**POL 345N: Fundamentals of health policy**

WF 10:05-11:25 AM FALL 2022

Dr. Anne Whitesell ([a-whitesell@miamioh.edu](mailto:a-whitesell@miamioh.edu))

**Office hours (214 Harrison Hall):** MW 1-2PM, TH 10AM-12PM, and [by appointment](https://calendar.google.com/calendar/u/0/selfsched?sstoken=UVBteUctUFEzRDF4fGRlZmF1bHR8ODQ1Yzc4NjU3ZDY3N2M3ZWZkMTRkN2VkOWU2ZThjZTA)

# **General Information**

## **course description**

This course covers the development of health policy in the United States, largely focusing on recent developments and current policies. While learning about health policy, you will also be involved in advocating for change around an area of health policy.

The semester is broken up into three parts. In the first two weeks of the semester, you will get a “crash course” in the role of the state and federal government in health policy. In the second part of the semester, we will examine how change is made in health policy and you will start your own advocacy campaign. Finally, in the third part of the semester we will focus on practical issues and current challenges related to health policy, such as affordability, access to care, and equity in health care.

## **Learning Goals & objectives**

My hope is that through this course, you will not only learn more about health policy in the United States but will also be able to use that knowledge when you read about changes in health policy in the news or engage in discussions about health policy with your friends and family. Moreover, the goals of this course align with the learning outcomes for all political science courses at Miami:

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| **Learning outcomes:** | **Application of outcomes in POL 345N:** |
| Our majors will be able to define and explain political science concepts, theories and approaches. | Students will explain how the policymaking process has been used to create the foundational health policies in effect today. |
| Our majors will demonstrate skill in evidence-based reasoning from identifying the appropriate data or evidence necessary to construct a convincing argument to constructing and communicating that argument. | Students will assess how the separation of powers in the federal government, and the division of power between federal and state governments, influences the creation and implementation of health policy. |
| Our majors will be able to apply political science knowledge to contemporary political issues and problems and be able to identify and evaluate alternative political science-based solutions. | Students will identify concrete demands and implement an advocacy campaign based on a health policy issue. |
| Our majors will be able to formulate, propose and advocate possibilities for positive change in democratic society as engaged and informed citizens. | Students will evaluate how both the United States’ health care system and that of another country address access to care for underserved groups. |

This course also aligns with the following learning outcomes for public health majors in the health policy and administration concentration:

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| **Learning outcomes:** | **Application of outcomes in POL 345N:** |
| Recommend a strategy, informed by data, that addresses an issue in a health service organization. | Students will identify concrete demands and implement an advocacy campaign based on a health policy issue. |
| Evaluate the impact of a health policy on a select population group. | Students will evaluate how both the United States’ health care system and that of another country address access to care for underserved groups. |

## **course expectations**

**COVID-19.** Our classroom will follow [Miami guidelines](https://www.miamioh.edu/healthy-together/index.html) when it comes to [face masks](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html), [social distancing guidelines](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html), and all other COVID-19 policies. Face masks are required in the classroom, regardless of your vaccination status. It’s also highly recommended that you [get vaccinated](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/index.html) against the virus; vaccines are the best way to keep yourself safe and to slow the spread of the virus.

If you have been diagnosed with COVID-19 or are displaying [COVID-19 symptoms](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), I ask that you do not come to class.

**Respect.**Throughout the course we will be discussing topics that naturally lend themselves to differing opinions, experiences, and analyses. Everyone should feel welcome to share their opinion in the classroom without fear of discrimination or intimidation. You are expected to actively listen to others and treat them respectfully, even if (especially when) you disagree with their viewpoint. Being respectful does not mean that we will not challenge one another’s ideas, but it does mean that we will do so with civility.

**Make up work.** In the event of an excused absence – from a University-sanctioned activity, illness, religious observance, or family emergency – you have the opportunity to make up any assignment missed during your absence. If you know in advance that you will be absent, please contact me beforehand so we can arrange make-up work. If your absence is unexpected, please contact me as soon as possible. You will have one week from the day of your return to class to make up a missed assignment.

