

FMST 750 – Family and Health Policy
Department of Family Studies
College of Health and Human Performance
University of Maryland at College Park
Instructor: Dr. Elaine A. Anderson

Course Description

Few policy issues affect more American families than health care. Families bear the impact of health care policies which determine: who receives health benefits and at what costs; who receives health care insurance and from which sector public or private; availability of and access to physical, mental and oral health care. Assessing the connections between health policies and families and the values that enter into family policy choices is critical in developing an understanding of our health care system. These family policy decisions greatly influence the health and well-being of all society. Therefore, in this course the relationship between diverse family structures, demographics and trends and the implications for health policy are examined. An introduction to U.S. health policy helps students understand the complexity of the American health system and many of the challenges to be confronted in order to address our health care needs. Frameworks from the family field are used to identify family formation and family functioning, and their underlying relationship to race, gender and class biases and the implications for a family-centered health policy. The varied effects of health policies and programs on different populations are reviewed with particular attention given to several of the national health care policies including Medicare, Medicaid and SCHIPS. In order to understand the development of a family perspective in health policy, policy formation, implementation, evaluation and advocacy additionally is integrated into the readings, discussion and course requirements.

Course Objectives

By the end of the semester, students will be able to:

- examine family factors affecting health in relation to existing and proposed public policies for impacts on families
- generate and interpret the implications for the well-being of families of major health policy trends
- create a family-centered health policy impact analysis and evaluate its effectiveness
- compile and analyze family health policy positions of candidates for elected office or of pending family health policy referendums
- critique a health policy for its sensitivity to diverse family structures

Required Text

Harrington, C. & Estes, C.L. (Eds.). (2004). *Health Policy: Crisis and Reform in the U.S. Health Care Delivery System*. Sudbury, MA: Jones and Bartlett Publishers.

There is a notebook of **required** readings available in the Department office (1204 Marie Mount Hall) and from the instructor. These notebooks can be checked out by students on a temporary basis. Each student is expected to complete the assigned readings on the given date prior to that class period. Please note that the amount of assigned reading can vary somewhat from week to week. You are encouraged to read ahead in weeks with a shorter assignment.

There also may be some additional readings assigned on an intermittent basis. Those materials either will be posted on the class webct site or handed out in class.

Websites of Interest:

The White House: www.whitehouse.gov

The U.S. House of Representatives: www.house.gov

The U.S. Senate: www.senate.gov

Library of Congress: www.loc.gov (also Thomas legislative search engine: <http://thomas.loc.gov/>)

National Institutes of Health: www.nih.gov

National Library of Medicine: www.nlm.nih.gov/

CNN Inside Politics: www.allpolitics.com

C-Span: www.c-span.org

Center for Law and Social Policy (CLASP): www.clasp.org

The Policy Institute for Family Impact Seminars: www.familyimpactseminars.org/

Urban Institute (Health Policy Center): www.urban.org/

National Health Policy Forum: www.nhpf.org/

National Research Center for Women & Families: www.center4research.org/

Course Requirements

Mastery of the course content will be facilitated and evaluated by the following assignments:

1. Discussion Leader and Questions: Each student will be responsible for leading at least a one-hour discussion of the policy issues related to one of the weeks of readings addressed in this course. The discussion may involve a presentation comparing related theoretical and policy approaches; the basic concepts, assumptions, and issues relating to the material; empirical support of the policy issues, and implications for family professionals working on the problem. Additional exercises can be devised to help discuss the readings, or handouts outlining the readings can be useful. Sometimes there is a lot of material to cover in the readings and so you may choose to focus in on a specific section of the readings for the discussion. It will be your decision although you can run ideas by the instructor. Be creative in structuring the discussion! Think outside the box!

Additionally, each student in the class must bring two discussion questions based on the week's reading assignment to class each week. These questions will be

collected at the beginning of the class, and time allowing, some of these questions also may be discussed that day. Have fun creating your questions/comments.

