

**University of Pennsylvania School of Nursing**  
**N540 Current Issues in Health and Social Policy: Summer I/II Term 2013**  
**Monday, 4:30 p.m. - 7:30 p.m. Claire M. Fagan Hall 218**

**Course Syllabus**

**Faculty:** Evan D. Anderson JD, PHD(c) Tel: 215-900-0359 (for emergencies)  
Adjunct Professor evander2@nursing.upenn.edu  
Office Hours: By Appointment

**Description:** This course will introduce you to relationship between policy and health, and the many ways that policy and politics can be used to influence health. Current issues in health and social policy will be reviewed as a means of demonstrating the array of strategies used by political actors to achieve their goals.

**Placement:** Graduate nursing requirement: Health Leadership Program, Nursing & Healthcare Administration Program; Nurse Anesthesia Program  
Graduate elective  
Undergraduate elective with permission

**Prerequisites:** None

**Credit:** 1 c.u.

**Content:** This course will help students develop skills in health policy and health systems analysis through critical review and deliberative discussions of leading health and social policy issues. Topics include strategies to expand and strengthen health insurance coverage, the challenges posed by changing socio-demographics and technological advances for assuring access to cost-effective care, the public's demands for and the system's capacity to deliver a full array of safe and cost-effective health care services, fissures in our health care workforce that threaten our ability to meet these challenges, confronting disparities in access to and use of health care, and the political environment that governs and shapes the nation's health policies.

Class time each week will include professor-led discussion of substantive content, student-led presentation of weekly readings, and group work and collaboration on class activities.

**Assignments:** There are four primary course assignments: (1) reading review presentations (group); (2) critical opportunity presentation (group); (3) final paper (individual). Guidelines for each course assignment are enclosed.

**Grading:**

Readings review presentation	20 pts.
Critical opportunity presentation	20 pts.
Final paper	40 pts.
Participation	20 pts.

Failure to complete any assignment will result in a failing grade for the course.

**Required Texts:** There are **TWO** required texts available at the Penn Bookstore:

John E. McDonough (2012). *Inside National Health Reform*. University of California Press.

Deborah Stone (2012). *Policy Paradox*, 3<sup>rd</sup> Edition. Norton.

There are also required **readings** that will be posted on the course blackboard site, filed under the appropriate class date. It is **expected** that you will read for class and be able to discuss the readings every week as this is part of your participation grade.

Each week, two of the class groups will be assigned to present a set of the readings for that week and lead the discussion. The reading list is designed to give students broad exposure to the leading experts on these topics and to the array of resources for health policy analysis and health systems research.

**Participation:** This course requires your participation. Attendance and class participation are required. Students are expected to attend all classes and to participate actively in discussions. Class participation will be graded on attendance and the quality of participation. Discussion should reflect the student understanding of the readings, lecture material, inquiry, and critical reasoning. Classroom participation (i.e., discussions, debates, presentations) is part of your professional development and will better prepare you to take on your roles as leaders, clinicians, and managers in health care organizations, government, and other settings.

**Due Dates:** All assignments must be submitted on their due date. Students are expected to adhere to course schedule and plan accordingly. **Late submissions will not be accepted.** There are no extensions—plan accordingly.

**Academic and Professional Integrity:**

Cheating, plagiarism, academic dishonesty, and unprofessional/ inappropriate conduct will not be tolerated. If indicated, disciplinary procedures will be initiated as stipulated in the University of Pennsylvania School of Nursing Undergraduate Student Handbook 2011-2012. Students are expected to attend all classes. During class, cell phones must be turned off or on vibrate mode. Laptops are permitted for **note taking purposes only**. Students should review and adhere to the Code of Academic Integrity that can be found here:

<http://www.nursing.upenn.edu/students/Documents/Version%2003-%202011-2012%20undergraduate%20student%20handbook.pdf>

**Communication:** You are subscribed to Blackboard via your Penn email address. We will use the “Announcements” site on Blackboard for class announcements. **You are responsible for checking this site regularly for class announcements.** You will be able to retrieve the syllabus, handouts, assignment guidelines, and other class materials on Blackboard. All additional announcements made in class will be posted on Blackboard.

You are subscribed to the class list serve with your Penn email address. We will use this listserv to provide additional information about the course. **You are responsible for checking your Penn email regularly and ensuring that your mailbox is not full and can accept messages.** You are responsible for all information communicated by faculty by email, Blackboard or in class.

## Assignments

All assignments are to be submitted by 4:30 p.m. unless otherwise specified.

## READING REVIEW PRESENTATIONS:

On **June 10, June 17, June 24, July 1, July 8, & July 22**

Two or three groups each week will be assigned to present one of the readings for that week in both written and oral presentation.