**Extra credit.** You may receive **up to 1 point extra credit** on your comparative health paper if you visit the Writing Center with a draft of your paper and write a short (paragraph-length) summary about what you learned from the experience. If there are events (lectures, performances, etc.) on campus (or online) that are relevant to the course topic, you may receive **up to 1 point extra credit** on your weekly quizzes for attending an event and writing a short paper (~1 page) relating the event to topics discussed in class.

**Late work policy.**Assignments are due by 10:00 AM on the due date, unless otherwise noted. In order to receive a deadline extension, you should contact me more than 24 hours before the deadline. If an assignment is turned in late without an extension, but within 24 hours of the due date, your grade with decrease by 0.5 points. Assignments turned in more than 24 hours after the due date will drop 1 point for every day that it is late.

**Preparation.**I expect you to come to class having read the assigned material. You do not need to bring your readings to class every day, but you should be prepared to discuss what you have read either in a small group or seminar format.

**Technology in the classroom.**Please be respectful of your fellow students and me by silencing your cell phone (or turning it off!) during class. You may use a laptop for note-taking, though I expect that anything you have open on your computer screen is class-related. If laptops consistently present a distraction in the classroom, we will move to a technology-free classroom.

**Email policy.**I will try my best to respond to e-mails within 24 hours during the week and 48 hours on the weekend. Please keep in mind that, just as you do, I try to have a life outside the classroom.

## **Readings**

Readings from this course consist of academic articles, research from think tanks, and publications from the mainstream media. URLs to the readings, or .pdf versions, can be found on Canvas. If you run into a paywall trying to access any of the readings, please let me know and I will send you a .pdf version.

# **Letter Grade distribution**

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| --- | --- | --- | --- | --- | --- |
| A | > 92.5 | B | 82.5 – 85.4 | C | 69.5 – 75.4 |
| A- | 89.5 – 92.4 | B- | 79.5 – 82.4 | D | 59.5 – 69.4 |
| B+ | 85.5 – 89.4 | C+ | 75.5 – 79.4 | F | < 59.5 |

# **course requirements**

This course is graded out of 100 points. The points are distributed as follows:

Attendance & participation 10 pts.

Weekly “quizzes”: 30 pts.

Comparative health paper: 10 pts.

Health advocacy campaign: 60 pts.

## **attendance & participation**

Your attendance in class is always expected; attending class every day will help you understand the material and provide for a more productive classroom discussion. That being said, life happens. You get sick, you need to travel home, you don’t feel like coming to class, etc. You will receive 0.5 points for each class you attend and participate in, and your attendance and participation grade is worth 10 points. There are 27 classes over the course of the semester though, which means **you can miss 7 classes** and still receive full credit.

*Notes on class participation:*

1. Focus on quality over quantity. A few thoughtful comments are worth as much as a multitude of irrelevant remarks.
2. Participate ≠ answer. Do not feel like you always have to be answering a question to participate. Asking questions is just as valuable as answering questions. This could include clarifications – was there something you didn’t understand in the reading or the lecture? – or following up on someone else’s point.
3. Be open to diverse viewpoints, experiences, and interpretations. Oftentimes it is places of disagreement that lead to the best learning opportunities. As we will learn throughout this class, we all have a unique standpoint that deserves respect.

## **Weekly “Quizzes”**

In the place of a midterm or final exam, there will be weekly Canvas quizzes based on readings and class activities. Each activity will be graded out of 3 points; only your 10 highest scores will count for the cumulative “quiz” grade. The quizzes will consist of a mix of multiple choice, true/false, and short answer questions.

## **Comparative health system paper**

In this class we will focus primarily on health policy within the United States, but there is a lot to learn from how other countries have structured their health care systems. You will choose [another country](https://www.commonwealthfund.org/international-health-policy-center/countries) and write a short paper analyzing how that country’s health care system is similar to, and different from, that in the United States.

## **Health Advocacy campaign**

The major work of this class is creating and implementing a health advocacy campaign. You, and at least 2 of your peers, will identify an issue related to public health, broadly construed. The issue may be one that affects the Miami community or Oxford, or it may be a state or federal issue. Your team will be responsible for researching the issue, articulating concrete demands, and implementing a campaign to advocate for those demands.

