**Course Name:** Introduction to Health Policy  
**Course Number:** H319  
**Term Offered:** Winter 2017  
**Credits:** 3  
**Instructor name:** Annie Hommel  
**Instructor email:** Please use Canvas ‘conversations’ (inbox button, Canvas main menu on left side)  
Secondary: hommela@oregonstate.edu

**Course Description**  
Describe the policy development process, including problem conceptualization, agenda setting, role of interest groups and public opinion, analysis of alternatives and selection of policy alternative.

**Communication**  
Please use Canvas ‘conversations’ (inbox tab, top right of Canvas). I will reply to course-related questions within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date. Office hours will be held by appointment, via phone.

**Course Credits**  
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

**Technical Assistance**  
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

**Learning Resources**  
**Required Reading:**  
- Assigned Web content by topic

**Notes to prospective students:**  
- **Important:** previous editions of this textbook do not contain essential material for this class. Please check with the OSU Bookstore for up-to-date information for the term you enroll (http://osubeaverstore.com/Academics or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.  
- **Web content and streaming media will be used extensively in this class.**

**Canvas**  
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as class.
discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Guidelines for a Productive and Effective Online Classroom
Students are expected to conduct themselves in the course (e.g., in discussion, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:
- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.

Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Measurable Student Learning Outcomes
Program Competencies for BS Public Health: Upon satisfactory completion of the degree in BS Public Health, the students will have met the program competencies found at http://health.oregonstate.edu/degrees/competencies

Course Learning Outcomes:
- Identify the multiple dimensions of health related policy
- Evaluate the role of values, cultures and perceptions in influencing health policy
- Describe the policy development process, including problem conceptualization, agenda setting, role of interest groups and public opinion, analysis of alternatives and selection of policy alternative
- Analyzed state and federal health policy initiatives and the push-pull between the state and federal government

Evaluation of Student Performance

Discussion Board - 20% of final course grade. Your participation in this course is essential to making it a worthwhile experience for you and for all your classmates. This is why participation counts for a part of your grade. The way we will accomplish this is through class discussion. There is a discussion board each week for us to address the course topics, and everyone is expected to contribute to the discussion frequently. I don't expect that people will be logging on to the class every day, but you should not assume that you can join the discussion board one time during the week and be done with it. Each of you will be expected to make several contributions each week (at least 3 or 4) to the discussion. In a typical health policy class, you would spend about three hours each week in the classroom. Consider that your postings and responses on the discussion board are the equivalent of that classroom time. If you are not prepared to actively engage the topics and your
classmates, then you may find that this class is not quite right for you. Please see this assignment in Canvas for specific requirements and a detailed grading rubric.

**Health Policy in the News - Newspaper Article Submission - 10% of final course grade**
Each week you are expected to submit a link to a newspaper article that is directly relevant to the topic for the week. Along with the active link, you are to write a 200 – 220 word analysis of how the information in the article is reflective of that week’s content. Newspapers that are approved for this assignment include: New York Times, Wall Street Journal, Washington Post, Boston Globe, Chicago Tribune, Los Angeles Times, Denver Post and the Chicago Sun Times and can be accessed through OSU Libraries 1Search. Please see this assignment in Canvas for specific requirements and a detailed grading rubric.

**Weekly Quiz – 10% of final course grade**
Each week you will be expected to take an assessment that consists of multiple choice and true/false questions related to the assigned content.

**Policy Brief Term Project – 60% of final course grade**
For this assignment, you will write a health policy brief that a decision maker in the policy world would use to get information on a policy issue. Typically, health policy briefs identify a specific problem, describe why the problem is important, identify who is involved and what influence they have, describe possible solutions, and present an analysis of the options. You are to choose a topic where you see a need for policy change. The problem must be measureable and affect a large number of people; potential solutions must exist to address the public health problem. Please see Term Project description in Canvas (Start Here module) for specific requirements and a detailed grading rubric.

**Weekly Due Dates**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Weekly Point Value</th>
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</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>Submit your first post by the end of the day <strong>Wednesday</strong> and your subsequent posts by the end of the day <strong>Saturday</strong></td>
<td>20</td>
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<tr>
<td>Newspaper Article Submission</td>
<td>End of the day <strong>Saturday</strong></td>
<td>10</td>
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<tr>
<td>Quiz</td>
<td>End of the day <strong>Saturday</strong></td>
<td>10</td>
</tr>
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</table>

Steps of the Policy Brief Term Project are due on **Fridays** (accept for step 4, due on a **Saturday**)

**Point Breakdown**
- Discussions – 200 points
- Health in the News – 100 points
- Quizzes – 100 points
- Policy Brief Term Project – 600 points
  - Week 2, Step 1: Why I Chose the Topic – 35 points
  - Week 4, Step 2: Substantiating the Need – 125 points
  - Week 7, Step 3: Solutions – 165 points