*Format for written critical analyses: Each critical analysis should include the following:*

1. a paragraph summarizing the focus and themes addressed in the reading,
2. one brief paragraph summarizing the major research question or issue addressed and your critique of each reading
3. Present two current policy issues/examples (not from the readings themselves and of popular interest in the last year or two) that highlight one or more of the concepts outlined in your assigned readings. ½ page for each issue.

You can also find these issues in the newspaper health/science sections or health policy blogs (see below for examples):

<http://healthaffairs.org/blog/>

<http://healthreform.kff.org/>

<http://www.commonwealthfund.org/Health-Reform.aspx>

<http://www.healthcare.gov/news/blog>

<http://www.nytimes.com/pages/health/index.html>

<http://blogs.wsj.com/health/>

*Format for presentations:*

1. Present an overview of the themes of the individual reading.
2. Present two discussion questions to facilitate class discussion. These questions should be phrased in a way that encourages discussion regarding the implications of the article and that require a deeper response than yes or no answers. The questions should stimulate the class to think about what they have read in a new way and/or to apply information from the article to broader policy, clinical or research issues. Questions regarding clarification of unclear aspects of the reading may be raised in class discussion or with the instructor after class not in the written critical analysis.
3. Present two policy examples (not from the readings themselves) that highlight one or more of the concepts outlined in your assigned readings. To the extent possible, examples relating to the practice of nursing are preferred.

## **POLICY ANALYSIS AND STRATEGY PAPER:**

**Overview:** For this assignment, select a policy controversy and an identified stakeholder's perspective. In no more than 10 double spaced pages, you are to (1) articulate the need for a specific policy reform (2) analyze the political environment and (3) provide recommendations for achieving the stakeholder's goal. Papers must be double spaced, with one inch margins and no less than 11 point font. Citations and references should be in APA format; references do not count toward the page limit.

Below are examples of issues and stakeholders:

- Should third-party payers provide direct reimbursement to advanced practice nurses?  
*Possible stakeholder groups:* APRN groups, insurers, consumers
- Should Medicare require Medicare-participating hospitals to staff their hospital with at least some minimum % BSN-educated nurses?  
*Possible stakeholder groups:* patient safety groups, American Hospital Association, community colleges
- Should the City of Philadelphia adopt an ordinance restricting smoking in multi-tenant buildings?  
*Possible stakeholder groups:* landlords, pediatricians, public health officials, fire safety advocates, libertarian groups

Many examples in nursing can be found in the recommendations set forth in the Institute of Medicine's Future of Nursing report (on Blackboard). The IOM reports generally are very good sources for policy recommendations. You can also find these issues in the newspaper health/science sections or health policy blogs (see below):

<http://healthaffairs.org/blog/>  
<http://healthreform.kff.org/>  
<http://www.commonwealthfund.org/Health-Reform.aspx>  
<http://www.healthcare.gov/news/blog>  
<http://www.nytimes.com/pages/health/index.html>  
<http://blogs.wsj.com/health/>

I am, of course, happy to discuss possible topics as well.

Paper topics need to be approved by Monday July 1. You must submit a paper outline summarizing in one paragraph what you plan to generally discuss for each of the three paper sections by July 15. The final paper is due on August 5th.

## **CRITICAL OPPORTUNITY ELEVATOR PITCH ASSIGNMENT**

One key to successful policy advocacy is being able to distill your idea down into a clear, accessible and short pitch. This is the idea of an "elevator pitch" - that is, if you (as a researcher, practitioner, and/or leader in your field) found yourself in an elevator with an important policy-maker, could you convey the need and benefits of a reform in a short period of time to someone without your training or any substantial previous information about the topic.

For this assignment, you are work in teams of 2. You must develop a five minute pitch for an idea of your choosing; timing will be strictly enforced. The presentation should use PowerPoint slides. To prevent redundancy in ideas, you must notify me of your choice by July 8. Groups that claim an idea first will have priority. All of the presentation will occur on July 29th.

