

**University of Oregon**  
**School of Planning, Public Policy and Management**  
**PPPM 460 / 560: Health Policy**  
**Spring 2023 (CRN 36201 / 36209)**  
**Location: GER 246**  
**Time: Mondays and Wednesdays: 10-11:20 am**  
**Course Website: <http://canvas.uoregon.edu>**

**M. Blair Thomas, Ph.D., MPH, MPA (he / him / his)**

Office: Hendricks Hall 109

Student Hours: Tuesdays 8:00-10:00 am and by appointment

Email: [blairt@uoregon.edu](mailto:blairt@uoregon.edu) (Best way to reach me)

**GENERAL NOTES:**

I am here to support your learning objectives and get you all excited about this topic, but I also want to emphasize that nothing is more important than your mental and physical health.

- **I WILL ALWAYS CARE MORE ABOUT YOU AS A PERSON THAN AS A STUDENT!**
  - Listed as an ally for students that identify as LGBTQ, First Generation, and or DACA / Dreamers
  - Door is always open if you need me.
- Please let me know if you are struggling with any of the class material, or if you need extra time for any assignments.
- If you need to miss class for any reason (medical, childcare, work, etc.), that is completely fine – just send me an email. I do NOT need doctor's notes, or any other justification.
- If you or a household member are sick, please stay at home and take care of yourselves. Don't worry about missing assignments or classes. If my student office hour timings don't work for you, email me and we can find an alternative time to chat. All student office hours will be online this term for a safer experience.
- If you need to step outside the classroom briefly, please feel free to do so

**INTRODUCTION:**

Upon completing this course, students should be able to:

1. Describe the organization, financing and performance of the U.S. health care delivery system
2. Define the roles of key stakeholders and describe their actions within the U.S. health policy process
3. Analyze the history and key policy developments of the U.S. health care delivery system and how these policies impact the system today
4. Explain fundamental concepts of health care payment and performance measurement
5. Discuss the role that technology has on the U.S. health care delivery system and how it is anticipated to impact the future
6. Analyze how elements such as access to affordable housing impacts the health care delivery system today and discuss potential policies that local government can explore to improve public health outside of the health care setting

**READINGS:**

1. Shi, L. and Singh, J, D.A. *Essentials of the U.S. Health Care System – 4th Ed.*, Jones and Bartlett Learning, 2015. ISBN-10: 1284100553
  2. Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. Broadway Books. \*
  3. Graduate readings as assigned on the Canvas site\*
- \*Denotes (graduate level requirements)

**GENERAL INFORMATION**

What you can expect from me:

As a general rule, I try to give responses within 24 hours:

- Please Include "Subject" headings (e.g., Activity 1, Paper Grade) and class number (PADM 7410).
- Be patient. I check e-mail several times a day during the week, and you can usually expect a response within 24 hours.

- Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email.
- If you would like to schedule a FaceTime or Skype session given the online forum of the course, don't hesitate to let me know and we can set up a meeting.

## **COURSE WORKLOAD**

A general rule of thumb for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four-credit course will require approximately 12-16 hours of effort per week. For undergraduate students, you can expect half of that time estimation. Our class meets for three hours each week, so students should expect to spend an additional 9 to 13 hours per week studying for this course.

## **COURSE REQUIREMENTS**

### **Class Participation:**

**460 (10%):** Undergraduate students are expected to show up to class and engage. With approximately 10 weeks of class and 2 days of class, each class counts for roughly .25% (1/4 of 1 percent) of your final grade.

**560 (15%):** Grad students are expected to engage in five discussion posts on prompts related to the *Evicted* readings. Posts are expected to be 350-400 words long. There will be six available to choose from. Posts will not be accepted past Sunday at 11:59 p.m. PST of that week.

