

# Carnegie Mellon University

# HeinzCollege

**S21-90861-A3 and S21-90472-A3: Health Policy**

***Hamburg Hall 1005***

***In-person (Rotation) Tuesdays 6:30-9:20pm***

## ⌘ Course Description

The aim of this survey course in health policy is to enable students to think systematically about the determinants of health, the problems of the health care system and the various strategies available to government for addressing these matters. Our discussions will touch on some broad topics, including our expectations of medical care and the appropriate role for government in the health care system. The course emphasizes contemporary topics that are important in the health policy debates of virtually all industrialized nations but will have a particular focus on the health care system and health policies of the United States (US).

By the end of this course students will:

- Understand contemporary health policy as a field of study and the broad societal goals for health policy
- Describe the history of US health policy and the factors that have led to the unique nature of the US health care system
- Analyze the ways that health policies are formulated (including agenda setting and policy development)
- Characterize the institutions involved in the development of policies (e.g., lobbyists, doctors, law makers, insurance companies, employers, communities, individuals)
- Commit to understand the values of others when engaging in health policy debates
- Synthesize key elements of leading health policy reforms in the US including: “Obama Care” and “Medicare for All”
- Develop, evaluate and analyze arguments for and against different health policy ideas

## ⌘ Course Structure

The course will be broken into three modules each covering a broad topic area:

- Module One: Introduction to health policy
- Module Two: Three A’s of health policy
- Module Three: Three E’s of health policy

We will have a 10-minute break halfway through each class.

## ⌘ Course Requirements and Grading

Five mechanisms will be used to evaluate student performance during the course:

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|--|-----|
| ▪ Class participation and engagement               | 10% |
| ▪ Class deliverables                               | 30% |
| ▪ Outside of class deliverable                     | 30% |
| ▪ Policy discussion paper (in place of final exam) | 30% |

***Class participation and engagement:*** Participation will be assessed through three objective measures: class attendance, showing up for class on time and not leaving early, and speaking aloud during class. If a student cannot attend a class they should send the instructor an e-mail to let him know they are unable to attend.

***Class Deliverables and Home Deliverable:*** Each student will have three in-class deliverables and one deliverable outside of class during the semester. In-class deliverables, assigned during class, are pass/fail and involve team work and/or individual work. The out-side of class deliverable is a brief writing assignment (3-4 pages) focused on a particular topic covered in the course.

***Policy Discussion Paper:*** In place of a final exam, students will complete a policy discussion paper that will be 8-10 pages long with citations. The paper will focus on a contemporary US health policy and will require students to critically evaluate that policy.

Grading scale:

A+	99.0-100%	B+	88.0-90.9%	C+	78.0-80.9%
A	94.0-98.9%	B	84.0-87.9%	C	74.0-77.9%
A-	91.0-93.9%	B-	81.0-83.9%	C-	71.0-73.9%

The grade of A+ is reserved for truly exceptional performance.

All course readings and course materials can be found on the Canvas website for the course.

## ⌘ Instructor Contact Information

**David J. Dausey, PhD**

Distinguished Service Professor

Heinz College

Carnegie Mellon University

Mobile: 412-577-8431 (Text or Call)

E-mail: [ddausey@andrew.cmu.edu](mailto:ddausey@andrew.cmu.edu)

Office Hours: By appointment via Zoom

## ⌘ Module One: Introduction to Health Policy

February 2, 2021 – February 16, 2021

We will start the course by introducing the health policy as a field of study. We will outline societal goals for health care systems and discuss health policy as a tool to achieve those goals. We will then use the U.S. healthcare system as an example of a healthcare system that has failed to achieve many societal goals for health care. We will attempt to understand this failure by studying the political and cultural factors that shaped the U.S. health care system and the evolution of health policy over time. We will come to grips with how and why the U.S. came to have a largely private employer-based health insurance system. To do so, we will study U.S. Health Policy from 1900 to present. We will identify the major factors that have shaped health policy in the U.S., and we will discuss why the U.S. health care system has evolved so differently from the health care systems of many other industrialized countries.

*Please note: the instructor may provide additional readings in addition to the readings below during this module.*

Week One (February 2, 2021): Introduction to the course and overview of health policy