2. Examination: A take-home exam will be administered to evaluate student knowledge of policy development, theoretical issues, advocacy and evaluation models and challenges of policy development and implementation as applied to families. This exam will predominantly be a short/answer, short/essay format. We will discuss the specifics of the exam in more detail in class.
3. Class Participation: Class participation will play an important role in the success of this course. This is a seminar format, thus please prepare yourself for class discussion by completing the week's assignment readings prior to class sessions, and being on time for class. Since a portion of the exam will be based on class lecture/discussion, course attendance is essential.

Since this is a newly evolving area of study, I encourage you to share your own knowledge, ideas, and concerns about the course topics. Many of the issues are controversial and arouse considerable passion regarding family values. No one should feel inhibited about expressing his/her views or opinions. I ask that everyone respect a diversity of viewpoint in order for us to have a constructive discussion.

4. Integrative Paper and Presentation: The paper will be an integration of some family health problem with a policy that addresses the problem. The paper will include a statement of the health problem in relation to society, the importance of family to the problem, a theoretical framework for the problem, a detailed description of the policy that aims to address the problem, how and why the policy was enacted (placed in an historical context), the effects of the policy on families and which families, and your conclusion and suggestions for future policy revision based upon a family development framework. The literature review should identify the historical, social, and political issues that might impact your topic (e.g., political movements, social trends, philosophies). Further the evaluation tools and family/health impact questions provided in class can be used as a framework for conducting your analysis. It is assumed that the paper will be between 25-35 pages (including references).

Students will distribute to all other members of the class, a 1-page abstract of their paper and a (briefly) annotated bibliography of at least 10 key references, at the beginning of class the day of their seminar presentation. American Psychological Association (APA) format should be used for referencing previous literature/research in the text of your paper and in the reference section. The presentations will each be approximately 35 minutes including discussion/questions. The date of your presentation will be determined with the class early in the semester.

Everyone should discuss the topic of their paper with the instructor and receive final approval. We will attempt to have everyone select a different topic. For this reason, I will request that topics be selected and approved by the dates designated below on the course outline. If you want to pose preparing a different kind of paper/project related to family-centered health policy other than that suggested above, please discuss any ideas with the instructor. Again, remember this is a relatively new area of inquiry, therefore I encourage you to be creative.

5. Legislative/Policy Project: This assignment differs depending upon when the class is offered and where in the legislative cycle we are. If offered in the same semester as a Presidential election, then students will develop an election guide of candidate positions on a range of family/health issues. If it is the off-year for an election, students will create an election guide based on referendums on state ballots. Occasionally, if offered in an off-election year, students will attend a public hearing to report on a specific health policy issue and the family implications. Finally, suggestions from students will be entertained to develop a legislative/policy class project.

6. Family-Centered Health Policy Impact Analysis: Teams of students will do a family-centered health impact analysis on an assigned Congressional legislative bill pertaining to a family/health/mental health issue. The format and procedure for the analysis will be presented in class. The team will meet in class and outline their analysis, each person in the group will prepare a 2-page summary (typed, double-spaced), of the group analysis to turn in the next class period. That following class, each team will present their findings in class. Each power-point presentation will be a maximum 10 minutes in length. Each team will determine how they will present their analysis. At the conclusion of the presentation, other class members will have the opportunity to ask questions, which will be handed in at the end of that class period.

Course Grading

Students will be evaluated using the following formula:

Discussion leader	10%
Examination	30%
Course participation/attendance/discussion cards	10%
Legislative/policy project to be determined	10%
Major paper/project	30%
Seminar presentation	10%

Topics for Study

This is a tentative outline. Please understand this schedule may need to be revised at times if we take longer covering some materials than anticipated. Because each class and

their interests are different, we may make some changes in the order of material or the readings depending on the needs of the students in the class. I will try not to change the due dates of assignments or exams.

Topic

Week 1 Introduction/Orientation
Explanation of the development of the course, the objectives, the roles for the instructor and students, your ideas. Introduction to our health policy history.

