

COURSE SYLLABUS

A. Overview

Course Description	The course will examine the politics of the health policy process, through a critical review of the roles, relationships, motivations, and strategies of key political actors and institutions. The emphasis is both on understanding how public policy is made as well as how to influence the process. Current events – including efforts to dismantle the Affordable Care Act – will be an active focus of critically assessing the role of politics in effecting changes in health policy.
Prerequisites	HPM 200A and HPM 200B; or CHS 210; or permission by instructor.
Instructor	<p>Linda Rosenstock, MD, MPH Dean Emeritus and Professor, Departments of Health Policy and Management and Environmental Health Sciences, UCLA Fielding School of Public Health and Professor, Department of Medicine, UCLA Geffen School of Medicine 10960 Wilshire Blvd. Suite 1550 (Wilshire and Gayley) 310-206-7724; lindarosenstock@ph.ucla.edu</p> <p>Kate McBride, PhD Candidate Special Reader/Teaching Assistant kaitlynbmcbride@gmail.com</p>
Class Days, Times, Location	Online course sessions via Zoom meeting. Log-in information will be posted on CCLE and emailed to students prior to the start of each weekly session.
Office Hours	<p>Instructor Office Hours: By appointment via Zoom or phone (preferably, Wednesdays 2 – 3 PM);</p> <p>TA Office Hours: Wednesdays 9:00 – 11:00am, via Zoom or phone;</p>
Course Texts	<p>Required Book: Please purchase the following from the UCLA Store or online (kindle edition available) Weissert CS, & Weissert WG. Governing Health: The Politics of Health Policy (5th edition). Baltimore, MD: Johns Hopkins University Press; 2019* http://www.amazon.com/Governing-Health-The-Politics-Policy/dp/142140628946*</p> <p>For all required course textbooks, students should go to the UCLA Store website as the <u>first</u> resource. They have put in please new programs to assist students in the transition to online courses including an Online Rental option (instituted today) and free delivery options to get students the materials they need.</p>

	*Students who have used this reference in HPM 286 will need to refresh through assigned readings
Required Readings	McBride, Kaitlyn, and Linda Rosenstock. Politics of Public Health. Oxford Textbook of Global Public Health. 7th edition. (in press publication; please do not distribute) Additional readings for each lecture will be posted on CCLE and should be completed before coming to class. These readings are marked in the syllabus with a “D”.
Online Course Format	The course meets weekly for three hours. Sessions will include a combination of lectures, student presentations and discussion. Weekly online sessions will be conducted via Zoom. Zoom log in details will be provided on CCLE and sent by email to students prior to the weekly session. Case studies will form the foundation of the discussions, with an emphasis on those that demonstrate both the advancement and the obstruction of evidence-based policy. Case studies presented by the instructors include a wide-range of public health policy issues, including environmental protection, preventive health services for women, income inequality and health, and stigmatization of substance abuse programs. Case studies presented by students encompass an even broader range of health-related topics
Online Classroom Participation & Attendance	The class is intended as highly interactive. Discussions will center on presented material and required readings. Student attendance in all online sessions and participation are expected.
UCLA ADA Policy	Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu .
ADA Contact	Nickey Woods Center for Accessible Education A255 Murphy Hall Phone: (310) 825-1501 TTY / TTD: (310) 206-6083 Fax: (310) 825-9656
Inclusivity	UCLA’s Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of

	<p>the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website (https://equity.ucla.edu/).</p>
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B. Learning Objectives

Council on Education for Public Health (CEPH) areas of foundational knowledge are addressed in this course using the learning objectives listed below along with the assessment that will evaluate students' attainment of these objectives.

