

# PPPM

Department of Planning, Public Policy and Management



UNIVERSITY  
OF OREGON



## University of Oregon Department of Planning, Public Policy and Management

### PPPM 460/560: Health Policy Spring 2019 (CRN 34879/34899)

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Office hours: M/W 1:30-2:30 and by appointment

#### 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

Readings will be from reports or scientific articles.

#### Assignments and Course Grades

The course grade will be based on the following components:

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<u>Component</u>	<u>Undergraduate Students</u>	<u>Graduate Students</u>
Class attendance	5%	
1 Assignment	18%	15%
Midterm	20%	20%
Group/individual project		
Part 1: Report/Lit review	16%	20%
Part 2: Presentation	5%	5%
Mini-lectures		5%
Final Exam	35%	35%

### Course Grade

Please be sure to cite, quote and paraphrase where necessary. The course grade will be based on the following components:

- **Class attendance:** 5% of this grade will be determined by your attendance to class (an attendance sheet will be passed around each lecture starting week 2). You are allowed to miss up to 2 classes without penalty, but are responsible for the material missed.
- **1 assignment:** You will write an essay (2 pages double-spaced maximum with 1 in. margins) that will require to you apply concepts we learned during class to the given topic. Graduate students will be held to a higher standard than undergraduates in both writing and content. I will deduct 0.5% each day your assignment is late and 0.5% if you are over the page limit (e.g., if your assignment is later by 1 day, the most you can receive is 14.5% out of 15%).
- **Group project:** Students will work in groups of 3 or 4 and sign up on Google Docs to study a healthcare topic not discussed in class. A sign-up sheet for topics will be posted on Google Docs, which I will email to the class Wed. of Week 2. It will be based on a first-come, first-serve basis. There are 2 parts to this project.
  - a. Part 1 (due Wed. of week 8 on Canvas by 11:59pm)
    - i. Report (undergraduates only): Each student will submit a 3-page double-spaced (max!) summary of their topic using appropriate resources (e.g., reports, peer-reviewed articles) and citations to support their arguments/claims. As a group, you may share resources with each other, but this part must be completed *individually*.
    - ii. Literature review (graduate students only): Graduate students will write a literature review on their given topic. A literature review is a critical synthesis of the published body of knowledge in a specific area and requires greater analysis of a subject topic than a summary. This is an opportunity to build your knowledge base in one specific area of health policy and to learn what questions have yet to be answered. You should use material from at least 4 articles from peer-reviewed journals or reports. (Be careful about online resources and *do not* use newspaper articles. If you have any questions about an appropriate source, please contact me or consult with the Teaching and Learning Center). An example literature review will be posted on Canvas. I encourage students to share drafts and/or outlines with colleagues and/or with me for feedback. 5 pages double spaced maximum with 12 point font and 1 in. margins. As a group, you may share resources with each other, but this part must be completed *individually*.

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- b. Part 2 (all students): Presentation— Each group will give a 10 minute presentation on their given topic in weeks 9 and 10 and, if there's time, answer 1 or 2 questions.
- **Mini-lectures (Graduate students only)** (2 lectures- each worth 2.5%): Graduate students (individually or as partners) will give an 8-10 minute presentation on a particular topic for that lecture. A sign-up sheet will be sent around week 1.
- **Final and Midterm Exam:** You will have an in-class Midterm and Final Exam. The Midterm will cover weeks 1 to 5 and is on Monday of week 6. The Final exam is comprehensive and will cover material from weeks 1 to 10. Information from readings and lecture will be on the exam.

### Class participation

Students are expected to have obtained, read, and retained the readings for each week and to come to class prepared to discuss their content and implications.

### Classroom Environment

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

### Professional Practice

This course is a core course in the PPPM undergraduate pre-professional degree program. As such, students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.
- I expect all course assignments to be completed using a word processor.
- Some assignments will require use of a spreadsheet program for data analysis and graphing. Some familiarity with a spreadsheet program (e.g. Excel), as well as basic concepts in mathematics and algebra at the high school level will be used when we cover the analytic components of the material.
- You will also be required to use PowerPoint for a presentation at the end of the term on your final project.

### 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.

### Course Website

The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu>). The class syllabus, announcements and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the

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University registrar has your correct email address. I will use this email address to communicate with you.

### 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: 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 come to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

### 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 155 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

### Calculators

We will use calculators periodically throughout the term, so please make sure you always bring one to class. A basic calculator (not a fancy graphing calculator) is all that is needed for this course.

