

University of Maryland, College Park

Department of Health Services Administration

HLSA 702 – Politics and Policy of Health

Instructor: Lori Simon-Rusinowitz, PhD, MPH

OFFICE HOURS

Office/Phone: 301-405-2548

Thursday 4:00pm or by appointment

Email: lasr@umd.edu

Semester: Spring 2008

Classroom/Time: 0305 HHP/Th 1-3:45pm

Required Textbook & Other Readings

Required

- ❖ Longest, B. (2006). *Health Policy Making in the United States*, Fourth Edition. AUPHA Press, Washington, D.C.
- ❖ APHA Legislative Advocacy Handbook: American Public Health Association

Assigned Readings from the following Journals:

- ❖ *Health Affairs*
- ❖ *Journal of Health Politics, Policy and Law*
- ❖ *The Gerontologist*
- ❖ *Journal of Health Care Law and Policy*
- ❖ *Ethics, Law and Aging Review*
- ❖ *Congressional Procedures and the Policy Process*
- ❖ *Health Services Research*, Special Issue 42(1) Feb. 2007

Websites (additional sites listed in text):

Administration on Aging: www.aoa.gov

Cash & Counseling: www.cashandcounseling.org

Centers for Medicare & Medicaid Services: www.cms.gov

Healthy People 2010: www.healthypeople.gov

Institute of Medicine: www.iom.edu

Kaiser Family Foundation: www.kff.org

Congressional Budget Office: <http://www.cbo.gov/budget/glossary.shtml>

<http://www.cbo.gov/aboutcbo/budgetprocess.shtml>

The White House: http://www.whitehouse.gov/omb/2008_budget_pdfs.html

Optional

- ❖ Starr, Paul (1982). *The Social Transformation of American Medicine* (New York: Basic Books, Inc., New York, NY)
- ❖ Hudson, Robert (2005). *The New Politics of Old Age Policy* 2nd Ed. Johns Hopkins University Press: Baltimore
- ❖ Kane Rosalie A. (1998) *The Heart of Long Term Care* (New York: Oxford University Press.

Course Policies:

LATE WORK AND MAKE UP TESTS:

All work is due when assigned. **Only hard copies of assignments, reports and papers are accepted except where indicated. E-mail and FAX copies will not be accepted except where indicated.** Any work not completed and handed in at the beginning of class on the due date will receive a reduction of one letter grade. Work not handed in by 5pm the following day will receive an additional letter grade reduction. Work will not be accepted beyond this point except in extreme circumstance approved by your instructor. If you can not meet a class deadline, you must make arrangements with the instructor prior to the deadline.

SPECIAL NEEDS:

If you follow religious observances, have a documented disability, or have some other important commitments for which you need special academic accommodations, please contact the instructor *in advance*. Accommodations must be prearranged. If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

Religious Observances:

The University System of Maryland policy provides that students *should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.* **It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.**

ACADEMIC INTEGRITY:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- ✓ CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an 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 any provision of this code.
- ✓ PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see:

<http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html>

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets

standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Class Assignments-

Class One

Introduction and Skills Review

Jan. 31st

Class Activity

- Welcome and introductions
- Review syllabus and grading policy
- Review resources for information on health systems and policy
- Assign class presentation dates (2 for each student plus final paper presentation)
- Public Health in America (vision, mission & goals)
- Public Health's 3 core functions (Assessment, Policy Development, Assurance)
- Definition of health policy and factors that influence public health policy (economic, religious, moral values)

