PubH 6835 Online
Principles of Health Policy
Spring 2015

Credits: 2

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I. Course Description

The purpose of this course is to introduce students to the policy environment that influences and shapes public health and the provision of health care services, to enhance understanding of the historical and political context of health policy, to develop strategies for analysis of health policy issues, and to communicate effectively in the policy environment. Through lectures, readings, collaborative debate and discussion, oral presentation, and written work, students will develop the background and skills to approach a range of problems in the interdisciplinary field of public health, where the major policy issues are constantly evolving. As a result, this course aims to convey not just specific facts, but to help students develop the ability and confidence to critically assess current health policy issues in a thoughtful, comprehensive, and rigorous manner and to engage in the policy process. While the course content focuses on the U.S. health care environment, policy analytic and communication skills are presented in a way that is transferrable to other contexts.

The goal of the course is to teach the following specific professional skills:

1. Familiarity with the legislative aspects of the health policy process
2. Effective written, oral, and/or in-person communication with a legislator about a public health policy issue
3. Experience defining a public health policy problem and diagnosing the political nature of the problem
4. Writing an issue brief to communicate the magnitude, significance, and urgency of a policy problem to a policy audience
5. Preparing and giving an elevator speech to demonstrate persuasive speaking within time constraints
6. Writing and submitting an Op/Ed with an appropriately targeted policy message, using news media, for a lay audience
7. Writing a policy proposal that analyzes potential solutions to complex health policy challenges and presents a clearly-justified, feasible and appropriate recommendation to a policy audience

II. Course Prerequisites

This course is open to students in the following SPH degree programs: MPH, MHA, MS, PhD; students in the MPA program at HHH; or instructor consent. Basic knowledge of the U.S. health care system is required for this course and can be obtained by taking PubH 6724: The Health Care System and Public Health.

III. Course Goals and Objectives

Upon completion of this course, students should be able to

1. Identify key stakeholders in U.S. health care policy and understand the historical and contemporary roles that they play in the policymaking process.
2. Understand the context in which health policy is created at the state and federal levels, including the influence of values, ideology, institutions, government structures, public opinion, ethics and research.
3. Demonstrate transferable analytic skills within a general framework, and apply these skills to fluently discuss and engage in current policy debates in the fields of public health and health care.
4. Frame and analyze complex health policy challenges, synthesize and effectively communicate ideas through written and oral work.

Several excellent courses taught within SPH highlight other aspects of public health policy, including prevention strategies (PubH 6078, EpiCH), legislative advocacy (PubH 6049, EpiCH), skills for policy development (PubH 6045, EpiCH), and environmental and occupational health policy (PubH 6105, EnvHS).

IV. Methods of Instruction and Work Expectations

Teaching and learning: This class will utilize a variety of learning techniques, including lecture, discussion, peer feedback, and both oral and written presentations of policy analyses. This course is intended to impart key policy analytic skills and to foster an environment of peer learning and collaboration as professionals and
colleagues; as such, you are expected to view lectures, complete the readings, and actively participate within your small group and the larger class. Each activity and assignment has a purpose and each reading was chosen judiciously, knowing that you are busy professionals with competing priorities. Please read the assignments document in its entirety. This outlines all of the required work for the course and describes how the assignments build upon one another and link to course content. We do not believe in busy work and will respect your time and endeavor to focus on skill-building, practical activities. Lectures, assignments, and peer interactions are grounded in the assigned readings, so please complete the weekly reading assignments. Your preparation and participation are vital to the success of the course.

Communication: Establishing clear and effective communication between the instructor team and the students in this course is a top priority. To this end, we would like to share the following guidelines and expectations:

- We encourage you to interact with us via office hours on the course website. Office hours will be held regularly throughout the week. We encourage you to email questions in advance or share documents on which you would like comments or feedback.
- Often times, students have the same or similar questions or concerns. Therefore, emails that are relevant to the entire class will be responded to via moodle so that our response is shared with all students.
- We will respond to emails within 24 hours, Monday-Friday. Emails sent after 5pm CT on Friday will not likely be answered before Monday morning at 9am; please plan accordingly. Several of the instructors (KBK, RRH) have young children for whom they are frequently sole caregivers on the weekends and cannot consistently attend to emails during that time.

