

HPM 287/CHS 287: The Politics of Health Policy


Term: Spring 2021

Credits: 4

COURSE SYLLABUS

A. Overview

Course Description	Examination of the context in which health policy decisions are made through analysis of case studies, such as environmental protection, pandemic preparedness and response, preventive health services for women, and racial and income inequality and health. Students will investigate factors influencing policy positions of healthcare and frameworks for assessing evidence-based policy making. The course analyzes the effects of political structure and current political divisions, including efforts to strengthen (and repeal and dismantle) the Affordable Care Act.
Instructor	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) lindarosenstock@ph.ucla.edu Sophie Snyder, PhD Candidate Special Reader/Teaching Assistant snyder.sophie@gmail.com
Class Days, Times, Location	<ul style="list-style-type: none">• Wednesdays 3:00 – 5:50 PM PST• 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	Instructor Office Hours: By appointment via Zoom or phone (preferably, Wednesdays 1 – 3 PM PST) TA Office Hours: Fridays, 10 AM – noon PST via Zoom
Course Texts	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 *Students who have used this reference in HPM 286 will need to refresh through assigned readings
Required Readings	McBride, Kaitlyn, and Linda Rosenstock. <i>Politics of Public Health</i> . Oxford Textbook of Global Public Health. 7th edition (in press; please do not distribute)

	 <p>OTBGPH Chapter_Politics_of_F</p> <p>See weekly readings in course outline that follows (Section E); additional readings will be posted on CCLE and should be read prior to class.</p>
Online Course Format	<p>The course meets weekly for no more than three hours. Sessions will include a combination of lectures, student presentations and discussion.</p> <p>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.</p> <p>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</p>
Online Classroom Participation & Attendance	<p>The class is intended to be highly interactive. Discussions will center on presented material and required readings. Student attendance in all online sessions and participation are expected.</p>
UCLA ADA Policy	<p>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.</p>
ADA Contact	<p>Nickey Woods</p> <p>Center for Accessible Education A255 Murphy Hall Phone: (310) 825-1501 TTY / TTD: (310) 206-6083 Fax: (310) 825-9656</p>
Inclusivity	<p>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 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>

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 Sophie Snyder, snyder.sophie@gmail.com by **11:59pm on Thursday, April 22nd**.

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 Sophie (snyder.sophie@gmail.com) three desired dates following the first class session. Presentations can be in either PowerPoint or Prezi format and should be emailed to Sophie by 5:00 PM PST 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 Wednesday June 9th**.

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 Participation20%
Short Politics Analysis Paper 10%
Class Presentation of Case Study20%
Case Study Paper.....50%

Points:	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	
March 31 Session 1	<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> <ul style="list-style-type: none"> • Weissert & Weissert: Introduction • 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/ • 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>April 7</p> <p>Session 2</p>	<p>Agendas and the Policy Making Process</p> <p>Case Studies:</p> <ul style="list-style-type: none"> • Why Truth Matters in Evidence-Based Policy: The Elephant in the Room and the Politics of the Pandemic • The Fight for Clean Needles: The Battle Between Science and Ideology Over Federal Funds for Needle Exchange Programs (McBride) <p>Reading:</p> <ul style="list-style-type: none"> • Weissert & Weissert: Chapter 1 (Policy Process) and 2 (Congress) • 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>April 14</p> <p>Session 3</p>	<p>Agendas and the Policy Making Process</p> <p>Case Studies:</p> <ul style="list-style-type: none"> • The ACA with a Focus on Prevention, Public Health and Women • Politics, Health, and the Supreme Court (Rosenstock) <p>Reading:</p> <ul style="list-style-type: none"> • Weissert & Weissert Chapter 3 (The Presidency) • 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 (download PDF) • Jakes, Lara. “Erratic Policy on Medical Care for Women Is Early Diplomacy Test for Biden.” The New York Times. 2021.
<p>April 21</p> <p>Session 4</p>	<p>Regulatory Formation and Undoing</p> <p>Case Studies:</p> <ul style="list-style-type: none"> • Regulation Formation, Weakening and Undoing: Ergonomics and Diesel Rulemaking (Rosenstock) • Appropriations Process and Legislative Sleight of Hand: The Data Quality Act. Worker Protection and more (Rosenstock) • Efforts to Repeal and Destabilize and now Strengthen the Affordable Care Act (2010 to present) (Rosenstock) <p>Reading:</p> <ul style="list-style-type: none"> • Weissert & Weissert: Chapter 5 (Bureaucracy)

April 28 Session 5	<p>Politics and the Policy Framework on a Global Scale</p> <p>SPECIAL GUEST: Former Secretary of Health and Human Services and U.S. Representative (Miami) Dr. Donna Shalala (Donna Shalala Returns to Bipartisan Commission on Biodefense)</p> <p>Case Study:</p> <ul style="list-style-type: none"> Income Inequality and Health (Rosenstock) <p>Reading:</p> <ul style="list-style-type: none"> 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.
May 5 Session 6	Case Studies (Class Presentations) *
May 12 Session 7	<p>Lobbying, Strategic Advocacy and Framing of Issues to Achieve Policy Goals</p> <p>Guest Lecturer:</p> <ul style="list-style-type: none"> Mark Mioduski: "A practical perspective on how politics and advocacy really work in Washington." Bio: https://www.cgagroup.com/people/mark-mioduski <p>Case Studies (Class Presentations)*</p>
May 19 Session 8	Case Studies (Class Presentations)*
May 26 Session 9	Case Studies (Class Presentations)*
June 2 Session 10	<p>Reflections (Rosenstock, Snyder and Class)</p> <p>Case Studies (Class Presentations)*</p>
June 9	Final papers due by 5 pm

*Additional readings assigned prior to each class on case presentations