester and connect course content with professional skills within the policy process ○ Explain the politics, complexity, and eventual impacts of the way in which health laws and policies are implemented ○ Provide a policy perspective on how innovative ideas become policy realities ○ Conduct peer review of policy proposals for classmates <p>Lecture</p> <ul style="list-style-type: none"> ○ Policy in Action- From Idea to Law | <p>Required Reading</p> <ul style="list-style-type: none"> • Articles <ul style="list-style-type: none"> ○ Kozhimannil KB, Hardeman R, Attanasio L, Blauer-Peterson C, O'Brien M. Doula care and birth outcomes: the potential for improving care and reducing costs for diverse, low-income women. American Journal of Public Health, 2013;103(4): e113-121. ○ Kozhimannil KB, Hardeman RR. Coverage for doula services: How state Medicaid programs can address concerns about maternity care costs and quality. Birth, 2016; 43(2)97-99. ○ Hodnett ED, Gates S, Hofmeyr G, Sakala C. Continuous support for women during childbirth. Cochrane Database of Systematic Reviews 2013, Issue 7. ○ Minnesota statutes, Chapter 108, HF1233, Art. 6, Sec. 11, Doula services medical assistance (MA) coverage requirement | <p>Assignments</p> <ul style="list-style-type: none"> • Assignment 4, Part B: Policy Proposal Peer Review (due 4/8; feedback due 4/12) |
| <p>Week 12 Apr 15-21</p> | <p>Topics</p> <ul style="list-style-type: none"> • After a Bill Becomes Law: Evaluation, Implementation <ul style="list-style-type: none"> ○ Discuss key issues in policy implementation ○ To present the logic model as a conceptual framework for policy evaluation ○ To describe real-world implementation and evaluation <p>Lectures</p> <ul style="list-style-type: none"> ○ Implementation ○ Evaluation ○ Consolidation | <p>Required Reading</p> <ul style="list-style-type: none"> • Articles <ul style="list-style-type: none"> ○ Kozhimannil KB, Almanza J, Vogelsang CA, Hardeman RR. Medicaid Coverage of Doula Services in Minnesota: Findings from the first year. University of Minnesota. Executive Summary. December 2015. ○ Rulemaking in Minnesota: A Guide ○ Review Minnesota legislature website on rulemaking: ○ Healthcare in America: Going Public and Private, The Economist. December 21, 2013 <p>Optional Reading</p> <ul style="list-style-type: none"> • Articles <ul style="list-style-type: none"> ○ U.S. Centers for Disease Control and Prevention. Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide | <p>Assignments</p> <ul style="list-style-type: none"> • Assignment 4, Part C: Policy Proposal (due 4/19) |