Introduction to long-term care case study

Readings: Longest, Chapters 1 & 2

Healthy People 2010

<http://www.healthypeople.gov/document/HTML/Volume2/23PHI.htm>

<p>Class Two</p> <p>Feb. 7th</p>	<p>Historical View & Overview of Political Process</p> <ul style="list-style-type: none"> - Brief history of health policy in the U.S. - Government role in health policy and health (3 branches of government) - Individual Freedom vs. Population Health - Federal Government (covered in classes 6-8) - Local Government - State Government: Role of States in Health Policy (Kaiser.edu.org) <p>Readings:</p> <ul style="list-style-type: none"> - Readings: - Longest, Chapter 3 - See Library of Congress (Laws) http://thomas.loc.gov/ - Federal Register www.gpoaccess.gov/fr - Centers for Disease Control and Prevention (CDC). (2005). Deaths-Leading causes. www.cdc.gov/nchs/fastats/lcod.htm <p>Selections from Journal of Health Politics, Policy and Law: (2004) Special Issue on <i>Transforming American medicine: A twenty year retrospective on (Starr) The Social Transformation of American Medicine. Vol. 29 (August-October).</i></p>
<p>Class Three</p> <p>Feb. 14th</p>	<p>I. Developing Health Policy</p> <ol style="list-style-type: none"> 1. Identification of Problem (long term care example) <ul style="list-style-type: none"> - extent of problem (evaluation of statistics/evidence and define problem) - possible causes of problem 2. Needs assessment/objectives 3. Develop possible solutions 4. Evaluate political circumstances (public opinion, interest groups) <p>Readings: Longest, Chapter 4 & 5</p> <p>Feder, J., Komisar, H.L., and Niefeld, M. (2000). Long-term care in the United States: An overview. <i>Health Affairs</i>, May/June 2000; 19(3): 40-56.</p> <p>Simon-Rusinowitz, L., & Hofland, B.F. (1993). Adopting a disability approach to home care services for older adults. <i>The Gerontologist</i>, 33(22), 159-167.</p> <p>Guest Speaker: Ida G. Ruben, past President Pro Tem of the Maryland State Senate</p>
<p>Class Four</p> <p>Feb. 21st</p>	<p>Stakeholder Analysis (special interest groups, organizations/agencies, policy makers, media, others)</p> <ul style="list-style-type: none"> - Supportive stakeholders- Advocates - Opposition- Critics - Coalitions - Influence of lobbyists <p>Readings:</p> <p>Peterson, Mark A. (2002). From trust to political power: Interest groups, public choice and health care. <i>Journal of Health Politics, Policy and Law</i>. 26 (October): 1145-63.</p> <p>Doty, P., Kasper, J., & Litvak, S. (1996). Consumer-directed models of personal care: Lessons from Medicaid. http://aspe.hhs.gov/daltcp/Reports/lessons.htm</p> <p>APHA Legislative Advocacy Handbook</p>

<p>Class Five</p> <p>Feb. 28th</p>	<p>II. Legislative Process (long term care as example)</p> <ul style="list-style-type: none"> - Who Influences Congress - Grass Roots Advocacy - Introduction of Bill - Subcommittee Action - Committee Referral <p>Readings: Longest, Chapter 6 pp- 203-222</p> <p>Congress and Health Policy Power Point: Kaiser.Edu.org</p> <p>Davidson, S.M. (1997). Politics matters! Health care policy and the federal system. <i>Journal of Health Politics, Policy and Law</i> 22 (3): 879-96.</p>
<p>Class Six</p> <p>March 6th</p>	<p>Brief individual presentation of analysis paper problem statement: Identification of Health Issues or Problems (To be used for final paper)</p> <p>Congressional Hearing Briefings: (Video Broadcast) Cash and Counseling: Part of the Long-Term Care Answer? Alliance for Health Reform and Robert Wood Johnson Foundation, 7/29/05 http://www.kaisernetnetwork.org/health_cast/hcast_index.cfm?display=detail&hc=1486</p>
<p>Class Seven</p> <p>March 13th</p>	<p>Legislative Process Continued</p> <ul style="list-style-type: none"> - Committee Action - Information Gathering - Floor Action <p>Guest Speaker: Andy Mekelburg, Vice President of Government Relations for Verizon will discuss the role that large employers play in the health care system and in lobbying on health care issues.</p>
<p>Spring Break March 17-March 23</p>	
<p>Class Eight</p> <p>March 27th</p>	<p>Budget Process</p> <p>Guest Speaker: Dr. Judy Shinogle</p> <p>Readings: Longest, Chapter 6 pp- 222-236</p> <p>Coven, M., and Kogan, R. (2007). <i>Introduction to the federal budget process</i>. Center on Budget and Policy Priorities. www.cbpp.org</p> <p>Bilheimer, L. and Reischauer, R.D. (1995). Confessions of the estimators: Numbers and health reform. <i>Health Affairs</i> 14: 37-55, 1995.</p> <p>Orszag, P.R. (2007). Health care and the budget: Issues and challenges for reform. Statement before the Committee on the Budget U.S. Senate June 21, 2007.</p>
<p>Class Nine</p> <p>April 3rd</p>	<p>Healthcare Reform</p> <p>Evaluation of Presidential Candidates Platforms</p> <p>Readings:</p> <p>Dubay, L., Moylan, C., and Oliver, T.R. (2004). Advancing toward universal coverage: Are states able to take the lead? <i>Journal of Health Care Law and Policy</i> 7(1): 1-41.</p>
<p>Class Ten</p> <p>April 10th</p>	<p>Work on policy papers (No class)</p>