### Email

I will try to respond to all email within 48 hours of receiving them. It is, however, becoming increasingly difficult to keep up with the quantity of email that I receive, so I ask that you make sure that you have reviewed Canvas and the syllabus prior to sending a note about course logistics. Please do not send me emails if you need to miss a class for a routine matter, like a doctor appointment or job interview.

### Late Assignment Policy

If you are unable to make it to class on the day an assignment is due, you may mail, email, or fax 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).

### Missed Class Policy

If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available.

### 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.”

### Academic Misconduct

You are expected at all times 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. By way of example, students should

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not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

### Plagiarism

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. **All assignments submitted onto Canvas will be run through VeriCite, a plagiarism detection tool.** 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).

### 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.

### Diversity Statement

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences.

### Classroom Behavior

Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed, but it also means that students must pay attention and listen respectfully to each other's comments.

### 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).

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### Tentative Course Schedule

Below is a tentative outline of the course sessions with assigned readings. Dates for some topics will inevitably change. Please rely on the class Canvas account for knowing what reading should be done for what class. It will be up to date. All the readings will be available for download on Canvas.

#### Week #1: The current US system

##### **April 1: Employer-based coverage**

- Kaiser Family Foundation. “How Private Health Coverage Works: A Primer

Optional

- Blumenthal, D. Employer-sponsored health insurance in the United States- Origins and implications. *New England Journal of Medicine* 2006;355 (1):82-88.

##### **April 3: Public coverage: Medicaid**

- Kaiser Family Foundation (KFF). Medicaid: A primer (skim).
- KFF. Fact Sheet- Medicaid eligibility

#### Week #2

##### **April 8: Public coverage: Medicare**

- Kaiser Family Foundation (KFF). Medicare: A primer.
- Kaiser Family Foundation. Medicare At A Glance. January 2012.

Optional

- Ball R.M. “What Medicare’s Architects Had in Mind.” *Health Affairs* 14(4), 1995: 62-72.

##### **April 10: The uninsured**

- Kaiser Family Foundation. The Uninsured: A Primer. 2013 (skim).
- Garson Jr, A. Heart of the Uninsured. *Health Affairs* 2007; 26 (1):227-231.
- Himmelstein J. Bleeding-edge benefits. *Health Affairs* 2006; 25 (6): 1656-1663

Optional— Look up on the Internet:

- Go to Cover Oregon, apply for coverage here, and see what plans will work for you: <https://www.coveroregon.com/get-coverage/online>
- Timeline of ACA: <http://obamacarefacts.com/health-care-reform-timeline/>

#### Assignments and reminders

- Sign-up for topics will be emailed to the class today. It is on a first-come, first-serve basis.

#### Week #3 Healthcare reform and access to healthcare

##### **April 15: History of ACA- Q&A with [Healthcare for All Oregon](#)**

- Oberlander, J. (2010) Long time coming: why health reform finally passed.
- KFF. [National Health Insurance: A brief history of reform efforts in the U.S.](#) 2009

Optional

- KFF. A guide to the Supreme Court’s ACA decision
- KFF. Summary of the American Health Care Act

#### Assignments and reminders

- Assignment 1 will be posted and is due **Friday April 26** on Canvas by 11:59pm.

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**April 17: Guest lecture by Lisa Abia-Smith: Managing arts in healthcare**

### Week #4 Cost of care

**April 22: Introduction to Cost of Care, Part 1**

- Fuchs, V. R. “The Gross Domestic Product and Health Care Spending,” *New England Journal of Medicine* 369(2), 2013:107-109.
- Atul Gawande, “[The Cost Conundrum](#),” *The New Yorker*: June 1, 2009.

**April 24: Causes of health expenditures**

- Reinhardt, E. Why does U.S. health care cost so much? (Part I). [New York Times](#). November 14, 2008.
- Reinhardt, E. Why does U.S. health care cost so much? (Part II: Indefensible administrative costs). [New York Times](#). November 21, 2008.
- Reinhardt, E. Why Does U.S. Health Care Cost So Much? (Part III: An Aging Population Isn’t the Reason) [New York Times](#). December 5, 2008.
- Reinhardt, E. Why Does U.S. Health Care Cost So Much? (Part IV: A Primer on Medicare). *New York Times*. December 12, 2008
- Emanuel, E. [Less Than \\$26 Billion?](#) Don’t Bother. *New York Times*. 11/3/2011

### Week #5

**April 29: Current policy approaches to address cost containment**

- Altman, D.E., and Levitt, L. “The sad history of health care cost containment as told in 1 chart.”
- Harris, G. British balance gain versus cost of latest drugs. [New York Times](#). 12/3/2008.
- Postre, V. “[My drug problem](#)”. *The Atlantic Monthly*. 3/2009

Optional

- Blumenthal, D. Employer-sponsored health insurance in the United States- Riding the Health Care Tiger. *New England Journal of Medicine* 2006;355 (2):195-20

**May 1: How Health Reform Addresses Cost Containment (Graduate students)\*\***

Graduate students will each make a presentation on how their health reform approaches containing cost of care.

