

O'Neill

Lead for the Greater Good

O'NEILL SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS
H549-11596 HEALTH POLICY

GENERAL INFORMATION

Instructor: Dawne (Aurora, preferred) DiOrio, MPA, CPH, Adjunct Instructor

Class Meeting: 9:35 – 10:50 AM, M/W, SPEA (PV) 163

Office Hours: Available by appointment upon request

COURSE DESCRIPTION

The health sector provides a fascinating setting to study policy making in action. The class confronts major current US topic areas such as preventive behavior; the health care delivery and payment systems; and the role of social determinants of health. International issues will be discussed as relevant but the primary focus will be on the US.

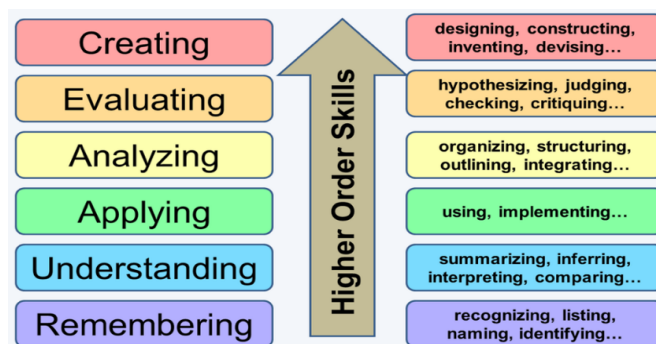
Health Policy provides a framework to assess the different policy and economic approaches taken to improving health, healthcare equity and access in the US and across the world. From the recent COVID-19 experience in health policy to health care reform, to systematic health disparities by socioeconomic status, race and ethnicity, to discussions around rising prices of prescription drugs, to the opioid epidemic, health policy is a prominent feature of contemporary public affairs, leading to many opportunities for impactful careers. Are you interested in thinking critically and analytically about the different ways policy makers aim to promote population health and how we judge whether they are equitable? Would you like to explore and summarize data visually for effective written and oral communication? Independently assess the vast quantity of research-based health policy claims that confront us daily? This class equips you to do all this, plus produce your own investigation of a current question in health policy, suitable for showcasing your skills to a future employer. Comprising an astounding *one fifth* of the US economy, *one fourth* of the federal budget, and poised to grow further, the health sector provides a fascinating place to study policy making in action.

Health Policy will introduce you to the economic and legal framework of policy making, and confront major historical and current health policy issues to understand their complexity. Most of the course readings focus on domestic policy, as O'Neill offers a separate class focused on international health, but this class may draw parallels to international settings. Examples of topics this semester include: smoking, alcohol, obesity, stakeholder inclusion, effect of taxes on health policy, assessing successes and failures.

LEARNING OUTCOMES

Upon completion of this course, you can expect to:

- Be well versed in current debates in health and health care policy and their economic, political and social perspectives;
- Have gained introductory analytical and data tools necessary to critique and begin to analyze health policies that affect society;
- Have developed a good understanding of social and behavioral determinants of health in addition to the health care financing, delivery and regulatory systems needed in order to view the system as a whole rather than health care as an isolated sector.
- Develop your familiarity with the approaches in adding to knowledge through research, and be guided through your own introductory analysis of health policy for your course assignments;
- Have an introductory level of comfort accessing large databases that are available publicly in the health domain;
- Practice the art of providing constructive feedback to your colleagues on their term projects and further develop general skills of working in teams for class debates;
- Improve your written and oral communication skills, as well as your presentation skills; and
- Be familiar with the main outlets for dissemination of research and news that affects health care.
- The learning objectives that relate specifically to the MSHM students are:
 - SLO 1.2: Establish goals and objectives for improving health outcomes that analyze social determinants of health and the socioeconomic environment in which the organization functions.
 - SLO 5.3: Collate relevant data and information, and analyze and evaluate this information to support or make an effective decision or recommendation.



COURSE REQUIREMENTS

General information is included below regarding course plan, student participation, and grades. IU expects that students should be spending 2 hours or more outside of class per credit hour per week, thus a **minimum** of 6 hours outside class work per week for this class.

If you are an MSHM student, you are required to submit a final reflection, described below. This will not be factored into your course grade, but it will be graded for your program.