CEPH Learning Experiences/Course Learning Objectives		
LEARNING OBJECTIVES	CEPH COMPETENCY	ASSESSMENT
1. Understand the origin and roles of American political institutions	HPM-P1 Describe the role political institutions play in identification of problems in the public health and health care systems	Term Paper Individual Presentations Politics Analysis Brief
2. Analyze the strategies and methods used by political actors to influence policy.	HPM-P2 Discuss the institutional context and framework of health policy to address new problems and propose solution	Group Presentation Politics Analysis Brief .
3. Characterize how issues are shaped and discussed in the policy process	HPM-1 Evaluate private and government roles in the functioning, regulation and delivery of healthcare, and in safeguarding the public's health .	Term Paper Individual Presentations

C. Course Assignments & Exams

1. Class Participation
2. Short Politics Analysis Paper
3. Class Presentation of Case study
4. Case Study Paper

Short Politics Analysis Paper (2 pages, details as identified in class) is due **Week 4**. Please email assignment to Kate McBride, kaitlynbmcbride@gmail.com by **11:59pm on Thursday, April 23rd**.

Class presentation of case study and case study paper:

Students will choose, with the benefit of prior consultation with the instructor, a topic of relevance and interest demonstrating the influence of politics on policy setting in the health/public health arena. Each student will have 30 minutes to both present the major findings to the class and lead fellow students in a related discussion. All students will be expected to meet at least once with the instructor in a scheduled one-on-one meeting

Students will sign up for a case presentation slot (week 5 – 10) by emailing Kate (kaitlynbmcbride@gmail.com) three desired dates following the first class session. Presentations can be in either PowerPoint or Prezi format and should be emailed to Kate by 5:00PM on the Tuesday prior to presentation. The paper, which builds on the class presentation and discussion and feedback, is due no later than **5:00pm on Friday, June 5th**.

Please submit case study paper assignment via www.turnitin.com through your my.ucla account

Grading:

Final grades will be based on assignments, class presentation and participation as follows:

Class Participation	20%
Short Politics Analysis Paper	10%
Class Presentation of Case study	20%
Case Study Paper	50%

Grade Point:	4.0	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0
Final Percentage:	100-98	97-93	92-90	89-88	87-83	82-80	79-78	77-73	72-70	69-68	67-63	62-60	<60
Letter Grade:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

D. Course Policies & UCLA Policies

Message about Academic Integrity to all UCLA Students from UCLA Dean of Students: UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in **suspension or dismissal**.

Forms of Academic Dishonesty: As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

Cheating: Unauthorized acquiring of knowledge of an examination or part of an examination

- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else's data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

Plagiarism: Presenting another's words or ideas as if they were one's own

- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else's computer file as your own
- Unauthorized use of someone else's data in completing a computer exercise

Multiple Submissions: Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

Facilitating Academic Dishonesty: Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty

- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
- Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

Fabrication: Falsification or invention of any information in an academic exercise

- Altering data to support research
- Presenting results from research that was not performed
- Crediting source material that was not used for research

While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, **don't take chances**, ask your professor. In addition, avoid placing yourself in situations which might lead your professor to **suspect you of cheating**.

Alternatives to Academic Dishonesty

- **Seek out help** – Meet with your professor, ask for assistance as needed.
- **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see us at the Dean of Students' Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at www.deanofstudents.ucla.edu.

E. Course Outline

This schedule may change as the semester progresses, according to student enrollment and needs.

SESSION OUTLINE	
<p>April 1 Session 1</p>	<p>Introduction to the Course and the Politics and Policy Framework</p> <p>Approaches to Analyzing Efforts to Advance and Thwart Evidence-Based Policy (Rosenstock)</p> <p>Reading:</p> <p>Weissert & Weissert: Introduction and Chapter 1 (Congress)</p> <p>Rosenstock L, Lee LJ. Attacks on science: the risks to evidence-based policy. American Journal of Public Health. 2002; 92:14-18.https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447376/</p> <p>Science Under Attack: How Trump Is Sidelining Researchers and Their Work https://www.nytimes.com/2019/12/28/climate/trump-administration-war-on-science.html?referringSource=articleShare</p>
<p>April 8 Session 2</p>	<p>Agendas and the Policy Making Process</p> <p>Case Studies:</p> <p>Why Truth Matters in Evidence-Based Policy: The Elephant in the Room</p> <p>Appropriations Process and Legislative Sleight of Hand :The Data Quality Act. Worker Protection and more (Rosenstock)</p> <p>Case Study: The Fight for Clean Needles: The Battle Between Science and Ideology Over Federal Funds for Needle Exchange Programs (McBride)</p> <p>Reading:</p> <p>Weissert & Weissert: Chapter 3 (Interest Groups)</p> <p>Rosenstock L. Protecting special interests in the name of “good science.” JAMA. 2006; 295;20:2407-2410.https://jamanetwork.com/journals/jama/article-abstract/202889?redirect=true</p> <p>“The Making of Fox News White House” https://www.newyorker.com/magazine/2019/03/11/the-making-of-the-fox-news-white-house</p> <p><i>Two options for short politics analysis paper:</i></p> <ol style="list-style-type: none"> 1. Before Virus Outbreak, a Cascade of Warnings Went Unheeded https://www.nytimes.com/2020/03/19/us/politics/trump-coronavirus-outbreak.html
<p>April 15 Session 3</p>	<p>Agendas and the Policy Making Process</p> <p>Case Study: The ACA with a Focus on Prevention, Public Health and Women (Rosenstock)</p> <p>Reading:</p>