- Gruber, J. [The Costs Implications of Health Reform](#). *New England Journal of Medicine*. 2010.
- Sisko, A.M., et al. 2014 “National Health Expenditure Projections, 2013-2023: Slow growth until coverage expands and economy improves.” *Health Affairs*.
- Hartman, M. et al. 2010, “Health Spending Growth at Historic Low in 2008,” *Health Affairs* 29(1): 147-155

*Midterm review—come with questions!*

### Week #6

**May 6: Midterm** (weeks 1-5)

**May 8: Quality of care Introduction**

- Gawande, A. [The Bell Curve](#): What happens when patients find out how good their doctors really are? *The New Yorker*. 2004.
- Schuster MA, McGlynn E, Brook RH. How good is the quality of health care in the United States? *The Milbank Quarterly* 1998; 76 (4).



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- Note- you do not need to read the grid pages that summarize each study reviewed, but it is a good model for how to approach a literature synthesis.
- McGlynn EA, Asch SM, Adams J, Keesey J, Hicks J, DeCristofaro A, Kerr EA. The quality of health care delivered to adults in the United States. *New England Journal of Medicine* 2003; 348:2635-45.

### Week #7

#### **May 13: Changing Care Systems: Don Berwick**

- Don Berwick, "A User's Manual for the IOM Report, Crossing the Quality Chasm: A New Health System for the 21st Century," *Health Affairs*, 2002.
- Kurie, J. Where's David? 22(1), *Health Affairs*.
- Lawrence, DM. My Mother And The Medical Care Ad-Hoc-Racy," 22(2), *Health Affairs*. 2003.

#### Optional

- Berwick DM. *Escape Fire: Lessons for the future of health care*. New York City: The Commonwealth Fund 2002. [http://www.cmf.org/usr\\_doc/berwick\\_escapefire\\_563.pdf](http://www.cmf.org/usr_doc/berwick_escapefire_563.pdf)

#### **May 15: Current Policy Approaches: Public Reporting of Quality & Pay for Performance (Graduate students)\*\***

Graduate students will each make a presentation on how their health reform approaches ensure quality of care.

- *M. Vonnegut*. Is Quality Improvement Improving Quality? A View from the Doctor's Office- 27 Dec, 2007.
- Institute of Medicine. Chapter 2: "The promise of pay for performance" in *Rewarding Provider Performance: Aligning incentives in Medicare*. Washington DC: Institute of Medicine 2007. [http://www.nap.edu/catalog.php?record\\_id=11723](http://www.nap.edu/catalog.php?record_id=11723) (skim reading)

#### Optional

- Robinowitz DL, Dudley RA. Public reporting of provider performance: Can Its Impact Be Made Greater? *Annual Review of Public Health* 2006. 27:517-36.

Review these quality of care "report cards" and be prepared to discuss how useful and easy they are to interpret.

- 1) <http://www.medicare.gov/hospitalcompare/search.html>
- 2) [http://www.oregon.gov/oha/OHPR/RSCH/pages/hospital\\_reporting.asp%20](http://www.oregon.gov/oha/OHPR/RSCH/pages/hospital_reporting.asp%20)

### Week #8

#### **May 20: Cause of disparities**

- Grubbs V. Good for harvest, bad for planting. *Health Affairs*, Jan/Feb2007, Vol. 26 Issue 1, p232-237.
- Pohl, LM. Long waits, small spaces, and compassionate care: Memories of race and medicine in a mid-twentieth-century southern community. *Bulletin of Historic Medicine*, 74, p. 107-137 (2000).

#### Optional

- Go to the following website and complete 1 or more of the IAT tests: <https://implicit.harvard.edu/implicit/demo/takeatest.html>
- Smedley BD, Stith AY, Nelson AR. *Unequal Treatment*. Washington DC: Institute of Medicine. 2003. Introduction and Literature Review (Read pages 29-39 and skim the rest)

#### **May 22: Approaches to address disparities**

- American College of Physicians. Racial and Ethnic Disparities in Health Care. *Annals of Internal Medicine*. 141 (3): 226-232.



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- Beagan, B. Teaching Social and Cultural Awareness to Medical Students: "It's All Very Nice to Talk about It in Theory, But Ultimately It Makes No Difference" *Academic Medicine* 2003. 78 (6): 605-614.

