

Course Title: Health Systems & Policy

Course Number: PHCO 0501

Course Prerequisite(s): None

Course Location: Online via Canvas

Course Date & Time: Asynchronous on-line

Course Instructor: Marybec Griffin
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Course Website: <https://rutgers.instructure.com/courses/22806>

Required Course Text: None

Additional/Supplemental Readings/Resources: N/A

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. This course will survey and analyze the health care system in the United States, emphasizing the major issues and trends that have led us to where we are today. The course will cover the financing, delivery, and payment of health care in both the public and private sectors. The readings, lecture, and other supplemental materials aim to establish the substantive and analytic skills necessary to critically evaluate current approaches to health care financing, delivery, and reform. Emphasis is placed on the principles of access, cost and quality of health care in the changing economic and political environment, the social determinants of health, disparities in health and health care both nationally and globally, and the integral intersection between health care systems and policy and the public health system.

Competencies Addressed: The competencies addressed in this course include:

- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities;
- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings;
- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence;

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- 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;
- Assess population needs, assets and capacities that affect communities' health;
- Select quantitative and qualitative data collection methods appropriate for a given public health context;
- Explain the role of qualitative methods and sciences in describing and assessing a population's health;
- Evaluate policies for their impact on public health and health equity; and
- Advocate for political, social or economic policies and programs that will improve health in diverse populations;
- Apply systems thinking tools to a public health issue

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

- Understand the history, policy-making process, and structure of the U.S. health care system
- Identify three national healthcare regulatory and financing models (including the United States) and evaluate the health care access, quality and cost associated with each.
- Identify social, political, and economic determinants of health and their contributions to population health.
- Identify key health policy issues and the initiatives designed to address them
- Evaluate the consequences of alternative policies

Course Requirements and Grading:

Over the thirteen-week course, students will have the opportunity to earn 100 points. The course is structured such that each week of the course is a single module. Given the reliance of this course on discussion boards, students will need to pace themselves with the course and complete a given module in the assigned week. This means that students will not be able to complete modules in advance.

For each assignment listed below, a detailed description of the assignment and the respective grading rubric will be posted on Canvas in advance. Understanding and critical engagement with course materials will be assessed through the following activities:

1. *Policy Analysis Concept Paper [10 pts]*. Students will be asked to identify a specific issue addressed in the course for the final policy analysis brief. Students are welcome to choose any timely health care/policy topic of interest that is relevant to course material content. Consistent with the overall framework of the course, please be sure to frame the topic in relation to a question of access, quality, or cost. The health care problem will form the basis for the infographic, policy analysis brief, and powerpoint presentation. This concept paper will briefly (1) define the problem, (2) describe the related policy environment, and (3) identify three policy alternatives. This concept paper will be

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between 2-3 pages and provide at least 7 citations from reputable sources (e.g., peer reviewed journals).

2. *Infographic [15 pts]*. Students will design an infographic to inform diverse audiences about the specific health care problem selected. The infographic will provide detailed information about the scope of the problem, the communities affected, and the social, economic, and political factors contributing to the health care problem. The infographic will be created through power point, the web-based infographic application called piktochart or other software. Students will be required to use reputable sources (e.g., peer-reviewed journals). In addition to the infographic, students will provide a one sentence title to summarize the main point of the infographic, prepare an annotated bibliography for the references (with at 5 reputable sources), and write a paragraph summarizing the health care problem, as depicted in the infographic.
3. *Policy Analysis Brief [20 pts]*. Incorporating feedback provided on the concept paper, students will write a 6-8 page policy analysis. The paper should be a policy analysis rather than a review, research, or survey paper. The brief will: (1) present a problem or issue in the health care system, (2) describe the related policy environment, (3) propose evaluation criteria, (4) analyze potential solutions based on these criteria (grounded in the literature), and (5) propose a recommendation(s) justified by policy analysis presented.
4. *Online Quizzes [30 pts]*. Quizzes will be provided each week. The quiz will assess that key concepts were learned from that week's topic and will draw upon material covered in the readings, lectures, or supplemental materials (e.g., online videos/documentaries, etc). The quizzes will consist of multiple choice questions, T/F statements, and short-response essay questions.

