

HPM 2001
Spring Term 2019

Health Policy & Management in Public Health

January 8 to April 23, 2019
(Tuesdays)

9:00 AM to 12:00 PM

G23 Auditorium – Public Health Building

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COURSE SCHEDULE
HPM 2001, Health Policy & Management in Public Health
Spring Term 2019

Week 1 1/8/2019	Course Overview: Introduction to Course Methods and Resources; Determinates of the Organization, Financing and Delivery of Health Care	Donohue; Mark Roberts
Week 2 1/15/2019	Policy Formulation: Agenda Setting and Development of Legislation	Donohue
Week 3 1/22/2019	Policy Implementation: Rulemaking and Operation	Donohue
Week 4 1/29/2019	Policy Modification: Medicare and Medicaid	Donohue
Week 5 2/5/2019	Informing Public Policy with Research and Evaluation	Evan Cole
Week 6 2/12/2019	Advocacy Groups: Identifying Priorities and Influencing Policy	Landis (AARP) Guyette (PCEP) Harper (HCWP) Arnowitt (Clean Water Action)
Week 7 2/19/2019	Mid-Term Exam	
Week 8 2/26/2019	Management of Public Health Programs and Projects; Local Health Policy Development: Allegheny County Health Department	Eric Hulsey
Week 9 3/5/2019	Leadership and Best Practice	Wes Rohrer
Week 10 3/12/2019	*NO CLASS – Spring break*	
Week 11 3/19/2019	History of Health Reform in the U.S. (Leadership Assignment Due)	Everette James
Week 12 3/26/2019	The Affordable Care Act and Public Health: Implementation of the ACA	Donohue
Week 13 4/2/2019	Current Federal and State Proposals and Future Prospects for Reform	Donohue
Week 14 4/9/2019	Regulation of the Health Care Market	Caleb Wallace
Week 15 4/16/2019	*NO CLASS* (Policy Briefs due)	
Week 16 4/23/2019	Final Exam	

COURSE RATIONALE

This course, HPM 2001, Health Policy & Management in Public Health, is the Department of Health Policy & Management's (HPM) contribution to GSPH'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.

CEPH MPH 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 and leadership. Students will be able to demonstrate:

Policy-Relevant Competencies

- C5: Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- C12: Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- C14: Advocate for political, social or economic policies and programs that will improve health in diverse populations
- C15: Evaluate policies for their impact on public health and health equity

Leadership-Relevant Competencies

- C16: Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

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 federal, state and local 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. In addition, the course 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.
2. To assist students in acquiring knowledge and experience in applying the knowledge about effectively managing health programs and projects. A conceptual model of core (strategizing, designing, and leading) and facilitative (communicating, managing quality, marketing, and decision making) management activities is used to structure the management content of the course.

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. Lectures may be recorded.

COURSE METHODS

The course utilizes CourseWeb. Your active participation in the course is required in the form of written exams, assignments, and attendance.

GRADING POLICY

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

1. Two exams – each worth a maximum of 30 points (60 points possible). Exams will consist of multiple-choice, true/false, or short answer questions drawn from course readings and lectures. The exams will require the students to be able to critically examine the public health policymaking process and to identify differences between the organization and structure of the US healthcare system and other countries around the world. In particular, students will be tested on the policy formulation, implementation, and modification processes through application of key concepts to real world examples.
 - a. **Competencies: C5, C12, C14, C15, and C16**

2. Policy Brief (20 points possible) – The policy brief will consist of 2-3 pages of writing, not including references and a required cover page. Policy Briefs will be due on **April 16, 2019**.
 - a. Instructions: The goal of the policy brief is gain experience with and competency in policy analysis by creating a concise summary of an important health policy issue, analyzing potential policy options, and offering a recommendation on the best policy to address the issue. Please write a 1-3 page policy brief (double-spaced, not including cover letter, figures, and references) on a current policy issue of your choice. The policy brief should be accompanied by a cover letter addressed to a specific policymaker that either chairs a relevant committee or leads the agency responsible for the issue. The cover letter should explain the importance/urgency of the policy issue, and recommend action on a policy solution. More detailed instructions will be posted on Courseweb.
 - b. **Competencies: C14 and C15**