V. Course Text and Readings

The course requires a combination of readings from a seminal text (Kingdon), journal articles, book chapters, and reports. The Kingdon text provides a foundational policy analytic framework and historical context for the current health policy environment. The articles and reports illustrate current health policy issues, provide timely analysis, and highlight specific applications of policy in the fields of health care and public health. The textbook is available at the U of M Bookstore and also through online retailers, such as amazon.com.


Required readings must be completed prior to each week’s lecture. Optional readings are provided for those who have particular interest in a topic or for those who seek to strengthen their knowledge base in key areas.

Optional additional text resources:

Bodenheimer TS, Grumbach K. *Understanding Health Policy: A Clinical Approach, 6th edition.* New York, Lange Medical Books/McGraw-Hill; 2012. This is a key health policy text used in training clinicians; provides particularly good information on organizational and financial logistics of the health care delivery system and health care reform, from a clinician’s perspective.

Longest BB. *Health Policymaking in the United States.* Health Administration Press and AUPHA Press; 2010. This is a recent and comprehensive health policy text; it provides useful discussion of health policy formulation and implementation along with an exposition of recent health-related legislation (Appendix 3). Although it was published in 2010, it does not contain information on the recent landmark health care reform. For more on health care reform, see:

### VI. Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Stream (Kingdon)</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to U.S. health care policy and course expectations</td>
<td>Problems</td>
<td>Watch online interviews (2)</td>
</tr>
<tr>
<td>2</td>
<td>Identifying policy problems/ framework for policy analysis</td>
<td>Problems</td>
<td>Assignment 1, part A legislator identification assignment due; watch online interviews</td>
</tr>
<tr>
<td>3</td>
<td>History of national health reform efforts</td>
<td>Problems</td>
<td>Assignment 2, part A: policy topic due; watch online interviews</td>
</tr>
<tr>
<td>4</td>
<td>Costs and quality of care</td>
<td>Problems</td>
<td>Assignment 2, part B: issue brief peer review</td>
</tr>
<tr>
<td>5</td>
<td>Government institutions and processes</td>
<td>Politics</td>
<td>Watch online interview</td>
</tr>
<tr>
<td>6</td>
<td>Stakeholders, advocacy and ideology</td>
<td>Politics</td>
<td>Assignment 2, part C: issue brief due</td>
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<tr>
<td>7</td>
<td>Media and public opinion</td>
<td>Politics</td>
<td>Assignment 1, part B: strategy memo due</td>
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<tr>
<td>8</td>
<td>Generating ideas / agenda setting</td>
<td>Policy</td>
<td>Assignment 3: elevator speech due</td>
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<tr>
<td>9</td>
<td>SPRING BREAK</td>
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<tr>
<td>10</td>
<td>Influencing the policy process— perspectives from a panel of lobbyists</td>
<td>Policy</td>
<td>Assignment 4: op/ed due</td>
</tr>
<tr>
<td>11</td>
<td>Policy in action: from idea to law</td>
<td>Policy</td>
<td>Watch online interviews</td>
</tr>
<tr>
<td>12</td>
<td>After a bill becomes law: policy implementation</td>
<td>Policy</td>
<td>Assignment 5, part A: policy proposal peer review; watch online interview</td>
</tr>
<tr>
<td>13</td>
<td>Feedback loops: evidence, ethics and policymaking</td>
<td>Policy</td>
<td>Assignment 5, part B: policy proposal due</td>
</tr>
<tr>
<td>14</td>
<td>Policy evaluation and feedback loops in practice: case study</td>
<td>Consolidation</td>
<td>Assignment 1, part C: reflections due; Assignment 6, part A: presentations due</td>
</tr>
<tr>
<td>15</td>
<td>Student presentations</td>
<td>Consolidation</td>
<td>Assignment 6, Part B: presentation reflections due</td>
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A detailed schedule of course topics and reading assignments is given below in section IX.
VII. Evaluation and Grading

This course utilizes a criterion-referenced grading system in order to enhance collaboration and shared learning. The course is graded out of a total of 100 points, which are earned through class participation as well as the completion of written and oral assignments.

