

UNIVERSITY OF WASHINGTON  
SCHOOL OF PUBLIC HEALTH AND COMMUNITY MEDICINE  
DEPARTMENT OF HEALTH SERVICES

**PHG 541/HSERV 590 T**  
**Public Policy for Public Health**

**Autumn 2007**

October 11, 2007

December 7, 2007

8:30am – 4:00pm

*One additional hour per week time and location TBD*

Instructor: Carolyn (Cindy) Watts, Ph.D., Professor  
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Office Hours: By appointment

**COURSE DESCRIPTION**

Health policy refers to decisions that guide organizational and individual behaviors affecting health and the financing, delivery, and use of health services. In this class, we will explore the complex array of factors that affect health policy and the interaction of public policy with markets and the legal system, using contemporary public health issues as case examples. We will examine how science and community values intertwine in health policy development, and how context (i.e., ideology, culture, and history) influence the structure of and changes to a nation's health system.

The additional PHG 541 materials will be made available on the HSERV 590T course website below the HSERV 590T modules.

Course material will be presented through didactic presentations, case examples, in-class and on-line discussions, and written and oral assignments.

**OBJECTIVES**

By the end of the course, students should be able to:

1. Identify the elements of the public policy process and describe their historical underpinnings
2. Identify the players in the public policy process and compare their roles
3. Apply the policy framework to public health and public health genetics issues
4. Compare the roles of anecdote, advocacy, information, and research in the policy process
5. Apply the basic concepts of microeconomics to public health genetics issues

6. Describe the main steps in a cost effectiveness analysis and outline the challenges
7. Identify the role of government in markets, and analyze how government activities affect resource allocation and distribution
8. Analyze the interactions among public policy, economic markets, and the legal system

## **COURSE EXPECTATIONS, ASSIGNMENTS, AND GRADING**

### **Overall Expectations**

Students are expected to:

- \* attend both in-class sessions and the weekly sessions
- \* read required materials in a timely fashion
- \* actively engage in classroom and on-line discussion
- \* turn in assignments on time

### **Paper Expectations:**

- \* Written assignments are to be typed with font size no less than 12; double-spaced
- \* Correct spelling and grammar are expected – **GRADES WILL BE AFFECTED BY POOR WRITING**
- \* Assignments are due by date specified unless other arrangements are made; late papers will receive lower grades as noted below

## **ASSIGNMENTS**

Students may earn a total of 105 points in the course through a combination of papers, oral presentations, and participation in on-line discussions.

### ***Written Assignments***

(1). 20 points; due November 5, 2007; paper of 4-5 pages: Select a health policy problem. Apply the policy framework to it. That is, answer the following questions about the issue:

- \* What is the problem, for whom, and with what consequences?
- \* What is the context for the issue, including the economic context?
- \* What stakeholders are interested in the issue, and what are their interests generally (e.g. healthy children) and specifically regarding this issue (e.g. screening for more conditions)?
- \* What are at least 3 options for addressing this problem?
- \* What are the pros and cons of each option, including where relevant important stakeholders who either favor or oppose it?

(2.) 20 points; due December 10, 2007; paper of 4-5 pages: Select a policy that was not enacted into law (e.g. a bill that was introduced and failed, a proposal that was advocated by a stakeholder group but for which no legislation was ever written). What was the problem the policy sought to address? What was the proposed solution? Who supported and who opposed the policy? Why did the policy fail [note: you should answer this question with your own analysis, supplemented where possible with evidence from

hearings, newspaper accounts, reports, etc. You may find none of the latter, in which case you can rely on just your own analysis.] ? What would you advise those who wish to try again? Could the issue be reframed? How? Could the “venue” (e.g. the policy arena) be changed? Where and why? Would additional research or information increase the likelihood of passage? What kind, and why would it help? Is there an alternative approach to solving the problem that would be more likely to gain support?

### ***Oral Assignments***

Students will make an oral presentation during the second in-class workshop. You may choose either one of the following; each is worth 10 points:

#### ***Media Analysis***

Select a news story about a policy issue from any media source, print or electronic. Make a 5-10 minute presentation in which you briefly describe the article and then answer the following questions about it:

- What is the issue the article discusses?
- How is the issue framed (e.g. as an economic, individual rights, or equity issue)?
- What makes it a *public* policy issue?
- Who are the stakeholders who care about this issue?
- What options are given for addressing the issue?
- Which of the stakeholders would support this option?
- Which would oppose it?
- What is one additional option that might address the issue?

