

**HPM 2001
Fall Term 2021**

Health Policy & Management in Public Health

August 31 to December 14, 2021
(Tuesdays)
1:00 – 3:55 PM

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COURSE SCHEDULE
 HPM 2001: Health Policy & Management in Public Health
 Fall Term 2021

| Session/Date | Topic | Speaker(s) | Required Readings and Assignments |
|------------------------|---|-------------------------|---|
| Week 1 August 31 | Course Overview; Health and Health Policy | Hershey | • Textbook: Policy Snapshot, Chapter 1, Appendix 1.1 |
| Week 2 September 7 | The Context and Overview of Health Policymaking | Hershey | • Textbook: Chapters 2 and 4, Policy Snapshot |
| Week 3 September 14 | Federalism; Pandemic Policymaking | Hershey | • Textbook: Chapter 3, Postscript |
| Week 4 September 21 | Understanding Health Economics | Donohue | • Textbook: Appendix 1.2 • Articles on Canvas |
| Week 5 September 28 | Policy Formulation: Agenda Setting and Development of Legislation | Hershey | • Textbook: Chapters 5 and 6, Appendices 2.4 and 2.5 |
| Week 6 October 5 | Environmental Health Policy | Patel | • Articles on Canvas |
| Week 7 October 12 | Health System Leadership and Management | Jin | • Articles on Canvas |
| Week 8 October 19 | Midterm Exam | | |
| Week 9 October 26 | Policy Implementation | Hershey | • Textbook: Chapter 7, Appendices 3.1 and 3.2 |
| Week 10 November 2 | Social Determinants of Health and Health Inequities | Gary-Webb E. Roberts | • Articles on Canvas • Policy Brief Topic Description due via Canvas |
| Week 11 November 9 | The Role of the Judiciary in Health Policy and Policymaking | Hershey | • Textbook: Policy Snapshot and Chapter 8 • Articles on Canvas |
| Week 12 November 16 | Policy Modification | Donohue | • Textbook: Policy Snapshot and Chapter 9 • Articles on Canvas |
| Week 13 November 23 | NO CLASS (Enjoy Thanksgiving Break!) | | |
| Week 14 November 30 | Advocacy Groups: Identifying Priorities and Influencing Policy | Panel | • Textbook: Chapter 10 and Appendix 2.1 |
| Week 15 December 7 | Informing Public Health Policy with Research and Evaluation | Cole | • Articles on Canvas |
| Week 16 December 14 | Final Exam | | • Policy Brief due via Canvas |

COURSE RATIONALE

This course, HPM 2001, Health Policy & Management in Public Health, is the Department of Health Policy & Management's (HPM) contribution to Pitt Public Health's Core Curriculum. It is required for all MPH students as well as DrPH students subject to fulfilling the school's core requirements.

Graduate schools of public health typically provide curriculum content in several disciplines and fields, including HPM, as follows:



Source: Association of Schools of Public Health, *Master's Degree in Public Health Core Competency Development Project*, Version 2.3, August 11, 2006, p. 9. (Accessed 10/13/11.)
http://www.sph.unc.edu/images/stories/faculty_staff/acad_affairs/documents/asph_competencies.pdf.

COURSE COMPETENCIES

Upon completion of this course, students will attain a level of knowledge and skills that will allow them to critically analyze problems, assess feasibility of policy and program implementation, and to propose policy initiatives, integral competencies for practice in public health and community organizations as identified by the Council on Education in Public Health (ceph.org/assets/2016.Criteria.pdf).

The content of this course will permit students to apply strategic-thinking and to engage in proactive problem solving by developing specific knowledge and skills in policy, leadership, and communication. Students will be able to:

Policy-Relevant Competencies

- Discuss multiple dimensions of the policy-making process, including the roles of ethics, law, and evidence
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Advocate for political, social or economic laws, policies, and programs that will improve health in diverse populations
- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
- Advocate for political, social or economic laws, policies, and programs that will improve health in diverse populations
- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- Evaluate laws and policies for their impact on public health and health equity

Leadership-Relevant Competencies

- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- Apply negotiation and mediation skills to address organizational or community challenges

Communication-Relevant Competencies

- Select communication strategies for different audiences and sectors
- Communicate audience-appropriate public health content, both in writing and through oral presentation

Systems Thinking-Relevant Competencies

- Apply systems thinking tools to a public health issue

COURSE OBJECTIVES

Within the framework of developing and enhancing competencies, the objectives of this course are the following:

1. To assist students in acquiring knowledge and experience in applying the knowledge about the context and process of health policymaking at the federal and state levels of government in the United States. A conceptual model of policy formulation, implementation and modification activities is used to structure the content about the policymaking process. The course also covers

selected federal and state health policies and policy issues, including the Affordable Care Act, in their historical context, as well as their contemporary and developmental status. In addition, the course will help students understand the social, political and economic determinants of health and how they contribute to population health and health inequities.

