Course Name: Health Policy Research and Analysis

Course Number: HSC 400

Credit Hours: 3

Prerequisites: HSC 315 (HSC 3400 for Fall 2018)

Instructor Name: Andrew S. Kelly

Office Hours: 1:15 PM - 2:15 PM and by appointment

Office Location: SF 526

Instructor email and usual response time and website:

andrew.kelly@csueastbay.edu (response time within 48 hours – not including weekends)

The email addresses, office hours and locations, and communication policies of the instructors can be found on the course website under "Course Communication and Instructional Team." Please consult the section on communication policy prior to emailing your instructor.

The course website can be found: https://bit.ly/2KTW6nE

Course Description:

Healthcare is a highly complex and highly regulated industry. Using problem-based learning, students will be introduced to research and analysis of complex policy problems in healthcare.

Course Learning Objectives

Upon successful completion of the course, the student will be able to:

1. Explain the effectiveness of existing policies in addressing a specific issue in the healthcare system. (PLO 1)
2. Participate in a coordinated team effort to research and analyze the impact of existing policies on healthcare. (PLO 2)
3. Predict the ethical implications of existing policies. (PLO 3)
4. Demonstrate critical, reflective and creative thinking to solve problems (PLO 4)
5. Predict the impact of selected existing policies to address an issue in the healthcare system on population health (PLO 5)

Course Materials

Required Texts
Bardach, E., & Patashnik, E. M. (2016). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. CQ press. (Fifth Edition)

Additional Readings
Any additional assigned articles, chapters, readings, podcasts or videos will be posted on the course website under Syllabus. Any assigned materials will be listed with links provided for the corresponding week it is assigned.

As this course is highly adaptive to your research processes, as well as to contemporary issues in health policy, additional readings may be assigned throughout the semester. I will notify the class when new readings are added. I am aware of the many academic and non-academic commitments students have, and, as such, I will provide as much notice as possible when adding new material. Such material will generally consist of newspaper articles, short foundation briefs, or podcasts/videos that will not require extensive time to consume.

iClickers
We will use iClickers in lecture for class polls and selecting answers to questions. You will not be evaluated on your answers. You will be evaluated only on your participation in class. To receive participation points you must participate in the iClicker questions during class section. You may only use iClickers. **We will not use REEF polling in class**. I will only guarantee participation points for iClickers. You will receive one participation point per lecture

You should purchase or rent an **iClicker 2.** You can purchase new iClickers in the CSUEB bookstore purchase new and used iClickers on Amazon (and likely other sources).

Recommended Resources
Because American health policy and the American health care system are in constant flux, it is important and exciting to keep up to date on the latest developments and stories. There are many excellent resources that can be helpful for staying informed of new developments, new ideas, and new challenges in US health policy. Below is a (partial) list of newspapers, blogs, think tanks, and foundations that can help you stay informed and explore particular topics in greater depth. In addition to providing general information and insights, these sources may be helpful for both your policy memo and policy briefing.

e-newsletters covering health policy (sign up is free):
Kaiser Health News (https://khn.org/)
Politico Pulse (www.politico.com/politicopulse/)
Modern Healthcare (http://www.modernhealthcare.com/)
Axios (https://www.axios.com/health-care)

Register for the New York Times. CSUEB has purchased free access to every student at CSUEB. http://www.sci.csueastbay.edu/~esuess/classes/Statistics_6610/nyt/nyt-announcement.pdf
Register your account at http://www.nytimes.com/. If you have difficulty registering, speak to a librarian

Newspapers/Journals/Blogs

Kaiser Health News – www.khn.org
Politico Health – www.politico.com/healthcare
California Healthline – www.californiaheathline.org
Stat News – www.statnews.com
Axios Health – www.axios.com/health-care/
Modern Healthcare – www.modernhealthcare.com
Health Affairs – www.healthaffairs.org
Wall St. Journal Health – www.wsj.com/health
LA Times Health – www.latimes.com/health
Vox News Science and Health – www.vox.com/science-and-health
The Incidental Economist – www.theincidentaleconomist.com

Think Tanks/Policy Institutes/Foundations
Kaiser Family Foundation – www.kff.org
Commonwealth Fund – www.commonwealthfund.org
The Urban Institute Health Policy Center – www.urban.org/policy-centers/health-policy-center
Brookings Institute Health Policy Center – www.brookings.edu/center/center-for-health-policy/
California Health Care Foundation – www.chcf.org
Center on Budget and Policy Priorities – www.cbpp.org/topic/health
Center for American Progress - https://www.americanprogress.org/issues/healthcare/view/
American Enterprise Institute - http://www.aei.org/policy/health-care/

For those interested, I will also share timely and pertinent new stories, academic studies, podcasts, and other social media related to health policy on a class Twitter feed through: #HSC400.

