

**University of Arkansas at Little Rock**  
**Department of Public Administration**  
**PADM 7331 PUBLIC HEALTH POLICY**  
**SPRING 2018**

**Instructor:** Nichola Driver, PhD

**Class time:** Intensive weekend course (Feb 2-4; Mar 2-4)

**Classroom:** Ross Hall 313

**Office:** Ross Hall 637

**Office Hours:** By appointment

**Email:** nddriver@ualr.edu (best way to reach me)

**Course Description:**

This course will review the U.S. health care system, its components, the social determinants of health, public health disparities, and other key health policy challenges. We will focus on the major health policy institutions and important issues that cut across institutions, including the federal/state financing programs (Medicare and Medicaid/SCHIP). The course will emphasize student-led discussion, as well as guest speakers, in-class activities, in-class mini-research projects, and a final paper.

**Learning Objectives**

- Develop a solid understanding of the primary characteristics of the US health care system
- Understand the complex challenges faced by major public health programs and different policy options that address those challenges
- Understand the social determinants of health and health disparities of vulnerable populations
- Describe the key elements contributing to health care costs
- Understand the complex health system changes that have resulted from the Affordable Care Act

**Required Texts:**

There is no required textbook. You will have assigned articles uploaded to Blackboard.

**Assignments & Requirements**

All assignments should be submitted via Blackboard by midnight on the due date (except discussion questions). Late assignments will only be accepted under extreme circumstances and will be given partial credit. Since this is an intensive weekend course, you will need to begin the readings well in advance.

### *#1 Attendance & Class Participation*

This course is organized as a graduate seminar. In this regard, the instructor and students will share responsibility for each other's learning. Please come prepared to contribute to class discussion by synthesizing the readings, integrating discussion about your final paper or other work, and providing thoughtful feedback on the work of other students. Please come ready to learn from others while honoring differences in experiences and values. Given the intensive nature of this course, every effort should be made to attend all sessions. Attendance will be considered in your participation grade.

### *#2 Critical Reflections (6)*

Students should read the required articles in advance and write a 1-2 page response for each day (due dates on schedule below). Since there are six days of class, you will write six critical reflections. The reflection should include critiques, observations, and questions that you have about **ALL** articles for that day. This should not be a summary, but a **critical reflection**. These are due at midnight on the dates listed on the schedule.

### *#3 Discussion Questions & Management*

Each student will lead discussion of 1 or 2 articles per day. Your assigned articles are listed on Blackboard in the Course Readings section. You are required to bring 4 discussion questions for the article(s) you are assigned. You should also prepare brief comments, critiques, and other thoughts on the article. Do not summarize the article in depth. Assume your audience has already read it.

### *#4 Public Health Policy Brief (7-10 pages)*

For the final assignment, you should prepare a formal policy brief on a public health challenge or issue. Please notify me of the issue you have chosen **by Sunday, Feb 18**. Your policy brief should clearly describe the problem/challenge (including empirical evidence that documents the scope and nature of the problem), analyzes the policy landscape and potential solutions (and what research has shown about these solutions), and makes a recommendation for policy action. Your policy brief should be double-spaced with one inch margins and using 12 point font. References should be included at the end of your paper and are not included in the page count requirement noted above. Health policy briefs to inspire your topic can be found here <https://www.healthaffairs.org/healthpolicybriefs/archives.php>

### **Grading:**

Participation/Attendance	60 points (6 at 10 points per class day)
Critical Reflections	120 points (6 at 20 points each)
Discussion Questions & Management	120 points (6 at 20 points each)
Policy Brief	100 points
Total	400 points

Range of Points	Range of Percentages	Grade
358 – 400	90% - 100%	A
318 – 357	80% - 89%	B
278 – 317	70% - 79%	C
238 – 277	60% - 69%	D
0 – 237	0% - 59%	F

### **Classroom Etiquette:**

**Cell phones must be turned on SILENT! Do not use computers for anything other than the class work.** Arriving late in class and leaving early are very disruptive to the instructor and other students. Please let an instructor know prior to the beginning of class if you absolutely must leave early and make sure your exit distracts others as little as possible. Please make every effort to respect others.

Disagreements are allowed and expected, but the focus should be on ideas rather than on the individual who expresses them. Signs of disrespect that will not be tolerated include but are not limited to, having background conversations when others are talking, packing up early when others are still talking or asking questions, and working on material for other classes.