Readings:

Harrington, C. & Estes, C.L. (Eds.). (2004). *Health Policy: Crisis and Reform in the U.S. Health Care Delivery System*. Sudbury, MA: Jones and Bartlett Publishers.
Chapters 1, 2, and 5

Mineau, G.P., Smith, K.R., & Bean, L.L. Research on the historical demography of families and health. In *Handbook of Families & Health*, Crane, D.R. & Marshall E.S. (Eds.). (2006). p. 316-333, Thousand Oaks, CA: Sage.

Week 2 Historical Development of Family Policy – Where we came from and where we are heading.

Readings:

Schorr, A. L. (1962). Family policy in the United States. *International Social Science Journal*, 14(3), 452-467.

Cohen, N.E., & Connery, M.F. (1967). Government policy and the family. *Journal of Marriage and the Family*, 29(1), 6-17.

Giele, J.A. (1979). Social policy and the family. *Annual Review of Sociology*, 5, 275-302.

Barbaro, F. (1979). The case against family policy. *Social Work*, 24, 455-458.

Spakes, P. (1989). Reshaping the goals of family policy: Sexual equality, not protection. *Affilia*, 4, 7-24.

Seaberg, J.R. (1990). Family policy revisited: Are we there yet? *Social Work*, 35(6), 548-554.

Wisensale, S.K. (1992). Toward the 21st century: Family change and public policy. *Family Relations*, 41, 417-422.

Stacey, J. (1996). The family is dead, long live our families. In *In the name of the family: Rethinking family values in the postmodern age*, p. 38-51. Boston: Beacon Press.

Week 3 Theoretical Development – Using a variety of disciplines to develop a theoretical perspective.

Readings:

Trzcinski, D. (1995). An ecological perspective on family policy: A conceptual and philosophical framework. *Journal of Family and Economic Issues*, 16(1), 7-33.

Boss, P.G. (1979). Theoretical influences on family policy. *Journal of Home Economics*, 71, 17-21.

Zimmerman, S.L. (1982). Confusions and contradictions in family policy developments: Application of a model. *Family Relations*, 31, 445-455.

Beutler, I.F., Burr, W.R., Bahr, K.S., & Herrin, D.A. (1989). The family realm: Theoretical contributions for understanding its uniqueness. *Journal of Marriage and the Family*, 51, 805-816.

Marks, S.R. (1996). The problem and politics of wholeness in family studies. *Journal of Marriage and the Family*, 58, 565-571.

Willie, C.V. (1993). Social theory and social policy derived from the black family experience. *Journal of Black Studies*, 23(4), 451-459.

Lerner, R., Sparks, E.E., & McCubbin, L.D. (2000). Family diversity and family policy. In *Handbook of Family Diversity*, p. 380-401. New York: Oxford University Press.

Week 4 Major Policy Health Care Programs
(Medicare, Medicaid, SCHIPS, WIC)
Addressing the needs of the poor, young and most vulnerable.

Readings:

Harrington, C. & Estes, C.L. (Eds.). (2004). *Health Policy: Crisis and Reform in the U.S. Health Care Delivery System*. Sudbury, MA: Jones and Bartlett Publishers.

Chapters 3, 4, 9

Angel, R.J. & Angel, J.L. (2006). Families, poverty, and children's health. In *Handbook of Families & Health*, Crane, D.R. & Marshall E.S. (Eds.), p. 156-177, Thousand Oaks, CA: Sage.

Week 5 Meet at the McKeldin Library for Policy Resources Session.
Begin paper topic discussion and initial research search.
Follow-up work on class Legislative/Policy Project

Week 6 Values – Can we discuss family policy without delving into the issues of values?

Readings:

Crawley, B. (1988). Black families in a neo-conservative era. *Family Relations*, 37, 415-419.

Aldous, J., & Dumon, W. (1990). Family policy in the 1980's: Controversy and consensus. *Journal of Marriage and the Family*, 52, 1136-1151.

Galston, W.A. (1991, December 2). Home alone: What our policymakers should know about our children. *The New Republic*, 40-44.