<u>Methods of Instruction</u>
This course will consist of two major components: one large lecture and one smaller tutorial section. The large lecture, which meets once a week, will provide an opportunity for the entire class to puzzle through the research project, including a focus on research strategies and best practices, data analysis and presentation, conceptualization and measurement, and argument construction. To build these skills and become better consumers and producers of knowledge and information, the lecture will also examine critical health care and health policy challenges as a way to put these skills to work in specific cases.

The second major component of the course is the tutorial section. In addition to the weekly lecture, each student is also enrolled in a weekly tutorial section. The tutorial section meets every week and provides a forum for working with your team and getting feedback from your instructor and colleagues. The tutorial sections will use the Maastricht Seven Step Model, which will be discussed in detail in the lecture and tutorial section.

Course Communication

If you have a personal concern that cannot wait to be addressed during class, email is the best way to get in touch with me. Personal questions are questions that are unique to you and that no other member of the lass would have, e.g. questions about your grade, notifying me of illness, making an appointment for office hours, etc. Before emailing with a question regarding the course, its requirements, and schedule, you may be able to find an answer more quickly by consulting the course syllabus.

If you have a general (non-personal) question about the course, please ask the question on the Blackboard Discussion Board for HSC_400_01_1. You can create a new thread and give it an identifiable subject line so that everyone knows what the question is about. If you have a general question, it is highly likely that other students do as well. Using the Discussion Board will facilitate our intellectual collaboration and more efficiently and effectively address questions and points of confusion.

When emailing me or your tutorial section head, you <u>must</u> use your <u>official CSUEB email address</u>. We are unable to respond to emails that are not sent from your horizon account.

I generally check email in the mornings and I will respond to you within 48 hours.

When emailing me, please put the course number and your section in the subject of your email. For example, if you are writing to arrange an appointment and you are in section 2, the subject would read: **HSC 400-02 Scheduling an Appointment**.

Assignments and Grades

Policy Memo (PLO 1, 3, 4, 5)

As a team, you will produce <u>ONE</u> policy memo that addresses the assigned policy problem. Each team member must contribute to the production of the policy memo. The policy memo must be between 2500 and 3000 words (see rubric below for additional details). Prior to turning in the final draft, your team will turn in a rough draft during week 12. The primary focus of the tutorial sections will be to generate steady progress toward the completion of a comprehensive and informative policy memo. Over the course of the semester, we will discuss in great detail the purpose of constructing a policy memo, the specific requirements of this policy memo, and strategies for producing a comprehensive and well-designed memo.

<u>Important Dates for the Policy Memo:</u>

Week of October 29: There is no Lecture on October 29, instead there will be extended office hours for groups to discuss the policy memo draft. Tutorial sections WILL still meet this week.

Week of November 5: Draft is due by 5pm the <u>day after</u> your tutorial section meets.

December 7, 2018: Final memo is due by 9pm on Dec. 7

Policy Briefing (PLO 1, 3, 4, 5)

The policy briefing is an oral report based on the findings, conclusions, and recommendations of your memo. Often, an oral report is given as either a complement to or a replacement of a written report or memo. In this class, your policy briefing will complement your written memo. Your policy briefing will be given during your tutorial section in the week of December 3, 2018. In a policy briefing you do not simply read your memo, instead, you offer a crystallized and more succinct version of the problem, key findings, and conclusion/recommendations. You will also be responsible for answer questions asked by your tutorial section head. Your group may designate a single person to give the main policy briefing, but all members should be well-versed in the material and able to answer questions. Where your team deems it appropriate, you may want to develop and include visual aids (e.g. PowerPoint slides, handouts, etc.) to support your policy briefing. (See the Policy Briefing rubric below for specific requirements and expectations.)

