

Course Title: Introduction to Health Systems and Policy
Course Number: PHCO 0501: Fall 2019
Course Prerequisite(s): None
Course Location: Newark: Room 1023
Course Date & Time: Monday, 6-8 PM
Course Instructor: Michael K. Gusmano, PhD (mkg93@sph.rutgers.edu; 732.235.9754)
Office Hours: By Appointment Only
Course Assistant: None
Course Website: CANVAS

Required Course Text: *None*

Course Description: This course is a requirement for all public health students. As such, the course focuses on issues of health care organization and policy that are relevant to all public health practitioners. Students are introduced to the history, organization, financing and regulations of health services in the United States. Emphasis is placed on the principles of access, cost and quality of care in the changing economic environment; the social determinants of health; disparities in health and health services both nationally and globally; the public health system and the health and health care issues of vulnerable populations; and the systems of care available to these groups.

Competencies Addressed: The competencies addressed in this course include:

- 1. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities;
- 2. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings;
- 3. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels;
- 4. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence;
- 5. Assess population needs, assets and capacities that affect communities' health;
- 6. Explain the role of qualitative methods and sciences in describing and assessing a population's health;
- 7. Select qualitative data collection methods appropriate for a given public health context;
- 8. Evaluate policies for their impact on public health and health equity;
- 9. Advocate for political, social, or economic policies and programs that will improve health in diverse populations; and
- 10. Apply systems thinking tools to a public health issue.

Course Objectives: By the completion of this course, students will be able to:

- A. Understand the history and structure of the U.S. health care system

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- B. Identify key health policy issues and the initiatives designed to address them
- C. Evaluate the consequences of alternative policies

Course Requirements and Grading:

The course grades will be based on four online quizzes, a health policy debate, a final exam, and class participation.

HEALTH POLICY DEBATE (20 points)

Students are expected to participate in an oral debate. Early in the semester debate teams will be created. Each team will select a specific issue that will be framed as a question. For example: *Is obesity the government's business?* Teams will be divided into those who will argue YES--*Obesity is the government's business* and those who will argue NO--*Obesity is not the government's business*. Each debate team is expected to conduct research in preparation for the oral debates. Debates will be held on the last night of the course. Team meetings will be held during the last part of designated class sessions to allow time for preparation for the debates. Each debate will last approximately half an hour. For the debate, each team can prepare a powerpoint slide that provides important background information on the topic that will be displayed during the debate. For example:

SLIDE:

Physician Assisted Suicide (PAS)

- Definition: "Voluntary termination of one's own life by administration of a lethal substance with the direct or indirect assistance of a physician"
- Currently legal in many countries around the world as well as in US in four states: Oregon, Washington, Vermont, and California
- Research shows 75% of patients using PAS have terminal cancer; ~15% have neurodegenerative diseases (e.g., ALS)
- Data on PAS is limited; in Oregon, approximately .22% per 10,000 deaths were the result of PAS

Arguments For:

Patients' Rights

Reduced Financial Cost

Emotional Burden on Families

Arguments Against:

Prejudice in healthcare system

Slippery slope effect

Available alternatives

- *A list of activities, assignments, projects, exams, etc. that contribute to course grade, and the respective point/percentage value of each. For example:*

1. Quizzes (4)	40 pts.
2. Health Policy Debates	20 pts.
3. Final Exam	35 pts.

4. *Class Participation* 5 pts.
Total: 100 pts.

- *The participation grade will be based on class attendance, participation in class discussions and the timely completion of assignments, including the “online 30” assignments. Each week, students will be asked to spend at least 30 additional minutes completing work outside the classroom. During the first 9 weeks of the semester, this will involve developing questions or comments about the assigned readings and submitting them to CANVAS at least one day before the class in which we will review those readings. The purpose of this assignment is to encourage students to reflect on the readings and their implications for health policy. The questions/comments will be graded on a pass/fail basis. At the start of each class, we will spend a few minutes reviewing some of the comments and questions posted by the students. During weeks, 10, 11 and 12, the “online 30” assignment will involve group work to prepare for the health policy debates during weeks 13 and 14. The last two “online 30 assignments” involve a review of the final exam study guide.*
- *Please include information that links the course assessments to the course competencies. Choose one of two options:*

OPTION 1) Include a table after your Course Objectives that shows how your competencies, objectives, modules, and assessments are related.