Class participation 10 points

Points are earned by 1) participation in full-class and small group discussions, 2) preparation for and participation in interactive learning with peers, and 3) insightful questions, broad engagement with policy issues and class content.

Written/oral assignments 90 points

Specific evaluation criteria is provided in the assignments document

Assignment 1: Legislator contact: identification (2 points), contact plan (2 points), reflection (6 points)
Assignment 2: Issue brief (20 points)
Assignment 3: Op/Ed (12 points)
Assignment 4: Elevator speech (8 points)
Assignment 5: Policy proposal (30 points)
Assignment 6: Presentation (10 points)

All assignments must be submitted at the assigned time (Central Time) on the stated due date. Late work will be penalized 10% of the total points for each day it is late. Exceptions may be granted by the instructor on a case-by-case basis. If you anticipate having difficulty meeting due date deadline(s), you must make prior arrangements to be eligible for full credit on your work. Students must contact the instructor in advance of the deadline, and the instructor must agree that the student’s circumstances warrant a new deadline. If you think an excuse may be tenuous; it is. Students with disabilities are also encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations.

If you wish to dispute the number of points you receive on a class assignment, you must do so in writing not more than 1 week after receiving your grade. You must submit a request (500 words maximum) that includes a specific rationale for why the assignment deserves a higher grade and where additional points were earned but not allocated. The instructor reserves the right to either increase or decrease the final point allocation upon review, based upon the merits of the assignment and the request.

The following grading scale is based on Teaching at the University of Minnesota: A Handbook for Faculty and Instructional Staff. University of Minnesota, Center for Teaching and Learning Services. Available at: http://www1.umn.edu/ohr/teachlearn/facbook.pdf

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>85 – 89</td>
</tr>
<tr>
<td>B</td>
<td>80 – 84</td>
</tr>
<tr>
<td>B-</td>
<td>75 – 79</td>
</tr>
<tr>
<td>C+</td>
<td>70 – 74</td>
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<tr>
<td>C</td>
<td>65 – 69</td>
</tr>
<tr>
<td>C-</td>
<td>60 – 64</td>
</tr>
<tr>
<td>D+</td>
<td>55 – 59</td>
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<tr>
<td>D</td>
<td>50 - 54</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 50</td>
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</tbody>
</table>

Those choosing an S/N grading option must complete all assignments and pass with a C- letter grade determined by total effort.

S Represents achievement that is satisfactory, which is equivalent to a C- or better unless specifically designated in writing by the instructor at a higher level of acceptable performance.

N Represents no credit and signifies that the work was not completed at a level of achievement and carries no grade points.
Course Evaluation
Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. 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. 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.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at 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.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at 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 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.

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) 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.
Disability Accommodations
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) 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 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.

Academic Freedom and Responsibility
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.
IX. Weekly Schedule

PROBLEM STREAM

Week 1: Introduction to US health care policy, class expectations (complete by 1/23)

Goals:
To describe the course and goals and expectations for students
To provide an overview of the U.S. health care delivery system and the role of policy in shaping it

Assignment:
Watch online interview with Jon Welch, MD (Harvard Medical School and Brigham and Women’s Hospital)
Watch online interview with Lynn Blewett, PhD (HPM and SHADAC) about current health policy issues.