Participation and Attendance (PLO 2, 3)

Attendance at both the lecture and tutorial sections are highly encouraged and necessary to perform well in the class--both as an individual and as a member of your team. Participation points will be assigned in both the lecture and tutorial sections. One participation point can be earned in each lecture and tutorial section. Participation points in lecture will be earned through the use of iClickers (see below for more detail on iClickers).

You are allowed 2 unexcused absences from lecture and 1 unexcused absence from your tutorial section. Any unexcused absence beyond those outlined above, will impact your final grade (please see the final grade rubric below for more detail). Excused absences include those relating to an illness, injury, or similar events/emergencies. If you are unable to attend class for any of the above or similar issues, please let me and your instructor know as soon as possible.

If you have religious or civic obligations, e.g. jury duty, and cannot attend a lecture or tutorial section, **let me and your instructor know in advance**.

Teamwork (PLO 2, 3)

Working well on a team is essential to performing well in HSC 400. The primary deliverables (i.e. the Policy Memo and Policy Briefing) are team assignments and will be completed as a team. In all teamwork settings, it is critically important to be a responsible and responsive team member. Learning how to become a better team member and learning how to solve problems in a group setting are important skills well beyond HSC 400. Your team work will be assessed using CATME. Your teamwork grade will be determined by averaging your scores for the entire quarter (seeing grading rubric below). In addition, because working well in a team is a learned and practiced skill, demonstrating improvement over the semester, which is demonstrated by improving scores from one survey to the next, will also be considered when determining your final teamwork grade.

CATME Surveys (PLO 2, 3)

You must complete **all** CATME surveys within the designated time period. The surveys are essential to team productivity. There will be **1 Team Maker Survey** and **4 Team Assessment**

Surveys during the semester. The surveys allow you, your team, and the instructors to identify areas of strength upon which to build, as well as to identify challenge areas that can be addressed in order to increase team and individual productivity. If you do not complete one survey, one half letter grade will be deducted from your final grade (e.g. an A becomes an A-). If you do not complete two surveys you will lose a full letter grade (e.g. an B becomes a C). If you do not complete three surveys, two full letter grades will be deducted from you final grade (e.g. a B becomes a D). If you do not complete any of the surveys, three full letter grades will be deducted from your final grade (e.g. an A becomes a D). I strongly recommend you and your team set reminders on your calendars for the dates of each survey.

Please consult the weekly schedule to see the specific dates of surveys.

Course Policies and Resources

Mental Health

If you are experiencing stress, anxiety or other forms of distress during the semester, there are many resources available to you.
CSU East Bay Student Health and Counseling Services:
Please call 510-885-3735 to make an appointment with a counselor.
-
24 hour Crisis Hotlines:
Alameda County Crisis lane: (offers confidentiality and translation in 140 languages)
Call 1-800-309-2131
National Suicide Prevention Lifeline: Call 1-800-273-TALK
National HopeLine Network: Call 1-800-SUICIDE
Crisis Text Line Services: Text "START" to 741-741, online link:
http://www.crisistxtline.org/get-help-now/

Accommodations for Students with Disabilities
If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with CSU Accessibility Services. Please contact the Hayward campus Accessibility Services Office at 510-885-3868 for details. Please provide your written request to the instructor within the first 2 weeks of the course.If you have an illness or other event that has interfered with your coursework, you should also contact Accessibility Services.

Academic Integrity
Participating in the class you agree to uphold the standards for academic integrity described in the CSUEB Catalog. As a faculty member I am required to report all instances of academic misconduct. CSUEB policy on academic dishonesty is located here:
http://www.csueastbay.edu/academic/academic-policies/academic-dishonesty.html

Use of Electronic Devices
Recording class is allowed only when permitted by Accessibility Services Office.

Cell phones are not permitted in class, except if it is necessary due to documented disability for which you have received approval from the accessibility office. Do not have your cell phone out. Your cell phone should be on silent mode at all times during class.

Classroom Behavior
I expect you to arrive to class on time and be prepared to discuss the assigned material. Repeated lateness will result in the loss of participation points. I expect you to treat your classmates and the instructor with respect and understanding. Please refrain from carrying on side conversations during lecture or discussion. Disagreements can occur in scholarly discussions—such disagreements and debates can be fruitful learning opportunities when they are undertaken in a respectful and calm manner.