Context: As part of the CAHME Accreditation for the MSHM program, we are required to demonstrate how each course's assignments demonstrate mastery of the assigned course student learning objectives (SLO).

This is accomplished through the students writing a 2–3 page persuasive paper for each SLO, describing how their successful completion, of course assignments shows SLO skill mastery. This is built in as a graduation requirement for all MSHM students.

TEXTBOOK AND OTHER READINGS

- 1) This class will use an online textbook as the framework, to be supplemented by readings and videos. Please go to iucat.iu.edu and search for the book by title. This is an e-book with unlimited availability for students and is considered a required text for this course.

Health policy analysis: framework and tools for success / John W. Seavey, PhD, MPH, Semra A. Aytur, PhD, MPH, Robert J. McGrath, PhD.

Direct link (if logged into IU) [ProQuest Ebook Central - Detail page](#)

All course readings or videos that students are expected to have examined ahead of class are available electronically through Canvas Modules. **Completing the readings before class is an essential part of ensuring high quality in-class activities and discussion.** In the spirit of encouraging active learning, a short set of online questions may be presented before some class meetings to ensure that students are prepared for engaging with others on an informed basis while in the class. There may be some updates to the readings as the semester progresses because of the active nature of health policy developments. Students are encouraged to suggest health policy topics for discussion.

- 2) To ensure productive discussions of current affairs in health policy, students are asked to subscribe to ONE email digest of health policy news of their choice and to skim contents before class meeting days. Some choices are: "Kaiser First Edition" [To subscribe, please visit <https://khn.org/email-signup/> and enter your email address into the box. The "First Edition" option is the correct one.] Other good choices are: Becker's Healthcare News [[Becker's Hospital Review - Healthcare News \(beckershospitalreview.com\)](#)] ; [Health Policy News Articles | Health Affairs Forefront](#); [The Compass | Health Reform - Trilliant Health](#). Students may also propose their own digests to the instructor for consideration.
- 3) A recommended text for this course is *The American Healthcare Paradox: Why Spending More is Getting us Less*, Elizabeth Bradley and Lauren Taylor, ISBN: **978-1610392099**, available on Amazon.com in multiple formats through multiple sellers if you are interested in buying or renting it.
- 4) An additional e-text from CDC concerning Epidemiology will be linked for students in Canvas Modules.
- 5) This course has several assignments requiring students to discuss a topic with each other online. We will use a program called "PackBack" for this which has been included in your course fee for H549. Instructions will be given closer to the beginning of the semester.

COURSE MATERIALS

The Modules section of Canvas will contain all course materials, broken into sections for clarity. All readings, videos, and assignments will appear there. Students are asked not to access the sections of Quizzes, Pages, Assignments, or Files in Canvas.

CLASS PARTICIPATION

In a lecture and discussion-based class like this, your attendance, reading of the required articles, and participation are vital to your education and that of your peers. Full and active participation is considered mandatory whether we are in person or over Zoom. This portion of the grade rewards you for attending and taking an active part in class. If it seems that extra encouragement is needed for a more even distribution of discussion participation, I may call upon people randomly to answer questions so that everyone has a fair chance at earning these points. Please don't lose this portion of your grade due to excessive absences or lack of participation in discussions. Activities such as bringing recent relevant news articles to the class's attention also count towards the class participation grade. Some activities will be conducted in group format. The participation grade also contains some homework assignments and all PackBack discussion assignments.

ALTERNATE DUE DATES

I typically do not allow late work to be submitted unless the student has made arrangements for an alternate due date with me well before the original due date. Students are encouraged to organize their time accordingly and to communicate any deadline concerns. If there are serious extenuating personal circumstances that prevent you completing work during the semester and you need modification for more than one assignment, I must be notified in writing through the Student Advocate's office or the Deans Office.

GRADING SCHEME

The following provides the weighting of how grades are calculated in this course.

Assignment	Percentage of Grade
Policy memo presentation	5%
Policy Memos (x3)	60% (20% each)
Participation	35%
Total	100%

COURSE ASSIGNMENTS

Please see the course plan at the end of this document for a general overview of content. Specific information on readings and assignments will be posted in Modules in Canvas. I often take into account circumstances when the class requests (by majority vote) an extension to an assignment, but the extension is then the same for all students.