**CLASS WILL BE REMOTE VIA ZOOM**

Required readings: Course syllabus; Maddox, 2019

Supplemental readings: Shi, 2005

Week Two (February 9, 2021): Historical context of U.S. health policy: 1900-2008

**CLASS WILL BE REMOTE VIA ZOOM**

Required readings: Blumanthal, 2006; Harrison, 2003

Supplemental readings: Henrich, 2003; Ross, 2002

Week Three (February 16, 2021): The Battle over Obamacare

**CLASS WILL BE OFFERED IN-PERSON**

Required readings: Bagley, 2020; Rosenbum, 2020

Supplemental readings: LaFontaine, 2019

## ⌘ Module Two: Three A's of Health Care Policy

February 23, 2021 – March 3, 2021

Our second module will focus on the three A's of health care policy: Accessible, Affordable, and Appropriate. The three A's along with the three E's discussed in the next module outline the major goals that we have for a well-functioning health care system. We will discuss how health policy can be used to improve the accessibility, affordability and appropriateness of health care. We begin our discussions in this model by talking about barriers to accessing health care services and racial and disparities in access to health care that are largely unique to the U.S. system. We will then discuss strategies to improve access to care including ways to reduce disparities. We will then tackle the issue of the affordability of health care. Of paramount concern will be strategies that we have taken to contain health care costs and strategies that have been used to keep health care affordable for everyone. We will discuss the "cost-coverage" tradeoff and what the implications of this tradeoff are for our health care system. Finally, we will discuss how we create a health care system that gives appropriate care to everyone. Here we will discuss medical errors and conflicts of interest and the health policies that have been created around patient safety. We will emphasize the role of governments in regulating health care to ensure that the right treatments are given to the right individuals at the right time.

*Please note: the instructor may provide additional readings in addition to the readings below during this module.*

Week Four (February 23, 2021)

**NO CLASS: BREAK DAY PER UNIVERSITY CALENDAR**

Week Five (March 2, 2021): Three A's: Appropriate, Accessible, affordable.

**CLASS WILL BE OFFERED IN-PERSON**

Required readings: Woolhandler, 2019; Schulman, 2019, Noseworthy, 2019; Makary, 2016

Supplemental readings: Levitt, 2019; Wilensky, 2019, Pronovost et al., 2008

## ⌘ Module Three: Three E's of Health Care Policy

March 9, 2021 – March 16, 2021

Our third module will focus on the three E's of health care quality: Equitable, Efficient, and Effective. Along with the three A's, the three E's round out the goals we have for a high functioning health care system. We will begin by discussing what it means to have an equitable health care system. To do so we will tackle the issue as to whether or not health care is a basic human right and whether or not it should be a responsibility of governments to provide it. We will discuss the idea of a tiered health care system that provides at least a basic level of care to everyone and the challenges with such a model. After we discuss equity, we will move on to discuss efficiency. The U.S. health care system is well known around the world for its large inefficiencies. We will discuss the factors that are contributing to this inefficiency including the administrative, structural, and political forces that have shaped them. We will discuss strategies that have been proposed to reduce inefficiencies and improve the cost effectiveness of care. We will conclude our discussion in this module by considering the effectiveness of health care. Here we will want to take a closer look at the variability in the provision of health care services across the U.S. and strategies that have been created to reduce this variability.

*Please note: the instructor may provide additional readings in addition to the readings below during this module.*

Week Six (March 9, 2021): Three E's: Equitable, effective and efficient

**CLASS WILL BE OFFERED IN-PERSON**

Required readings: Chin, 2014

Supplemental readings: Fein, 1972; Callahan 1999

Week Seven (March 16, 2020): **Policy discussion paper due**

## ⌘ Course Policies

*Recording of classroom activities:* No student may record or tape any classroom activity without the expressed written consent of the course instructor. If a student is disabled and needs to record or tape classroom activities, he/she should contact the Office of Disability Resources to request an appropriate accommodation.

*Late Work:* Late assignments will lose five percentage points per late day for a maximum of three days. You will receive a zero for assignments that are more than three days late.

*Attendance:* You will not do well in this course unless you attend regularly. I expect each student to arrive for class and be ready to begin at the start of the class period. Be advised that coming to class late and leaving early is extremely disrespectful and disruptive to your fellow students and me. If you must come late or leave early please do so during the break. If you have any special circumstances please see me.

*Extra Credit:* No extra credit will be given to individual students. Students should plan to do well on all course requirements throughout the semester.

*Noise-makers:* Noise-makers of any kind (e.g., cell phones, pagers, etc.) should be turned off before the start of class.

*Academic Dishonesty:* Students are expected to maintain the highest ethical standards inside and outside the classroom. Cheating on exams and term papers (i.e. plagiarism and unauthorized collaboration) is obviously discouraged and will be treated appropriately. The usual penalty for violations is a failing grade for the particular assignment in question; however, in some instances, such actions may result in a failing grade for the course.

*Course Changes:* Changes may be made to the course syllabus, requirements, grading, materials, or any other matter where the instructor feels it appropriate.

## ⌘ Honor and Academic Integrity

I believe that success in one's private life and the success of a community are dependent upon integrity, trust, and honor. Accordingly, universities (and professors) should develop an environment where students learn honor and trust and where the standards of academic integrity are taught and emphasized. The obligations of honor don't apply to students only; all participants in the educational process have an obligation to act honorably. What follows are my beliefs and expectations of myself and of you.

## Canons

The following principles guide my conduct and are the basis of my expectations of you.

