

UNIV 348, Section 0101
Federal Semester Seminar: Federal Health Policy
Fall 2007
Tuesday/Thursday 12:30-1:45
Marie Mount Hall 1108 A

Instructor: Dr. Elaine A. Anderson, Professor of Family Studies
Office: 1204 D Marie Mount Hall
Department of Family Studies
College of Health & Human Performance
Email: landers@umd.edu

Required Text:

Barr, D.A. (2002). *Introduction to U.S. Health Policy: The Organization, Financing, and Delivery of Health Care in America*. San Francisco, CA: Benjamin Cummings.

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/

Code of 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."

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- a. **Cheating:** intentionally using or attempting to use unauthorized materials, Information, or study aids in any academic exercise.
- b. **Fabrication:** intentional and unauthorized falsification or invention of any Information or citation in an academic exercise.
- c. **Facilitating academic dishonesty:** intentionally or knowingly helping or Attempting to help another to violate any provisions of this code.
- d. **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

It is expected that every student in UNIV 348 will adhere to the Code of Academic Integrity. Any violation will not be tolerated and will be dealt with according to the rules set forth by the University.

The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all your papers, projects, or other academic Assignments submitted for evaluation in this course.

Course Description:

Few issues affect more Americans than health care. Health care policies determine who receives health benefits, what types of care are available, who administers the care, how frequently the care is provided, and how much the care will cost. These policy decisions are critical in influencing the health and well-being of society. UNIV 348 is designed to help students understand the American health policy system at the federal level. An introduction to U.S. health policy will help students understand the complexity of the American health system and many of the challenges the nation must confront in order to address health care needs. The course will emphasize current health care trends and their implications for health policy. The course will examine several of the key organizations and institutions that shape health policy and the delivery of health care. The varied effects of health policies and programs on different populations will be explored. In particular differences in health status and health care access for racial and ethnic minorities and those from lower socioeconomic classes will be presented. The course will provide an overview of the process of policy formation, implementation, and evaluation.

Course Goals and Objectives:

The goal of UNIV 348 is to equip students with a better understanding of health care issues, policy making, and the political process. Further, students will learn how to advocate for good health care. The course will challenge students to get involved in the policy process and to be advocates for health policies that are important to them. Students will conduct an impact analysis so they can better understand the potential benefits and cost of health policies addressing specific issues, such as HIV/AIDS, family

violence, chronic mental illness, and long-term health care. The course concludes with an examination of policy-related outcomes and attempts to answer the question, “How does health policy matter?”

Class will be conducted using both lectures and seminar-style formats, where students will exchange ideas and information in a collaborative and informed manner. The course format is designed to facilitate interaction between all class participants, develop critical thinking, elicit debate, and provide students with the opportunity to determine the direction of their class projects and take responsibility for their learning.

Specific course objectives are:

1. Provide an understanding of the way in which citizens and government interact
2. Identify and understand some of the major health policy trends
3. Understand the policy process of developing and implementing legislation
4. Comprehend the definitions, approaches and issues involved in a health impact analysis
5. Examine policy in terms of its sensitivity to and supportiveness of diverse populations
6. Understand advocacy and develop advocacy skills
7. Compare U.S. health policies to approaches provided by other countries in order to better understand U.S. health values and the health state of Americans

Course Requirements:

1. Class Participation: 20%

The material in this course is most effectively mastered through careful reading, critical thinking, and lively debate and discussion. No issue is cut-and-dried and the success of this course depends on our ability to have thoughtful, respectful conversations about the course readings, lectures, and assignments. You will earn credit for active participation (not monopolization) throughout the semester; mere passive presence is not adequate. **It is expected that you be at each class and read each assignment in depth before each class meeting in order to maximize your participation.**

- To track class participation, I will have regular class participation exercises. You can have one class absence for which you do not need an excuse. After that, you will lose points for absences without an approved reason (e.g. medical excuse, family emergency).
- Once we have completed daily class material there may be time for additional class discussion of the readings. To ensure insightful class discussion of the readings, you will be responsible once during the semester for “facilitating” discussion of the readings. **To prepare for this responsibility, you will be expected to summarize the readings (1-2 pages) and identify 1-2 discussion questions that might stimulate class discussion.**

- Be sure to sign up for a chapter review date on the sign-up sheet
- Keep track of your assigned date and be prepared!
- **At least one day before** your assigned date, email your summary to the instructor (eanders@umd.edu) so I can put it on webct.
- It is the intent for these summaries to not only facilitate discussion in class, but also serve as study sheets for exams.