The quiz will be opened on Monday of each week at noon and then close at midnight the following Friday. Once you begin the quiz, you will have one hour to complete it. Students are to consult materials during the quiz (i.e., open book) but will be limited to the single hour for completion (except in cases where additional accommodations are necessary and requested.)

5. *Discussion Board [15 pts]*. Discussion boards provide a virtual space for exchanging ideas and engaging course content. Students will participate in weekly discussion boards either through video recordings or written responses to the provided prompts. As will be described in further detail later, students will be required to post their initial response to the prompt by Wed [at midnight] of each week. Students must also respond to the comment of at least one colleague by midnight on Friday of that same week.

The discussion board may include difficult, and even sensitive, material brought up in the lecture, videos, or in readings. Written communication sometimes lacks the nuances that accompany face-to-face interactions, so when contributing to discussion boards please take ample precautions and avoid potentially inflammatory remarks. Discussion

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boards need to be a place where all members of our community feel comfortable asking questions and expressing viewpoints. They are the place where we come together as a class. So, please treat them with respect.

The “Water Cooler:” This course will also have a special forum called “The Water Cooler.” This is where conversations not directly related to course materials (e.g., current events, interesting findings) should be take place. Participation on this board does not count toward the discussion board grade.

6. *Policy Analysis Presentation [10 pts].* The PowerPoint presentation will provide students the opportunity to present the health care problem that they selected, the evaluation criteria for policy analysis, policy alternatives and assessment, and recommendation. The presentations should be no longer than 10 minutes in length. Presentation will be recorded by students on Kaltura and posted in the last module of the course. In addition to providing the presentation, students will respond to at least two colleague’s presentations.

Policy on Late Paper Submissions and Citing References. Students will lose a full letter grade for each 24 hours after the due date for the assignment has passed. ****All written work must be completed to receive a passing grade in this class.****

Adherence to Rutgers School of Public Health Honor Code is expected. If you have any questions or concerns about citing materials, please be in touch with the Instructor and/or Course Assistant. Students will be provided resources for proper citation format in academic papers. Accordingly, students are expected to properly cite any articles that are referenced in a paper, including those from the course syllabus. Course instructors will use the app, “Turn It In,” to assess the originality of the submitted work. Students will have the option to review the report that will be run by the instructors in advance, themselves. If students have any questions at any point, they are encouraged to ask the instruction team.

This course will ask students to demonstrate the course competencies through a series of both formative and summative evaluations. Students will be given multiple ways to engage with course materials. For each of the assignments described below, students will be provided with an assignment description and specific grading rubric.

Policy Analysis Concept Paper [DUE: March 13]	10 pts
Infographic [DUE: April 3]	15 pts
Policy Analysis Presentation [DUE: April 17]	10 pts
Policy Analysis Brief [DUE: May 8]	20 pts
Quiz #1-5 [DUE: Feb 21, March 13, April 3, April, 17, May 1]	30 pts. [6 pts/each]
Discussion Board Post and Responses #1-15 [DUE: Weekly]	15 pts. [1 pt/each]
Total	100

Competency	Course Objectives(s)	Assessment(s)
1. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.	Identify social, political, and economic determinants of a health care problem and their contributions to population health.	Week 2, week 3, week 4, week 5, week 6, week 9, week 10, week 15 and Infographic
2. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.	Identify three national healthcare regulatory and financing models (including the United States) and evaluate the health care access, quality and cost associated with each.	Week 7, week 8, and Discussion Board.
3. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	Understand the history, policy-making process, and structure of the U.S. health care system	Week 11, week 12, and Discussion Board
4. 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.	Identify the empirical evidence for health and health care inequities and the means by which structural biases, social inequities and racism contribute to these inequities.	Week 9, week 10 and discussion board
5. Assess population needs, assets and capacities that affect communities' health	Use and assess the evidence available regarding a health care problem, its impact on the communities' health, and the assets and capacities available to be responsive.	Infographic and policy analysis brief
6. Select quantitative and qualitative data collection methods appropriate for a given public health context	Demonstrate how to align research question and quantitative or qualitative methodological approach to answer pressing health care and public health problems.	Week 14
7. Explain the role of qualitative methods and sciences in describing and assessing a population's health	Demonstrate when to apply qualitative methods to investigate and assess population health and health care.	Week 14
8. Evaluate policies for their impact on public health and health equity	Display ability to select and apply specific evaluation criteria to assess policy alternatives on health and health inequity.	Policy analysis brief and policy analysis presentation
9. Advocate for political, social or economic policies and programs that will improve health in diverse populations	Generate evidence-informed policy recommendation for an issue in our health care system.	Policy analysis brief
10. Apply systems thinking tools to a public health issue	Identify and apply tools from the system sciences to consider how to investigate optimization of healthcare delivery systems.	Week 12

- 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:

[Please note that this syllabus is subject to change and materials posted on the course Canvas site should be considered as the expectation for materials to be reviewed and completed in this course.]