### Assignments and reminders

- Reports/Literature Reviews are due today by 11:59pm on Canvas!
- Please email me your presentations the day before you present (1 per group)

### Week #9

**May 27: Memorial day—no class!**

**May 29: Group presentations**

### Week #10

**June 3: Group presentations**

**June 5: Final exam review**

**FINAL EXAM: Wednesday, June 12 at 10:15am**

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### Grading Rubric Example (will vary by specific assignment)

<i>Criteria</i>	Unacceptable professional quality	Minimally acceptable professional quality	Adequate professional quality	Very good professional quality	Highest professional quality
<b>EVALUATION</b>					
<b>Addressing each portion of assignment</b> <ul style="list-style-type: none"> <li>• Will vary</li> </ul>					
<b>Providing adequate justification</b> <ul style="list-style-type: none"> <li>• Use of literature to present issues and arguments</li> <li>• Development of a coherent argument or reasoned position</li> <li>• Exhibition of higher-level thinking, synthesis and argumentation</li> </ul>					
<b>Writing (see below)</b> <ul style="list-style-type: none"> <li>• Clearly structured and organized</li> <li>• Professional tone</li> <li>• Grammar, referencing &amp; presentation</li> </ul>					

**WRITING: Detailed Feedback**

Weaknesses or Deficiencies

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<p><b>Logical structure:</b> <i>Can your reader follow presentation of information?</i></p> <ul style="list-style-type: none"> <li>• Introductory section to orient the reader to the purpose of the document</li> <li>• Clear sequence of sections: logical order for writing task</li> <li>• Clear structure to sections</li> <li>• Uses subheadings effectively—reader can easily find key information</li> <li>• Uses paragraphs to support structure</li> <li>• Clear topic sentences</li> <li>• Links between paragraphs</li> <li>• Links within sections</li> </ul>	
<p><b>Professional approach:</b> <i>May not apply for each assignment.</i></p> <ul style="list-style-type: none"> <li>• Objective paper avoids bias and prejudice</li> <li>• Assertions supported by evidence (references, clear information, citations) and not just opinion</li> <li>• Uses a range of high quality sources</li> <li>• Appropriate use of active and passive voice</li> <li>• Awareness of audience: avoids slang, jargon and informal language</li> <li>• Coherence</li> </ul>	
<p><b>Grammar:</b> <i>Errors can raise questions about sloppiness</i></p> <ul style="list-style-type: none"> <li>• Noun verb agreement</li> <li>• Correct use of tense</li> <li>• Complete sentences</li> <li>• Appropriate punctuation</li> <li>• No run on sentences</li> <li>• No spelling errors or typos</li> <li>• Other grammar issues</li> </ul>	
<p><b>Referencing:</b> <i>Provide support for assertions in accepted referencing style.</i></p> <ul style="list-style-type: none"> <li>• In text references (author date, page) or footnotes</li> <li>• Reference list (or footnotes) using proper citation format</li> </ul>	
<p><b>Professional Presentation</b></p> <ul style="list-style-type: none"> <li>• Don't overuse bullets</li> <li>• Professional format (page #s, clear print + graphics)</li> <li>• Free of handwritten edits</li> <li>• Use graphics to support text, but not replace it</li> <li>• Proofreading</li> </ul>	

### Explanation of Grading System

- C+ and Lower (below 80)

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- **Unacceptable work for professionals or undergraduate/graduate courses**
- Factual errors or calculation errors
- Poorly written (misspellings, typos, poor grammar, poor sentence structure)
- Graphics poor (inaccurate tables, poor titles, no data sources)
- B- (81-83)
  - **Below acceptable standards for professionals**
  - Minor errors of fact or calculation
  - Poorly constructed text, unclear graphics
  - Rushed or lack of attention to overall product
- B (84-87)
  - **Meets minimal professional standards**
  - Factually and technically correct
  - Clear message to readers
  - May lack precision in language and presentation of data
- B+ (88-90)
  - **Solid professional work**
  - Factually and technically correct
  - Excellent tables and graphics
  - Falls short in some areas
- A- (91-93)
  - **High quality professional work**
  - Technically, methodologically, and factually 100% accurate
  - Fall short of highest quality work in organization, flow of text or presentation
  - Clearly conveys conclusions to audience
- A (94-99)
  - **Highest quality work**
  - Technically, methodologically, and factually 100% accurate
  - Efficient language and graphics presented with emphasis
  - Easy to navigate and follow
  - Clear about main points and evidence provided to support these points
  - All graphics are clear and titled, sources, labeled