<p>Class Eleven</p> <p>April 17th</p>	<p>III. Implementing Health Policy</p> <ul style="list-style-type: none"> - Development of Health Care Systems - Rulemaking - Readings: Longest, Chapter 7 <p>Program Development (Cash and Counseling)</p> <p>Readings: Longest, Chapter 8 Case Studies</p> <p>Simon-Rusinowitz, L., Bochniak, A.M., Mahoney, K.J., & Hecht, D. (2000). Implementation issues for consumer-directed programs: Views from policy experts. <i>Ethics, Law and Aging Review</i>, vol. 6, 107-129.</p> <p>Knickman J.R. and Stone, R.I. (2006). The public/private partnership behind the Cash and Counseling Demonstration and Evaluation: Its origins, challenges, and unresolved issues. In <i>Health Services Research</i> 42(1): 362-377.</p>
<p>Class Twelve</p> <p>April 24th</p>	<p>Regulating and Enforcing Health Policy</p> <ul style="list-style-type: none"> - Agency responsibilities - Legislative oversight - Operation/Management <p>Federal Level State Level Local Level</p> <p>Analyzing Health Policy & Modification of Health Policy Readings: Longest, Chapter 9</p> <p>Tritz, K. (2005). Long-term care: Consumer-directed services under Medicaid. <i>CRS Report for Congress</i>. Order code: RL32219. Washington, DC: Congressional Research Service and The Library of Congress, January 21.</p> <p>Spillman, B.C., Black, K.J., & Ormond, B.A. (2007). Beyond cash and counseling: The second generation of individual budget-based community long term care programs for the elderly. Kaiser Commission on Medicaid and the Uninsured, Washington, DC. January. http://www.kff.org/medicaid/upload/7579.pdf</p> <p>Spillman, B.C., Black, K.J., & Ormond, B.A. (2006). Beyond cash and counseling: An inventory of individual budget-based community long term care programs for the elderly. Kaiser Commission on Medicaid and the Uninsured, Washington, DC. April. http://www.kff.org/medicaid/upload/7485.pdf</p>
<p>Class Thirteen</p> <p>May 1st</p>	<p>Presentation of Papers</p>
<p>Class Fourteen</p> <p>May 8th</p>	<p>Presentation of Papers</p> <p>Paper DUE May 12th</p>

Class Fifteen Final May 15th	Presentation of Papers Class Evaluation
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Evaluation	Points	Grading		
		Number Grade	Letter Grade	Points
<u>Grade Weights and Policies:</u>				
Discussion One & Outline 20%		96-100%	A+	384-400
Discussion Two & Outline 20%		93-95%	A	372-383
Class Participation, Discussion Questions & Identification of Public Health Problem 15%		90-92%	A-	360-371
Final Paper 30%		86-89%	B+	344-359
Final Presentation 15%		83-85%	B	332-343
		80-82%	B-	320-331
		76-79%	C+	304-319
		73-75%	C	292-303
		70-72%	C-	280-291
		66-69%	D+	264-279
		63-65%	D	252-263
		60-62%	D-	240-251