Whitehead, B.D. (1993). Dan Quayle was right. *The Atlantic Monthly*, 271, 47-84.

Stacey, J. (1996). Virtual social science and the politics of family values. In *In the name of the family: Rethinking family values in the postmodern age*, p.83-104. Boston: Beacon Press.

Week 7 Understanding the effects of government policies on families. The roles of policy process, regulations, advocacy and evaluation.

Readings:

McDonald, G.W. (1979). Family well-being and quality of life: Humanistic concerns of the family impact analysis. *The Family Coordinator*, 313-320.

Monroe, P.A. (1991). Participation in state legislative activities: A practical guide for family scientists. *Family Relations*, 40, 324-331.

Quoss, B. (1992). Teaching family policy through advocacy and empowerment. *Family Relations*, 41, 39-43.

Elison, S.K. (1997). Policy innovation in a cold climate. *Journal of Family Issues*, 18(1), 30-54.

Melton, G.B. (1995). Bringing psychology to Capitol Hill. *American Psychologist*, 50(9), 766-770.

Week 8 Advocacy – The many avenues

Readings:

Sheehan, K.C. (1991). *The legislative process: Becoming an effective advocate*. Washington, D.C.: American Home Economics Association.

Pratt, C.C. (1995). Family professionals and family policy: Strategies for influence. *Family Relations*, 44, 56-62.

Pratt, C.C., Katvev, A., Moran, P., Jewett, J., & Eddy, L. (1995). *Benchmarks and prevention programs: Linking interventions and long-term social goals*. Oregon State University Family Policy Program and Department of Human Development and Family Sciences, Family Study Center, Oregon State University, Corvallis, OR.

Monroe, P.A. (1995). Family policy advocacy. *Family Relations*, 44, 1-13.

Rettig, K.D., Tam, V.C., & Yellowthunder, L. (1995). Family policy and critical science research: Facilitating change. *Journal of Family and Economic Issues*, 16(1), 109-143.

Moen, P. & Jull, P.M. (1995). Informing family policies: The uses of social research. *Journal of Family and Economic Issues*, 16(1), 79-107.

Week 9 Family-Centered Health Care Perspective

Readings:

Sieber, W.J., W. J., Edwards, T. M., Kallenberg, G.A., & Patterson, J.E. (2006). Maximizing patients' health through engagement with families. In *Handbook of Families & Health*, Crane, D.R. & Marshall E.S. (Eds.), p. 438-450, Thousand Oaks: CA: Sage.

Wilson, S.E. (2006). Family-centered health policy analysis. In *Handbook of Families & Health*, Crane, D.R. & Marshall E.S. (Eds.), p. 269-290, Thousand Oaks, CA: Sage.

Week 10 Family Impact Analysis – History and application

Readings:

- Spakes, P. (1983). Family impact analysis: Its promise for social welfare. *Social Casework: The Journal of Contemporary Social Work*, 3-10.
- Ooms, T. (1984). The necessity of a family perspective. *Journal of Family Issues*, 5(3), 160-181.
- Stuart, A. (1984). Family impact statements in South Australia. *Journal of Family Issues*, 5(3), 383-399.
- Bogenschneider, K. (1995). Roles for professionals in building family policy. *Family Relations*, 44, 5-12.
- Huemmert, S. (1995). *Implementation of family policy impact assessment in Alberta*. Paper presented in Leuven, Belgium, October 1995.
- Gauthier, A. H. (1995). *Policy evaluation and family impact methodology*. Paper presented in Leuven, Belgium, October 1995.
- Ooms, T., & Priester, S. (1987). *A strategy for strengthening families: Using family criteria in policymaking and program evaluation*. Family Impact Seminar, Washington, D.C.
- Cofa (Consortium of Family Organizations). (1992). The child care and development block grant program: A family impact assessment. *Family Policy Report*, 2(1), 1-12.

Week 11 National Health Insurance and Health Care Reform
Where do we go from here?