All assignments that must be submitted electronically should be done so through Canvas, not via email. An exception would be if you are unable for technical reasons to submit through Canvas and risk missing the due date/time unless attached as an email.

POLICY MEMOS AND IN-CLASS PRESENTATIONS

There are three Policy Memo increments scheduled this semester. Students will be asked to provide an oral presentation of their work to the class incorporating all three parts. Before this assignment, we will discuss the appropriate ways to give feedback and format/style elements in constructing arguments in policy memos.

Specific information on each of the three memos will be posted in Canvas and discussed in class.

ACADEMIC INTEGRITY

Students are expected to adhere to the highest ethical standards in all their course work and research. Individuals violating that code of conduct are subject to disciplinary action; such breaches could lead to expulsion of the student from Indiana University or to rescission of a degree already granted. To acquaint students more fully with the range of issues relating to academic integrity, the University Graduate School has prepared a document entitled Integrity in Graduate Study which can be obtained by calling the office at 812-855-8853. Students also can refer to Indiana University's Code of Student Rights, Responsibilities, and Conduct (<https://studentcode.iu.edu/>). Academic misconduct is any activity that tends to undermine the academic integrity of the institution...it may include, but is not limited to human, hard-copy, or electronic resources, cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic misconduct.

Material turned in for this class may be run through plagiarism detection software at any time. It is the student's responsibility to understand the difference between acceptable and unacceptable ways of using the work of others.

I aim to ensure that no student disrupts other students' ability to engage in class learning, and that all participants can derive as positive an educational experience as possible from the class.

NOTE SELLING

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

ONLINE COURSE MATERIALS

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

ADDITIONAL INFORMATION FOR STUDENTS

O'NEILL SCHOOL EXPECTATIONS OF CIVILITY AND PROFESSIONAL CONDUCT¹

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.

¹ These expectations are excerpted from the O'Neill School Honor Code which can be found at: https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf.

- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

COUNSELING AND PSYCHOLOGICAL SERVICES

For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>.

TUTORING

A website that provides a central location for all of the tutoring resources available at Indiana University, Bloomington can be found at: <https://tutoring.indiana.edu/>. If you need assistance with writing skills please visit IU Writing Tutorial Services [Writing Tutorial Services: Indiana University Bloomington](#)

RELIGIOUS OBSERVATION

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. The link to this form is here: [REQUEST FOR ACCOMMODATION FOR RELIGIOUS OBSERVANCES \(qualtrics.com\)](#) This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml>.

DISABILITY SERVICES FOR STUDENTS

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>.

SEXUAL HARASSMENT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

1. The Sexual Assault Crisis Service (SACS) at 812-855-8900
2. Counseling and Psychological Services (CAPS) at 812-855-5711
3. Confidential Victim Advocates (CVA) at 812-856-2469
4. IU Health Center at 812-855-4011

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made

available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

COMMITMENT TO DIVERSITY: FIND YOUR HOME AND COMMUNITY AT IU

Asian Culture Center

Address: 807 E. 10th St., Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E. 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E. 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserve@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E. 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N. Jordan Ave., Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

GENERAL COURSE OUTLINE

READINGS AND ALL ASSIGNMENTS APPEAR IN MODULES BY TWO-WEEK PERIOD

Week	Topics
1-2	First Day of Class – Introductions and overview; What is policy? What is the government's role? Health in All Policies; Example of cigarettes; individual behavior change
3-4	Ways to make policy; types of law; the role of federalism and home rule; Taxes and policy; obesity, sugared drinks; Guest presentation by IU Health Services librarian on accessing public databases; Data visualization

Week	Topics
5-6	Common measurements of health in epidemiology; Evidence-informed policy-making; Data visualization
7-8	Effective policy writing; Structural Interventions
9-10	Social determinants of health; equity in policy; Role of social spending on achieving policy outcomes; agenda setting; WEEK 10 IS SPRING BREAK
11-12	Stakeholder inclusion; role of values in policy; assessing effectiveness and measuring progress; Guest presentation by Health Equity and Inclusive Development Director, Bureau of Global Health, Office of HIV/AIDS, US Agency for International Development
13-14	Policy implementation and evaluation/analysis
15-16	When policy fails; Unintended consequences of policy; tools for success