	<p>Weissert & Weissert: Chapter 2 (The Presidency)</p> <p>Jaffe S. Women set to benefit as US health reform rolls out. The Lancet. 2012; 380:962-63. Live Q&A's. Should health insurance plans cover birth control? Washington Post. July 20, 2011. Available at http://live.washingtonpost.com/birth-control-insurance-coverage-health-care-law.html</p> <p>Sound Medical Advice. Editorial, New York Times, July 20, 2011. Available at http://www.nytimes.com/2011/07/21/opinion/21thu3.html?_r=0</p> <p>Report Brief: IOM Report Women's Preventive Service Guidelines http://www.nationalacademies.org/hmd/Reports/2011/Clinical-Preventive-Services-for-Women-Closing-the-Gaps.aspx</p>
<p>April 22 Session 4</p>	<p>Regulatory Formation and Undoing</p> <p>Case Study: Regulation Formation, Weakening and Undoing (Rosenstock)</p> <p>Case Study: Efforts to Repeal and Destabilize the Affordable Care Act (2010 to present) (Rosenstock)</p> <p>Review of Politics Analysis Briefs (Rosenstock and Class)</p> <p>Reading</p> <p>Weissert & Weissert: Chapters 4 (Bureaucracy) and 6 (The Policy Process)</p> <p>Oliver T. The Politics of Public Health Policy. Annual Review of Public Health. 2006. https://www.annualreviews.org/doi/abs/10.1146/annurev.publhealth.25.101802.123126</p>
<p>April 29 Session 5</p>	<p>Advocacy, Lobbying, Strategic Advocacy and Framing of Issues to Achieve Policy Goals</p> <p>Guest Speaker: Mark Mioduski</p> <p>"A practical perspective on how politics and advocacy really work in Washington" Bio: https://www.cgagroup.com/people/mark-mioduski/</p> <p>Reading</p> <p>Fraser, Michael. A Brief History of the Prevention and Public Health Fund: Implications for Public Health Advocates</p> <p>CASE STUDIES (Class Presentations)*</p>

<p>May 6</p> <p>Session 6</p>	<p>Politics and the Policy Framework on a Global Scale</p> <p>Guest Speaker: Congresswoman Shalala</p> <p>Case Study: Income Inequality and Health (Rosenstock)</p> <p>Reading:</p> <p>Williams JAR and Rosenstock L. Squeezing Blood from a Stone: How Income Inequality Affects the Health of the American Workforce. Am J Pub Health. 2015; 105:616-621. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4358215/</p> <p>Case Studies (Class Presentations) *</p>
<p>May 13</p> <p>Session 7</p>	<p>Case Studies (Class Presentations)*</p>
<p>May 20</p> <p>Session 8</p>	<p>Case Studies (Class Presentations)*</p>
<p>May 27</p> <p>Session 9</p>	<p>Case Studies (Class Presentations)*</p>
<p>June 3</p> <p>Session 10</p>	<p>Reflections (Rosenstock, McBride and Class)</p> <p>Case Studies (Class Presentations)*</p> <p>*Additional readings assigned prior to each class on case presentations</p>
<p>June 5</p>	<p>Final papers due by 5 pm</p>