Readings:

- Hillin, H. (2006). Swirling waters: History and current choices for families to navigate health care financing. In *Handbook of Families & Health*, Crane, D.R. & Marshall E.S. (Eds.), p. 361-376, Thousand Oaks, CA: Sage.
- Harrington, C. & Estes, C.L. (Eds.). (2004). *Health Policy: Crisis and Reform in the U.S. Health Care Delivery System*. Sudbury, MA: Jones and Bartlett Publishers.
Chapters 8 and 12

Week 12 The Development of Family Policy Research – What it is and how do we do it?

Readings:

Evans, V. J. (2006). Study of family health and the NIH: The search for research support. In *Handbook of Families & Health*, Crane, D.R. & Marshall E.S. (Eds.), p. 334-346, Thousand Oaks, CA: Sage.

Wisensale, S.K. (1990). Approaches to family policy in state government: A report on five states. *Family Relations*, 39, 136-140.

Zimmerman, S.L. & Owen, P. (1989). Comparing the family policies of three states: A content analysis. *Family Relations*, 38, 190-195.

Nichols-Casebolt, A., & Spakes, P. (1995). Policy research and the voices of women. *Social Work Research*, 19(1), 49-55.

Stack, C. B. (1987). A critique of method in the assessment of policy impact. *Research in Social Problems and Public Policy*, 4, 137-147.

Zimmerman, S.L., Mattissich, P., & Leik, R.K. (1979). Legislators' attitudes toward family policy. *Journal of Marriage and the Family*, 507-517.

Bozeman, B. (1986). The credibility of policy analysis: Between method and use. *Policy Studies Journal*, 519-539.

Kelly, R. F. (1985). Family policy analysis. *Sociological Methods and Research*, 13(3), 363-386.

Nye, F.I., & McDonald, G.W. (1979). Family policy research: Emergent models and some theoretical issues. *Journal of Marriage and the Family*, 473-485.

Week 13 An International Perspective – The role of the United Nations and beyond.

Readings:

Harrington, C. & Estes, C.L. (Eds.). (2004). *Health Policy: Crisis and Reform in the U.S. Health Care Delivery System*. Sudbury, MA: Jones and Bartlett Publishers.

Chapter 11

Kammerman, S.B., & Kahn, A. J. (1986). *Family policy: Has the U.S. learned from Europe?* Prepared for the Ford Foundation Seminar on Comparative Social Policy, Columbia University.

Banet, R. J., & Cavanagh, J. (1994). The age of globalization. In *Global imperial corporations and the new world order dreams*, Introduction.

Chowdhury, N., Nelson, B.J., Carver, K.A., Johnson, N.J., & O'Loughlin, P.L. (1994). Redefining politics: Patterns of women's political engagement from a global perspective. In *Women and politics worldwide*, p. 3-24.

Morgan, R. (1996). The UN conference: Out of the holy brackets and into the policy mainstream. *Women's Studies Quarterly*, 77-83.

Hennon, C.B., Jones, A., Hooper-Briar, K., & Kipcanova, D. (1996). A snapshot in time: Family policy and the United Nations international year of the family. *Journal of Family and Economic Issues*, 17(1), 9-46.

Hass, L, & Hwang, P. (1995). Company culture and men's usage of family leave benefits in Sweden. *Family Relations*, 44, 28-36.

Polakow, V. (1997). Family policy, welfare, and single motherhood in the United States and Denmark: A cross-national analysis of discourse and practice. *Early Education & Development*, 8(3), 245-264.

Week 14 Student Presentations

Week 15 Student Presentations
Course Summary and Student Evaluation

AGREEMENT WITH FAMILY STUDIES COURSE REQUIREMENTS

ACCOMODATION FOR STUDENTS WITH DISABILITIES

All students with documented disabilities must see their instructor at the beginning of the semester if special arrangements need to be made for assignments or exams. Only students who have registered with Disability Support Service are eligible for accommodations. Students with questions about disability support services may call 314-7682.

ACADEMIC INTEGRITY

The Department of Family Studies, as a unit within the University at College Park supports and abides by the University's *Code of Academic Integrity*. * This code states, "All members of the University community--students, faculty, and staff--share the responsibility and authority to challenge and make known acts of apparent academic dishonesty."