Week	Date	Course Topic	Assignments/ Assessments
1	1/21 – 1/24	<p>Student Orientation to the Course</p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> ▪ Upon completion, students will be able to: locate grade, schedule, and contact information in syllabus and Canvas, describe at least one topic they will learn about in the course in their own words, and post in a discussion forum. <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> ▪ Course Orientation video <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Syllabus 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> ▪ Discussion board due on 1/24
2	1/25 – 1/31	<p>US Health Care Systems: The state of the States' Healthcare System</p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> ▪ Describe the state of the United States, specifically, in access, quality and value of health care comparative to other countries <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> ▪ Module Introduction [Mackie] ▪ Mini-lecture, Health Systems and Policy: Contextualizing Health Systems and Policy [Mackie] ▪ Mini-lecture, Cost, Access and Quality in Health Care. [Mackie] <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Skinner, Jonathan. 2011, "Understanding Prices and Quantities in the U.S. Health Care System," <i>Journal of Health Politics, Policy and Law</i> 36(4):791-801. ▪ White, Joseph. 2011. "Prices, Volume, and the Perverse Effects of the Variations Crusade," <i>Journal of Health Politics, Policy and Law</i> 36(4): 775-790. 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> ▪ Discussion board due on 1/31

		<ul style="list-style-type: none"> Anderson, Gerard F. 2018. <i>Commentary on Gross and Laugesen. J Health Polit Policy Law</i> October 2018, Vol.43,793-795. 	
3	2/1 – 2/7	<p>US Health Coverage Systems: Employer Based Health Insurance</p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> Describe health care financing in the United States. Differentiate between Medicaid, Medicare, and employer-sponsored health insurance programs. <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> Mini-lecture, Employer-Based Health Insurance: Introduction and Overview [Mackie] Video, Kaiser Family Foundation Health Insurance Explained. https://www.youtube.com/watch?v=-58VD3z7ZiQ Video, Brookings Institute Private health insurance. https://www.khanacademy.org/partner-content/brookings-institution/introduction-to-healthcare/v/private-health-insurance <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> Blumenthal, David. 2006. "Employer-sponsored health insurance in the united states - origins and implications." <i>The New England Journal of Medicine</i>, 355(1), 82-8. Jost, Timothy Stolfus. 2009. "The Regulation of Private Health Insurance," <i>National Academy of Social Insurance</i>, January. 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> Discussion board due on 2/7
4	2/8 – 2/14	<p>US Health Coverage Systems: Medicaid</p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> Describe health care financing in the United States. Differentiate between Medicaid, Medicare, and employer-sponsored health insurance programs. <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> Mini-lecture, Medicaid: Introduction and Overview [Mackie] Video, Brookings Institute Medicaid [only watch from start to 10:30.]. https://www.khanacademy.org/partner-content/brookings-institution/introduction-to-healthcare/v/medicaid <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> 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." <i>The Milbank Quarterly</i>, 95(4), 749-782. Mazurenko, O., Balio, C. P., Agarwal, R., Carroll, A. E., & Menachemi, N. (2018). The effects of Medicaid expansion under the ACA: a systematic review. <i>Health Affairs</i>, 37(6), 944-950. 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> Discussion board due on 2/14