### **Examinations:**

#### **Midterm Exam**

**460 (10%):** For the midterm exam, students are responsible for all subject matter covered during the lectures and in the assigned readings up to the point of the exam. Make-up exams will be permitted only in cases where a university excused absence is provided to the instructor. E-mail notices of illness without appropriate documentation of such illness will not constitute an acceptable excuse. The exam will consist of multiple-choice and true/false questions. The exam counts as 10% of your final grade. The exam will take place in person on

#### **Final Exam**

**460 (15%):** The final exam will cover all subject matter presented throughout the course past the mid-term exam. Make-ups will be permitted only in cases where a university excused absence is provided to the instructor. E-mail notices of illness without appropriate documentation of such illness will not constitute an acceptable excuse. The exam will consist of multiple-choice and true/false questions. The final exam will take place online. It will count as 15% of your final grade.

**560 (15%):** The final exam will cover all subject matter presented throughout the course. Make-ups will be permitted only in cases where a university excused absence is provided to the instructor. E-mail notices of illness without appropriate documentation of such illness will not constitute an acceptable excuse. The exam will consist of multiple-choice and true/false questions. For graduate students, questions on the supplemental reading will also appear as well. The final exam will take place online. It will count as 15% of your final grade.

### **Required Papers:**

#### **Civic Engagement**

**460 (20%):** You will engage in a civic engagement exercise from a list provided to you on Canvas or by one that you get approved by the course instructor. I want this exercise to MATTER TO YOU! A description of your engagement, your personal feeling about it and how you can apply the experience to course content is expected. A rubric for grading will be provided on Canvas. Undergraduates are expected to complete a one-page double-spaced reflection and it should be related to health policy in a tangible way.

**560 (20%):** You will engage in a civic engagement exercise from a list provided to you on Canvas or by one that you get approved by the course instructor. I want this exercise to MATTER TO YOU! A description of your engagement, your personal feeling about it and how you can apply the experience to course content is expected. A rubric for grading will be provided on Canvas. Graduate students are expected to complete a two-to-three-page double-spaced reflection and it should be related to health policy in a tangible way.

**Health Policy Report:** This is a multi-part assignment, though the assignment will be due in its entirety at the due date. Scoring is based on rubrics that will be available on Canvas. For graduate students, there are three parts to this assignment, but they should be combined into one document for submission. Undergraduate students are only responsible for Part I, while graduate students are responsible for Parts I, II, III. The assignment is due

- *Part 1 – Identify a Health Policy:* Provide a concise summary of a state or national health policy that has been passed in the past five years (2017 and later). Identify the level of government (city / state / federal), who put the bill forward (and their perceived relationship to it), how the particular legislative body voted, the executive that signed the bill (mayor / governor / president) into law, the proposed health outcomes and purposes associated with the bill and the date it was passed. Minimum length: 2 double-spaced pages.
- *Part 2 – Stakeholder Incentives:* Build onto Part I and provide an overview of who you identify as stakeholders associated with the policy. Describe the key individuals and groups that were in support and against the policy, and the rationale for their stances. Analyze the political implications associated with the policy. Minimum length: 2 double-spaced pages.
- *Part 3 Outcomes:* Build onto Parts I & II and identify the outcomes that have occurred as they relate to the policy you chose. Analyze whether you think the particular outcomes articulated were achieved and how you arrived the outcomes. Describe the impact that you think the policy has had so far including any unintended consequences and analyze what you anticipate the legacy of the policy will be. At this time, you will also incorporate all of your documents into one. Minimum length: 2 double-spaced pages.

**460 (40%): Responsible for Part 1 ONLY**

**560 (35%): Responsible for Parts 1, 2 and 3**

**Online Presentation:**

**560 (10%):** Graduate students are expected to develop a presentation of their policy reports and be able to execute a five-to-six minute overview on the content. It is highly recommended that PowerPoint is used but it is not required. A rubric will be provided.