Readings:
Optional:

PROBLEM STREAM

Week 2: Identifying policy problems and framework for policy analysis (complete by 1/30)

Goals:
To give a brief overview of the politics of health policy
To discuss the process of identifying problems with potential policy solutions
To present a framework for policy analysis, and identify how each of the components of this course fit into the framework
To provide clear and concrete examples of policy analytic writing

Assignment:
Assignment 1, part A: legislator identification due

Readings:
Kingdon book – Ch 1 pg 1-20, Ch 5 pg 90-115
Suggested Approach to Policy Analysis – PubH 6835
Examples of policy analytic writing:
  Issue briefs
  Student examples (see course website)

**Op/Eds (written by former students in PubH 6835)**


Peter Meyers, “We’re all about to feel the pain of the primary care shortage” MinnPost, April 5, 2014 [http://www.minnpost.com/community-voices/2014/04/were-all-about-feel-pain-primary-care-shortage](http://www.minnpost.com/community-voices/2014/04/were-all-about-feel-pain-primary-care-shortage)


Derek Moore, “University should review attendance policies” Minnesota Daily, May 6, 2013 [http://www.mndaily.com/opinion/columns/2013/05/05/university-should-review-attendance-policies](http://www.mndaily.com/opinion/columns/2013/05/05/university-should-review-attendance-policies)


**Policy proposals**

Student examples (see course website)


Optional:

PROBLEM STREAM

Week 3: History of national health reform efforts (complete by 2/6)

Goals:
To describe past efforts to reform the U.S. health care system
To identify reasons for success or failure of past efforts and to understand the contemporary relevance of the historical context of health reform

Assignment:
Assignment 2, part A: Policy topic due
Watch online interviews with Laura Attanasio and Natalie Noha about finding data sources for issue briefs

Readings:
Kingdon book - Epilogue 231-247
Optional:


PROBLEM STREAM

Week 4: Costs and quality of care (complete by 2/13)

Goals:
To provide an overview of the challenges faced in improving access and quality of health care in the U.S.
To reflect on the scope and reasons for increasing costs of U.S. health care

Assignment:
Assignment 2, part B: Issue brief peer review

Readings:

If you have not already read these papers, please read them:


**POLITICS STREAM**

**Week 5: Government institutions and processes (complete by 2/20)**

**Goals:**

To delineate the key government structures and institutions involved in health care policy making

To understand the steps and processes involved in creating legislation in health policy

To use the recent health reform law as a case study in congressional legislative action

**Assignment:**

Watch online interviews Sachin Jain (HITECH Act) and Traci Toomey (alcohol policy)

**Readings:**

Kingdon book – Ch 2 pg 21-44, Ch 4 pg 71-89


Optional:


KFF tutorials on Congress and Health Policy and on Health Policy and the Federal Budget: [http://kff.org/archived-kaiseredu-org-tutorials/](http://kff.org/archived-kaiseredu-org-tutorials/)

**POLITICS STREAM**

**Week 6: Stakeholders, advocacy, and ideology (complete by 2/27)**

**Goals:**

To identify key stakeholders/interest groups and to understand the role they play in the creation of health policy

To evaluate the role of ideology and political parties; to understand basic positions, motivations and orientations with respect to the delivery of health care and the policies that govern it

**Assignment:**

Assignment 2, part C: Issue brief due

**Readings:**

Public Health Policy and Advocacy Online Module: [http://sph.umn.edu/ce/mclph/courses/](http://sph.umn.edu/ce/mclph/courses/)

Kingdon book – Ch 3 pg 45-57
POLITICS STREAM

Week 7: Media and public opinion (complete by 3/6)

Goals:
To describe the role of the media in the policymaking process
To understand the general orientation of the American public around health policy issues and changes over time in public opinion about health policy

Assignment:
Assignment 1, part B: strategy memo due

Readings:
Kingdon book – Ch 3 pg 57-70

POLICY STREAM

Week 8: Generating policy ideas and agenda setting (complete by 3/13)

Goals:
To develop an understanding of how particular policy problems rise to the top of the political agenda
To describe the way in which potential solutions, alternatives, and policy proposals are generated and prioritized
To learn how to take advantage of opportunities to present an idea and shape an agenda