You are permitted to use your computer in this course, but please be respectful of your classmates. If you are browsing the internet, playing games, or watching videos during class, you will distract me and your fellow classmates and harm their learning ability and experience. Please refrain from using your cellphones during class. Use of cellphones during class—including texting—will result in the loss of a participation point.

Weekly Schedule

Week 1 (August 20): An introduction to Problem-Based Learning

What is PBL? You're not just consumers of information!

Logistics and Assignments: Lecture and Tutorial Sections, Cascade, BlackBoard, Policy Memo, Policy Briefing, and Participation

Week 2 (August 27): Defining the Problem – Maternal health and closing rural OB units

Recap of Week 1 - What is PBL and how does this class work?

Defining the Problem: The case of maternal health and the closing of rural obstetric units

Reading (to be completed prior to the class meeting on August 27):

- Bardach and Patashnik, pp. 1-18
- Hung, P. et al. (2017). "State Variability in Access to Hospital-Based Obstetric Services in Rural U.S. Counties." *University of Minnesota Rural Health Research Center*
- Hung, P. et al. (2017). "Closure of Hospital Obstetric Services Disproportionately Affects Less-Populated Rural Counties." *University of Minnesota Rural Health Research Center.*

Week 3 (September 3)
Lecture does not meet this week because of the Labor Day holiday.

Your tutorial sections WILL meet this week.

Reading:

- Re-read Bardach and Patashnik, pp. 1-18 and apply these lesson and techniques to your specific policy problem.

Week 4 (September 10): Constructing Alternatives

Reading (to be completed prior to the class meeting on September 10):

- Bardach and Patashnik, pp. 18-26

(During class we will have a research demonstration focusing on the use of Westlaw)

Week 5 (September 17): Identifying and Understanding the Criteria for Evaluation: The Case of 340B

Reading:

Bardach and Patashnik, pp. 27-46

Conti and Bach, "Cost Consequences of the 340B Drug Discount Program." *JAMA, 309*(19), 1995-1996

Scott, "The blockbuster fight over this obscure federal program explains America's drug prices." *Vox,* May 11, 2018.

Guerrero, "Drug discount program isn't disposable." *Sacramento Bee*, May 22, 2018.

The first CATME survey will be available this week. The survey will be available beginning on the day your tutorial section meets. You will have four days to complete the survey (including the day your section meets). Please see the CATME email and instructions for specific dates and times for completing the survey.

Week 6 (September 24): Projecting Outcomes and Confronting Trade-offs

Reading:

Bardach and Patashnik, pp. 46-72

Week 7 (October 1): Understanding the Policy Process

Reading:
TBD

Week 8 (October 8): Limits of Reformism - The Case of the Affordable Care Act

Reading:

- Patashnik and Zelizer, "The struggle to remake politics: Liberal reform and the limits of policy feedback in the contemporary American state." *Perspective on Politics, 11*(4), 1071-1087

Week 9 (October 15): Telling Your Story – Revisiting the Policy Memo, Discussing Writing Styles, Identifying Your Audience, Clarifying Formatting, and Addressing Common Writing Challenges

Reading:

- Bardach and Patashnik, pp. 72-82; 141-154

The second CATME survey will be available this week. The survey will be available beginning on the day your tutorial section meets. You will have four days to complete the survey (including the day your section meets). Please see the CATME email and instructions for specific dates and times for completing the survey.

Week 10 (October 22): Policy Change After Implementation: The Case of the ACA

Reading:

TBD

Week 11 (October 29):

Lecture **will NOT** meet this week. Professor Kelly will hold extended office hours in which your team can arrange to meet with Professor Kelly to discuss your policy memo draft.

Your tutorial sections **WILL** meet this week.

Week 12 (November 5): Pursuing Graduate Education

Panel Discussion on Graduate School

Assignment Due: Policy memo draft due by 5pm the <u>day after</u> your tutorial section meets during the week of November 5

(Remember to upload your team's policy memo draft to your section's Blackboard page)

Week 13 (November 12): No Lecture (Veterans Day)

Lecture will not meet this week.

Tutorial sections **WILL** meet this week (except for those enrolled in a Monday tutorial section-- your section WILL NOT meet this week)

The third CATME survey will be available this week. The survey will be available beginning on the day your tutorial section meets. You will have four days to complete the survey (including the day your section meets). Please see the CATME email and instructions for specific dates and times for completing the survey.