#### ***Oral Testimony***

Prepare and deliver 5 minutes (enforced maximum) of oral testimony addressing a policy issue. In most cases, this will be an issue arising from one of your papers. However, with the permission of the instructor, another issue may be selected. The testimony should be directed at a specific decision making body (i.e. legislative or Congressional committee or task force, agency administrative staff, or board of a major advocacy group). In your testimony, you should address the following questions:

- Who are you and why do you have any authority on this issue?
- What is the issue you want the group to think about and **WHAT SPECIFIC ACTION DO YOU WISH THE GROUP TO TAKE?**
- What is the context for the issue, and why should this group care?
- What are the pros and cons of the action you are proposing, including how important stakeholders will view it?
- What are other obvious courses of action, and why is yours superior?

You may choose to prepare a **NO MORE THAN 1 PAGE** summary to give to members of the group you are addressing.

#### ***Class participation***

5 points per topic/week – maximum 35 points; due every Sunday except for September 30, October 14, and December 9. **NOTE: ONE WEEK FOR WHICH PARTICIPATION IS EXPECTED IS THE WEEK PRECEDING OUR FIRST MEETING (DUE**

OCTOBER 7). Participation will consist of posting answers to the questions posed on Monday of each week and engaging in the ensuing discussion of the topic. Point totals will depend on the quality (not the quantity!) of your responses.

NOTE: PERFECT SCORES FROM ALL THE ASSIGNMENTS TOTAL 105. THIS IS 5 POINTS MORE THAN THE NUMBER NEEDED FOR A 4.0 (SEE BELOW). THUS, YOU CAN CHOOSE TO MISS A WEEK OF PARTICIPATION OR PUT A LITTLE LESS EFFORT INTO ANOTHER ASSIGNMENT IF YOUR SCHEDULE REQUIRES IT AND/OR YOU ARE DOING WELL ENOUGH ON YOUR ASSIGNMENTS TO BE HAPPY WITH YOUR GRADE WITHOUT IT. You may **NOT** skip any of the assignments completely except for the weekly post of answers as noted above.

***Class participation assignment for first week (due October 7 – before 1<sup>st</sup> class session):*** Define politics and policy and compare them. Identify a policy issue that you are interested in, and express it in this form: What is the problem, for whom, and with what consequences? Describe one anecdote to illustrate the issue. Provide some piece of evidence (e.g. a fact or facts) to illustrate it.

***Extra assignment for PHG 541 credit (30 points total):***

(1). 15 points each: Students will be given 2 short essay exam questions to answer during the final exam period. The questions will be patterned after the PHG PhD exams.

### **GRADING (for 3 credits associated with HSERV 590T)**

Course grades will be assigned according to the following point scale:

100+ points	4.0
90-99	3.7 – 3.9
80-89	3.4 – 3.6
70-79	3.0 – 3.3
60-69	2.6 – 2.9
50-59	2.2 – 2.5

For the papers outlined in (1) and (2) above, 2 points will be subtracted from papers that are 7 days or fewer late; 5 points will be subtracted from papers that are more than 7 days late. Exceptions can be made for extenuating circumstances, but only if arrangements are made with the instructor in advance of the due date (barring emergencies).

### **GRADING FOR PHG 541 EXTRA 1 CREDIT**

Grades will be determined based on the points earned on the 30 extra points according to the grading policy posted on the Department of Health Services website.

## COURSE OUTLINE AND READINGS

There are two texts for the course:

Thomas Birkland. 2005. An Introduction to the Policy Process. 2<sup>nd</sup> edition. Armonk, New York:ME Sharpe. (hereafter TB)

Joel Teitlbaum and Sara Wilensky. 2007. Essentials of Health Policy and Law. Boston:Jones and Bartlett. (hereafter TW)

The remaining materials will be linked from the course website unless otherwise noted.

### ***Week ending October 7 - Introduction***

TB Chp 1; TW Chps 1, 2, 5

<October 11 - Class Session 1 – see schedule below >

#### ***PHG: Basic Concepts of Economics***

\* *Read TW Chp 5 very carefully.*

### ***Week ending October 14 - A History of American Politics***

TB Chps 2; TW Chp 10

J. Musso, R. Biller, and R. Myrtle. 2000. "Tradecraft: Professional Writing as Problem Solving." *Journal of Policy Analysis and Management*. 19(4):635-646.