Definitions

The *Code of Academic Integrity* of the University of Maryland defines "ACADEMIC DISHONESTY" as "any of the following acts, when committed by a student:

CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate and provision of this *Code*.

PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

STUDENT CONDUCT

Additionally, the Office of Judicial Programs advises that: "Faculty members are responsible for management of the classroom environment. Classroom disruption should be seen as a disciplinary offense, as defined by the University's *Code of Student Conduct*.* The term 'classroom disruption' means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples include repeatedly leaving and entering the classroom with authorization, making loud or distracting noises, persisting in speaking without being recognized, or resorting to physical threats or personal insults."

CLASSROOM COMMUNITY

This course requires University level work and, as such, requires University-level participation. Every student will be expected to treat his or her peers as members of a scholarly community, to provide useful critique, and to refrain from destructive or harassing commentary. Do not talk while your peers are talking. Turn off cell phones when you arrive. Do not disrupt the class by packing up your materials before our meeting time has ended.

RELIGIOUS HOLIDAYS

Family Studies, as a unit of the University of Maryland, supports the policy that students should not be penalized because of observances of their religious belief. Students shall be given an opportunity, wherever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the students' responsibility to inform the instructor of any intended absences for religious observations in advance. Notice should be provided in writing as soon as possible but no later than the end of the scheduled adjustment period.

COMPLIANCE

Yes, I have read the syllabus for UNIV 348 , Federal Health Policy; Fall 2006, including the passages from the *Code of Academic Integrity* and the *Code of Student Conduct*, and I understand all requirements of this class.

Student's Name (Print): _____

Student's Signature: _____

Date: _____

AGREEMENT WITH FAMILY STUDIES COURSE REQUIREMENTS

ACCOMODATION FOR STUDENTS WITH DISABILITIES

All students with documented disabilities must see their instructor at the beginning of the semester if special arrangements need to be made for assignments or exams. Only students who have registered with Disability Support Service are eligible for accommodations. Students with questions about disability support services may call 314-7682.

ACADEMIC INTEGRITY

The Department of Family Studies, as a unit within the University at College Park supports and abides by the University's *Code of Academic Integrity*. * This code states, "All members of the University community--students, faculty, and staff--share the responsibility and authority to challenge and make known acts of apparent academic dishonesty."

Definitions

The *Code of Academic Integrity* of the University of Maryland defines "ACADEMIC DISHONESTY" as "any of the following acts, when committed by a student:

CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate and provision of this *Code*.

PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

STUDENT CONDUCT

Additionally, the Office of Judicial Programs advises that: "Faculty members are responsible for management of the classroom environment. Classroom disruption should be seen as a disciplinary offense, as defined by the University's *Code of Student Conduct*.* The term 'classroom disruption' means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples include repeatedly leaving and entering the classroom with authorization, making loud or distracting noises, persisting in speaking without being recognized, or resorting to physical threats or personal insults."

CLASSROOM COMMUNITY

This course requires University level work and, as such, requires University-level participation. Every student will be expected to treat his or her peers as members of a scholarly community, to provide useful critique, and to refrain from destructive or harassing commentary. Do not talk while your peers are talking. Turn off cell phones when you arrive. Do not disrupt the class by packing up your materials before our meeting time has ended.

RELIGIOUS HOLIDAYS

Family Studies, as a unit of the University of Maryland, supports the policy that students should not be penalized because of observances of their religious belief. Students shall be given an opportunity, wherever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the students' responsibility to inform the instructor of any intended absences for religious observations in advance. Notice should be provided in writing as soon as possible but no later than the end of the scheduled adjustment period.

COMPLIANCE

Yes, I have read the syllabus for UNIV 348, Federal Health Policy; Fall 2006, including the passages from the *Code of Academic Integrity* and the *Code of Student Conduct*, and I understand all requirements of this class.

Student's Name (Print): _____

Student's Signature: _____

Date: _____