5	2/15 – 2/21	<p>US Health Coverage Systems: Medicare</p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> Describe health care financing in the United States. Differentiate between Medicaid, Medicare, and employer-sponsored health insurance programs. <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> Mini-lecture, Medicare: Introduction and Overview [Mackie] Mini-lecture, Medicare: Looking Ahead and Financial Solvency [Mackie] Video, Brookings Institute Medicare. https://www.khanacademy.org/partner-content/brookings-institution/introduction-to-healthcare/v/medicare <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> Jacobs, Lawrence R. 2007. "The Medicare Approach: Political Choice and American Institutions," <i>Journal of Health Politics Policy and Law</i>, 32: 159 – 186. Lind, K. E., Hildreth, K., Lindrooth, R., Crane, L. A., Morrato, E., & Perrailon, M. C. (2018). Ethnoracial disparities in Medicare annual wellness visit utilization: evidence from a nationally representative database. <i>Medical care</i>, 56(9), 761-766. 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> Discussion board due on 2/21 Quiz 1 due on 2/21
6	2/22 – 2/28	<p>The Affordable Care Act (ACA) (aka ObamaCare)</p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> Describe the key features of the ACA <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> Micro-review and Module Introduction [Mackie] Mini-lecture, Case Study: Key elements and update on the Affordable Care Act. [Monheit] White House Whiteboard: What ObamaCare Means for You https://www.youtube.com/watch?v=EQG8eZs8AJc <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> Oberlander, Jonathan and Theodore Marmor. "The Health Bill Explained at Last." <i>New York Review of Books</i> LVII (13) August 19, 2010: 61-63. Obama, Barack. "United States Health Reform: Progress to Date and Next Steps." <i>JAMA</i> July 11, 2016 Thompson, F. J., Gusmano, M. K., & Shinohara, S. (2018). Trump and the Affordable Care Act: Congressional Repeal Efforts, Executive Federalism, and Program Durability. <i>Publius: The Journal of Federalism</i>, 48(3), 396-424. 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> Discussion board due on 2/28
7	2/29 – 3/6	<p>Comparative Perspectives in Health Care Regulation</p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> Identify three national health care regulatory models and rate the access, quality, and value [low to high] associated with each <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> Mini-Lecture: U.S. Public Health and Healthcare Delivery System 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> Discussion board due on 3/6

		<ul style="list-style-type: none"> ▪ Mini-Lecture: U.S. Healthcare Regulation ▪ Mini-Lecture: Comparative perspectives: Public Policy and Regulatory Environment [Mackie] <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Gusmano, M. K., Rodwin, V. G., & Weisz, D. (2006). A new way to compare health systems: avoidable hospital conditions in Manhattan and Paris. <i>Health affairs</i>, 25(2), 510-520. ▪ Web-tool [comparing access and quality indicators across countries, https://www.healthsystemtracker.org/chart-collection/quality-u-s-health-care-system-compare-countries/] 	
8	3/7 – 3/13	<p><i>Comparative Perspectives in Health Care Financing</i></p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> ▪ Identify three national health insurance models and rate the access, quality, and value [low to high] associated with each <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> ▪ Mini-Lecture: Comparative perspectives: Health Insurance Designs [Mackie] ▪ PBS documentary, Sick around the world, https://www.pbs.org/wgbh/frontline/film/sickaroundtheworld/ ▪ Podcast on What the U.S. Can Learn from Health Care Abroad. https://www.commonwealthfund.org/publications/podcast/2018/nov/what-us-can-learn-health-care-abroad <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ 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,” <i>Health Affairs</i> 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,” <i>Journal of Comparative Policy Analysis: Research and Practice</i> 12(1-2): 11-31. ▪ Tal Gross; Miriam J. Laugesen. 2018. The Price of Health Care: Why Is the United States an Outlier? <i>J Health Polit Policy Law</i> October 2018, Vol.43,771-791. 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> ▪ Discussion board due on 3/13 ▪ Quiz 2 due on 3/13 ▪ Policy Analysis Concept Paper due on 3/13
9	3/21 – 3/27	<p><i>Health inequities in the United States</i></p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> ▪ Identify the empirical evidence for health and health care inequities and the means by which structural biases, social inequities and racism contribute to these inequities. ▪ Differentiate between health and health care disparities <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> ▪ Micro-review and Module Introduction 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> ▪ Discussion board due on 3/27