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| <p>Week 13 Apr 22-28</p> | <p>Topics</p> <ul style="list-style-type: none"> • The Interaction Between Legislative and Executive Agencies in Implementation and Policymaking <ul style="list-style-type: none"> ○ Explain how research and information inform health policy (or not) ○ Describe the role of state and federal agencies in policymaking ○ Describe how legislative and executive agencies interact in the process of policy implementation <p>Lectures</p> <ul style="list-style-type: none"> ○ Guest lecture by Jon Christenson: Medicare Part 1 and 2 ○ Guest lecture by Amy Dellwo: Role of State and Federal Agencies in Policymaking & Strategies, Opportunities and Challenges for Influencing Implementation of Policies ○ Pathways Between Evidence & Policy ○ Problems with the Evidence in Health Policy | <p>Required Reading</p> <ul style="list-style-type: none"> • Articles <ul style="list-style-type: none"> ○ Glied SA, Miller EA. Economics and Health Reform: Academic Research and Public Policy. Med Care Res Rev August 2015 vol. 72 no. 4 379-394. ○ Kristof, N. Professors, We Need You! New York Times, February 16, 2014 ○ Gold M. Pathways to the Use of Health Services Research in Policy. Health Services Research 44(4):1111-1135, 2009. <p>Optional Reading</p> <ul style="list-style-type: none"> • Articles <ul style="list-style-type: none"> ○ Pauly M. What researchers don't yet know about the ACA. ASHEcon Presidential Address, July 2016. http://ldi.upenn.edu/news/what-researchers-dont-yet-know-about-aca | <p>Assignments</p> <ul style="list-style-type: none"> • Assignment 1, Part C: Next Steps Memo (due 4/26) • Assignment 4, Part C: One-pager (due 4/26) |
| <p>Week 14 Apr 29- May 5</p> | <p>Topics</p> <ul style="list-style-type: none"> • Feedback Loops: Evidence, Ethics and Policymaking <ul style="list-style-type: none"> ○ Describe some of the limitations of health policy research for policymaking ○ Frame health policy issues in the context of ethical trade-offs and uncertainty ○ Analyze the recent example of postpartum depression screening legislation as a case of the complex relationship between evidence and public policy • Final Student Presentations Due <ul style="list-style-type: none"> ○ Summarize your public health policy work over the course of the semester ○ Present your policy issue, proposed solution, and experience interacting with a legislator to influence policy on this topic. <p>Lecture</p> <ul style="list-style-type: none"> ○ Postpartum Depression Screening Legislation | <p>Required Reading</p> <ul style="list-style-type: none"> • Articles <ul style="list-style-type: none"> ○ Aitkins D, Siegel J, Slutsky J. Making Policy When the Evidence is in Dispute. Health Affairs 24:102-113, 2005. ○ Kozhimannil KB, Adams AS, Soumerai SB, Busch AB, Huskamp HA. New Jersey's postpartum depression screening law did not change treatment patterns for women on Medicaid. Health Affairs. 30(2):293-301, 2011. ○ Leavens A, Arthurs E, Thombs BD. Should Postpartum Depression Screening Policies Be Reevaluated? Health Affairs 30(6):1216-1217, 2011. ○ Stone SD. Study Challenges Effectiveness of NJ PPD Initiatives for Medicaid Populations. Perinatal Pro Blog. February 7, 2011. ○ Belluck P. Panel Calls for Depression Screening During and After Pregnancy. New York Times. January 26, 2016 <p>Optional Reading</p> <ul style="list-style-type: none"> • Articles <ul style="list-style-type: none"> ○ Majumdar SR, Soumerai SB. The Unhealthy State of Health Policy Research. Health Affairs 28(5):900w-908w, 2009 | <p>Assignments</p> <ul style="list-style-type: none"> • Assignment 5: final Presentations (due, 4/29; responses due 5/3) |

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

This course utilizes a criterion-referenced grading system in order to enhance collaboration and shared learning. The course is graded out of a total of 100 points, which are earned through class participation as well as the completion of written and oral assignments. Please carefully follow the instructions in the Detailed Assignments Document, and the format laid out in the Suggested Approach to Policy Analysis. These two documents provide crucial information about the course requirements and the skills we are building. Please contact us with questions about the goals, required format, or evaluation criteria for each assignment.

Class participation 10 points

Participation points are earned by 1) participation in full-class and small group discussions through the online forums, 2) preparation for and participation in interactive learning with peers, 3) insightful questions, broad engagement with policy issues and course content, including on the forums on the course website, or via email and social media, and 4) meaningful engagement with at least some of the optional activities throughout the semester. Students do not need to participate in all optional activities, but should show substantial effort in each of the categories above to receive full participation points.

Written/oral assignments 90 points

Specific evaluation criteria will be distributed with each assignment.

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| Assignment 1 | Contact legislator | 11 points |
| Assignment 2 | Issue brief | 25 points |
| Assignment 3 | Elevator speech | 9 points |
| Assignment 4 | Policy proposal | 36 points |
| Assignment 5 | Presentation | 9 points |

Late assignments

All assignments must be submitted at the assigned time (Central Time) on the stated due date. Late work will be penalized either ½ point or 10% of the total points for each day it is late, whichever is greater. Exceptions may be granted by the instructor on a case-by-case basis. If you anticipate having difficulty meeting due date deadline(s), you must make prior arrangements to be eligible for full credit on your work. Students must contact the instructor in advance of the deadline, and the instructor must agree that the student's circumstances warrant a new deadline. If you think an excuse may be tenuous; it is. Students with disabilities are also encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations.

Grade disputes

If you wish to dispute the number of points you receive on a class assignment, you must do so in writing not more than 1 week after receiving your grade. You must submit a request (500 words maximum) that includes a specific rationale for why the assignment deserves a higher grade and where additional points were earned but not allocated. The instructor reserves the right to either increase or decrease the final point allocation upon review, based upon the merits of the assignment and the request.