**Portfolio 20 pts.**

In the portfolio you will reflect on how the assigned readings relate to your health advocacy campaign. There are 4 portfolio assignments, each worth 5 points. The assignments are due on the following dates:

* Assignment #1 September 16
* Assignment #2 September 30
* Assignment #3 October 14
* Assignment #4 October 28

**Campaign Log 20 pts.**

In the campaign log you will document all the actions you take to further your health advocacy campaign. You should expect to complete 1.5 to 2 hours of work on your advocacy campaign each week. Some of this work will happen in class, but much of it will take the place of traditional “homework.” We will discuss in depth all the activities that you may choose to document in your campaign log, but they will range from meeting with stakeholders to generating social media content.

**Campaign Binder/Presentation 10 pts.**

Your campaign binder and presentation will provide a summary of your campaign. The presentation is an opportunity for you to share with the rest of the class what you have been working on all semester. The campaign binder is essentially a reference or guide book for the next group of students to take the course.

# **Course Schedule**

*Note: the course schedule is subject to change. Students will be notified of any changes in class and via e-mail.*

## **WEEK 1: THE POLITICS OF HEALTH**

August 22 Introduction – no reading

August 24 Maness, Sarah B., Laura Merrell, Erika L. Thompson, Stacey B. Griner, Nolan Kline, and Christopher Wheldon. 2021. “Social Determinants of Health and Health Disparities: COVID-19 Exposures and Mortality Among African American People in the United States.” *Public Health Reports* 136(1): 18-22.

## **WEEK 2: HISTORY OF AMERICAN HEALTH POLICY**

August 29 Oberlander, Jonathan. 2015. “The Political History of Medicare.” *Generations: Journal of the American Society on Aging* 39(2): 119-125.

August 31 Rowland, Diane, and Barbara Lyons. 2016. “Medicaid’s Role in Health Reform and Closing the Coverage Gap.” *The Journal of Law, Medicines & Ethics* 44: 580-584.

## **WEEK 3: Issue development**

September 5 **Labor Day – no class**

September 7 Myers-Lipton, Scott, and William Armaline. “2022 Silicon Valley Pain Index.” *SJSU Human Rights Institute*. <https://www.sjsu.edu/hri/docs/SJSUHRI_2022SVPI_FINAL_06-21-22.pdf>

## **WEEK 4: issue development & setting the tone**

September 12 North, Anna. 2022. “The Long Strange History of the Anti-Vaccination Movement.” *Vox.* March 4. <https://www.vox.com/the-goods/22958419/covid-vaccine-mandate-pandemic-history>

September 14 American Public Health Association. “The Power of Advocacy.” <https://www.apha.org/-/media/Files/PDF/advocacy/Power_of_Advocacy.ashx>

**September 16 Portfolio Assignment #1 Due**

## **WEEK 5: Change theory**

September 19 Cohn, Jonathan. 2021. “The Real Reason Republicans Couldn’t Kill Obamacare.” *The Atlantic.* March 22. <https://www.theatlantic.com/politics/archive/2021/03/why-trump-republicans-failed-repeal-obamacare/618337/>

September 21 Ottesen, KK. 2022. “Ady Barkan on activism, ALS and hope in the face of crisis.” *Washington Post Magazine.* June 1. <https://www.washingtonpost.com/magazine/2022/06/01/als-activism-ady-barkan-politics-midterms/>

## **WEEK 6: Building power**

September 26 Grinberg, Emanuella, and Nadeem Muaddi. 2018. “How the Parkland students pulled off a massive national protest in only 5 weeks.” *CNN.* March 26. <https://www.cnn.com/2018/03/26/us/march-for-our-lives/index.html>

September 28 Petersen, Anne Helen. 2018. “These Volunteers Are Battling Idaho’s Government to Expand Medicaid.” *Buzzfeed News*. April 12. <https://www.buzzfeednews.com/article/annehelenpetersen/idaho-medicaid-expansion-ballot-initiative>

**September 30 Portfolio Assignment #2 Due**

## **WEEK 7: Research & Analysis**

October 3 “Power mapping.” *Beautiful Trouble.* <https://beautifultrouble.org/toolbox/tool/power-mapping/>

October 5 Douthard, Regine A., Iman K. Martin, Theresa Chapple-McGruder, Ana Langer, and Soju Chang. 2021. “U.S. Maternal Mortality Within a Global Context: Historical Trends, Current State, and Future Directions.” *Journal of Women’s Health* 30(2): 168-177.