2. To assist students in acquiring knowledge and experience in applying the knowledge about effectively managing health programs and projects. Students will learn and apply core conceptual frameworks in management (e.g. leadership, strategy, decision-making) to current problems faced by health care managers today.

Overall, the instructor's central purpose for this course is to provide information and insight that can enhance students' abilities to better analyze and exert influence in helping shape health policy as well as more effectively manage in their domains of responsibility. The course is based on a teaching philosophy that emphasizes students' responsibilities to avail themselves of the organized readings, lectures, and guests arranged by the instructor as learning opportunities in the course. Standard professional behavior is expected at all times in the course.

COURSE METHODS AND EXPECTATIONS

The course utilizes Canvas, which is the primary method of communication and should be checked regularly, as well as Zoom (certain sessions). Each student is expected to read the assigned materials, watch any recordings, and be prepared to discuss both readings and lectures in class. At times, we will be discussing sensitive and controversial issues – please be respectful of the opinions of others and engage in civil discussion and debate.

Computers are to be used *for class purposes only*, not for surfing the Web. Please turn off cellphones prior to class. If you cannot turn your phone off, please set it to vibrate rather than ring. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion, and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Health and Safety Statement

During this pandemic, it is extremely important that you abide by the [public health regulations](#), the University of Pittsburgh's [health standards and guidelines](#), and [Pitt's Health Rules](#). These rules have been developed to protect the health and safety of all of us. Universal [face covering](#) is required in all classrooms and in every building on campus, without exceptions, regardless of vaccination status. This means you must wear a face covering that properly covers your nose and mouth when you are in the classroom. If you do not comply, you will be asked to leave class. It is your responsibility have the required face covering when entering a university building or classroom. For the most up-to-date information and guidance, please visit coronavirus.pitt.edu and check your Pitt email for updates before each class. If you are required to isolate or quarantine, become sick, or are unable to come to class, please see the Absence Policy, below.

Absence Policy

Attending class is critical to your understanding of the course material. However, as we enter another academic year in the midst of a global pandemic, absences are likely. *Please stay home if you are not feeling well or if you need to isolate/quarantine. I will work with you to make sure you understand any material missed. Please communicate your circumstances to me as soon as possible.*

Historically, absences have also occurred due to interviews and other professional opportunities. Advance notice of your absence for these events is appreciated. Please note that your professionalism grade may be affected by such absences if advance notice is not provided or if you are absent numerous times for reasons other than illness.

GRADING POLICY

Course grades are determined as follows, based on a maximum possible 100 points:

- 1. Two exams** – each worth 25 points (50 points possible). Exams will consist of multiple-choice, true/false, or short answer questions drawn from course readings and lectures. **Please see the course schedule for exam dates.**
- 2. Policy Brief Topic Description** (5 points possible) – The purpose of this brief assignment is to prepare students for writing the policy brief and to facilitate feedback on the topic from the course instructor. A short description (250 words maximum) of the proposed policy brief topic is **due on November 2, 2021.**
- 3. Policy Brief** (30 points possible) – Students will submit a policy brief (maximum 5 pages, double-spaced, 11-point font, 1” margins) on a topic of their choosing that summarizes both the problem and the solution to a pressing public health issue. Students should marshal evidence on the scope and reach of the problem as well as on the likely impacts of their policy solution. **The due date is December 14, 2021.** *See Policy Brief Instructions and Grading Rubric on Canvas.*
- 4. Professionalism** (15 points possible) – The professionalism grade is based on a student’s behavior in the classroom, as well class participation. Students should actively participate in class discussions, debates, polls, and group exercises in a respectful and constructive manner. *See Absence Policy, above.*

Student Performance Evaluation

Final course grades will be letter grade based on total accumulated points as follows:

| | | | |
|-----------|----|----------|----|
| 97 – 100% | A+ | 80 – 82% | B- |
| 93 – 96% | A | 77 – 79% | C+ |
| 90 – 92% | A- | 73 – 76% | C |
| 87 – 89% | B+ | 70 – 72% | C- |
| 83 – 86% | B | < 70% | F |

REQUIRED Textbook

The required textbook is Michael R. Meacham. *Longest’s Health Policymaking in the United States*, 7e. Chicago, Health Administration Press, 2021. A copy of the textbook has been requested for reserve at the Health Sciences library.

