

# PPPM 4/560 Syllabus



School of Planning, Public Policy and Management

**University of Oregon**

**School of Planning, Public Policy and Management**

**PPPM 460/560: Health Policy**  
**Spring 2024 (CRN: 34120/34138)**

## Class information

### Professor Nicole Ngo

Office: 158 Hendricks Hall

Phone: 541-346-0687

Email: [nngo@uoregon.edu](mailto:nngo@uoregon.edu) (<mailto:nngo@uoregon.edu>)

Office hours: M/W 11:30am-12:30pm or by appointment (in-person only- if you want to meet virtually, you must email me ahead of time)

Class location: 248 GER

Class time: M/W 10-11:20am

## Course Description

In the United States, we pay almost twice as much per capita for health care as other industrial countries. Yet, there are well documented problems with health care quality and equity. This class is an introduction to the key health policy issues of access, cost, quality and disparities. For each topic, we will examine the existing evidence base, the factors contributing to the problem, the array of current approaches for addressing the issue, and the approaches included in the current health reform legislation.

The course will be taught using a mix of lecture and discussion. We will read and discuss current empirical and review articles from the academic literature. To be mindful of how these health-related issues impact people's lives, we will also read newspaper articles and other narratives.

## Learning outcomes

At the end of the course, students should be able to:

- Understand the basics of healthcare policy, including employer-based coverage, public insurance programs, and healthcare reform
- Assess problems of the healthcare system before healthcare reform and how the Affordable Care Act tries to address them
- Be up to date on current events regarding healthcare policy
- Critically discuss and analyze problems within healthcare policy

## Required Reading

[The Spirit Catches You and You Fall Down](https://www.amazon.com/Spirit-Catches-You-Fall-Down/dp/0374533407) [↗](https://www.amazon.com/Spirit-Catches-You-Fall-Down/dp/0374533407) (<https://www.amazon.com/Spirit-Catches-You-Fall-Down/dp/0374533407>), by Anne Fadiman. There are many used copies of this book around. You can check The Smith Family Book Store, Amazon.com, or Abebooks.com or the Duck Store for used copies.

All other readings will be from reports, news articles or research articles that are available on Canvas.

## Assignments and Course Grades

The course grade will be based on the following components:

Assignment	Undergraduate students	Graduate students
Class attendance	5%	
Assignment 1	22%	20%
Assignment 2	22%	20%
Weekly wraps	15%	7%
Literature review		20%
Midterm exam	15%	14%
Final exam	20%	18%
Show & Tell	1%	1%

## Lecture Attendance

Class attendance will be taken each lecture starting week 2 at the beginning of class. Only in-person attendance counts, however, you are allowed to miss up to 2 classes without a penalty. Also, according to the Senate's '[Course Attendance and Engagement' Policy](https://provost.uoregon.edu/course-attendance-and-engagement-policy) (<https://provost.uoregon.edu/course-attendance-and-engagement-policy>), there is no distinction between "excused" versus "unexcused" absences. There are exceptions to this reason-neutral provision: disability-related accommodations, religious observances, university-sponsored events, and in cases where students have Emergency Academic Notification through the Dean of Students. In those cases, it is up to the student to ask for accommodations for these reasons and provide the necessary documentation prior to missing class or turning in late work, usually at the beginning of the term. For attendance to count, students must attend for the entire lecture. If students leave early and don't have an accommodation or don't let me know ahead of time, then the student will be marked as absent even if they already signed in or completed the attendance quiz.

If you miss more than 2 classes, students will have the opportunity to make-up for missed classes by making a mini 2 to 3 minute video on the readings for that missed lecture (see Canvas > Assignments > "Video discussion for missed attendance" for more information), then email the professor when it's done. All lecture slides will be posted before class.