### **Acceptable Student Behavior:**

“Students may not disturb normal classroom procedures by distracting or disruptive behavior. A faculty member may, at his or her discretion, eject a disruptive student from the classroom for the balance of the class period. The faculty member should document the bases for the ejection. Students are strongly urged, following an ejection, to meet with the faculty member to resolve the issue.” – UALR Office of the Dean of Students

### **Academic Dishonesty:**

Cheating on exams, plagiarism, or any other form of scholastic dishonesty will not be tolerated in this class. Detailed explanations of the UALR’s standards of academic integrity for students may be found at <http://ualr.edu/deanofstudents/academic-integrity-1/>. If it is determined that a student has cheated on an assignment or has committed plagiarism, he or she will fail that assignment and will be reported to UALR’s Office of the Dean of Students.

### **Students with Disabilities**

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at [ualr.edu/disability](http://ualr.edu/disability).

## Course Outline & Assignments

Date	Topic	Readings	Assignment
Sunday, Jan 21			Critical Reflection #1 Due on readings for Class Day 1
Sunday, Jan 28			Critical Reflection #2 Due on readings for Class Day 2
Friday, Feb. 2	<p><b>Class Day 1</b></p> <p>Course Introduction</p> <p>Syllabus Review</p> <p>Introduction to public health policy and the role of public administrators</p> <p>Introduction to the U.S. Healthcare system &amp; its costs</p>	<p><b>Class Day 1</b></p> <p>Commonwealth Fund. (2015). US Healthcare from a Global Perspective</p> <p>Gwande, A. (2009). The cost conundrum: What a Texas town can teach us about health care. <i>The New Yorker</i>, 36-55.</p> <p>Cutler, D. M., Rosen, A. B., &amp; Vijan, S. (2006). The value of medical spending in the United States. <i>N Engl J Med</i>, 3, 1960-2000.</p> <p>Barnes, K. et al. (2015). Medical Cost Trend: Behind the Numbers 2016. Pricewaterhouse Coopers. June 2015.</p> <p>Mello, M. M., et al. (2013). Critical opportunities for public health law: a call for action. <i>American journal of public health</i>, 103(11), 1979-1988.</p>	<p>Critical Reflection #3 Due on readings for Class Day 3</p> <p>Bring discussion questions &amp; prepare to lead discussion</p>
Saturday, Feb. 3	<p><b>Class Day 2</b></p> <p>Medicaid &amp; Medicare</p>	<p><b>Class Day 2</b></p> <p>Blumenthal, D., Davis, K., &amp; Guterman, S. (2015). Medicare at 50—Origins and evolution. <i>New England Journal of Medicine</i>, 372(5), 479-486.</p> <p>Blumenthal, D., Davis, K., &amp; Guterman, S. (2015). Medicare at 50—Moving forward. <i>New</i></p>	<p>Bring discussion questions &amp; prepare to lead discussion</p>

		<p><i>England Journal of Medicine</i>, 372(7), 671-677.</p> <p>Aaron, H. J., &amp; Reischauer, R. (2015, December). The Transformation of Medicare, 2015 to 2030. In <i>Forum for Health Economics and Policy</i> (Vol. 18, No. 2, pp. 119-136).</p> <p>Kaiser Family Foundation. (2013). MEDICAID A PRIMER Key Information on the Nation's Health Coverage Program for Low-Income People. March 2013</p> <p>Kaiser Family Foundation (2013). What Difference Does Medicaid Make?</p> <p>Kaiser Family Foundation (2017). The Effects of Medicaid Expansion under the ACA: Updated Findings from a Literature Review</p> <p>The Commonwealth Fund. (2017). Extending the Children's Health Insurance Program: High Stakes for Families and States</p>	
Sunday, Feb. 4	<p><b>Class Day 3</b></p> <p>Affordable Care Act</p> <p>Politics &amp; public opinion</p> <p>Group mini-research project</p>	<p><b>Class Day 3</b></p> <p>Kaiser Family Foundation, Summary of Affordable Care Act, April 2013.</p> <p>French, M. T., et al. (2016). Key Provisions of the Patient Protection and Affordable Care Act (ACA): A Systematic Review and Presentation of Early Research Findings. <i>Health services research</i>.</p>	Bring discussion questions & prepare to lead discussion