		<ul style="list-style-type: none"> ▪ Mini-lecture: Introduction to Health and Health Care Disparities and Equity [Mackie] ▪ Mini-lecture: Frameworks for Health and Health Care Disparities and Equity [Mackie] ▪ Mini-lecture: Social Determinants of Health <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Link, B. G., & Phelan, J. (1995). Social conditions as fundamental causes of disease. <i>Journal of health and social behavior</i>, 80-94. ▪ Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., Manderscheid, R., & Troutman, A. (2011). Health disparities and health equity: the issue is justice. <i>American journal of public health</i>, 101(S1), S149-S155. ▪ Orgera K, Artiga, S. (2018) Disparities in Health and Health Care: Five Key Questions and Answers. Kaiser Family Foundation, http://files.kff.org/attachment/Issue-Brief-Disparities-in-Health-and-Health-Care-Five-Key-Questions-and-Answers 	
10	3/28 – 4/3	<p><i>Health care inequities in the United States</i></p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> ▪ Illustrate the differences between health care differences and disparities. ▪ Identify and apply tools from the system sciences to consider how to address inequities in healthcare access and quality. <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> ▪ Mini-lecture: Systems Sciences and Health Inequities: Addressing Racial/Ethnic Equities through Systems Interventions ▪ Mini-lecture: Case Study: A Systems Approach to Address Racial/Ethnic Disparities in Time to Diagnosis for Autism Spectrum Disorders [Mackie] ▪ Video: Unnatural Causes, http://www.unnaturalcauses.org/video_clips.php?vid_filter=Episode%20-%20When%20the%20Bough%20Breaks ▪ Video: “Cliff of Good Health” Camara Jones, https://www.youtube.com/watch?v=to7YrI50iHI <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Breslau, J., Han, B., Stein, B. D., Burns, R. M., & Yu, H. (2018). Did the Affordable Care Act's Dependent Coverage Expansion Affect Race/Ethnic Disparities in Health Insurance Coverage?. <i>Health services research</i>, 53(2), 1286-1299. ▪ Mandell, D. S., Wiggins, L. D., Carpenter, L. A., Daniels, J., DiGuseppi, C., Durkin, M. S., ... & Shattuck, P. T. (2009). Racial/ethnic disparities in the identification of children with autism spectrum disorders. <i>American journal of public health</i>, 99(3), 493-498. 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> ▪ Discussion board due on 4/3 ▪ Quiz 3 due on 4/3 ▪ Infographic due on 4/3

		<ul style="list-style-type: none"> ▪ Tsui, J., Rodriguez, H. P., Gee, G. C., Escobedo, L. A., Kominski, G. F., & Bastani, R. (2013). Are HPV vaccination services accessible to high-risk communities? A spatial analysis of HPV-associated cancer and Chlamydia rates and safety-net clinics. <i>Cancer Causes & Control</i>, 24(12), 2089-2098. ▪ Grafova, I. B., Freedman, V. A., Kumar, R., & Rogowski, J. (2008). Neighborhoods and obesity in later life. <i>American Journal of Public Health</i>, 98(11), 2065-2071. 	
11	4/4 – 4/10	<p><i>Evidence Use in Health Care Systems and Policy</i></p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> ▪ Identify the role of executive, congressional, and judicial branches in health care policy ▪ Describe the various ways within which evidence can be used to inform public health and health care policies <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> ▪ Micro-review and Module Introduction ▪ Mini-lecture, United States Policymaking Process [Mackie] ▪ Mini-lecture, Evidence Use in Health and Public Health Policymaking [Mackie] ▪ Mini-lecture, Case Study: the ACA and the process of health policymaking [Mackie] ▪ Mini-lecture, Rationales for Public Policy [Mackie] <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Ross C., Brownson, Jamie, Chriqui, Katherine A. Stamatakis, "Understanding Evidence-Based Public Health Policy", <i>American Journal of Public Health</i> 99, no. 9 (September 1, 2009): pp. 1576-1583. ▪ Baicker, K. (2018). Driving Better Health Policy: "It's the Evidence, Stupid" Uwe Reinhardt Memorial Lecture. <i>Health services research</i>, 53(6), 4055-4063. 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> ▪ Discussion board due on 4/10
12	4/11 – 4/17	<p><i>Evaluating Policy and Ethics in Health Care Systems and Policy</i></p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> ▪ Assess the challenges that confront long-term care in potential policy remedies ▪ Evaluate policy alternatives for health care problem according to at least two of the five criteria for policy evaluation: equity, efficiency, welfare, security, and liberty. <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> ▪ Mini-lecture, Ethics in Health Systems and Policy [Gusmano] ▪ Video: Atul Gawande, How do we heal medicine? https://www.ted.com/talks/atul_gawande_how_do_we_heal_medicine?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Stone, D., Policy Paradox, Chapters 2 and 3. 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> ▪ Discussion board due on 4/17 ▪ Quiz 4 due on 4/17 ▪ Policy Analysis Presentation and Peer Review due on 4/17