## Two written assignments

Students will complete 2 assignments individually based upon the given prompts posted on Canvas. The purpose of the assignments is to critically analyze a topic or problem in public health using the tools or resources discussed in class in a *clear and concise* manner. Please refer to the *rubric* and *explanation of grading system* (at the end of the syllabus) *before* you begin your assignment. Use 12 size Times New Roman (or similar) font, double-spaced, and 1-inch margins and adhere to the given page limit. Post assignments onto Canvas under the appropriate folder. *You will be docked 0.5 point for each day it is submitted after the due date.*

**Note about using artificial intelligence (AI) systems (e.g., ChatGPT):** *All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including artificial intelligence systems (e.g., ChatGPT). Work you've completed for previous courses or are developing for other courses this term should not be submitted for this course. Please note that your work will be submitted to AI or plagiarism detection tools to ensure all work is human-created and original. Please also carefully read the academic integrity policy concerning plagiarism.*

## Weekly wraps

Starting week 2, *each week* students must post on the Canvas Discussion Board an interesting takeaway or comment from the lectures and/or readings for that week under the appropriate heading (due by Friday 11:59pm of that week). Students can either make a comment or reply to a comment. The comments should be constructive and contribute toward a productive conversation on the topic. Your lowest grade will be dropped (i.e., you can miss one weekly wrap). *See assignment prompt for more information.*

## Midterm

Student will have an open-book, open note midterm exam on Canvas that will be taken during our regularly scheduled class time. Please note that although I post my slides on Canvas, anything said in lecture (and not in the handouts) could be on the exam.

## Final Exam

You will have an open-book, open-note Final Exam on Canvas that reviews the topics we discussed in class. Please note that although I post my slides on Canvas, anything said in lecture (and not in the handouts) could be on the exam.

## Grading System

A+	100%
A	93-99%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	< 60%

## Communication

### How will I communicate with you?

Our class will communicate through our Canvas site. Announcements and emails are archived there, automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications. I will post assignments and readings mostly through Canvas modules.

When I need to get in touch with individual students, I do so through email.

When giving feedback on assignments, I do so in Canvas, and turnaround time for feedback is generally two weeks.

### How can you communicate with me?

If your question (or comment) is

- *a practical, yes/no* one about an assignment, reading, or other component of our class, feel free to email me or the GE.
- *about a technical challenge* with Canvas or another technology, please contact the UO Service Portal.
- *about course content or activities, about something personal, time sensitive, or something else* that doesn't feel like it fits above, please reach out to me by email or by attending office hours!

I try to respond to questions within one business day.

Alternatively, you may also attend office hours. During office hours, students bring in a wide range of concerns, questions, and successes. We might talk through a specific concept or problem to clarify it, might think together about an issue a student is curious about that relates to the class, might discuss a student's post-graduation goals, might identify more supportive methods to study for a future exam or to begin a project, or any number of other topics. Some students have never been to an instructor's office hours—if that is you, please change that this term by attending! Feel free to come with a peer if that is useful for you.

Regardless of the format, I look forward to connecting!

### Why should you communicate with me?

I enjoy talking with students about our course material! Are you confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Please also be in touch to tell me how you are doing in the

course. If you are having trouble with some aspect of it, I would like to strategize with you. I believe every student can succeed in this course, and I care about your success.

## Academic misconduct

The University Student Conduct Code (available at [conduct.uoregon.edu](http://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. By way of 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 <https://researchguides.uoregon.edu/citing-plagiarism> (<https://researchguides.uoregon.edu/citing-plagiarism>)

## Make up Exams: Midterm Exam

Students who miss the midterm exam will receive a grade of zero for that exam unless there is a legitimate reason for missing the midterm exam (e.g. serious illness or family emergency). If the midterm exam is missed for a legitimate reason, the final exam weight will be increased by the amount of the midterm exam weight. This must be arranged prior to the scheduled midterm exam time.

## Make up Exams: Final Exam

Students must take the final exam to receive a grade in the course. The date and time for the final exam will not be changed to accommodate scheduling conflicts. Final exams will not be given early under any circumstances. A make up final exam will be scheduled for students who miss the regularly scheduled final exam due to serious illness or family emergency.

## General Guidelines for Class Participation

All members of the class (both students and instructor) can expect to:

*Participate and Contribute:* All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others.

While all students should participate, participation is not just talking, and a range of participation activities support learning. Participation might look like speaking aloud in the full class and in small groups as well as submitting questions prior to class or engaging with Discussion posts.

We will establish more specific participation guidelines and criteria for contributions in our first weeks of the term.

