

## Political Science Y200 – U.S. Health Care Policy

Spring Semester 2012 (Section 34470), Second 8 Weeks (March 6 - May 1, 2012)

Meets 1:00 - 3:30pm Tuesday, Thursday in Swain West 007

### Michael D. McGinnis

Professor, Political Science, 366 Woodburn Hall, and  
Director, Workshop in Political Theory and Policy Analysis, 513 N. Park  
Office Hours by appointment: [mcginnis@indiana.edu](mailto:mcginnis@indiana.edu)

#### Course Description and Goals

The business of health care constitutes nearly 20% of the US economy, and yet good health cannot be purchased like other products. Health reform remains a divisive issue in national politics, and yet **the delivery of health care is an intrinsically local affair**, since its costs and quality vary significantly from one part of the country to another.

**In this course we examine health care policy from a local or regional perspective.** Why is it that citizens living in some communities enjoy equitable access to high quality health care at low costs, while those in other communities lack access to high quality care or pay much higher costs, or both? **After identifying the primary stakeholders in health care** (physicians, hospitals, insurance companies, private employers, government agencies, community organizations, and ordinary citizens), **we will learn how conflicts among the interests of these stakeholder groups can be resolved at a community level.** We will also explore the complex relationship between health care (that is, the delivery of medical services) and health (an individual's experience).

Assigned readings consist of one core textbook, supplemented by papers and documents available in electronic format. We will use a computer simulation to evaluate the likely outcomes of alternative combinations of policy instruments. Videos will illustrate key concepts and alternative perspectives. Grades will be based on exams and a few short writing assignments.

**Students will learn how to cut through partisan rhetoric and demagoguery to understand the fundamental issues of health care policy.** As citizens they will need this level of understanding, because this policy problem will get worse before it gets better.

## Schedule of Topics and Assignments

(Note: Any changes will be announced in class and posted on On Course)

Week	<i>Tuesday</i>	<i>Thursday</i>
1. March 6, 8	<b>Intro to U.S. Healthcare Policy (global perspective; historical origins)</b> Read Barr, chapters 1-3, pp. 1-69;	<b>NO CLASS: ASSIGNMENT 1 due Mon., March 19, 5 PM</b> Watch PBS Video <i>U.S. Health Care: The Good News</i> <a href="http://video.pbs.org/video/2198039605/">http://video.pbs.org/video/2198039605/</a> and submit questions by Monday, March 19.
<b>BREAK</b>		
2. Mar 20, 22	<b>Regional Variation &amp; Health Commons</b> Gwande, "The Cost Conundrum"	<b>Human and Physical Capital</b> Barr, chapter 4, pp. 70-96 Sandy, et al. The Political Economy of US Primary Care
3. Mar 27, 29	<b>Insurance and Incentives</b> Barr, chapter 5, pp. 97-130 Gawande, "The Hot Spotters"	<b>Beyond "The Government"</b> Read Barr, chapters 6-7, pp. 131-190  Study guide for Midterm will be distributed
4. April 3, 5	<b>Beyond Health Markets</b> Barr, chapters 8-9, pp. 191-238 2 Community Reports, Indianapolis (2011, 2005)	<b>MIDTERM EXAM</b>
5. Apr 10, 12	<b>Deep Dilemmas &amp; Co-Production</b> Barr, chapters 10-12, pp. 239-293. O'Malley et al., Patient-Physician Decision-Making	<b>National Reform and Its Frustrations</b> Barr, chapters 1, 13, 14, Appendix, pp. 1-13, 294-330, Kaiser Family Foundation, Summary of Coverage Provisions Kaiser Family Foundation, Guide to Supreme Court review
6. Apr 17, 19	<b>Systems Thinking</b> Don Berwick, et al. The Triple Aim RTH Dynamics, Intervention Options <b>ASSIGNMENT 2 DUE Thurs., April 19, Noon</b>	<b>Scenarios &amp; Stewardship</b> Readings TBA  Study guide for Final exam will be distributed
7. Apr 24, 26	<b>Social Capital &amp; Governance</b> Whatcom Alliance report	<b>Beyond Ideology</b> Course evaluations
8. May 1	<b>FINAL EXAM 2:45-4:45 PM</b>	