2. News Reviews/Current Events: 10% (DUE: 11/20/07)

Read an article about current health policy issues and government activities (local, state, or federal level) from a daily newspaper or weekly news magazine (e.g. *Time*, *Newsweek*). Summarize the article to turn in, using the following format:

Your name and ID#, assignment date, title of article, source and date of article, brief summary of the article (approximately 1 paragraph), why the article matters to our health and policy, and your own reaction. Be sure to consider the values underlying the arguments and the impact of the policy on citizens. Attach a copy of the article to your **2-page summary** (typed, double-spaced). Reviews without articles will not be graded and you will receive an “F” on the assignment.

3. Letter to Policymaker: 5% (DUE: 9/20/07)

In class on September 13 you will be provided background information about a current proposed piece of legislation in Congress. Further you will be provided information and directions of how to advocate for this legislation by writing a 1-page letter to your legislator to express your views and to ask for his/her support. The letter will be graded and edited by the instructor. Be sure to keep an electronic file of the letter so that you can make necessary edits if you desire to mail your letter to your congressperson.

4. Family/Health Impact Analysis: 15% (DUE: 10/30/07)

Teams of students will do a family impact analysis on an assigned Congressional legislative bill pertaining to a family health issue. The format and procedure for the analysis will be presented in class. The team will meet in class and outline your analysis, each person in the group will prepare a **2-page summary** (typed, double-spaced), of your group analysis to turn in the **next** class period. That following class, each team will present their findings in class. Each presentation will be a maximum 10 minutes in length. You will be timed. Each team will determine how they will present their analysis. At the conclusion of the presentation your peers will have the opportunity to ask questions, which they will write down and then hand in at the end of that days class.

5. Research Paper: 30% (DUE: 12/06/07)

Select a policy, program, or piece of health/mental health legislation. Review the literature relevant to your topic to identify the historical, social, and political issues that might impact your topic (e.g., political movements, social trends,

philosophies). Provide a description of the policy and activities associated with it and consider the impact of the policy on citizens and families. Use the evaluation tools and family/health impact questions provided in class as a framework for conducting the analysis. Your paper should be typed, double-spaced (using 12-point font) and can be up to 10 pages in length. **You are required to use a minimum of 8 professional sources (refereed journal articles, book chapters) and no more than 2 government-related websites.** All citations should be referenced using APA format (5th edition). In preparing your paper in proper APA style, please refer to the site below.

http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

Below is an example format that your paper might follow; however, recognize that each topic will most likely require additional or alternative subject headers, etc.:

1. Review of literature
 - Historical and contextual underpinnings related to policy
 - Changing trends in political climate/individual & family life
 - Values – Perspectives from the Right and Left
2. Policy
 - Brief overview/description of policy
 - Definition of terms
3. Impact of Policy on Individuals/Families
 - Research findings related to policy evaluation
 - Family impact assessment
4. Recommendations for Future Family Policy
 - Strengths and Limitations
 - Conclusions

6. Final Exam: 20% (December 14)

There will be a final exam that asks you to think back over the semester and reflect on what you have learned. The format of the exam will represent several types of questions including multiple choice, true/false, short answer and short essay. We will discuss this exam in greater detail in class later in the semester.

Summary of Evaluation Criteria:

Final grades will be determined on the basis of the student's performance in the following areas. There will be no extra-credit available.