Please see the detailed course schedule beginning on page 8 for required readings, noting that the assigned textbook chapters are not sequential. Additional readings are available on Canvas. These readings may be supplemented and/or changed as deemed appropriate.

Academic Integrity

All students are expected to adhere to the school’s standards of academic honesty. Cheating/plagiarism will not be tolerated. The Graduate School of Public Health’s policy on academic integrity, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook www.publichealth.pitt.edu/home/academics/academic-requirements. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Accommodation for Students with Disabilities

If you have any disability for which you are or may be requiring accommodation, you are encouraged to notify both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union at

412-648-7890 or TTY 412-383-7355 as early as possible in the academic term. This office will verify your disability and help you to arrange for reasonable accommodations for your full participation in this course.

Sexual Misconduct, Required Reporting and Title IX Statement

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here:

www.titleix.pitt.edu/report/confidentiality

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

Other reporting information is available here: www.titleix.pitt.edu/report-0

Statement from the Department of Gender, Sexuality, and Women's Studies (GSWS). (This statement was developed by Katie Pope, Title IX Coordinator, in conjunction with GSWS instructors.)

Diversity Statement

The University of Pittsburgh Graduate School of Public Health considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Pitt Public Health is committed to creating and fostering inclusive learning environments that value human dignity and equity and promote social justice. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others. While intellectual disagreement may be constructive, no derogatory statements, or demeaning or discriminatory behavior will be permitted.

If you feel uncomfortable or would like to discuss a situation, please contact any of the following:

- the course director or course instructor;
- the Pitt Public Health Associate Dean responsible for diversity and inclusion;
- the University's Office of Diversity and Inclusion at 412-648-7860 or <https://www.diversity.pitt.edu/make-report/report-form> (anonymous reporting form).

Students, faculty and guests in this course represent a broad range of beliefs, backgrounds and experiences. This diversity enriches our classroom experience and I urge you to express yourself and participate in class and during my office hours. Intellectual disagreement can be constructive and enlightening, as long as we respect one another, own our feelings and our viewpoints and agree that we are all allowed our points of view. If at any time you feel uncomfortable, please let me know, and we can talk about ways to address it.

DETAILED COURSE SCHEDULE

Week 1 – August 31, 2021 (Zoom)

Course Overview; Health and Health Policy

Tina Batra Hershey

Required Reading:

1. *Longest's Health Policymaking in the United States*, 7E. Policy Snapshot: The Affordable Care Act: A Cauldron of Controversy
2. *Longest's Health Policymaking in the United States*, 7E. Chapter 1, Health and Health Policy
3. *Longest's Health Policymaking in the United States*, 7E. Appendix 1.1: Overview of the Affordable Care Act

Week 2 – September 7, 2021 (Zoom)

The Context and Overview of Health Policymaking

Tina Batra Hershey

Required Reading:

1. *Longest's Health Policymaking in the United States*, 7E. Chapter 2, The Context of Health Policymaking
2. *Longest's Health Policymaking in the United States*, 7E. Policy Snapshot: Legislative Cunning: The Birth of Medicare and Medicaid
3. *Longest's Health Policymaking in the United States*, 7E. Chapter 4. The Overview of Health Policymaking

Week 3 – September 14, 2021

Federalism; Pandemic Policymaking

Tina Batra Hershey

Required Reading:

1. *Longest's Health Policymaking in the United States*, 7E. Chapter 3, Federalism: The Changing Contexts of State and Federal Health Policy
2. *Longest's Health Policymaking in the United States*, 7E. Postscript: The Coronavirus Pandemic: Executive Branch Policy Implementation and Ramifications

Week 4 – September 21, 2021

Understanding Health Economics

Julie Donohue

Required Reading:

1. *Longest's Health Policymaking in the United States*, 7E. Appendix 1.2: Centers for Medicare and Medicaid Services Summaries of its Programs
2. Additional readings TBD

Week 5 – September 28, 2021

Policy Formulation: Agenda Setting and Development of Legislation

Tina Batra Hershey

Required Reading:

1. *Longest's Health Policymaking in the United States*, 7E. Chapter 5, Policy Formulation: Agenda Setting
2. *Longest's Health Policymaking in the United States*, 7E. Chapter 6, Policy Formulation: Development of Legislation

