

DOANE UNIVERSITY

NRS 315/HSI 315

Health Care Policy in the United States

Winter Term I 2017 (October 16-December 16)

Laura Ebke, PhD

Nebraska State Senator, District 32

Winter Term 1 (October 16-December 16)

Syllabus: NRS 315/HSI 315: Health Care Policy in the United States (3 Credits)

INSTRUCTOR INFORMATION/CONTACT:

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Class Dates and Hours

- Scheduled classes will be held on the following Wednesdays: October 18, 25; November 1, 8, 15, 29 (NO CLASS on November 22 before Thanksgiving); December 6, 13.
- Office Hours—immediately before and after class. Please feel free to email, text call, message me with questions, etc.

Course Description

This course reviews the historic development of health policy in the United States and factors that affect future health policy initiatives. The course will examine critical healthcare policy issues facing the United States such as rising healthcare costs, quality of healthcare services, financing of the healthcare system, and adoption of new technologies. Students will learn the basic elements underlying financing, organization, and delivery of healthcare services including Medicare, Medicaid, access to healthcare, and the relationship between the public and private sectors on health policy. Upon completion of the course, students will understand how policy affects the development of health care legislation, and the process of political compromise and real world limitations upon the implementation of legislation.

Course Objectives

This course is intended to help you gain an understanding of many of the factors that influence federal and state policy decisions about health care, how they interact with each other, what contributes to their effectiveness, and what causes them to be ineffective. We'll pay special attention to the implementation of the Patient Protection and Affordable Care Act (ACA), it's proposed replacements, and their impact on health care cost growth, public programs such as Medicare and Medicaid, health insurance, quality and the states with particular emphasis on Nebraska, and we'll explore the political philosophies underlying the different perspectives on the role of government in health care.

Specific learning objectives include:

1. Identify and recognize the changing nature of health care delivery and policy over the last 100 years.
2. Analyze how changes in health care policy impact the quality of care received by patients.
3. Summarize the primary differences between various government based health insurance and identify the primary differences between those and private health insurance.
4. Design a prototype health care delivery system, including providers and means of paying for it.
5. Assess the positives and negatives of different types of health care delivery and payment systems.

Format

Classes will be primarily discussion-based. The instructor will introduce subjects, and initiate discussion through questions, and endeavor to keep the conversation mostly on topic. There will be some documentaries presented during class to stimulate further discussion and thought. **Students are expected to actively participate in the discussion, including weekly submission of at least two discussion questions based on the reading and current events. Discussion questions should be emailed to the instructor at least 24 hours prior to each class**, beginning with the October 25th class.

Protocol and Expectations

No experience in health care public policy is required. This class is meant to be interesting and engaging; it is meant to give you things to think about, and tools for analyzing health care policy in the future.

We will start on time, and finish on time. Because of the weekly seminar nature of this class, and the limited class meetings, attendance is required. IF you are unable to attend due to illness or circumstances beyond your control, please let the instructor know—either via email or text message—prior to the class meeting.

We live in the 21st century. Cell phones and computers are a part of life. I request this: put your cell phones on silent or vibrate during class. If a call comes in which you must take, just get up and step outside the classroom. As tempting as it might be, I would ask that you avoid using phones or computers for social media during our discussions. Check and reply to your text messages, Facebook posts, Twitter accounts, etc. before class, during our breaks (we'll try to break briefly at least once every 1-1 ½ hours), or after class.

Students will gain the most from the class through active preparation and participation in discussions and interaction. Every student is expected to participate and should be

prepared to discuss required readings for each class. Each week will include a list of required readings, along with supplemental readings. Supplemental readings are designed to add to the depth of your knowledge on particular topics.

Your class participation score will be based on your demonstration of your own learning and your contribution to the learning of others. If the overall quality of class discussion is high, everyone will benefit and the participation score for you and the other students will reflect that. Examples of active participation include, but are not limited to:

- Comments that reflect an understanding of the reading material.
- Effective connection of ideas.
- Being able to analyze topics from multiple viewpoints—including those you might not agree with.
- Asking questions when you do not understand or do not agree with something that you read or heard in preparation for and during class.
- Encouraging others to participate.
- Actively listening to others and trying to build on their ideas.
- Sharing relevant experiences that pertain to the subject matter.

