

**PubH 7569**  
**Health Policy – Saudi Executive MHA Cohort 2**  
**July 27-30, 2015**

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**Credits:** 1  
**Meeting Days:** July 27-30, 2015  
**Meeting Time:** Varies  
**Instructor:** Ira Moscovice  
**E-mail:** mosco001@umn.edu

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**I. Course Description**

This course introduces students to key aspects of health policy including a framework for the analysis of health policy, the evolution of health policy in the U.S. including the implementation of federal health reform, and perspectives on the allocation of resources to and within the health care sector.

**II. Course Prerequisites**

None

**III. Course Goals and Objectives**

Upon completion of the course, students should understand the underpinnings of health policy analysis and the key factors shaping health policy in the U.S.

**IV. Methods of Instruction and Work Expectations**

The philosophy of the course will be to present concepts and ideas by maximizing class participation. Students are expected to read all required readings before class and be prepared to discuss the main theories, concepts, and issues described by the authors. Grades will be based on one individual assignment (due August 10 – 50% of grade) and an in-class presentation and paper related to a group assignment (presentation due July 30, paper due August 3 – 50% of grade). The assignments will be handed out in class on July 27. Late assignments will be marked down one letter grade.

**V. Course Text and Readings**

See below.

## VI. Course Outline/Weekly Schedule

| <u>Class Meeting</u>    | <u>Topic</u>  |
|-------------------------|---|
| July 27<br>1:00-4:00 pm | <p><b>The Evolution of Health Policy in the U.S. and a Framework for Policy Analysis</b></p> <p>The evolution of health policy in the U.S. since the 1940s; an examination of current policy issues and why they became prominent issues; a framework for policy analysis.</p> <p>The elaboration of a policy analysis framework.</p> <ul style="list-style-type: none"><li>• What are the main components of a policy analysis framework and why are they important?</li><li>• How does this framework help us understand the evolution of health policy in the U.S.? In Saudi Arabia?</li></ul> <p><b>Readings</b></p> <ol style="list-style-type: none"><li>1. Aitkins, D., J. Siegel, and J. Slutsky. "Making Policy When the Evidence is in Dispute." <i>Health Affairs</i> 24:102-113, 2005. <a href="http://content.healthaffairs.org/content/24/1/102.full.pdf+html">http://content.healthaffairs.org/content/24/1/102.full.pdf+html</a></li><li>2. Welch, H.G. "Testing What We Think We Know." <i>New York Times</i>, August 19, 2012. <a href="http://www.nytimes.com/2012/08/20/opinion/testing-standard-medical-practices.html?_r=0">http://www.nytimes.com/2012/08/20/opinion/testing-standard-medical-practices.html?_r=0</a></li><li>3. Longest, B. <i>Health Policymaking in the United States. Fifth Edition.</i> Chicago, IL: Health Administration Press, 2010. (Chapter 1).</li></ol>  |
| July 28<br>9:00 am-Noon | <p><b>Understanding the Policy and Politics of Health Care Reform</b></p> <p>Interesting topics related to the Patient Protection and Affordable Care Act (PPACA)</p> <ol style="list-style-type: none"><li>A. What actually happened in its passage and how has it been implemented</li><li>B. Effects on the debt and deficit</li><li>C. The individual mandate</li><li>D. Health exchanges</li><li>E. Effects on employers</li><li>F. Effects on providers</li><li>G. Effects on insurers</li><li>H. Effects on Medicare beneficiaries</li><li>I. Effects on Medicaid beneficiaries</li><li>J. Effects on workforce</li></ol> <p><b>Readings</b></p> <ol style="list-style-type: none"><li>1. Oberlander, J. "Long Time Coming: Why Health Reform Finally Passed." <i>Health Affairs</i>, 29:1112-1116, 2010. <a href="http://content.healthaffairs.org/content/29/6/1112.full.pdf+html">http://content.healthaffairs.org/content/29/6/1112.full.pdf+html</a></li><li>2. Sommers, B., Musco, T., Finegold, B., et al. "Health Reform and Changes in Health Insurance Coverage in 2014." <i>The New England Journal of Medicine</i>, 371:867-874, 2014. <a href="http://www.nejm.org/toc/nejm/371/9">http://www.nejm.org/toc/nejm/371/9</a></li><li>3. Elmendorf, D. "Estimating the Budgetary Effects of the Affordable Care Act." Congressional Budget Office, June 17, 2014. <a href="http://www.cbo.gov/publication/45447">http://www.cbo.gov/publication/45447</a></li><li>4. Price, C.C. and Eibner, C. "For States That Opt Out of Medicaid Expansion: 3.6 Million Fewer Insured and \$8.4 Billion Less in Federal Payments," <i>Health Affairs</i> 32:1030-1036, 2013. <a href="http://content.healthaffairs.org/content/32/6/1030.full.pdf+html">http://content.healthaffairs.org/content/32/6/1030.full.pdf+html</a></li><li>5. Jost, T. "An Affordable Care Act at Year 5. Key Issues for Improvement." <i>Journal of the American Medical Association</i>, 313:1709-1710. <a href="http://jama.jamanetwork.com/Issue.aspx?journalid=67&amp;issueID=933860&amp;direction=P">http://jama.jamanetwork.com/Issue.aspx?journalid=67&amp;issueID=933860&amp;direction=P</a></li></ol> |