**Grades** are based on 30% Midterm, 40% Final Exam, 20% Homework Assignments, 10% Participation (in-class exercises, attendance)

**Core Text:** Donald A. Barr, *Introduction to U.S. Health Policy: The Organization, Financing, and Delivery of Health Care in America*, 3<sup>rd</sup> edition, 2011. Baltimore: Johns Hopkins Press, ISBN 978-1-4214-0218-5 (A copy will be available on closed reserve, Wells Library)

**Other readings** (available online or in OnCourse Resources folder):

1. Atul Gawande, "The Cost Conundrum," *The New Yorker* June 1, 2009  
[http://www.newyorker.com/reporting/2009/06/01/090601fa\\_fact\\_gawande?currentPage=all](http://www.newyorker.com/reporting/2009/06/01/090601fa_fact_gawande?currentPage=all)
2. Sandy, Lewis G., Thomas Bodenheimer, L. Gregory Pawlson, and Barbara Starfield. "The Political Economy Of U.S. Primary Care," *Health Affairs* 28, no. 4 (2009): 1136–1144; 10.1377/hlthaff.28.4.1136
3. Atul Gawande, "The Hot Spotters," *The New Yorker* January 24, 2011  
[http://www.newyorker.com/reporting/2011/01/24/110124fa\\_fact\\_gawande?currentPage=all](http://www.newyorker.com/reporting/2011/01/24/110124fa_fact_gawande?currentPage=all)
4. Indianapolis Community Report, Dec. 2011, Center for Studying Health System Change  
<http://www.hschange.com/CONTENT/1270/> AND June 2005, <http://hschange.org/CONTENT/749/>
5. Ann S. O'Malley, Emily R. Carrier, Elizabeth Docteur, Alison C. Shmerling and Eugene C. Rich, Policy Options to Encourage Patient-Physician Shared Decision Making.  
[https://www.ecri.org/Documents/2011\\_TA\\_Conf/Resources/Policy\\_Options\\_to\\_Encourage\\_Patient-Physician\\_Shared\\_Decision\\_Making\(National\\_Institute\\_for\\_Health\\_Care\\_Reform\).pdf](https://www.ecri.org/Documents/2011_TA_Conf/Resources/Policy_Options_to_Encourage_Patient-Physician_Shared_Decision_Making(National_Institute_for_Health_Care_Reform).pdf)
6. Kaiser Family Foundation Summary of Coverage Provisions in the Patient Protection and Affordable Care Act  
<http://www.kff.org/healthreform/8023.cfm>
7. Kaiser Family Foundation, A Guide to the Supreme Court's Review of the 2010 Health Care Reform Law  
<http://www.kff.org/healthreform/upload/8270-2.pdf> or <http://www.kff.org/healthreform/8270.cfm>
8. ReThink Health Dynamics, Intervention Options for Simulation Scenarios
9. Berwick, Donald M., Thomas W. Nolan and John Whittington. 2008. The Triple Aim: Care, Health, And Cost, *Health Affairs*, 27, no. 3 (2008): 759-769 doi: 10.1377/hlthaff.27.3.759
10. Whatcom Alliance for Healthcare Access, Phase I Executive Report, Designing the Future of Health Care in Whatcom County  
<http://www.doh.wa.gov/phil/doc/rph/hc/waha.pdf>

**Course Rules and Procedures, Michael D. McGinnis**  
Professor, Department of Political Science, College of Arts and Sciences  
Indiana University, Bloomington

Below are the policies and procedures in effect for my undergraduate courses at Indiana University. (I apologize for the officious tone, but I have learned that making these things explicit at the outset is a good idea for all.) For information on other applicable rules, students are encouraged to consult the appropriate sources in this [department](#), [college](#), [campus](#), and [university](#). Also, please feel free to speak with me if you have any questions or concerns.