3. Leadership Assignment – Leadership skills self-assessments and brief self-reflection written response (10 points possible). Leadership Assignment is due **March 19, 2019**.
 - a. This exercise provides you the opportunity to conduct a self-assessment of your leadership traits, skills and capabilities: (a) You are required to complete four of the five self-assessment surveys posted on Courseweb, comparing your results to the benchmarks or interpretation provided. (b) Once you have completed these surveys, present a narrative of the results addressing the outcomes of each one and an overall summary of the leadership profile that emerges. Comment on how this profile compares to your own perceptions of your leadership prior to completing this exercise. (c) Identify one skill, behavior or capability that you consider necessary for effective leadership that you would want to develop further and suggest how you might do so. (d) Based on a “real world” organizational experience in which you have participated as an intern, employee, supervisor or community volunteer, discuss how the situation serves as an example of effective or ineffective leadership. Justify your assessment of this leadership behavior, referring to what you have learned from the leadership models presented and your own professional experience. More detailed instructions will be posted on Courseweb.

b. Competency: C16

4. Attendance and participation – Lack of attendance and participation may result in up to 10 points being deducted from your final grade (10 points possible).

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

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

COURSE READING MATERIAL

The required textbook is available for purchase (sharing copies is strongly recommended) at the Health Book Center, and several copies are on reserve at Falk Library.

1. Assigned material available in PDF format or on the Internet.
2. Beaufort Longest. *Health Policymaking in the United States*, 5E. Chicago: Health Administration Press, 2010.
3. *Kaiser Daily Health Policy Report*. (Accessed 10/19/11.)
<http://www.kaiserhealthnews.org/Email-Subscriptions.aspx>. Sign up for free email delivery and read this report each business day during the course.
4. Carter McNamara. *Free Management Library (SM)*. This is a comprehensive web-based management library. (Accessed 10/19/11.) www.managementhelp.org.

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.

ACADEMIC INTEGRITY

You are expected to adhere to the school's standards of academic honesty. Any work submitted in this course for evaluation must represent your own intellectual contribution and efforts. The GSPH policy on academic integrity and professionalism, which is based on the University policy, is available online at <http://www.publichealth.pitt.edu/interior.php?pageID=126>. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

The essence of the GSPH policy on academic integrity is that if you commit an act of academic dishonesty, including plagiarism, unauthorized collaboration on an assignment, cheating on an exam, misrepresentation of data, and facilitating dishonesty by others, you will receive a sanction appropriate to the violation committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from GSPH.

The policy also requires that a violation of academic integrity will be documented and kept in a confidential student file maintained by the GSPH Office of Student Affairs. If a sanction for a violation is agreed upon by you and me the record of this agreement will be expunged from your file upon your graduation. If the case is referred to the GSPH Academic Integrity Hearing Board, a record will remain in your permanent file. Repeat violations automatically will be referred to the Hearing Board.

COURSE SCHEDULE

Week 1 – January 8, 2019:

Course Overview: Introduction to Course Methods and Resources; Determinates of the Organization, Financing and Delivery of Health Care

Week 1 Part 1: Course Overview: Introduction to Course Methods and Resources

Julie Donohue

Learning Guidance:

1. Familiarize yourself with the overall purposes for the course, as well as the format and methods used to conduct the course.
2. Define health policy and understand the forms policies take.
3. Identify the key goals of health policy.
4. Reproduce a schematic model (see page 54 of text) of the overall health policymaking process.
5. Familiarize yourself with some of the key health policy websites that will be used in the course.