*Expect and Respect Diversity:* All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

*Help Everyone Learn:* Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

## 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. 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.

## Writing Lab

This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab, which offers remote tutoring support and learning resources. More information can be found at their website: <https://engage.uoregon.edu/> (<https://engage.uoregon.edu/>)

## Accessible Education

The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success matters.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu) (<mailto:uoaec@uoregon.edu>). The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

## Late Assignment Policy

If you are unable to make it to class on the day an assignment is due, you may email your assignment to me prior to the class time and date that assignment is due. Late assignments receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

## Incomplete Policy

A mark of "I" represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. The student:

- has been active in the course;
- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (end of week 7 of fall/winter/spring terms; variable dates for summer courses);
- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- requests an Incomplete by the published deadline

If additional class attendance or instruction is required to complete course requirements, the instructor shall not issue an Incomplete. Lack of engagement, poor performance, or a desire to repeat the course are unacceptable reasons for issuance of the "I" mark. Instructors shall provide to the student access to course materials necessary to complete the missing work. Incomplete grades can only be granted by instructors and instructors are under no obligation to grant students an incomplete grade if in their judgement the criteria stated above are not met. An Incomplete shall not be recorded by the instructor unless a contract between the instructor and student has been completed and filed appropriately.

### *Effective fall 2022 - General Process for Incompletes*

- Incompletes are initiated by the student
- Student contacts instructor and requests Incomplete by 5pm on the last day of finals week (fall, winter, and spring terms)
- If the instructor agrees that the student meets the criteria, the instructor and the student complete a contract outlining how the Incomplete can be resolved, the deadline for resolving the incomplete, and the default grade should the student not complete the agreed upon work. The default grade is the grade the student would receive according to the syllabus grade guidelines with no credit for the missing work
- This form is filed
- The missing work indicated on the form must be completed by the earlier of:
  - grading deadline of the term the student applied to graduate, or
  - deadline stated on the Incomplete Request Form (can be extended at the discretion of the instructor), or
  - the day grades are due one academic year later

For students with Incomplete contracts, the instructor will record the "grade" in DuckWeb that indicates an Incomplete has been agreed to. Currently, that is an "I". The instructor will also record, in DuckWeb and/or the contract form, the grade the student would have received in the course if they received no credit for the missing work. This becomes the default grade that replaces the Incomplete mark should the student not complete the work outlined in the contract by the appropriate deadline (either the grading deadline of the term the student applied to graduate or the day grades are due one academic year later). If the student completes the work defined in the contract by the agreed upon date, the instructor calculates and updates the grade via the grade change process. This policy applies to all undergraduate and graduate courses. The Incomplete mark will roll to the default grade even if an incomplete contract is in place if the student has applied to graduate. Degree application status is not directory information; instructors do not have a way to verify. A mark of I/F will not convert to N as part of First Term Forgiveness. It will instead convert to an F.

## Diversity Statement

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly. Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website \(http://inclusion.uoregon.edu/\)](http://inclusion.uoregon.edu/) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website \(https://inclusion.uoregon.edu/center-multicultural-academic-excellence-cmae\)](https://inclusion.uoregon.edu/center-multicultural-academic-excellence-cmae) or by phone (at 541-346-3479).

## Sexual Violence, Harassment and Survivor Support

I am an Assisting Employee under the University's Prohibited Discrimination and Retaliation Policy. As an Assisting Employee, I will direct students who disclose prohibited discrimination and harassment, including sexual harassment or violence, to resources that can help and will only report the information shared to the Title IX Coordinator/Office of Investigations and Civil Rights Compliance if a student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). I am required to disclose de-identified information to the Clery Office for statistical purposes only.

Students who have experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu \(http://safe.uoregon.edu\)](http://safe.uoregon.edu). To get help by phone, students may also call either the non-confidential Title IX Coordinator/OICRC at 541-346-3123 or the Dean of Students Office 24-hour hotline at 541-346-SAFE [7244]. Students experiencing all forms of prohibited discrimination or harassment may find information and resources at [investigations.uoregon.edu \(https://investigations.uoregon.edu\)](https://investigations.uoregon.edu) or contact the non-confidential Title IX Coordinator/OICRC at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. Specific details about confidentiality of information and reporting obligations of employees can be found at [investigations.uoregon.edu/employee-responsibilities \(https://investigations.uoregon.edu/employee-responsibilities\)](https://investigations.uoregon.edu/employee-responsibilities).

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect \(https://hr.uoregon.edu/mandatory-reporting-child-abuse-and-neglect\)](https://hr.uoregon.edu/mandatory-reporting-child-abuse-and-neglect).

Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on [safe.uoregon.edu \(http://safe.uoregon.edu\)](http://safe.uoregon.edu), [respect.uoregon.edu \(https://respect.uoregon.edu\)](https://respect.uoregon.edu), or [investigations.uoregon.edu \(https://investigations.uoregon.edu\)](https://investigations.uoregon.edu) or contact the non-confidential Title IX office (541-346-8136), Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect \(https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect\)](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect).

## Basic Needs

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page \(https://blogs.uoregon.edu/basicneeds\)](https://blogs.uoregon.edu/basicneeds) for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support.

If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form \(https://cm.maxient.com/reportingform.php?UnivofOregon&layout\\_id=1\)](https://cm.maxient.com/reportingform.php?UnivofOregon&layout_id=1), or by [scheduling an appointment \(https://outlook.office365.com/owa/calendar/CareandAdvocacyProgram@uoregon.edu/bookings/\)](https://outlook.office365.com/owa/calendar/CareandAdvocacyProgram@uoregon.edu/bookings/) with an advocate.

## Access and Accommodations

The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students. The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for a variety of disabilities – apparent disabilities, such as a mobility or physical disability, or non apparent disabilities, such as chronic illnesses or psychological disabilities. [If you have or think you have a disability \(https://aec.uoregon.edu/content/what-disability\)](https://aec.uoregon.edu/content/what-disability) and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; [uoaec@uoregon.edu \(mailto:uoaec@uoregon.edu\)](mailto:uoaec@uoregon.edu)) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

## Accommodation for Religious Observances

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar’s website (<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

## Mental Health and Wellness Statement

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you’re facing such challenges, you don’t need to handle them on your own—there’s help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](https://health.uoregon.edu/ducknest).

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](https://counseling.uoregon.edu/) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

## Academic Disruption

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. *In the event that the instructor of this course has to quarantine, this course may be taught online during that time.*

## Tentative course schedule

Wk	Date	Topic	Readings
1	4/1	Employer-based coverage	<ul style="list-style-type: none"> <li>• <a href="https://canvas.uoregon.edu/courses/244256/files/18488246/download?download_frd=1">Kaiser Family Foundation (KFF) Summary of 2023 Employer Health Benefits Survey</a> (<a href="https://canvas.uoregon.edu/courses/244256/files/18488246/download?download_frd=1">https://canvas.uoregon.edu/courses/244256/files/18488246/download?download_frd=1</a>)</li> <li>• <a href="https://canvas.uoregon.edu/courses/244256/files/18488261/download?download_frd=1">What employers say about the future of employer-sponsored health insurance?</a> (<a href="https://canvas.uoregon.edu/courses/244256/files/18488261/download?download_frd=1">https://canvas.uoregon.edu/courses/244256/files/18488261/download?download_frd=1</a>)</li> </ul>
	4/3	Public coverage: Medicaid	<ul style="list-style-type: none"> <li>• <a href="https://www.kff.org/medicaid/issue-brief/10-things-to-know-about-medicaid/">KFF: 10 things to know about Medicaid</a> (<a href="https://www.kff.org/medicaid/issue-brief/10-things-to-know-about-medicaid/">https://www.kff.org/medicaid/issue-brief/10-things-to-know-about-medicaid/</a>)</li> <li>• KFF: Medicaid and CHIP eligibility, enrollment, and renewal policies as states prepare for the unwinding of the pandemic-era c summary only (p. 2-7)</li> </ul>