Assignment:
Assignment 3: elevator speech due
Mid-semester feedback

Readings
Kingdon book –Ch 8,9 pg 165-208; please skim Ch 6 pg 116-144
Optional:

Week 9: Spring break

POLICY STREAM

Week 10: Influencing the policy process - perspectives from a panel of lobbyists (complete by 3/27)

Goals:
To understand the role of the lobbyists in setting the policy agenda in health care
To hear firsthand perspectives about the strategies, challenges, and opportunities faced by those who seek to influence health policy and the delivery of health care

Assignment:
Assignment 4: Op/Ed due

Readings:


The Onion: http://www.theonion.com/articles/american-people-hire-highpowered-lobbyist-to-push,18204/

Week 11: Policy in action - from idea to law (complete by 4/3)

Goals:
To understand the politics, complexity, and eventual impacts of the way in which health laws and policies are implemented
To provide a policy perspective on how innovative ideas become policy realities
To describe the process of implementation for health-related legislation
To consider expert advice on skill-building for professional development in the field of public health policy

Assignments:
Watch online interview with Bindiya Patel, MPA (Program for Appropriate Technologies in Health), about skills and jobs in public health and global health; enter questions for Bindiya on discussion forum.
Watch online interview with Sachin Jain, MD, MBA (Merck, Inc.) about skills and jobs in health care delivery systems, government, and private sector
Readings:


Minnesota statutes, Chapter 108, HF1233, Art. 6, Sec. 11, Doula services medical assistance (MA) coverage requirement: [https://www.revisor.mn.gov/laws/?id=108&year=2013&type=0](https://www.revisor.mn.gov/laws/?id=108&year=2013&type=0)

POLICY STREAM

**Week 12: After a bill becomes law: policy implementation (complete by 4/10)**

**Goals:**
To consolidate the main concepts of the semester and connect course content with professional skills within the policy process
To briefly discuss key issues within policy implementation (rulemaking and privatization)
To present the logic model as a conceptual framework for policy implementation and evaluation

**Assignment:**
Assignment 5, part A: Policy proposal peer review due

**Readings:**


POLICY STREAM

**Week 13: Feedback loops: evidence, ethics, and policymaking (complete by 4/17)**

**Goals:**
To understand how research and information inform health policy (or not)
To frame health policy issues in the context of ethical trade-offs and uncertainty

**Assignment:**
Assignment 5, part B: Policy proposal due
Readings:


Optional:

CONSOLIDATION

Week 14: Policy evaluation and feedback loops in practice: case study (complete by 4/24)

Goals:
To consider the recent example of postpartum depression screening legislation as a case of the complex relationship between evidence and public policy
To discuss the real-life political context of research and evaluation in policy.

Assignment:
Assignment 1, part C: Next steps memo due
Assignment 5 Part A: Presentation/Debriefing due

Readings:
Kozhimannil KB, Adams AS, Soumerai SB, Busch AB, Huskamp HA. New Jersey's postpartum depression screening law did not change treatment patterns for women on Medicaid. *Health Affairs*. 30(2):293-301, 2011. [http://content.healthaffairs.org/content/30/2/293.full](http://content.healthaffairs.org/content/30/2/293.full)

Leavens A, Arthurs E, Thombs BD. Should Postpartum Depression Screening Policies Be Reevaluated? *Health Affairs* 30(6):1216-1217, 2011. [http://content.healthaffairs.org/content/30/6/1216.3.full](http://content.healthaffairs.org/content/30/6/1216.3.full)


CONSOLIDATION

Week 15: Student presentations and feedback (complete by 5/1)

Goals:
To summarize your public health policy work over the course of the semester
To clearly, concisely present your policy issue, proposed solution, and experience interacting with a legislator to influence policy on this topic.

Assignments:
Assignment 5 Part B: Presentation comments due