		<p>Butler, S. (2015). Let the States Fix Obamacare. Brookings, March 20, 2015.</p> <p>Federal Reserve Bank of New York. (2016). Supplemental Survey Report. Firms Assess Effects of the Affordable Care Act. August 2016.</p> <p>Baicker, K., &amp; Levy, H. (2013). Coordination versus competition in health care reform. <i>New England Journal of Medicine</i>, 369(9), 789-791.</p> <p>Blendon RJ and Benson JM. (2017). Public Opinion about the Future of the Affordable Care Act. <i>The New England Journal of Medicine</i>. 2017, 377(9): e12 1-7.</p>	
Sunday, February 18			<p>Critical Reflection #4 Due on readings for Class Day 4</p> <p>Notify me of your policy issue/topic</p>
Sunday, February 25			<p>Critical Reflection #5 Due on readings for Class Day 5</p>
Friday, March 2	<p><b>Class Day 4</b></p> <p>Local &amp; state health policies</p> <p>Health in all policies</p> <p>Health and place</p> <p>Case Studies</p>	<p>Rudolph, L., Caplan, J., Ben-Moshe, K., &amp; Dillon, L. (2013). <i>Health in All Policies: A guide for state and local governments</i>. American Public Health Association.</p> <p>PolicyLink. Why Place Matters: Building a Movement for Healthy Communities. Pg.1-35</p> <p>Bradley, E. &amp; Taylor, L. (2013). <i>The American Health Care Paradox: Why spending more is getting us less</i>. Chapter 3, Chapter 4, &amp; Chapter 5</p>	<p>Critical Reflection #6 Due on readings for Class Day 6</p> <p>Bring discussion questions &amp; prepare to lead discussion</p>

<p>Saturday, March 3</p>	<p><b>Class Day 5</b></p> <p>Health disparities</p> <p>Social determinants of health</p>	<p>Ubri, P. &amp; Artiga, S. (2016). Disparities in Health and Health Care: Five Key Questions and Answers.</p> <p>HHS. (2015). 2015 National Healthcare Quality And Disparities Report And 5th Anniversary Update On The National Quality Strategy.</p> <p>Carey &amp; Friel. (2015). Understanding the role of public administration in implementing action on the social determinants of health and health inequalities. <i>Int J Health Policy Management</i>. 4(12) 795-798.</p> <p>Jones, C. P. (2000). Levels of racism: a theoretic framework and a gardener's tale. <i>American journal of public health</i>, 90(8), 1212.</p> <p>Ansell, D. A., &amp; McDonald, E. K. (2015). Bias, black lives, and academic medicine. <i>New England Journal of Medicine</i>, 372(12), 1087-1089.</p> <p>Williams, D. R., Costa, M. V., Odunlami, A. O., &amp; Mohammed, S. A. (2008). Moving upstream: how interventions that address the social determinants of health can improve health and reduce disparities. <i>Journal of public health management and practice: JPHMP</i>, 14(Suppl), S8.</p> <p>Williams, DR., &amp; Collins C. (2001). Racial residential segregation: a fundamental cause of racial disparities in health. <i>Public health reports</i>.</p>	<p>Bring discussion questions &amp; prepare to lead discussion</p>
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<p>Sunday, March 4</p>	<p><b>Class Day 6</b></p> <p>Other Challenges &amp; Hot Topics</p> <ul style="list-style-type: none"> <li>• Healthcare professions and patient-centered care</li> <li>• Marijuana policy</li> <li>• Reproductive health policy</li> <li>• Opioid policy</li> </ul> <p>Policy Brief Presentations</p> <p>Final takeaways</p>	<p>Oberlander, J. (2016). The Virtues and Vices of Single-Payer Health Care. <i>New England Journal of Medicine</i>, 374(15), 1401-1403.</p> <p>Borrell-Carrió, F., Suchman, A. L., &amp; Epstein, R. M. (2004). The biopsychosocial model 25 years later: principles, practice, and scientific inquiry. <i>The Annals of Family Medicine</i>, 2(6), 576-582.</p> <p>Penm, et al. (2017). Strategies and policies to address the opioid epidemic: A case study of Ohio. <i>Journal of the American Pharmacists Association</i>, 57(2),</p> <p>Sonfield, A. (2017). What is at stake with the federal contraceptive coverage guarantee? <i>Guttmacher Policy Review</i>, 20.</p> <p>Kaiser Family Foundation (2017). New Regulations Broadening Employer Exemptions to Contraceptive Coverage: Impact on Women.</p> <p>Wilkinson, S. T., Yarnell, S., Radhakrishnan, R., Ball, S. A., &amp; D'Souza, D. C. (2016). Marijuana legalization: impact on physicians and public health. <i>Annual review of medicine</i>, 67, 453-466.</p>	<p>Bring discussion questions &amp; prepare to lead discussion</p> <p>Presentations on final papers</p>
<p>Sunday, March 18</p>			<p>Policy Brief due at midnight</p>