2	4/8	Public coverage: Medicare	<ul style="list-style-type: none"> <li>• <a href="https://www.kff.org/medicare/issue-brief/an-overview-of-medicare/">An Overview of Medicare</a> ↗ (https://www.kff.org/medicare/issue-brief/an-overview-of-medicare/)</li> </ul>
	4/10	The uninsured	<ul style="list-style-type: none"> <li>• <a href="https://www.kff.org/uninsured/issue-brief/key-facts-about-the-uninsured-population/">Key Facts about the Uninsured</a> ↗ (https://www.kff.org/uninsured/issue-brief/key-facts-about-the-uninsured-population/)</li> <li>• <a href="https://canvas.uoregon.edu/courses/244256/files/18263000?wrap=1">Sered: Uninsured in Texas, Then and Now</a> (https://canvas.uoregon.edu/courses/244256/files/18263000?wrap=1) ↓ (https://canvas.uoregon.edu/courses/244256/files/18263000/download?download_frd=1)</li> </ul>
3	4/15	History of ACA and healthcare	<ul style="list-style-type: none"> <li>• <a href="https://canvas.uoregon.edu/courses/244256/files/18264872?wrap=1">Summary of the Affordable Care Act</a> (https://canvas.uoregon.edu/courses/244256/files/18264872?wrap=1) ↓ (https://canvas.uoregon.edu/courses/244256/files/18264872/download?download_frd=1) (skim)</li> <li>• <a href="https://canvas.uoregon.edu/courses/244256/files/18437570?wrap=1">Pre-existing condition prevalence for individuals and families</a> (https://canvas.uoregon.edu/courses/244256/files/18437570?wrap=1) ↓ (https://canvas.uoregon.edu/courses/244256/files/18437570/download?download_frd=1)</li> <li>• <a href="https://www.nytimes.com/interactive/2014/10/27/us/is-the-affordable-care-act-working.action=click&amp;contentCollection=The%20Upshot&amp;region=Footer&amp;module=WhatsNext&amp;version=WhatsNext&amp;contentID=WhatsNext">Is the Affordable Care Act working?</a> ↗ (https://www.nytimes.com/interactive/2014/10/27/us/is-the-affordable-care-act-working.action=click&amp;contentCollection=The%20Upshot&amp;region=Footer&amp;module=WhatsNext&amp;version=WhatsNext&amp;contentID=WhatsNext) (NY Times-- must use link to access. <a href="https://researchguides.uo">Students get free access to NY Times through UO libraries</a> (https://researchguides.uo</li> </ul>
	4/17	Managing arts in healthcare	<ul style="list-style-type: none"> <li>• Guest lecture by <a href="https://pppm.uoregon.edu/directory/profiles/all/pdewey">Patricia Lambert</a> (https://pppm.uoregon.edu/directory/profiles/all/pdewey)</li> </ul>
4	4/22	Introduction to cost of care	<ul style="list-style-type: none"> <li>• Gawande, A., "<a href="https://canvas.uoregon.edu/courses/244256/files/18437582?wrap=1">The Cost Conundrum</a> (https://canvas.uoregon.edu/courses/244256/files/18437582?wrap=1) ↓ (https://canvas.uoregon.edu/courses/244256/files/18437582/download?download_frd=1) ," <i>The New Yorker</i>: June 1, 2009</li> <li>• Gawande, A. "<a href="https://canvas.uoregon.edu/courses/244256/files/18437580?wrap=1">Health care's price conundrum</a> (https://canvas.uoregon.edu/courses/244256/files/18437580?wrap=1) ↓ (https://canvas.uoregon.edu/courses/244256/files/18437580/download?download_frd=1) ", <i>New Yorker</i>, December 18, 2015</li> </ul>
	4/24	Causes of health expenditures	<ul style="list-style-type: none"> <li>• Allen, M. "<a href="https://www.propublica.org/article/why-your-health-ins">Why your health insurer doesn't care about your big bills</a> (https://www.propublica.org/article/why-your-health-ins) ProPublica, May 25, 2018</li> <li>• Allen M. "<a href="https://www.propubplan-for-teachers-has-no-limits-an-acupuncturist-earns-677-a-session">What happens when a health plan has no limits? An acupuncturist earns \$677 a session</a> ↗ (https://www.propubplan-for-teachers-has-no-limits-an-acupuncturist-earns-677-a-session)_. ProPublica, Dec. 19, 2019.</li> </ul>