		<ul style="list-style-type: none"> Abbasi, M., Majdzadeh, R., Zali, A., Karimi, A., & Akrami, F. (2018). The evolution of public health ethics frameworks: systematic review of moral values and norms in public health policy. <i>Medicine, Health Care and Philosophy</i>, 21(3), 387-402. 	
13	4/18 – 4/24	<p>Research Methods in Public Health and Health Policy</p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> Identify how evidence is used to inform policy development and implementation in public health and health care Describe the role of qualitative and quantitative methods in assessing population health and structures Select the appropriate method to answer practice or policy dilemmas in health, health care system and policy <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> Micro-review Mini-lecture: Research methods to inform health systems and policy [Mackie] Mini-lecture: Qualitative Methods to inform health systems and policy [Mackie] Mini-lecture: Case Study: Psychotropic Medication Oversight for Children in Foster Care [Mackie] <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> Sofaer, S. (1999). Qualitative methods: what are they and why use them?. <i>Health services research</i>, 34(5 Pt 2), 1101. Lobb, R, & GA Colditz (2013). Implementation Science and Its Application to Population Health. <i>Annual review of public health</i>, 34: 235-51. Russell LB, Gold MR, Siegel JE, Daniels N, Weinstein MC. The Role of Cost-effectiveness Analysis in Health and Medicine. <i>JAMA</i>. 1996;276(14):1172–1177. doi:10.1001/jama.1996.03540140060028 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> Discussion board due on 4/24
14	4/25 – 5/1	<p>Emerging Topics in U.S. Health Care Systems and Policy</p> <p><u>Class Overview:</u></p> <ul style="list-style-type: none"> Applying systems thinking to consider policy alternative for addressing access, quality, and value of health care in the United States <p><u>Assigned Lectures/Videos:</u></p> <ul style="list-style-type: none"> Mini-lecture: Emerging Issues in U.S. healthcare systems and policy [Mackie] Video, Donald Berwick, Escape Fire, http://www.ihl.org/education/IHIOpenSchool/resources/Pages/AudioandVideo/ImprovementMovementDVDEscapeFire.aspx <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> Sterman, JD (2006) Learning from evidence in a complex world. <i>American Journal of Public Health</i>, 96, 505-514. 	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> Discussion board due on 5/1 Quiz 5 due on 5/1

		<ul style="list-style-type: none"> Berwick D. Escape Fire: Lessons for the Future of Health Care, https://www.commonwealthfund.org/sites/default/files/documents/media_files_publications_other/2002_nov_escape_fire_lessons_for_the_future_of_health_care_berwick_escapefire_563.pdf 	
15	5/2 – 5/8	<p><i>U.S. Health Care Policy in an Election Year</i></p> <p><i>Class Overview:</i></p> <ul style="list-style-type: none"> Understand the key policy talking points for U.S. health care policy in the election process <p><i>Assigned Lectures/Videos:</i></p> <ul style="list-style-type: none"> State of the Union 2017, Trump’s Health Care Plan, https://www.youtube.com/watch?v=rnJl2KeJAtE CNBC, Where do the Democratic Candidates Stand on Health Care Policy, https://www.cnbc.com/video/2019/06/27/heres-where-the-democratic-candidates-stand-on-health-care.html <p><i>Assigned Readings:</i></p> <ul style="list-style-type: none"> The Commonwealth Fund, 2019, Health Insurance Coverage Eight Years After the ACA https://www.commonwealthfund.org/publications/issue-briefs/2019/feb/health-insurance-coverage-eight-years-after-aca NPR, 2019 What Would Trumpcare Look Like? Follow GOP's 'Choice And Competition' Clues https://www.npr.org/sections/health-shots/2019/09/03/755990796/what-would-trumpcare-look-like-follow-gops-choice-and-competition-clues The Washington Post, 2019, Where 2020 Democrats stand on Medicare-for-all, https://www.washingtonpost.com/graphics/politics/policy-2020/medicare-for-all/ 	<p><i>Assignments:</i></p> <ul style="list-style-type: none"> Discussion board due on 5/8 Policy Analysis Brief due on 5/8

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