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu   Email: ecampus@oregonstate.edu   Tel: 800-667-1465
• Week 8 Step 4: Peer feedback – 60 points
• Week 10, Step 5: Final Project – 215 points
• Total – 1000 points

Grading Scale

A letter grade will be assigned in accordance with the guidelines set forth below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>B+</td>
<td>870 – 899</td>
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<tr>
<td>C+</td>
<td>770 – 799</td>
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<tr>
<td>D+</td>
<td>670 – 699</td>
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<tr>
<td>F</td>
<td>0 – 599</td>
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</tbody>
</table>

Course Content

Disclaimer: The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and/or course content. If a change is made after a weekly module opens, it will be posted as an announcement. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
</table>
| 1    | What is Health Policy?                    | Chapter 1: Health and Health Policies
Federal and State Rule
Legislative Example
Judicial Example |
| 3    | Agenda Setting                            | Text Chapter 5: Agenda Setting
Journal Article: Lewis and Considine, Medicine, Economics and Agenda Setting. Social Science and Medicine. 48 (1999) 393-405 |
| 4    | Branches of Government (Emphasis on Executive & Judicial Branches) | Text Appendix 11
Text Chapter 2 - The Context of Health Policy Making (pp. 46-60)
Text Chapter 7 - Policy Implementation and Implementing (pp. 195-202)
Text Chapter 4 - The Role of the Courts in Health Policy and Policy Making (pp. 103-112)
Text Appendix 22
Fein, Values in Health Policy and Health Services Research, Health Services Research, Special Section Article. 06/2010, Volume 45, Issue 3, pp. 851 – 870
Stem Cell Bill Gets Bush’s First Veto |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Policy Process</td>
<td>Obama Making Plans to Use Executive Power</td>
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<td></td>
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<td>Text Chapter 3 - The Process of Health Policy Making</td>
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<td>Text Chapter 6 - Policy Formulation: Development of Legislation</td>
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<tr>
<td>6</td>
<td>Congressional Committee</td>
<td>Text Appendix 17</td>
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<td>Text Appendix 20</td>
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<tr>
<td></td>
<td></td>
<td>About the Senate Committee System</td>
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<td>Frequently Asked Questions about Committees</td>
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<td>Introduction and Referral to Committee</td>
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<td>Consideration by Committee</td>
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<td>Reported Bills</td>
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<td>7</td>
<td>Federal Budget Process</td>
<td>Text Appendix 18</td>
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<tr>
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<td>Introduction to the Federal Budget Process</td>
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<td>The Congressional Appropriations Process: An Introduction</td>
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<td></td>
<td>Required Reading: Introduction to the Federal Budget Process, Center on</td>
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<td>Budget and Policy Priorities</td>
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<td>Fiscal Footnote: Big Senate Gift to Drug Maker</td>
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<td>8</td>
<td>Interest Groups and Lobbyists</td>
<td>Text Appendix 15</td>
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<td></td>
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<td>Special interests’ on both sides in health fight</td>
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<td>9</td>
<td>Analyzing Health Reform</td>
<td>TBD</td>
</tr>
<tr>
<td>10</td>
<td>Health Policy at the State Level and Local Level</td>
<td>Nathan, R., Federalism And Health Policy, Health Affairs November 2005 vol. 24 no. 6 1458-1466</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oberlander, Jonathan, “Health Reform Interrupted: The Unraveling Of The Oregon Health Plan”, Health Affairs 2007; 26: w96-w105</td>
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<td></td>
<td></td>
<td>Kaiser Family Foundation (May 2012). The Massachusetts Health Care Landscape</td>
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<td></td>
<td></td>
<td>The Hot Spotters Can we lower medical costs by giving the neediest patients better care? The New Yorker, January 24, 2011</td>
</tr>
</tbody>
</table>

**Course Policies**

**Makeup Assignments**
Makeup assignments will be given only for missed assignments excused in advance of the due date by the instructor. Extensions will not be given for routine illness (colds, flu, stomach aches), or other common
ailments. Extensions will not be given after the due date has passed, except under very unusual circumstances.

**Quiz Time Limits**
Quizzes in this class are timed; when the time limit for the quiz has been reached the assignment will be closed. No extra time (with penalty) is given.

**Incompletes**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

**Statement Regarding Students with Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Accessibility of Course Materials**
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**Expectations for Student Conduct**
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

**Academic Integrity**
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
- Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
- It includes:
  - CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone’s grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else’s words, ideas, artistry or data as one’s own, or using one’s own previously submitted work. Plagiarism includes but is not limited to copying another person’s work (including unpublished material) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.