5	4/29	Current policy approaches to address cost containment	<ul style="list-style-type: none"> <li>• Allen, M. "<a href="https://www.pronegotiator-proved-employers-do-not-have-to-pay-so-much-for-health-care">In Montana, a tough negotiator proved employers don't have to pay so much for health care</a> (https://www.pronegotiator-proved-employers-do-not-have-to-pay-so-much-for-health-care) ", ProPublica, October 2, 2018</li> <li>• KFF. <a href="https://healthsystemtracker.org/brief/polic2024/#Share%20of%20out-of-network%20surprise%20billing%20disputes%20initiated%20through%20the%20federal%20IDR%20process,%20April%202015,%202020">Health cost and affordability policy issues and trends to watch in 2024</a> ↗ (https://healthsystemtracker.org/brief/polic2024/#Share%20of%20out-of-network%20surprise%20billing%20disputes%20initiated%20through%20the%20federal%20IDR%20process,%20April%202015,%202020</li> </ul>
	5/1	How Health Reform Addresses Cost Containment	<ul style="list-style-type: none"> <li>• Gawande, A. "<a href="https://canvas.uoregon.edu/courses/244256/files/18438271?wrap=1">Overkill</a> (https://canvas.uoregon.edu/courses/244256/files/18438271?wrap=1) ↓ (https://canvas.uoregon.edu/cou download_frd=1) ", <i>New Yorker</i>, May 4, 2015</li> <li>• Ezekiel, E. "<a href="https://canvas.uoregon.edu/courses/244256/files/18438333?wrap=1">Name the much-criticized federal program that has saved the U.S. \$2.3 trillion. Hint: it starts with Affordable</a> (https://canvas.uoregon.edu/courses/244256/files/18438333?wrap=1) ↓ (https://canvas.uoregon.edu/courses/244256/files/18438333/download?download_frd=1) March 22, 2019.</li> <li>• Ezekiel, E. "<a href="https://canvas.uowrap=1">Why haven't health care cost increases exceeded inflation? There's a very good reason,</a>" (https://canvas.uowrap=1) ↓ (https://canvas.uoregon.edu/courses/244256/files/18438404/download?download_frd=1) StatNews, Dec. 21, 2023</li> <li>• Midterm Q&amp;A</li> </ul>
6	5/6	Midterm	<ul style="list-style-type: none"> <li>• Remote exam on Canvas</li> <li>• Open book, open note</li> <li>• Must be taken <i>individually!</i></li> <li>• I'll be available on Class Zoom link for questions</li> </ul>
	5/8	Quality of care Introduction	<ul style="list-style-type: none"> <li>• Gawande, A. "<a href="https://canvas.uwrap=1">The Bell Curve: What happens when patients find out how good their doctors really are?</a> (https://canvas.uwrap=1) ↓ (https://canvas.uoregon.edu/courses/244256/files/18438425/download?download_frd=1) The New Yorker. 2004.</li> <li>• Groeger: "<a href="https://canvas.uoregon.edu/courses/244256/files/18468152?wrap=1">How long will you wait at the emergency room?</a> (https://canvas.uoregon.edu/courses/244256/files/18468152?wrap=1) ↓ (https://canvas.uoregon.edu/courses/244256/files/18468152/download?download_frd=1) ProPublica. 2013.</li> </ul>
7	5/13	Changing Care Systems	<ul style="list-style-type: none"> <li>• Don Berwick, "<a href="https://canvas.uoregon.edu/courses/244256/files/18438545?wrap=1">A User's Manual for the IOM Report, Crossing the Quality Chasm: A New Health System for the 21st Century,</a>" <i>Health Affairs</i>, 2002. (https://canvas.uoregon.edu/courses/244256/files/18438545?wrap=1) ↓ (https://canvas.uoregon.edu/courses/244256/files/18438545/download?download_frd=1)</li> <li>• Kurie, J. "<a href="https://canvas.uoregon.edu/courses/244256/files/18438580?wrap=1">Where's David?</a>" (https://canvas.uoregon.edu/courses/244256/files/18438580?wrap=1) ↓ (https://canvas.uoregon.edu/c download_frd=1) 22(1), <i>Health Affairs</i>.</li> </ul>