Class #	Date	Class Topic	Assignments Due
1	May 20	Class Introduction: What is Policy and Why is it Important to Health?	None
	May 27	No Class	Enjoy the Holiday Weekend!
2	June 3	Healthcare Policy in the United States: The Basic Structure and Primary Challenges	Atul Gawande, <i>The Cost Conundrum: What a Texas town can teach us about health care</i> , THE NEW YORKER, June 1, 2009.  Steven Brill, <i>Bitter Pill: Why Medical Bills Are Killing Us</i> , TIME MAGAZINE, March 4, 2013 [ <a href="#">to access this article</a> <a href="#">follow the instructions in my email of 5/23/13</a> ].
3	June 10	How to Evaluate Policy	Stone- Ch. 2-5; Equity; Efficiency; Welfare, Liberty, Security  McDonough – Introduction & Ch. 1: <i>The Knowledge Base</i> (pgs 1-34)(optional)
4	June 17	Healthcare Reform Part 1	Jack M. Balkin, <i>The Constitutionality of the Individual Mandate for Health Insurance</i> , The New England Journal of Medicine, 2010; 362(6): 492-483.  Amitabh Chandra, Jonathan Gruber, & Robin McKnight, <i>The Importance of the Individual Mandate — Evidence from Massachusetts</i> , The New England Journal of Medicine, 2011; 364(4): 293-295.  Ewout van Ginneken & Katherine Swartz, <i>Implementing Insurance Exchanges - Lessons from Europe</i> , The New England Journal of Medicine, 2012; 367(8): 691-693.  Timothy Jost, <i>Implementing Health Reform: A Final Rule On Health Insurance Exchanges</i> , Health Affairs Blog (March 13, 2012): <a href="http://healthaffairs.org/blog/2012/03/13/implementing-health-reform-a-final-rule-on-health-insurance-exchanges/">http://healthaffairs.org/blog/2012/03/13/implementing- health-reform-a-final-rule-on-health-insurance- exchanges/</a>  Alan M. Garber & Harold C. Sox, <i>The Role Of Costs In Comparative Effectiveness Research</i> , Health Affairs, 2010; 29(10): 1805-1811.
5	June 24	Healthcare Reform Part 2	Stan Dorn et al., <i>The Financial Benefit to Hospitals from State Expansion of Medicaid: Timely Analysis of Immediate Health Policy Issues</i> , Robert Wood Johnson Foundation Report, March 2013.

			<p>Sara Rosenbaum &amp; Timothy M. Westmoreland, <i>The Supreme Court's Surprising Decision On The Medicaid Expansion: How Will Federal Government And States Proceed?</i> Health Affairs, 2012; 31(8):1663-1672.</p> <p>Benjamin Sommers et al., <i>Reasons for the Wide Variation in Medicaid Participation Rates Among States Hold Lessons for Coverage Expansion in 2014</i>, Health Affairs, 2012; 31(5): 909-919.</p>
6	July 1	Policy Reform: Barriers and Facilitators	<p>Downs, A. (1972). Up and down with ecology: The issue-attention cycle. <i>The Public Interest</i>, 28, 38-50.</p> <p>Hilgartner, S., &amp; Bosk, C. L. (1988). The rise and fall of social problems: A public arenas model. <i>American Journal of Sociology</i>, 53-78.</p> <p>Baumgartner, F., &amp; Jones, B. (1993). <i>Agendas and instability in American politics</i>. Chicago: Chicago University Press, p. 3-24.</p> <p>Schattschneider, E.E. (1975). <i>The semisovereign people: A realist's view of democracy in America</i>. Fort Worth, TX: Hancourt, Brace, Jovanovich, p. 1-19.</p> <p><b><u>Deadline for approval of paper topics</u></b></p>
7	July 8	The Relationship Between Evidence and Policy	<p>Jewell C.J. &amp; Bero, L.A. (2008). Developing good taste in evidence: Facilitators of and hindrances to evidence-informed health policymaking in state government. <i>The Milbank Quarterly</i>. 86(2), 177- 209.</p> <p>Colby, D., Quinn, B., Williams, C., Bilheimer, L., &amp; Goodell, S. (2008). Research glut and information famine: making research evidence more useful for policymakers. <i>Health Affairs</i>, 27(4), 1177.</p> <p>Atwood, K., Colditz, G.A., Kawachi, I. (1997). From public health science to prevention policy: Placing science in its social and political contexts. <i>American Journal of Public Health</i>, 87(10), 1603-1606.</p> <p><b><u>Deadline to Submit CO Presentation Idea</u></b></p>
	July 15	No Class Session	<b><u>Deadline to Submit Outline of Your Paper</u></b>
8	July 22	Policy Design	<p>Schneider, A.L., &amp; Ingram, H. (1997). <i>Policy design for democracy</i>. Lawrence, KS: University Press of Kansas. Ch. 4: <i>Foundations, Elements, and Consequences of Design</i> &amp; Ch. 5: <i>Social Constructions of Target Populations</i></p>

			Stone – Ch. 12: <i>Incentives</i> , and Ch. 13: <i>Rules</i>  Spetz, J. (2005). Public policy and nurse staffing: What approach is best? <i>Journal of Nursing Administration</i> , 35(1), 14-16.
<b>9</b>	<b>July 29</b>	What is Next for Health Policy Reform?	<b><u>Critical Opportunities Presentations Due</u></b>
<b>10</b>	<b>August 5</b>	Semester Review and Synthesis	<b><u>Final Paper Due</u></b>