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	B, C	5, 7, 10, 11, 12	Quiz #3, Health Policy Debates and Final Exam
2	C	1	Quiz #1 and Final Exam
3	B, C	5, 10	Final Exam
4	A	2, 8	Quiz #1 and Final Exam
5	A, C	5, 6, 12	Final Exam
6	C	4	Quiz #2
7	C	4	Quiz #2
8	C	2, 3, 5, 9, 10, 11	Quiz #4 and Final Exam
9	A, B, C	13, 14	Health Policy Debates and Final Exam
10	A	1, 6, 7	Quiz #1 and Final exam

- *Please add the school-wide uniform grading scale:*

Grading Policy: 94 – 100 A
 90 – <94 A-
 87 – <90 B+
 84 – <87 B
 80 – <84 B-
 77 – <80 C+
 70 – <77 C
 <70 F

Course Schedule: *The tables below provide details for each class session:*

Week 1

- *US Health Care System in Comparative Perspective*

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- *Online 30: Please develop at least one question or comment about the assigned readings and upload your question/comment on CANVAS in the folder provided.*
- *Assigned Readings Due:*
 - Savedoff, W. D., de Ferranti, D., Smith, A. L., & Fan, V. 2012. "Political and economic aspects of the transition to universal health coverage." *The Lancet*, 380(9845), 924-32.
 - Schoen, C., R. Osborn, D. Squires, MM. Doty, R. Pierson, and S. Applebaum. 2010. "How Health Insurance Design Affects Access To Care And Costs, By Income, In Eleven Countries," *Health Affairs* 29(12): 2323–2334.
 - Wendt, Claus and Jürgen Kohl. 2010. "Translating Monetary Inputs into Health Care Provision: A Comparative Analysis of the Impact of Different Modes of Public Policy," *Journal of Comparative Policy Analysis: Research and Practice* 12(1-2): 11-31.

Week 2

- *Rationales for Public Policy: Equity and Efficiency*
- *Online 30: Please develop at least one question or comment about the assigned readings and upload your question/comment on CANVAS in the folder provided.*
- *Assigned Readings Due:*
 - Stone, Deborah, *Policy Paradox*, Chapters 2 and 3.

Week 3

- *Public and Private Health Insurance in the US*
- *Online 30: Please develop at least one question or comment about the assigned readings and upload your question/comment on CANVAS in the folder provided.*
- *Assigned Readings Due:*
 - Jacobs, Lawrence R. 2007. "The Medicare Approach: Political Choice and American Institutions," *Journal of Health Politics Policy and Law*, 32: 159 - 186.
 - Grogan, C. M., & Park, S. 2017. "The politics of Medicaid: Most Americans are connected to the program, support its expansion, and do not view it as stigmatizing." *The Milbank Quarterly*, 95(4), 749-782.
 - Blumenthal, David. 2006. "Employer-sponsored health insurance in the united states - origins and implications." *The New England Journal of Medicine*, 355(1), 82-8.
 - Jost, Timothy Stoltzfus. 2009. "The Regulation of Private Health Insurance," *National Academy of Social Insurance*, January.
- *Assignments Due: Quiz #1*

Week 4

- *Introduction to Data for Health Systems Research*
- *Online 30: Please develop at least one question or comment about the assigned readings and upload your question/comment on CANVAS in the folder provided.*
- Brownson, R. C., Chiqui, J. F., & Stamatakis, K. A. (2009). Understanding evidence-based public health policy. *American journal of public health*, 99(9), 1576-1583.