			<ul style="list-style-type: none"> <li>• Yeh, Charlotte: “<a href="https://canvas.uoregon.edu/courses/244256/files/18438535/download?download_frd=1">‘Nothing is broken’: For an injured doctor, quality-focused care misses the mark</a> (<a href="https://canvas.uoregon.edu/courses/244256/files/18438535/download?download_frd=1">https://canvas.uoregon.edu/courses/244256/files/18438535/download?download_frd=1</a>)”, Health Affairs.</li> </ul>
	5/15	Current Policy Approaches	<ul style="list-style-type: none"> <li>• Gawande, A. “<a href="https://canvas.uoregon.edu/courses/244256/files/18438593/download?download_frd=1">The heroism of incremental care</a> (<a href="https://canvas.uoregon.edu/courses/244256/files/18438593/download?download_frd=1">https://canvas.uoregon.edu/courses/244256/files/18438593/download?download_frd=1</a>)” New Yorker, January 16, 2017</li> <li>• Meier, D.E. “<a href="https://canvas.uoregon.edu/courses/244256/files/18438541/download?download_frd=1">‘I don’t want Jenny to think I’m abandoning her’: Views on overtreatment</a> (<a href="https://canvas.uoregon.edu/courses/244256/files/18438541/download?download_frd=1">https://canvas.uoregon.edu/courses/244256/files/18438541/download?download_frd=1</a>)”, Health Affairs, 33,5. (<a href="https://www.newyorker.com/magazine/2014/05/12/green-is-good">https://www.newyorker.com/magazine/2014/05/12/green-is-good</a>)</li> </ul>
8	5/20	Cause of disparities	<ul style="list-style-type: none"> <li>• Ilerlandi, Jeneen. NYTimes 1619 Project: “<a href="https://www.nytimes.com/interactive/2019/08/14/magazine/universal-health-care-racism.html">Why doesn’t the United States have universal healthcare? The answer has ev</a> (<a href="https://www.nytimes.com/interactive/2019/08/14/magazine/universal-health-care-racism.html">https://www.nytimes.com/interactive/2019/08/14/magazine/universal-health-care-racism.html</a>).”</li> <li>• Arrowsmith, L. “<a href="https://canvas.uoregon.edu/courses/244256/files/18438954/download?download_frd=1">Go back to California’: When provider fail transgender patients</a> (<a href="https://canvas.uoregon.edu/courses/244256/files/18438954/download?download_frd=1">https://canvas.uoregon.edu/courses/244256/files/18438954/download?download_frd=1</a>)”, 36:9, 2017 Health Affairs</li> <li>• Wen, L. “<a href="https://canvas.uoregon.edu/course/244256/files/18438950/download?download_frd=1">A simple case of chest pain: Sensitizing doctors to patients with disabilities</a> (<a href="https://canvas.uoregon.edu/course/244256/files/18438950/download?download_frd=1">https://canvas.uoregon.edu/course/244256/files/18438950/download?download_frd=1</a>)”, 33:10, 2014, Health Affairs</li> </ul> <p>Optional</p> <p>KFF: <a href="https://www.kff.org/health-disparities-a-timeline-of-policies-and-events/">How history has shaped racial and ethnic health disparities- a timeline of policies and events</a> (<a href="https://www.kff.org/health-disparities-a-timeline-of-policies-and-events/">https://www.kff.org/health-disparities-a-timeline-of-policies-and-events/</a>)</p>
	5/22	Cultural competency in healthcare	<ul style="list-style-type: none"> <li>• <i>The spirit catches you and you fall down</i> (p. 1-118 or Ch. 1-9)</li> </ul>
9	5/27	<i>Memorial day- no school!</i>	
	5/29	Guest lecture: Healthcare for All Oregon	<p>Optional</p> <ul style="list-style-type: none"> <li>• <a href="https://www.opb.org/article/2022/11/15/oregon-election-right-to-affordable-health-care/">Measure 111</a> (<a href="https://www.opb.org/article/2022/11/15/oregon-election-right-to-affordable-health-care/">https://www.opb.org/article/2022/11/15/oregon-election-right-to-affordable-health-care/</a>)</li> </ul>
10	6/3	Approaches to address disparities	<ul style="list-style-type: none"> <li>• Sullivan, L.W. “<a href="https://canvas.uoregon.edu/courses/244256/files/18438952/download?download_frd=1">Grasping at the moon: Enhancing access to careers in the health professions</a> (<a href="https://canvas.uoregon.edu/courses/244256/files/18438952/download?download_frd=1">https://canvas.uoregon.edu/courses/244256/files/18438952/download?download_frd=1</a>)”, 35:8, 2016, Health Affairs.</li> <li>• Centers for <a href="https://canvas.uoregon.edu/courses/244256/files/18441350/download?download_frd=1">Medicaid and Medicare Services: Framework for equity</a> (p. 10 to 27).(<a href="https://canvas.uoregon.edu/courses/244256/files/18441350/download?download_frd=1">https://canvas.uoregon.edu/courses/244256/files/18441350/download?download_frd=1</a>)</li> </ul>
	6/5	Final exam review	
Finals	6/11	Final exam on Tues, 6/11 at 10:15 am	<ul style="list-style-type: none"> <li>• Open-book, open-note Final exam taken on Canvas from 10:15am to 12:15pm (exam will be taken REMOTELY)</li> <li>• Must be done <i>individually!</i></li> <li>• I’ll be available for questions via a Zoom link during this period</li> </ul>