Required Reading:

1. *Health Policymaking in the United States*, 5E. Chapter 1, *Health and Health Policy*. (PDF on Courseweb)
2. *Health Policymaking in the United States*, 5E. Chapter 2, *The Context and Process of Health Policymaking*. (PDF on Courseweb)
3. How Our Laws Are Made:
<https://www.congress.gov/resources/display/content/How+Our+Laws+Are+Made+-+Learn+About+the+Legislative+Process>

Browse:

1. Kaiser Family Foundation Online, www.kff.org and <http://kff.org/archived-kaiseredu-org-tutorials/>
2. Library of Congress, <http://thomas.loc.gov/home/thomas.php>
3. Obama, B. H. (2017). Repealing the ACA without a Replacement—The Risks to American Health Care. *New England Journal of Medicine*:
<http://www.nejm.org/doi/pdf/10.1056/NEJMp1616577>

Week 1 Part 2: Determinates of the Organization, Financing and Delivery of Health Care

Mark Roberts

Learning Guidance:

1. Familiarize yourself with the organization of health services and their financing in the U.S.
2. Review the pattern of health expenditures and projections.
3. Recognize the connection between health policy and health in human populations.
4. Assess the comparative strengths and weaknesses of the US health care system relative to other systems.

Required Reading:

1. U.S. Census Bureau. Health insurance coverage in the United States: 2017.
<https://www.census.gov/content/dam/Census/library/publications/2018/demo/p60-264.pdf>
2. Papanicolas I, Woskie LR, Jha AK. Health care spending in the United States and Other High-Income Countries. *JAMA* 2018;319(10):1024-1039

Week 2 – January 15, 2019:

Policy Formulation: Agenda Setting and Development of Legislation

Exemplar: SUPPORT Legislation

Julie Donohue

Learning Guidance:

1. Identify the key actors in policy making on the supply and demand side.
2. Understand agenda setting as a consequence of the various pairs of problems and their possible solutions, along with the political circumstances surrounding the pairs.
3. Understand the role of interest groups in the political circumstances aspect of agenda setting.
4. Familiarize yourself with the development of the Substance Use-Disorder Prevention that Promotes Opioid Recovery and Treatment (SUPPORT) for Patients and Communities Act understanding the context for the Act and its key provisions.

Required Reading:

1. Health Policymaking in the United States, 5E, Chapter 2, *The Context and Process of Health Policymaking*. (PDF on Courseweb)
 - o Review from W1
2. *Health Policymaking in the United States*, 5E, Chapter 3, *Policy Formulation: Agenda Setting*. (PDF on Courseweb)
3. *Health Policymaking in the United States*, 5E, Chapter 4, *Policy Formulation: Development of Legislation*. (PDF on Courseweb)
4. Summary of H.R. 6 the Substance Use-Disorder Prevention that Promotes Opioid Recovery and Treatment (SUPPORT) for Patients and Communities Act (PDF on Courseweb)

Optional Reading:

1. John W. Kingdon, "How Does an Idea's Time Come?" Chapter 1 in *Agendas, Alternatives, and Public Policies*, 2nd edition. New York: HarperCollins College Publishers, 1995. (PDF available on CourseWeb.)
2. Familiarize yourself with the websites of the Congressional committees with health policy jurisdiction. The committees and their website addresses can be found on pages 214-215 of *Health Policymaking in the United States*. You can also readily access these sites from <http://thomas.loc.gov> by clicking on "House of Representatives" and "Senate."

Week 3 – January 22, 2019:

Policy Implementation: Rulemaking & Operation

Exemplar: Medicaid expansion

Julie Donohue

Learning Guidance:

1. Familiarize yourself with the implementation phase of the public policymaking process.
2. Understand the rulemaking component of implementation.
3. Appreciate the roles played by federal and state governments, as well as the courts, in shaping Medicaid policy.
4. Understand and familiarize yourself with the policy implementation of state Medicaid expansion decisions under the Affordable Care Act.