6. Rovner, J. and M.A. Carey. "What's at Stake When the Supreme Court Rules on Health Plan Subsidies." Kaiser Health News, June 8, 2015. <http://khn.org/news/what-at-stake-when-the-supreme-court-rules-on-health-plan-subsidies/>

The following websites have extensive information on Federal health care reform:

- Kaiser Family Foundation – See summary of health reform law and its implementation  
<http://kff.org/health-reform/>  
<http://kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>  
and a guide to the Supreme Court's ACA Decisions  
<http://kaiserfamilyfoundation.files.wordpress.com/2013/01/8332.pdf>.
- Official Federal government website ([www.healthcare.gov](http://www.healthcare.gov)).
- Commonwealth Fund website <http://www.commonwealthfund.org/>

**July 29**  
**9:00 am-Noon**

**Philosophic Perspectives on The Allocation Of Resources to and within the Health Care Sector**

Is health care different; extending Rawls theory to health; when is access to health care equal; doing justice to both providers and consumers; risk and opportunity; how much protection is too much?

- This session addresses one of the main issues in the theoretical policy sciences model: What distribution of resources and rights is fair and equitable and who should decide on that distribution?
- Students should be prepared to discuss how Daniel's work relates distributive justice concepts to the health care field and how these concepts are shaping current health policy discussions at the national level.

**Readings**

1. Daniels, N. *Just Health Care*. New York: Cambridge University Press, Chapters 1-5, 1985.
2. Denier, Y. "On Personal Responsibility and the Human Right to Healthcare." *Cambridge Quarterly of Healthcare Ethics* 14:224-234, 2005.  
<http://journals.cambridge.org/action/displayFulltext?type=1&pdfType=1&fid=290038&jid=CQH&volumeld=14&issuelid=02&aid=290036>

**July 30**  
**9:00 am-1:00 pm**

**Group Presentations**

Each group will have 30 minutes to make a PowerPoint presentation on their assigned topic. The formal presentation should last 20 to 25 minutes and 5 to 10 minutes should be left for questions/comments from fellow students and the instructor. It is the responsibility of the group to decide which group members will make the formal presentation, write the paper and respond to questions/comments.

**VII. Evaluation and Grading**

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333

- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

### **Course Evaluation**

The SPH will collect student course evaluations electronically using a software system called CourseEval: [www.sph.umn.edu/courseeval](http://www.sph.umn.edu/courseeval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

### **Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

### **University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

## **VIII. Other Course Information and Policies**

### **Grade Option Change** (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

### **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### **Student Conduct Code:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### **Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

**Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

**Disability Accommodations:**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 or [ds@umn.edu](mailto:ds@umn.edu) to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

**Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**The Office of Student Affairs at the University of Minnesota:**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

**Academic Freedom and Responsibility: for courses that do not involve students in research:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

OR:

**Academic Freedom and Responsibility, for courses that involve students in research:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

*Template update 6/2014*