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- Sofaer, S. (1999). Qualitative methods: what are they and why use them?. *Health services research*, 34(5 Pt 2), 1101.
- Allen, H., Baicker, K., Finkelstein, A., Taubman, S., Wright, B. J., & Oregon Health Study Group. (2010). What the Oregon health study can tell us about expanding Medicaid. *Health Affairs*, 29(8), 1498-1506.
- *Select one additional of the following studies to read:*
- Gaskin, D. J., Vazin, R., McCleary, R., & Thorpe Jr, R. J. (2018). The Maryland Health Enterprise Zone Initiative Reduced Hospital Cost And Utilization In Underserved Communities. *Health Affairs*, 37(10), 1546-1554.
- Mackie, T. I., Hyde, J., Palinkas, L. A., Niemi, E., & Leslie, L. K. (2017). Fostering psychotropic medication oversight for children in foster care: a national examination of states' monitoring mechanisms. *Administration and Policy in Mental Health and Mental Health Services Research*, 44(2), 243-257.
- Ono, S. S., Crabtree, B. F., Hemler, J. R., Balasubramanian, B. A., Edwards, S. T., Green, L. A., ... & Sweeney, S. M. (2018). Taking innovation to scale in primary care practices: the functions of health care extension. *Health Affairs*, 37(2), 222-230.
- *Select one additional of the following studies to read:*
- Baicker, K., Finkelstein, A., Song, J., & Taubman, S. (2014). The impact of Medicaid on labor market activity and program participation: evidence from the Oregon Health Insurance Experiment. *American Economic Review*, 104(5), 322-28.
- Taubman, S. L., Allen, H. L., Wright, B. J., Baicker, K., & Finkelstein, A. N. (2014). Medicaid increases emergency-department use: evidence from Oregon's Health Insurance Experiment. *Science*, 343(6168), 263-268.
- Allen, H., Wright, B., & Broffman, L. (2018). The Impacts of Medicaid Expansion on Rural Low-Income Adults: Lessons From the Oregon Health Insurance Experiment. *Medical Care Research and Review*, 75(3), 354-383.

Week 5

- *Barriers to Care: Insurance, Race/Ethnicity, Gender and Place*
- *Online 30: Please develop at least one question or comment about the assigned readings and upload your question/comment on CANVAS in the folder provided.*
- *Assigned Readings Due:*
 - Brown, Tyson H., Liana J. Richardson, Taylor W. Hargrove, and Courtney S. Thomas. 2016. "Using Multiple-hierarchy Stratification and Life Course Approaches to Understand Health Inequalities: The Intersecting Consequences of Race, Gender, SES, and Age." *Journal of Health and Social Behavior*. 57(2) 200 –222.
 - Kirby, James B. and Toshiko Kaneda. 2005. "Neighborhood Socioeconomic Disadvantage and Access to Health Care," *Journal of Health and Social Behavior*. 46(1): 15-31.

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- Gusmano, Michael K., Victor G. Rodwin, and Daniel Weisz. 2017. "Persistent Inequalities in Health and Access to Health Services: Evidence from NYC," *World Medical & Health Policy*. 9(2): 186-205.

Week 6

- *Why Is US Health Care Spending Higher Than Other Nations?*
- *Online 30: Please develop at least one question or comment about the assigned readings and upload your question/comment on CANVAS in the folder provided.*
- *Assigned Readings Due:*
 - Skinner, Jonathan. 2011. "Understanding Prices and Quantities in the U.S. Health Care System," *Journal of Health Politics, Policy and Law* 36(4): 791-801.
 - White, Joseph. 2011. "Prices, Volume, and the Perverse Effects of the Variations Crusade," *Journal of Health Politics, Policy and Law* 36(4): 775-790.
 - Tal Gross; Miriam J. Laugesen. 2018. The Price of Health Care: Why Is the United States an Outlier? *J Health Polit Policy Law* October 2018, Vol.43,771-791. doi: 10.1215/03616878-6951127.
 - Anderson, Gerard F. 2018. Commentary on Gross and Laugesen. *J Health Polit Policy Law* October 2018, Vol.43,793-795. doi: 10.1215/03616878-6951139.
- *Assignments Due: Quiz #2*