Required Reading:

1. *Health Policymaking in the United States*, 5E, Chapter 5, *Policy Implementation: Rulemaking*. (PDF on Courseweb)
2. *Health Policymaking in the United States*, 5E, Chapter 6, *Policy Implementation: Operation*. (PDF on Courseweb)
3. Kaiser Family Foundation. 10 things about Medicaid: setting the record straight. <http://files.kff.org/attachment/Issue-Brief-10-Things-to-Know-about-Medicaid-Setting-the-Facts-Straight> (PDF on Courseweb)
4. Kaiser Family Foundation. Medicaid Waiver Tracker: Approved and Pending Section 1115 Waivers by State. December 21, 2018. Browse website: <https://www.kff.org/medicaid/issue-brief/medicaid-waiver-tracker-approved-and-pending-section-1115-waivers-by-state/> (PDF on Courseweb)

Optional Reading:

1. "Implementing the ACA: Onward Through the Thorns". *Health Affairs*, 32, no.9 (2013):1518 (PDF available on Courseweb)
2. Kaiser Family Foundation Issue Brief: The Effects of Medicaid Expansion under the ACA: Updated Findings from a Literature Review, March 2018. <https://www.kff.org/medicaid/issue-brief/the-effects-of-medicaid-expansion-under-the-aca-updated-findings-from-a-literature-review-march-2018/>
3. "What's Behind CMS' Decision To Open A New Comment Period For Kentucky's 1115 Medicaid Work Demonstration?", *Health Affairs Blog*, July 30, 2018. DOI: 10.1377/hblog20180729.592498 <https://www.healthaffairs.org/doi/10.1377/hblog20180729.592498/full/>

Week 4: January 29, 2019:

Policy Modification

Exemplar: Medicare Part D

Julie Donohue

Learning Guidance:

1. Understand how modification can occur at each step in the policymaking process.

2. Understand the role of Medicare in financing health services in the United States.
3. Familiarize yourself with the important historical aspects of the development of Medicare and the Medicare policy modification process.
4. Determine which aspects of the Medicare drug benefit (Part D) have been modified and which have been resistant to change and identify the reasons for differences in policy modification.

Required Reading:

1. *Health Policymaking in the United States*, 5E, Chapter 7, *Policy Modification*. (PDF on Courseweb)
2. Kaiser Family Foundation. *An Overview of Medicare* November 2017. (PDF on Courseweb) <http://files.kff.org/attachment/issue-brief-an-overview-of-medicare>
3. Donohue, J.M., Huskamp, H.A. Doughnuts and discounts – changes to Medicare Part D under the Bipartisan Budget Act of 2018. *New England Journal of Medicine* 378(21): 1957-1960, 2018. (PDF on Courseweb)

Optional Reading:

1. Kaiser Family Foundation. *Medicare: A Timeline of Key Developments* <http://www.kff.org/medicare/medicaretimeline.cfm>.
2. Michael E. Gluck and Richard Sorian, *Administrative Challenges in Managing the Medicare Program*, The AARP Policy Institute, #2004-15, December 2004, pages 1-94.
3. US Government Accountability Office (GAO). Prescription drugs: Comparison of DOD, Medicaid, and Medicare Part D Retail Reimbursement Prices. (PDF on Courseweb) https://cdn.ymaws.com/www.iacprx.org/resource/resmgr/GAO/GAO_Comparison_of_Reimbursement.pdf

Week 5 – February 5, 2019

Informing Public Policy with Research and Evaluation

Evan Cole

Learning Guidance:

1. Identify the role that research plays in informing and guiding policy development and implementation
2. Recognize how research will be applied and used by various parties within a particular context
3. Understand the dynamics of researcher-policymaker relationships and the tensions between these actors.

Required readings:

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 (PDF on Courseweb)

Week 6 – February 12, 2019

Advocacy Groups: Identifying Priorities and Influencing Policy

Ray Landis (AARP)

Dr. Maria Guyette (Pennsylvania College of Emergency Physicians)

AJ Harper (Healthcare Council of Western Pennsylvania)

Myron Arnowitt (Clean Water Action)

Learning Guidance:

1. Understand how advocacy groups influence policy and public opinion
2. Outline some strategies used to prioritize initiatives and meet member needs

Week 7 – February 19, 2019

Mid-Term Exam

Week 8 – February 26, 2019

Local Health Policy Development: Allegheny County Department of Human Services and the Opioid Overdose Epidemic

Eric Hulsey

Learning Guidance:

1. Understand how responsibility is shared between health entities at the local, state, and national level
2. Understand the role of the Allegheny County Department of Human Services as a supporter, and promoter, of local health policy
3. Familiarize yourself with the key policy interventions available to local government agencies for addressing the opioid crisis
4. Gain an understanding of how local health departments and human services departments coordinate in response to public health crises

Required Readings:

1. Naloxone Information. <https://alleghenycounty.us/Health-Department/Programs/Special-Initiatives/Overdose-Prevention/Naloxone-Information.aspx>
2. Opioid-related overdose deaths in Allegheny County, 2015-2016 Update (PDF on Courseweb) <https://www.alleghenycountyanalytics.us/wp-content/uploads/2018/02/ACDHS-Opioid-Overdose-Deaths-Report-021518.pdf>
3. Allegheny County Department of Human Services, Allegheny County Health Department, Community Care Behavioral Health Organization. Joint position statement on medication-assisted treatment for opioid use disorders in Allegheny County. (PDF on Courseweb) <https://www.alleghenycountyanalytics.us/wp-content/uploads/2017/01/MAT-Position-Paper.pdf>

Week 9 – March 5, 2019

Leadership and Best Practice

Wes Rohrer

Learning Guidance:

1. Understand the history of Leadership Theories in the United States
2. Familiarize yourself with the frameworks for leadership improvement
3. Understand how healthcare reform in the United States is changing leadership
4. Understand the difference between leadership and management
5. Identify your own strengths and weaknesses as a leader, and describe a plan to improve upon your weaknesses

Required Reading:

1. Trastek, V. F., Hamilton, N. W., & Niles, E. E. (2014, March). Leadership models in health care—a case for servant leadership. In *Mayo Clinic Proceedings* (Vol. 89, No. 3, pp. 374-381). Elsevier. (PDF available on Courseweb)
2. Isaac, R. G., Zerbe, W. J., & Pitt, D. C. (2001). Leadership and motivation: The effective application of expectancy theory. *Journal of managerial issues*, 212-226..” (PDF available on Courseweb)
3. Natemeyer, W. and Hersey, P. (2011). “Chapter 7: Emotional Intelligence.” *Classics of Organizational Behavior*. Long Grove, IL: Waveland Press, 378-383. (PDF available on Courseweb)

Week 10 – March 12, 2019

No Class – Spring Break

Week 11 – March 19, 2019

History of Health Reform in the US

Exemplar: 2010 Affordable Care Act

Everette James

Learning Guidance:

1. Familiarize yourself with the history of significant health policies and programs in the United States (Hill Burton, Medicare, Medicaid, HMO Act, Clinton Health Security Act, Medicare Part D)
2. Understand the common elements and themes of U.S. health policy since 1900
3. Familiarize yourself with the business, legal, political and public health aspects of U.S. health policy leading up to the Affordable Care Act

Required Reading:

1. NY Times website – “A History of Overhauling Health Care” – http://www.nytimes.com/interactive/2009/07/19/us/politics/20090717_HEALTH_TIMELINE.html
2. Paul Starr, *Remedy and Reaction*, Ch. 1, “Evolution Through Defeat”, pp. 27-50 (PDF available on Courseweb)
3. Paul Starr, *Remedy and Reaction*, Ch. 2, “Stumbling Toward Comprehensive Reform”, pp. 51-76 (PDF available on Courseweb)
4. Paul Starr, *Remedy and Reaction*, Ch. 3, “Shaping of Clinton Health Plan”, pp. 79-102 (PDF available on Courseweb)
5. Kaiser Family Foundation, “National Health Insurance – A Brief History of Reform Efforts in the U.S.” (PDF available on Courseweb)

Optional Reading:

1. Blendon, Robert J. and John M. Benson. 2001. "Americans' Views on Health Policy: A Fifty-Year Historical Perspective." *Health Affairs*, 20(2), March/April: 33-46.

Week 12 – March 26, 2019:

The Affordable Care Act and Public Health: Implementation of the ACA

Julie Donohue

Learning Guidance:

1. Understand the structure and policy objectives of the Affordable Care Act.
2. Identify health reform implementation issues that will affect the health status of the U.S. population.
3. Understand how insurance subsidies are structured in the Affordable Care Act and what they mean for income redistribution.
4. Understand the legal and political challenges to implementing coverage mandates under the Affordable Care Act.
5. Critically compare emerging health reform to previous and current reform efforts and laws.