**GRADING & OTHER POLICIES**

**Grading:** To summarize, the grading for the course breaks down as follows:

<b>460 ASSIGNMENTS</b>	<b>POINTS</b>	<b>560 ASSIGNMENTS</b>	<b>POINTS</b>
<b>Attendance</b>	<b>10</b>	<b>Discussion Posts (5)</b>	<b>15</b>
<b>Paper</b>	<b>40</b>	<b>Paper</b>	<b>35</b>
<b>Mid-Term Exam</b>	<b>10</b>	<b>Online Presentation</b>	<b>10</b>
<b>Civic Engagement</b>	<b>20</b>	<b>Civic Engagement</b>	<b>20</b>
<b>Final Exam</b>	<b>20</b>	<b>Final Exam</b>	<b>20</b>

**Letter Breakdown**

A+	100%
A	94-99%
A-	90-93.99%
B+	86-89.99%
B	84-85.99%
B-	80-83.99%
C+	76-79.99%
C	74-75.99%
C-	70-73.99%
D+	66-69.99%
D	64-65.99%
D-	60-63.99%
F	Under 60%

**Late Work and Make-Up Exams:** No make-up participation points, assignments or exams will be allowed without a student having received prior permission from the instructor, and/or without a written university approved excuse. Missed exams for which the student has an approved excuse must be made up within three days of the original quiz or exam date. No make-ups will be permitted once grades have been posted and/or assignments have been returned.

Students are responsible for making any necessary arrangements with the instructor to complete outstanding course requirements within the prescribed time frames.

### **Writing Lab**

This is a reading and writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment. (You must go to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

### **Incomplete Policy**

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory, but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

### **Plagiarism and Academic Misconduct**

You are always expected to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: [www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students). **I use Turnitin to analyze your assignments for plagiarism. High percentage scores on Turnitin (70 and over) will result in 0 points on the assignment and possible further academic consequences.**

### **Documented Disabilities**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in Room 360 or call at 541-346-1155 or [uoacc@uoregon.edu](mailto:uoacc@uoregon.edu).

### **Sexual Violence, Harassment and Survivor Support**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

### **Diversity, Inclusion and Respect Statement**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.

**Spring 2023 Assignment Due Date Schedule\***

<b>Week</b>	<b>Readings<sup>^</sup></b>	<b>Assignment(s) Due</b>
<b>Week 1</b> <b>April 3</b>	4/5. S&S Chapter 1 5. Desmond, Chapters 1-3;	
<b>Week 2</b> <b>April 10</b>	<b>CIVIC ENGAGEMENT DAY</b> 4/5. S&S Chapters 2-3 5. Desmond, Chapters 4-6; Canvas	<b>5. Discussion 1 Due</b>
<b>Week 3</b> <b>April 17</b>	4/5. S&S Chapters 4-6 5. Desmond, Chapters 7-8; Canvas	<b>5. Discussion 2 Due</b>
<b>Week 4</b> <b>April 24</b>	4/5. S&S Chapters 7-8 5. Desmond, Chapters 9-10	
<b>Week 5</b> <b>May 1</b>	4/5. Canvas 5. Study Session in Class (Day 1)	<b>4. Mid-term Exam</b> <b>5. Discussion 3 Due</b>
<b>Week 6</b> <b>May 8</b>	4/5. S&S Chapter 9-10 5. Desmond, Chapters 11-15; Canvas	<b>5. Discussion 4 Due</b>
<b>Week 7</b> <b>May 15</b>	4/5. S&S Chapter 11 5. Desmond, Chapters 16-18; Canvas	<b>4/5. Papers Due</b>
<b>Week 8</b> <b>May 22</b>	4/5. S&S Chapter 12 5. Desmond, Chapters 19-21; Canvas	<b>5: Presentation Due</b>
<b>Week 9</b> <b>May 29</b>	4/5. S&S Chapter 13 5. Desmond, Chapters 22-24	<b>4/5. Civic Engagement Due</b> <b>5: Discussion 5 Due</b>
<b>Week 10</b> <b>June 6</b>	4/5. Study Session in Class; Canvas	<b>5: Discussion 6 Due</b>
<b>Finals Week</b> <b>June 12</b>		<b>4/5. Final Exam Due by 11:35 am PST on June 16th</b>

\*Subject to Change