Academic Integrity

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in this course are expected to complete coursework responsibilities using the highest of ethical standards. For this class, that means (among other things):

- Properly citing the work of others in any written work
- Verbal acknowledgement of the work of others in oral discussions, i.e., not trying to pass off someone else's ideas as your own.

There are no exams in this class, so there should be no reason to “cheat”—do your own work, and cite others' work appropriately in your writing assignments, and there should be no problems. If it should come to my attention that a student has deliberately engaged in academic dishonesty, disciplinary action up to, and including, a failing grade is possible.

Grading

Students are expected to complete the assigned readings, attend and participate in class discussions, and write two 3-5 page “reaction” paper, and one 8-10 page “final paper”. More information about each of those papers will be handed out and explained at the first class meeting.

Grades for the course will be determined by the following means:

1. Attendance: 10%
2. Reading analysis and class participation (including at least 2 questions submitted prior to each class beginning October 25): 20%

3. Reaction Paper* #1: 20% (turned in not later than November 5)
4. Reaction Paper* #2: 20% (turned in not later than December 8)
5. Final Paper*: 30% (Due in class December 13, or by email by noon on December 15)
6. Final letter grades will be calculated by averaging the weighted scores for the five (5) criteria above:
A = 93 - 100%
B = 85 - <93%
C = 77 - <85%
D = 70 - <77%
F = <70%

*Reaction papers may reflect on reading assignments, or be afterthought/reflections on topics that have been discussed in class.

Required Reading Materials

- There is no text book for this class
- Links to readings will be provided in an Scheduled Reading List which will provided via email a week or so before the course begins.
- Readings not available online, and additional materials which will might be assigned, will be handed out the class before.

The Course is broken down in a series of eight “Reading Modules”. Because we will not have class the week of Thanksgiving, every week will be used—including the first week. Reading assignments are below.

CLASS SCHEDULE and READINGS

Wednesday, 10/18/17 “History and Philosophy of Healthcare in U.S.” (MODULE 1)

- 1) Introduction, Overview of Class and expectation, a brief history of Healthcare Policy.
- 2) Read (in advance):
 - a. Kaiser Family Foundation. Timeline: History of Health Reform in U.S. 2011. <https://kaiserfamilyfoundation.files.wordpress.com/2011/03/5-02-13-history-of-health-reform.pdf>
 - b. Kaiser Family Foundation. National Health Insurance--a Brief History of Reform Efforts in the U.S. 2013. <https://kaiserfamilyfoundation.files.wordpress.com/2013/01/7871.pdf>
 - c. Hoffman, Beatrix. "Health Care Reform and Social Movements in the United States". American Journal of Public Health." January 2003. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447696/>
 - d. Toland, Bill. "How did America end up with this health care system?" Pittsburgh Post-Gazette. April 27, 2014. <http://www.post-gazette.com/healthypgh/2014/04/27/VITALS-How-did-U-S-employer-based-health-care-history-become-what-it-is-today/stories/201404150167>
 - e. Blumberg, Alex & Adam Davison. "Accidents of History Created U.S. Health Systems." NPR, All Things Considered. October 22, 2009. <http://www.npr.org/templates/story/story.php?storyId=114045132>
 - f. Bodenheimer, Thomas. "The Political Divide in Health Care: A Liberal Perspective." Health Affairs, November 2015. <http://content.healthaffairs.org/content/24/6/1426.full>
 - g. ProCon.org. "Background of the Issue." <http://healthcare.procon.org/view.resource.php?resourceID=006590>
- 3) Video you can watch:
<https://healthcare.procon.org/view.resource.php?resourceID=006591>

Wednesday, 10/25/17 "The Policy Making Process" (MODULE 2)

- 1) Read (in advance):
 - a. ThisNation.com. "The Policy Process". <http://www.thisnation.com/textbook/processes-policyprocess.html>

- b. Gostin, Lawrence. "The Formulation of Health Policy by the Three Branches of Government."
<https://www.ncbi.nlm.nih.gov/books/NBK231979/?report=printable>

2) Watch:

- a. School House Rocks Video
<https://www.youtube.com/watch?v=FFroMQIKiag>
- b. And the Alternate versions:
 - i. <https://www.youtube.com/watch?v=QH0HI31vdF4>
 - ii. <https://www.youtube.com/watch?v=hKhXxvT9iak>

Wednesday, 11/1/17 "Health Care Disparities" (MODULE 3)

1) Read (in advance):