Required Reading:

1. James AE, Levine AS, *The Inevitability of Health Reform*. Duquesne Law Review. 2012; 50 Duq. L. Rev. 235 (PDF on Courseweb)
2. Blumenthal D, Abrams M, Nuzum R. The Affordable Care Act at 5 Years. *NEJM* June 2015 (PDF on Courseweb)
3. Starr, P. *Remedy and Reaction: The Peculiar American Struggle Over Health Care Reform*. Chapter 8 (PDF available on Courseweb)
4. Politi MC, Sonfield A, Madden T. Addressing challenges to implementation of the contraceptive coverage guarantee of the Affordable Care Act. *JAMA* 2016;315(7):653-654 (PDF on courseweb)
5. Frontline Video: "Obama's Deal"
<http://www.pbs.org/wgbh/pages/frontline/obamasdeal/>
6. <https://www.nytimes.com/2018/05/28/upshot/it-saves-lives-it-can-save-money-so-why-arent-we-spending-more-on-public-health.html>

Optional Reading:

1. Oberlander J. "Long Time Coming: Why Health Reform Finally Passed," *Health Affairs* 2010, 29(6), 1112-6
2. Cutler, David M. "From the Affordable Care Act to Affordable Care." *JAMA*. 2015, 314(4).
3. Bachrach, D., Ario, J., and Davis, H. "Innovation Waivers: An Opportunity for States to Pursue Their Own Brand of Health Reform." *Realizing Health Reform's Potential. The Commonwealth Fund*. April 2015.
4. Buchmueller, T., Carey, C., and Levy, H. "Will Employers Drop Health Insurance Coverage Because of the Affordable Care Act?" *Health Affairs*. 2013. 32(9) 1522-1530.

Week 13 – April 2, 2019

The American Health Care Act and Future Prospects for Reform

Julie Donohue

Learning Guidance:

1. Understand the structure and policy objectives of the American Health Care Act.
2. Identify the impacts the American Health Care Act would have had on access, health outcomes, and cost of care for the U.S. population.
3. Critically compare emerging health reform proposals to the American Health Care Act.
4. Examine the influence of elections on future health reform efforts.

Required Reading:

1. Kaiser Family Foundation. (2017). Compare Proposals to Replace the Affordable Care Act. *Health Reform*. Retrieved from: <http://www.kff.org/interactive/proposals-to-replace-the-affordable-care-act/>
2. Congressional Budget Office. American Health Care Act of 2017. Cost Estimate. May 24, 2017 (PDF on Courseweb)
3. American Enterprise Institute. What's next for the Affordable Care Act? (Podcast) <http://www.aei.org/multimedia/whats-next-for-the-affordable-care-act/>
4. Busch F, Houchens PR (Milliman) The individual mandate repeal: will it matter? <http://www.milliman.com/insight/2018/The-individual-mandate-repeal-Will-it-matter/> (PDF on courseweb)
5. Blendon RJ, Benson JM, McMurtry. Health care in the 2018 Election. *NEJM* 379: 18, November 2018 (PDF on Courseweb).
6. Jones DK, Pagel C, Koller CF. The future of health care reform – a view from the states on where we go from here. *NEJM* December 2018 (PDF on Courseweb).

Week 14 – April 9, 2019

Regulation of the Health Care Market

Caleb Wallace

Learning Guidance:

1. Understand the structure and function of the U.S. healthcare regulatory system
2. Understand the US healthcare participants and the key features of governmental and commercial markets
3. Be able to distinguish between federal, state and local regulatory purview and understand the roles that regulators play in the market for health services
4. Familiarize yourself with the federal, state and local laws and regulations that govern the activities and taxation of healthcare non-profits

Required Reading: WILL BE AVAILABLE AS PDFS ON COURSEWEB

Week 15 – April 16, 2019

No Class – Policy Briefs due

Week 16 – April 23, 2019

Final Exam