- The University should facilitate the development of a culture that fosters the intellectual and ethical growth of its students. The faculty should provide students with the tools necessary to construct their own ethical paradigms.
- Objectivity is critical to learning. Keep an open mind, think beyond (but don't ignore) your own experiences, and genuinely listen to others.
- Free speech is critical to learning. All individuals are expected to participate and all informed/reasoned thoughts are welcomed.
- It is better to earn a C than cheat an A.
- I am responsible for facilitating your learning. You are responsible for learning.
- Mutual respect and civility are important to learning. This does not mean, however, that students should not challenge the ideas of others.
- All members of the university community have an obligation to be proactive in preventing misconduct. Students have an obligation to consult their instructors (or other appropriate official) if there is any question whether a considered behavior is appropriate.

## Preparation for Class

What you can expect of me:

- That I will have prepared material and conducted whatever additional research is necessary to facilitate your education.
- That I will plan the class session so that it is worthwhile to attend.
- Keep current with the content topic and the educational literature of the area.

What is expected of you:

- Read the required material or perform the required projects as many times as necessary to fully prepare for class.
- Be resourceful in your preparation and consult reference materials and other approved aids when necessary.
- Think about the material before class so that you can meaningfully participate.
- Meet with other individuals as scheduled/required.

## In Class

What you can expect of me:

- I will attend all sessions unless an emergency or an important professional matter prevents my attendance. Where possible, I will ensure some form of productive activity will occur in my absence.
- I will be punctual in arriving to class.

- I will do my best to answer your questions or refer you to other resources where an answer can be found. I will be honest about my ignorance when I don't have an answer.
- I will conduct educational class sessions. While I want class to be interesting, entertainment is secondary to learning.
- I will encourage everyone to participate.
- I will promote academic inquiry by encouraging critical assessment. Everyone has a right to express him/herself (presuming relevance and time permits) in the classroom. All thoughtful views are welcomed and personal opinions will not be factored into your grades. Only your analysis, logic, etc. will be taken into consideration.
- Maintain order and decorum in the classroom and to control those who seek to ridicule others or who otherwise act improperly in class.
- I will not intentionally humiliate any student. However, I will challenge you to support your statements/opinions.

What is expected of you:

- Attend all class sessions unless an emergency arises.
- Arrive to class on time and don't leave early.
- Do not expect to be relieved of a course requirement or deadline because another non-emergency commitment (e.g. family or work) prevents you from completing the requirement.
- Participate in class discussions without monopolizing class time.
- Act with decorum and civility even when in serious disagreement with another person.
- Participate in in-class assignments and group projects.
- Come to class fully prepared.

## Grading

What you can expect of me:

- I will do my best to prepare you for any assessment that takes place in the class.
- When possible, I will use assessment tools for learning as well as assessment.
- I will design exams to promote the development of writing and cognitive skills, not just memorization.
- I will fairly grade you in the course.
- I will be available during my office hours to discuss the material with you.
- I will discourage cheating, and I will deal with it when discovered.

What is expected of you:

- Seek my help if you don't understand the material.
- Accept responsibility for your performance without blaming the instructor or others when you don't perform well.
- Accept your limitations. Sometimes it is not possible to manage family life, school, and your job without sacrifices. Prioritize your obligations and accept the consequences of your decisions.
- Don't cheat in any form (see below).



- Don't assist another student in cheating.
- Begin your assignments early enough to be able to complete them in a timely manner.
- Satisfy all course requirements.
- In group projects, meet with your peers, contribute to the project, and don't expect others' to perform a disproportionate amount of the overall work.

### **Cheating and Dishonorable Behavior**

Cheating harms the offender, other students, and the academic process. All acts of cheating cannot be identified. If you have any question concerning whether an act is appropriate, please consult me or the appropriate university official before acting. What follows are examples of cheating and dishonorable behavior.

- Plagiarism. You must give credit to another person when (1) you use a direct quote from another individual's work or (2) when you use another's idea.
- Exam Cheating. Unless indicated otherwise, you may not use your books, notes, other individuals, other exams, etc. when answering your exam questions. I occasionally have "open book" exams and "take-home" exams where the rules are different. I will make it clear when such is the case.
- Multiple submission of work. You may not submit the same work to fulfill the requirements of more than one class without my approval. The second project is intended to enhance your knowledge of the material and this doesn't occur if you use previously completed work. We can design a new project (possibly with some overlap) that will increase your knowledge of the subject. To do otherwise is cheating and you out of an opportunity to learn.
- Having another complete your work for you. Seek only approved assistance with your assignments.
- Completing another student's work for him/her.
- Treating the instructor or another student with disrespect.
- Intentionally misleading another in the education process by providing false or incomplete information.
- Interfering with another's education or disrupting the learning environment.
- Falsifying research, data, or other information submitted for credit or otherwise used to support your completion of the class.
- Assisting another in any form of cheating.
- Other acts prohibited by the Student Handbook, University Catalog, other university publications, and all other acts generally regarded as unethical by reasonable students.