## **WEEK 8: Strategies & Tactics**

October 10 Mullins, Brody, and Stephanie Armour. 2020. “How the Drug Lobby Lost Its Mojo in Washington.” *The Wall Street Journal.* February 19. <https://www.wsj.com/articles/how-the-drug-lobby-lost-its-mojo-in-washington-11582132499>

October 12 American College of Physicians. 2022. “Joint Letter to Congressional Leadership on Extension of Telehealth Flexibilities.” <https://www.acponline.org/acp_policy/letters/joint_letter_to_congressional_leadership_on_extension_of_telehealth_flexibilities_march_2022.pdf>

**October 14 Portfolio Assignment #3 Due**

## **WEEK 9: campaign kick off & planning**

October 17 Leimbigler, Betsy, and Christian Lammert. 2016. “Why Health Care Reform Now? Strategic Framing and the Passage of Obamacare.” *Social Policy & Administration* 50(4): 467-481.

October 19 National Institute for Children’s Health Quality. 2021. “Mental Health Awareness Month Social Media Toolkit.” <https://nichq.org/resource/mental-health-awareness-month-social-media-toolkit>

## **WEEK 10: Health care accessibility**

October 24 Richard, Patrick, Regine Walker, Pierre Alexandre. 2018. “The burden of out-of-pocket costs and medical debt faced by households with chronic health conditions in the United States.” *PLoS* ONE. 13(6): 1-13.

October 26 Kliff, Sarah. 2018. “I read 1,182 emergency room bills this year. Here’s what I learned.” *Vox*. December 18. <https://www.vox.com/health-care/2018/12/18/18134825/emergency-room-bills-health-care-costs-america>

**October 28 Portfolio Assignment #4 Due**

## **WEEK 11: Health care availability**

October 31 Mulvaney-Day, Norah, Brent J. Gibbons, Shums Alikhan, and Mustafa Karakus. 2019. “Mental Health Parity and Addiction Equity Act and the Use of Outpatient Behavioral Health Services in the United States, 2005-2016.” *American Journal of Public Health* 109(S3): S190-S196.

November 2 Miller, Katherine E.M., Hailey J. James, George Mark Holmes, and Courtney H. Van Houtven. 2020. “The effect of rural hospital closures on emergency medical service response and transport times.” *Health Services Research* 55:288-300.

## **WEEK 12: Health Care Acceptability**

November 7 Embree, Jared A., Timothy N. Crawford, and Sara J. Paton. 2018. “Suicide Rates in Rural Ohio: The Role of Population Density, Social Association, and Healthcare Access.” *Ohio Journal of Public Health* November: 1-6.

November 9 Atkins, Danielle N., Christine Piette Durrance, and Yuna Kim. 2019. “Good Samaritan Harm Reduction Policy and Drug Overdose Deaths.” *Health Services Research* 54: 407-416.

## **WEEK 13: underserved populations**

November 14 Fiscella, Kevin, Beletsky, Leo, and Sarah E. Wakeman. 2017. “The Inmate Exception and Reform of Correctional Health Care.” *American Journal of Public Health* 107(3): 384-385.

November 16 Stimpson, Jim P. and Fernando A. Wilson. 2018. “Medicaid Expansion Improved Health Insurance Coverage for Immigrants, But Disparities Persist.” *Health Affairs* 37(10): 1656-1662.