- | | |
|-----------------------------------|-----|
| 1. Class Participation/Attendance | 20% |
| 2. News Reviews/Current Events | 10% |
| 3. Letter to Policymaker | 5% |
| 4. Health Impact Analysis | 15% |
| 5. Research Paper | 30% |
| 6. Final Exam | 20% |

Course Policies:

- Make sure all written assignments are typed, double-spaced, and proofread for correct grammar, spelling, punctuation, and coherence. Adhere to APA 5th Edition format whenever feasible. Significant points will be deducted for poorly written work. Contact the Writing Center on campus or see me if you need help.
- Make sure you plan for the semester assignment due dates accordingly. This course depends on your timely participation, therefore, **there will be no late assignments accepted.** In other words, if you know you will be missing a class, you are responsible for alerting the instructor ahead of time and making sufficient arrangements.
- If you miss a class, you are responsible for contacting a classmate and finding out what you missed.
- As I want this class as inclusive and accessible as possible, students are encouraged to discuss special needs/challenges with their instructor at the beginning of the semester. Together, we can determine how best to meet your needs if that is possible.

Tentative Schedule and Reading Assignments

Please understand that this schedule may need to be revised at times depending upon how quickly we move through the material, and the final schedules of several of our guest speakers, however the final exam date will not be changed.

<u>Date</u>	<u>Topic</u>	<u>Chapters</u>
Aug. 30	Introduction and Expectations Federal Semester Activities Health Definitions Kate Speirs – Graduate Assistant	
Sept. 4	Description and Discussion of Your Federal Semester Internship -- How to Get Started, Options To Consider, Steps to Take Guest Speaker: Leah Howell	
Sept. 6	More Definitions and Terms The Costs of American Health Care	Preface, Ch. 1
Sept. 11	Historical, Cultural, and Political Perspectives in Health Care	Ch. 2
Sept. 13	Learning to Advocate with Your Legislator Mental Health Parity Case Example (Guest Speaker – Ashley Southard)	

Sept. 18	Advocacy Introduce and Work on Letter to Legislators	
Sept. 20	Due: 1st draft of Letter to Legislator Advocacy Roles	
Sept. 25, 27	Health Professions and the Organization of Care	Ch. 3
	Health Maintenance Organizations/Managed Care	Ch. 4
	The Managed Care Revolution: For-Profit vs. Not-For-Profit Care	Ch. 7
Oct. 2	Family Health Care Perspectives	
Oct. 4	McKeldin Library Policy Documents Class will meet in McKeldin . Room #2109 (Gerri Foudy and Barbara Nail-Chiwetalu – policy and health sciences librarians) Please be on time, we will start promptly at 12:30	
Oct. 9, 11	The Politics of Values	
Oct. 16	Government Health Care Programs – Medicaid	Ch. 6
Oct. 18	S-CHIP – Addressing Children’s Health	
Oct. 23	Family/Health Impact Analysis (F/HIA)	
Oct. 25	School and Community Nutrition Needs Scaling up to Meet the Challenge (Guest Speaker – Judy Dzimiera, MD Dept. Education)	
Oct. 30	DUE – F/HIA Written Group Analysis Group F/HIA Presentations	
Nov. 1	Policy Process	
Nov. 6	Policy Process (Guest Speaker – Annie Kronk, Maryland Health Policy Advocate/Lobbyist)	
Nov. 8	Work on Major Research Paper, No In-class Meeting	
Nov. 13	Government Health Care Programs - Medicare	Ch. 5, 8
Nov. 15	Long-term Care	Ch. 9

November 20	DUE: News Reviews/Current Events Scaling up to Meet Obesity Issues A Current Policy Example (Guest Speaker – Dr. Wendy Johnson-Taylor, NIH)	
Nov. 22	No Class -- Thanksgiving Holiday	
Nov. 27	Environmental Health Policy (Guest Speaker – Dr. Betty Dabney Maryland Institute for Applied Environmental Health)	
Nov. 29	Women’s Health Policy (Guest Speaker – Dr. Diana Zuckerman, Natl. Research Center for Women & Families)	
Dec. 4	The Uninsured	Ch. 10
Dec. 6	DUE: Research Paper National Health Insurance/Other select Health Issues	Ch. 12
Dec. 11	National Health Insurance (Tentative Guest Speaker - Representative Heather Mizeur, Maryland State Legislature)	
Dec. 14	Final Exam, Regular Classroom	

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

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Definitions

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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 2007, 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: _____

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