*General Contact Information*

- Students are encouraged to check [On Course](#) regularly for course announcements. The official course syllabus posted there will be updated to reflect any changes.
- All *changes* to the schedule of assignments will be announced well in advance. No changes to due dates of assignments will be made without approval of the class.
- This semester I do not have any regularly scheduled office hours. However, I am available to meet by appointment; please contact me by email: [mcginnis@indiana.edu](mailto:mcginnis@indiana.edu).
- The easiest ways to contact me are (1) see me before or after class, (2) by e-mail ([mcginnis@indiana.edu](mailto:mcginnis@indiana.edu)).

*During Class*

- Students are expected to come to class every day and to complete assignments on time. Attendance will be taken at irregular intervals, usually at the *beginning* of the period. Students arriving late may not be counted as present.
- Class discussion is encouraged and questions are always welcomed. Don't be deterred by concern that you are asking a "stupid question." If you are confused or uncertain over some point, it is almost always the case that several other students are having the same problems or confusion. If in doubt, just raise your hand.
- Comments in class must remain respectful of other people's opinions. Be assured that this requirement applies to the instructor just as much as to any student. Please let me know if you feel any comments in class have been unfair to you or to anyone else.
- If you know you are going to have to leave class early, please let me know at the beginning of class and sit near the exit so you can leave with as little disruption as possible.
- Please refrain from talking to each other during class. This can be very distracting to other students and to the instructor. (Be advised that this is one of your instructor's pet peeves!)
- **TURN OFF ALL CELL PHONES AND BEEPERS**. (This is another of my pet peeves!) If you expect to receive an important call during class time, please sit where you can exit the room without too much disruption.

- **Students have permission to use laptops, smartphones, etc. during class to take notes BUT NOT FOR ANY OTHER PURPOSES.** Students using laptops to surf the web or answer e-mail or that in any way distract other students or the instructor will be asked to turn off their electronic devices and pay attention, or else leave the classroom.

### *Grading Procedures*

- Numerical grades will be assigned for each exam and major assignment. (Quizzes or in-class assignments may be graded as acceptable, not acceptable, or not submitted.) At the end of the semester, an overall score will be calculated according to the weighting scheme specified in the syllabus.
- Final letter grades will be assigned based on these overall average scores. In making these assignments, I use the standard numbering system (A+ 100-98, A 97-93, A- 92-90, B+ 89-88, B 87-83, B- 82-80, etc.) as a basis, but may make adjustments (upwards) as necessary. For example, an overall average of 80 will be awarded at least a grade of B-, but the threshold for that letter grade may be reduced, depending on the distribution of overall scores.
- I am willing to re-grade any assignment, as long as the student can provide a compelling reason to do so. (Just “needing” a higher grade is not a good enough reason.) Upon re-evaluation, the grade may be revised upwards or downwards or it may remain the same, whichever is appropriate. I promise to explain my reasons for making or not making a change in grades.

### *Assignments*

- On exams, papers, and other assignments, each student is expected to complete his or her own work. Students caught *cheating* on exams or committing plagiarism in papers (misrepresenting someone else's work as your own) will receive a failing grade for that assignment and may be subject to additional disciplinary procedures (including failing the course). If you use the words of another, you need to give that author credit by the use of quotation marks and appropriate citations. For additional information, see <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> .
- I am not a stickler for any one citation style. My primary concern is that references be sufficiently clear, unambiguous, and complete to allow a reader to track these sources down with minimal trouble. It also helps if the citations are relatively consistent within any single report. Information on acceptable citation styles is available at [http://www.indiana.edu/~wts/pamphlets/apa\\_style.shtml](http://www.indiana.edu/~wts/pamphlets/apa_style.shtml)
- Citations to material found on-line should include the author (or organizational source if no individual author is provided), the organization responsible for maintaining this site or for responsible for this particular information (if possible), the date the information was posted or last revised (if available), the date the website was accessed, and the complete URL address. More detailed suggestions are provided by the IU Library at <http://www.indiana.edu/~libugls/Publications/APA.html>.
- The **IU Writing Tutorial Service** is an outstanding resource for information and advice concerning writing and editing papers; check their web page at <http://www.indiana.edu/~wts/>

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