## **WEEK 14: Comparative health systems**

November 21 Sawyer, Bradley, and Daniel McDermott. 2019. “How does the quality of the U.S. healthcare system compare to other countries?” *Kaiser Family Foundation*. <https://www.healthsystemtracker.org/chart-collection/quality-u-s-healthcare-system-compare-countries/#item-start>

November 23 **Thanksgiving break – no class**

## **WEEK 15: final presentations**

November 28 **Presentations**

November 30 **Presentations**

## **FINALS**

December 6 Campaign log due

December 8 Comparative health system paper due

# **Assignment Deadlines**

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| --- | --- |
| September 16 | Portfolio assignment #1 due |
| September 30 | Portfolio assignment #2 due |
| October 14 | Portfolio assignment #3 due |
| October 28 | Portfolio assignment #4 due |
| November 28 | Campaign presentation due |
| December 6 | Campaign log due |
| December 8 | Comparative health paper due |
| Every Friday | Weekly quiz |

# **Additional Information and Resources**

## **Counseling Center**

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, that may lead to diminished academic performance and may reduce your ability to participate in daily activities. The Student Counseling Service can provide services to assist you. Visit their website (<https://miamioh.edu/student-life/student-counseling-service/index.html>) or call (513) 529-4634 for more information. If you need help outside of regular office hours, you can call the 24-hour H.O.P.E line at (855) 249-5649 or Miami University Police at (513) 529-2222.

## **Food resources**

Miami’s food pantry, located at the Crossroads Outpost (406 E. Withrow St. in Oxford) is available to provide immediate food assistance. They are open 8 a.m. to 5 p.m. Monday through Friday. TOPSS (Talawanda Oxford Pantry & Social Services) provides services to those living within the Talawanda school district, as well as a limited number of emergency food boxes to those outside the district. They are located at 5445 College Corner Pike in Oxford. You can reach them at 513-523-3851 or visit their website (<https://sites.google.com/view/topsspantry/home>).

## **Special accommodations**

Student Disability Services (SDS) and the [AccessMU Center](https://miamioh.edu/it-services/accessmu/index.html) are committed to partnering with students, faculty and staff to provide resources that foster an inclusive remote Miami experience. Students with disabilities may contact the Miller Center of Student Disability Services at [sds@MiamiOH.edu](mailto:sds@MiamiOH.edu) or 513-529-1541.

## **Sexual and/or Gender-Based Misconduct**

Title IX of the Education Amendments of 1972 is a federal law prohibiting discrimination on the basis of sex in higher education. Sex discrimination includes sexual harassment and sexual violence.  The University’s Title IX Coordinator is Ms. Kenya Ash, Director of the Office of Equity and Equal Opportunity, Hanna House, 513-529-7157 or [ashkd@MiamiOH.edu](mailto:ashkd@MiamiOH.edu). Ms. Gabrielle Dralle, the Sexual and Interpersonal Violence Response Coordinator, is the University’s Deputy Title IX Coordinator for matters related to student sexual and interpersonal violence. This includes sexual misconduct, sexual violence, and sexual coercion of students. Ms. Dralle also serves as the coordinator for matters relating to student domestic violence, dating violence, and stalking. Ms. Dralle may be reached at Student Health Services, 104 Warfield Hall, 513-529-1870 or [TitleIX@MiamiOH.edu](mailto:TitleIX@MiamiOH.edu).

## **Academic dishonesty**

Miami University is a scholarly community whose members believe that excellence in education is grounded in qualities of character as well as of intellect. Miami demands the highest standards of conduct from its students, faculty, and staff. Integrity in academic study is based on sound disciplinary practices and expectations as well as a commitment to the values of honesty and integrity. Academic dishonesty is defined as engaging or attempting to engage in any activity (including cheating, plagiarism, fabrication, and unauthorized collaboration) that compromises the academic integrity of the institution or subverts the educational process, including as a means to complete or assist in the completion of an academic assignment. Miami’s academic integrity policy can be found at: <https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>

## **Writing Center**

Even the best writers benefit from having someone to brainstorm with or provide feedback. The writing center provides support for writers at all stages of the writing process. Students can schedule on-campus appointments, written online appointments, or recurring appointments. More information about their services can be found at <https://www.miamioh.edu/hcwe/hwc/appointments/index.html>.