Week 14 (November 19)

No Lecture or Tutorial Sections - Thanksgiving

Have a nice holiday!!

Week 15 (November 26)

Policy Memo Discussion: Highlighting strengths and addressing common challenges

Reading:
- Bardach and Patashnik, Appendix A

Week 16 (December 3): Wrap-up

A discussion of how have we addressed heart disease in California?

Policy Briefings will be given in your tutorial section during the week of December 3. Your tutor will have a sign-up for specific times (Remember to upload any policy briefing material to your section's Blackboard page)

Final Policy Memo Due by 9pm on Friday, December 7, 2018 (Remember to upload your team's policy memo to your section's Blackboard page)

The fourth (and final) CATME survey will be available this week. The survey will be available beginning on Friday, December 7. You will have until December 14 to complete the survey. Please see the CATME email and instructions for specific dates and times for completing the survey.

Final Grade	Policy Memo	Policy Briefing	Lecture Participation	Tutorial Section Participation	Team Work*
A	A	A	10	14	0.90 and above
A-	A	B	9	14	0.90 and above
B+	B	B	8	13	0.85 – 0.89
B	B	B	8	12	0.80 - .084
B-	B	B	7	12	0.75 – 0.79
C+	C	C	7	11	0.70 – 0.74
C	C	C	6	11	0.70 – 0.74
C-	Below Minimum Requirements	Below Minimum Requirements	5	10	0.70 – 0.74
D	Below Minimum Requirements	Below Minimum Requirements	4	9	0.60 – 0.69
F	Below Minimum Requirements	Below Minimum Requirements	4	8	Below 0.60

*Demonstrating marked improvement in teamwork over the course of the semester will also be considered when determining final teamwork grade. For example, if a student's overall average

is between 3 and 4, but that student has demonstrated improvement over the semester, which can be indicated by increasing scores with each survey, that student may earn an A for teamwork.

Policy Memo Requirements and Grading Rubric

Minimum Requirements to Receive a C:

Formatting:
Times New Roman 12pt
Single spaced
1 inch margins
Page numbers (centered)
Single space between paragraphs
Headings and subheadings in bold
[Date]
To: [Recipient name(s), official position(s)]
From: [Your name(s), position]
Subject: [Brief description of the subject]

Content:
Contains an executive summary
Contains an introduction that states the memo's purpose
Contains a conclusion
Contains a discussion with headings and sub-headings
Is responsive to the assignment or question
Presents accurate information
Has (at least) 15 relevant sources
Has 2500 words minimum (excluding references and executive summary)
Has no more than 3000 words (excluding references and executive summary)
Is free of major grammatical errors
Has few, minor spelling and grammatical errors

The following criteria will be evaluated to determine B to A:
Meets requirements of a C memo

Content:
Executive summary provides a clear, comprehensive, yet concise summary of memo
Contains an introduction that clearly and concisely states the memo's purpose
Contains an introduction that provides an overview of the memo's structure
Contains a conclusion that provides a concise review of the memo's topic/thesis
Thoroughly reviews the available literature on the topic
Reviews relevant policy alternatives and existing policy approaches
Clearly addresses trade-offs between policy alternatives (including ethical implications)
The main argument, assessment, and/or contention of the memo is clear
Has a reasoned and logical structure (demonstrates understanding of how issue(s) fit together)
Flows smoothly from section to section (demonstrates competence constructing a narrative)
Uses appropriate and instructive headings and sub-headings
Is free of major digressions and irrelevant information

References and Citations:
Includes a diverse mix of references (e.g. government sources, peer reviewed articles, foundation reports, newspaper articles)
References provide a comprehensive review of the material (not just one side, reflects multiple views)
All references cited in-text are also cited in the reference section and vice-versa
References and in-text citations are in APA format

Policy Briefing Requirements

Introduces the topic clearly and concisely
States the purpose of the presentation with clarity
Identifies key data and evidence to support argument/assessment (bonus: properly citing source)
Provides collateral/supporting material as necessary (e.g. graphs, tables, charts)
Provides an effective and clear conclusion
Engages the audience (eye contact and annunciation)
Responds effectively to questions (even those you don't know the answer to)
Dress in business casual attire