Please refer to the University's Uniform Grading Policy and Grading Rubric Resource at <https://z.umn.edu/gradingpolicy>

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

| % In Class | Grade | GPA |
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| 93 - 100% | A | 4.000 |
| 90 - 92% | A- | 3.667 |
| 87 - 89% | B+ | 3.333 |
| 83 - 86% | B | 3.000 |
| 80 - 82% | B- | 2.667 |
| 77 - 79% | C+ | 2.333 |
| 73 - 76% | C | 2.000 |
| 70 - 72% | C- | 1.667 |
| 67 - 69% | D+ | 1.333 |
| 63 - 66% | D | 1.000 |
| < 62% | F | |

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

| Evaluation/Grading Policy | Evaluation/Grading Policy Description |
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| <p>Scholastic Dishonesty, Plagiarism, Cheating, etc.</p> | <p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means 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; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p> |
| <p>Late Assignments</p> | <p>All assignments must be submitted at the assigned time (Central Time) on the stated due date. Late work will be penalized either ½ point or 10% of the total points for each day it is late, whichever is greater. Exceptions may be granted by the instructor on a case-by-case basis.</p> |
| <p>Attendance Requirements</p> | <p>Students are expected to participate in all online modules during the week that they are assigned, including viewing lectures, completing readings, and participating in online discussion forums.</p> |
| <p>Makeup Work for Legitimate Reasons</p> | <p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> • illness • serious accident or personal injury • hospitalization • death or serious illness within the family • bereavement • religious observances • subpoenas • jury duty • military service • participation in intercollegiate athletic events <p>Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (http://z.umn.edu/sphmakeupwork).</p> |
| <p>Extra Credit</p> | <p>There is one extra credit opportunity for this class. Students may complete the OpEd assignment, for up to 2 extra points, with an additional point if their assignment is published. Please see the Detailed Assignments Document for details.</p> |
| <p>Saving & Submitting Coursework</p> | <p>Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.</p> |

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| <p>Technical Issues with Course Materials</p> | <p>You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.</p> <p>If you experience technical difficulties while navigating through the course site or attempting to submit coursework:</p> <ul style="list-style-type: none"> • Go to Quick Help: http://z.umn.edu/sphquickhelp. • Connect with the appropriate person or office within 30 minutes of the problem's occurrence. <ul style="list-style-type: none"> ○ Provide as much information as possible, so the tech team can best help you as soon as possible. ○ You can expect a response within 1-2 business days to help resolve the problem. |
| <p>Intellectual Property of Instructors' Material</p> | <p>The PHAP program prohibits any current student from uploading PHAP course content (e.g., lecture notes, assignments, or examinations for any PHAP courses) created by a University of Minnesota faculty member, lecturer, or instructor to any crowdsourced online learning platform.</p> |

CEPH KNOWLEDGE DOMAINS

| Knowledge Domain | Course Learning Objectives | Assessment Strategies |
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| Explain public health history, philosophy, and values | Develop an understanding of how policy has contributed to public health currently and throughout history | Assignment, Forum posts |
| Explain the critical importance of evidence in advancing public health knowledge | Apply and analyze empirical evidence in order to solve a public health policy problem | Assignment |
| Explain the social, political, and economic determinants of health to population health and health inequities | Examine the social, political, and economic factors that contribute to public health policy problems | Assignment |

NCHL HEALTHCARE LEADERSHIP COMPETENCIES FOR CAHME ACCREDITATION PURPOSES

| Competency | Course Learning Objectives | Assessment Strategies |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Healthcare delivery, financing, and public policy knowledge | Demonstrate understanding of the policy-making process for health and health care | Assignment, Forum posts |
| Healthcare delivery, financing, and public policy knowledge | Analyze a policy problem and apply potential policy solutions to solving it | Assignment, Forum posts |
| Healthcare delivery, financing, and public policy knowledge | Determine the key players involved in making policy decisions and choose the most appropriate policy action to address policy problem | Assignment, Forum posts |
| Problem solving | Identify policy problems and determine appropriate solutions within a policy context | Assignment |
| Written communication | Apply knowledge of the policy process to a written policy proposal | Assignment |
| Public speaking and Facilitation Skills | Develop a concise “elevator speech” to present complex policy problems and solutions efficiently and effectively | Assignment, Forum posts |