3. *Longest's Health Policymaking in the United States*, 7E. Appendix 2.4: Conference Committees
4. *Longest's Health Policymaking in the United States*, 7E. Appendix 2.5: Introduction to the Federal Budget Process

Week 6 – October 5, 2021 (Zoom)

Environmental Health Policy

Vijya Patel

Required Reading: TBD

Week 7 – October 12, 2021

Health System Leadership and Management

Bonnie Jin

Required Reading:

1. Porter TH. Case 31 “Poof” You are Now in Management: A Case Study in Leadership. 2014. Jones & Bartlett Learning.
2. Gabarro JJ, Kotter JP. Managing Your Boss. Harvard Business Review. 2013.
3. Kelley RE. In Praise of Followers. Harvard Business Review. 1988.
4. Kotter JP. What Leaders Really Do. Harvard Business Review. 2001.

Week 8 – October 19, 2021 Midterm Exam

Week 9 – October 26, 2021

Policy Implementation

Tina Batra Hershey

Required Reading:

1. *Longest's Health Policymaking in the United States*, 7E. Chapter 7, Policy Implementation
2. *Longest's Health Policymaking in the United States*, 7E. Appendix 3.1: Typical Plan for Federal Oversight
3. *Longest's Health Policymaking in the United States*, 7E. Appendix 3.2: Some Mission-Critical Centers of the Centers for Medicare and Medicaid Services

Week 10 – November 2, 2021

Social Determinants of Health and Health Inequities

Tiffany Gary-Webb and Eric Roberts

Due via Canvas: Policy Brief Topic Description

Required Reading:

1. Elliott JP, Christian SN, Doong K, Hardy HE, Mendez DD, Gary-Webb TL. Pharmacist Involvement in Addressing Public Health Priorities and Community Needs: The Allegheny County Racial and Ethnic Approaches to Community Health (REACH) Project. *Prev Chronic Dis.* 18, No. 707 (2021): 1-7.
2. Thomas C. Buchmueller and Helen G. Levy. The ACA's Impact On Racial And Ethnic Disparities In Health Insurance Coverage And Access To Care. *HEALTH AFFAIRS* 39, NO. 3 (2020): 395–402.
3. Lisa Cooper, Joshua M. Sharfstein, and Rachel L. Thornton. What the American Rescue Plan Means for Health Equity. *JAMA Health Forum*, 2021;2(4):e210658. doi:10.1001/jamahealthforum.2021.0658.

4. Hyunjung Lee and Frank W. Porell. The Effect of the Affordable Care Act Medicaid Expansion on Disparities in Access to Care and Health Status. *Medical Care Research and Review* 2020, Vol. 77(5) 461–473.

Week 11 – November 9, 2021

The Role of the Judiciary in Health Policy and Policymaking

Tina Batra Hershey

Required Reading:

1. *Longest's Health Policymaking in the United States*, 7E. Policy Snapshot: Challenging Administrative Regulations: Another Example of Policymaking Litigation
2. *Longest's Health Policymaking in the United States*, 7E. Chapter 8, Role of the Judicial Branch in Health Policy and Policymaking
3. *King v. Burwell*, 576 U.S. 473 (2015)

Week 12 – November 16, 2021

Policy Modification

Julie Donohue

Required Reading:

1. *Longest's Health Policymaking in the United States*, 7E. Policy Snapshot: Engaging the Future
2. *Longest's Health Policymaking in the United States*, 7E. Chapter 9, Policy Modification
3. Additional readings TBD

Week 13 – November 23, 2021

NO CLASS

Enjoy Thanksgiving Break!

Week 14 – November 30, 2021 (Zoom)

Advocacy Group Panel on Public Health Policy: Identifying Priorities and Influencing Policy

Required Reading:

1. *Longest's Health Policymaking in the United States*, 7E. Chapter 10, Building Policy Competence for Health Professionals
2. *Longest's Health Policymaking in the United States*, 7E. Appendix 2.1: Types of Advocacy Groups

Week 15 – December 7, 2020

Informing Public Health Policy with Research and Evaluation

Evan Cole

Required Reading:

1. Brownson RC, Royer C, Ewing R, McBride TD. Researchers and policymakers: travelers in parallel universes. *Am J Prev Med* 2006;30(2):164–172

Week 16 – December 14, 2021 Final Exam

Due via Canvas: Policy Brief