Week 7

- *The U.S. Public Health System*
- *Online 30: Please develop at least one question or comment about the assigned readings and upload your question/comment on CANVAS in the folder provided.*
- *Assigned Readings Due:*
 - Muennig, Peter, Megan M. Reynolds; Boshen Jiao; Roman Pabayo. 2018. *Why Is Infant Mortality in the United States So Comparatively High? Some Possible Answers.* *J Health Polit Policy Law* October 2018, Vol.43,877-895. doi: 10.1215/03616878-6951223
 - Gusmano, Michael K. 2018. Commentary on Muennig, Reynolds, Jiao, and Pabayo. *J Health Polit Policy Law* October 2018, Vol.43,897-899. doi: 10.1215/03616878-6951235.
 - Sparer, Michael S. and Anne-Laure Beaussier. 2018. Public Health in a Cross-National Lens: The Surprising Strength of the American System. *J Health Polit Policy Law* October 2018, Vol.43,825-846. doi: 10.1215/03616878-6951175.
 - Grogan, Colleen M. 2018. Commentary on Sparer and Beaussier. *J Health Polit Policy Law* October 2018, Vol.43,847-851. doi: 10.1215/03616878-6951187.

Week 8

- *Health Reform/Patient Protection and Affordable Care Act (ACA)*
- *Online 30: Please develop at least one question or comment about the assigned readings and upload your question/comment on CANVAS in the folder provided.*
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- *Assigned Readings Due:*

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- Oberlander, Jonathan and Theodore Marmor. "The Health Bill Explained at Last." *New York Review of Books* LVII (13) August 19, 2010: 61-63.
- Obama, Barack. "United States Health Reform: Progress to Date and Next Steps." *JAMA* July 11, 2016.

Week 9

- *Aging and Long-Term Care*
- *Online 30: Please develop at least one question or comment about the assigned readings and upload your question/comment on CANVAS in the folder provided.*
- *Assigned Readings Due:*
 - Polivka, L. J. 2018. "Women and the crisis of care in the United States." *Generations*, 41(4), 29-35.
 - Iglehart, J. K. 2016. "Future of long-term care and the expanding role of Medicaid managed care." *The New England Journal of Medicine*, 374(2), 182-187.
 - Thompson, F.J., P. Nadash, M.K. Gusmano and E. Miller. 2016. "Federalism and the Growth of Self-Directed Long-Term Services and Supports" *Public Policy & Aging Report* 26(4): 123-128.
- *Assignment Due: Quiz #3*

Week 10

- *Social Determinants of Health and Health Behaviors*
- *Online 30: Meet with debate group to discuss research materials for the debate*
- *Assigned Readings Due*
 - TBA

Week 11

- *Nutrition and Health*
- *Online 30: Meet with your debate group to develop your presentation*
- Nestle, M., 2018. Perspective: Challenges and Controversial Issues in the Dietary Guidelines for Americans, 1980–2015. *Advances in Nutrition*, 9(2), pp.148-150.
- Johnson & Monke. What is the Farm Bill? *Congressional Research Service*, 2018.
- Mozaffarian, D., Angell, S.Y., Lang, T. and Rivera, J.A., 2018. Role of government policy in nutrition—barriers to and opportunities for healthier eating. *BMJ*, 361, p.k2426.

Week 12

- *Local Public Health Systems*
- *Online 30: Meeting with your debate group to finalize your presentation.*
- *Assigned Readings Due:*
 - Krieger, N., PhD., Waterman, P. D., M.P.H., Batra, N., M.Sc, Murphy, J. S., M.P.H., Dooley, D. P., & Shah, Snehal N,M.D., M.P.H. 2017. "Measures of local segregation for monitoring health inequities by local health departments." *American Journal of Public Health*. 107(6), 903-906.
 - Sokol, R., Moracco, B., Nelson, S., Rushing, J., Singletary, T., Stanley, K., & Stein, A. 2017. "How local health departments work towards health equity." *Evaluation and Program Planning*." 65: 117.

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- Enanoria, W. T. A., Crawley, A. W., Tseng, W., Furnish, J., Balido, J., & Aragón, T.,J. 2013. The epidemiology and surveillance response to pandemic influenza A (H1N1) among local health departments in the San Francisco bay area. *BMC Public Health*, 13: 276.

Week 13

- *Health Policy Debate*
- *Online 30: review the study guide for the final exam*
- *Assignments Due: Quiz #4*

Week 14

- *Health Policy Debate*
- *Online 30: identify questions for discussion from the final exam study guide*

FINAL EXAM

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must Apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html.

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/school-calendar.html