- a. P. Ubri and S. Artiga, "Disparities in Health and Health Care: Five Key Questions and Answers." <http://www.kff.org/disparities-policy/issue-brief/disparities-in-health-and-health-care-five-key-questions-and-answers/>
- b. Centers for Disease Control and Prevention. Strategies for Reducing Health Disparities--Selected CDC-Sponsored Interventions, United States, 2016. MMWR 2016; 65 (No. 1)
<https://www.cdc.gov/mmwr/volumes/65/su/pdfs/su6501.pdf>
- c. Centers for Disease Control and Prevention. CDC Health Disparities and Inequalities Report--United States, 2013. MMWR 2013; 62 (No. 3)
<https://www.cdc.gov/mmwr/pdf/other/su6203.pdf>

2) Watch (in advance):

- a. Tackling ethnic health disparities: Lisa Cooper at TEDxBaltimore 2014
<https://www.youtube.com/watch?v=CBNWaQM2JrE>
- b. A Recipe for Health Equity in the 21st Century: Renaisa Anthony at TEDxOmaha <https://www.youtube.com/watch?v=ywQJGnzQKGs>

Wednesday, 11/8/17 "Healthcare Outcomes Over Time and Space" (MODULE 4)

1) Read (in advance):

- a. Sheingold & Hahn. "The History of Health Care Quality: the First 100 Years, 1860-1960" International Journal of AfricaNursing Sciences,

2014. http://ac.els-cdn.com/S2214139114000043/1-s2.0-S2214139114000043-main.pdf?_tid=017c5562-7e09-11e7-a61e-00000aacb35e&acdnat=1502396460_bc1a528377476880e951fde11363af28

- b. Meera Senthilingam, CNN. "How Health Care Works Around the World." <http://www.cnn.com/2017/03/17/health/health-care-global-uk-national-health-system-eprise/index.html>

Wednesday, 11/15/17 "Development and Evolution of Health Insurance" (MODULE 5)

1) Read:

- a. Blumenthal, D. "Employer-Sponsored Health Insurance in the United States--Origins and Implications," New England Medical Journal 355(1), 2006: 82-88. <http://people.umass.edu/econ340/nejm-ebhi.pdf>
- b. Kaiser Family Foundation. "How Private Health Insurance Works: A Primer, 2008 Update." April 2008. <http://kaiserfamilyfoundation.files.wordpress.com/2013/01/7766.pdf>
- c. Baicker, K & Chandra, A. "Myths and misconceptions about U.S Health Insurance." Health Aff (Millwood). 2008 Nov-Dec; 27(6): w533-43 <http://content.healthaffairs.org/content/27/6/w533.full.pdf+html>
- d. Reinhardt, U.E. "The Illogic of Employer-Sponsored Health Insurance", The New York Times, July 1, 2014. <https://www.nytimes.com/2014/07/03/upshot/the-illogic-of-employer-sponsored-health-insurance.html?mcubz=0>

2) Watch:

- a. <https://www.youtube.com/watch?v=Tct38KwROdw>

Wednesday, 11/29/17 "Medicare" MODULE 6

1) Read:

- a. Kaiser Family Foundation. "An Overview of Medicare". April 2016. <http://www.kff.org/medicare/issue-brief/an-overview-of-medicare/>

- b. Kaiser Family Foundation. "A Primer on Medicare--Key Facts About the Medicare Program and the People it Covers." March, 2015. <http://files.kff.org/attachment/report-a-primer-on-medicare-key-facts-about-the-medicare-program-and-the-people-it-covers>
- c. Heritage Foundation. Medicare's Next 50 years: Preserving the program for future retirees. July 2016. <http://www.heritage.org/health-care-reform/report/medicares-next-50-years-preserving-the-program-future-retirees>
- d. Kaiser Family Foundation. The Facts on Medicare Spending and Financing. July 2016. <http://www.kff.org/medicare/issue-brief/the-facts-on-medicare-spending-and-financing/>
- e. Oberlander, J. "Leap of Faith--Medicare's New Physician Payment System." NEJM September 2015. <http://www.nejm.org/doi/full/10.1056/NEJMp1509154>

Wednesday, 12/6/17 "Medicaid and the Affordable Care Act" (MODULE 7)

1) Read:

- a. Kaiser Family Foundation. "Medicaid: A Primer – Key Information on the Nation's Health Coverage Program for Low-Income People". March 2013. <http://kaiserfamilyfoundation.files.wordpress.com/2010/06/7334-05.pdf>
- b. S. Dorn, M. McGrath, and J. Holohan. "What is the Result of States Not Expanding Medicaid?" Urban Institute, August 2014. <http://www.urban.org/sites/default/files/publication/22816/413192-What-is-the-Result-of-States-Not-Expanding-Medicaid-.PDF>
- c. E. Heislmaier, and D. Gonshorowski. "2014 Health Insurance Enrollment Due Almost Entirely Due to Medicaid Expansion." Heritage Foundation, October 2015. <http://www.heritage.org/health-care-reform/report/2014-health-insurance-enrollment-increase-due-almost-entirely-medicaid>
- d. S. Rosenbaum and T. Westmoreland. "Restructuring Medicaid as Block Grants--Unconstitutional Coercion?", NEJM 372(19), 2015: 1785-1787. <http://www.nejm.org/doi/pdf/10.1056/NEJMp1503455>
- e. Kaiser Family Foundation. "What Difference Does Medicaid Make?" May 2013. <https://kaiserfamilyfoundation.files.wordpress.com/2013/05/8440-what-difference-does-medicaid-make2.pdf>

- f. E. Park and M. Broaddus. "Medicaid Block Grant Would Shift Financial Risks and Costs to States". February, 2011.
<https://www.cbpp.org/research/medicaid-block-grant-would-shift-financial-risks-and-costs-to-states>

Wednesday, 12/13/17 "Medical Innovations and Pharmaceutical Development"

MODULE 8

1) Read:

- a. T.P.Stossel. "Prescription Drug Pricing: Scam or Scapegoat?" AEI, February 2016. <http://www.aei.org/publication/prescription-drug-pricing-scam-or-scapegoat/>
- b. L. Nichols. "What Price Should we Pay for Specialty Drugs?" CHPRE Issue Brief #3. May 2015. http://chpre.org/wp-content/uploads/2015/05/New-Pricing-Policy-for-Specialty-Drugs_5.12.2015.pdf
- c. Public Citizen. "Patients' Groups and Big Pharma, August 2016. <http://citizen.org/documents/patients-groups-and-big-pharma-money-report.pdf>
- d. Alf. Engleberg, "How Government Policy Promotes High Drug Prices", Health Affairs Blog, October 2015. <http://healthaffairs.org/blog/2015/10/29/how-government-policy-promotes-high-drug-prices/>
- e. ASPE Briefing. "Observations on Trends in Prescription Drug Spending." March 2016. <https://aspe.hhs.gov/system/files/pdf/187586/Drugspending.pdf>

Written Assignments—More Details

Weekly Reading Questions

- Beginning with readings for October 25th (combined with participation for 20% of total grade)

- Submit at least TWO discussion questions for the class, to the instructor via email, at least 24 hours prior to the beginning of class (laura.ebke@doane.edu)
 - The questions can be philosophical, or just conversation starters for the class. Or, if you have specific questions that we need to do some research on during the course of class....

Reaction/Reflection Papers (each one, 20% of total grade)—these can be printed and handed to the instructor, or emailed at address above.

- First one due around November 1 (or as late as November 5th via email)
 - Should be a 3-5 page (double spaced) “reaction” to either something we’ve read, or something we’ve talked about—or videos we’ve watched. Cite sources if you use outside sources, but what I’m looking for here is some thought and reflection on your part.
- Second one due not later than December 7 (day after our next to last regular meeting).
 - Same guidelines as above in terms of length, sources, purpose. Should cover readings/classes after November 1..

Final Paper (worth 30% of final grade)—can be handed in during last class period, or emailed to instructor NOT LATER THAN NOON on Friday, December 15.

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- 8-10 pages in length (No front cover sheet is necessary, and should not be included as part of the 8-10 pages, but any bibliography page DOES count toward the total pages.
- You should pick a topic which we’ve studied that is interesting to you—or a topic related to health care policy which we haven’t discussed that is interesting to you. If you’re not sure whether your topic would work, talk to me.
- Your paper should provide:
 - Background information
 - An analysis of the problem or solution—including pros and cons OR
 - A historical overview of the topic (for instance, while Medicare was created in the 60s, people were talking about versions of it long before that)
 - Appropriate citations. I don’t care what citation method you use, although social scientists, and the hard sciences, typically use APA (American Psychological Association). Just be consistent.