<http://www3.interscience.wiley.com/cgi-bin/issuetoc?ID=73502761> )

#### ***PHG: The Impact of Insurance***

\* *Pauly, Mark. "The Economics of Moral Hazard." American Economic Review.*

\* *Pauly M, Nicholson S. 1999. "Adverse consequences of adverse selection." Journal of Health Politics, Policy and Law.24(5):921-30.*

### ***Week ending October 21 – The Role of Stakeholders***

TB Chps 3 and 4

LA Smith, SO Oyeku, C Homer, B Zuckerman. 2006. "Sickle Cell Disease: A Question of Equity and Quality." *Pediatrics*. 117(5):1763-1770.

J Silberner. 2007. "Should FDA Tighten Rules for Drugs on Market?" NPR Morning Edition. July 31. <http://www.npr.org/templates/story/story.php?storyId=12370589> [note: this is an audio file].

G Harris. 2007. "F.D.A. Issues Strictest Warning on Diabetes Drug." *The New York Times*. June 7.

*Optional:* JS Vernick. 1999. "Lobbying and Advocacy for the Public's Health: What Are the Limits for Nonprofit Organizations?" *American Journal of Public Health*. 89(9):1425-1429.

***PHG: The Policy Framework***

- \* Wilfond, B.S. and E.J. Thomson. 2000. "Models of Public Health Policy. (Khoury, Burke, and Thomson, eds.). New York: Oxford Univ. Press. Pgs. 61-81.
- \* Peterson, Mark. 2001. "From Trust to Political Power: Interest Groups, Public Choice and Health Care." *Journal of Health Politics, Policy, and Law*. 26(5):1143-1163.

***Week ending October 28 – The Role of Research and Information***

Atkins, D, J Siegel, and J Slutsky. 2005. "Making Policy When The Evidence Is In Dispute." *Health Affairs*. 24(1):102-113.

A Sommer. 2001. "How Public Health Policy is Created: Scientific Process and Political Reality." *American Journal of Epidemiology*. 154(12):S4-S6.

M Angell. 1996. "Shattuck Lecture: Evaluating the Health Risks of Breast Implants: The Interplay of Medical Science, The Law, and Public Opinion." *NEJM*. 334(23):1513-1518.

JR Botkin, EW Clayton, NC Fost, W Burke, TH Murray, MA Baily, B Wilfond, A Berg, LF Ross. 2006. "Newborn Screening Technology: Proceed With Caution." *Pediatrics*. 117(5):1793-1799.

*Optional, but very interesting and highly recommended:* RH Keefe, SD Lane, HJ Swarts. 2007. "From the Bottom Up: Tracing the Impact of Four Health-Based Social Movements on Health and Social Policies." *Journal of Health and Social Policy*. 21(3):55-69.

***PHG: Cost Effectiveness Analysis***

- \* SD Ramsey, W Burke, L Clarke. 2003. "An Economic Viewpoint on Alternative Strategies for Identifying Persons with Hereditary Nonpolyposis Colorectal Cancer." *Genetics in Medicine*. 5(5):1-11.
- \* L Feuchtbaum, G Cunningham. 2006. "Economic Evaluation of Tandem Mass Spectrometry Screening in California." *Pediatrics*. 117(5):S280-S286.
- \* D Veenstra et al. 2007 "Pharmacogenomic testing to prevent aminoglycoside-induced hearing loss in cystic fibrosis patients: Potential impact on clinical, patient, and economic outcomes." *Genetics in Medicine*. Forthcoming.

***Week ending November 4 – Agenda Setting, Framing, and Power***

TB Chp 5

S Pralle. 2006. "The 'Mouse That Roared': Agenda Setting in Canadian Pesticides Politics." *The Policy Studies Journal*. 34(2):171-194. [Long, but very interesting and an easy read.]

R Kersh, J Morone. 2002. "The Politics of Obesity: Seven Steps to Government Action." *Health Affairs*. 21(6):142-153.

*Optional but very interesting; worth at least a skim:* DA Stone. "Causal Stories and the Formation of Policy Agendas." *Political Science Quarterly*. 104(2):281-300.

***PHG: More on Advocacy***

\* EM Armstrong, DP Carpenter, M Hojnacki. 2006. "Whose Deaths Matter? Mortality, Advocacy, and Attention to Disease in the Mass Media." *Journal of Health Politics, Policy and Law*. 31(4):729-773.

\* K Hudson, S Terry, P Lurie. 2006. "Petition for Rulemaking." Letter to Mark McClellan, Administrator, Centers for Medicare and Medicaid.

***Week ending November 11 – The Role of the Courts***

TW Chp 3.

[note: there are 2 Givel articles from the same issue of the same journal with very similar titles --] M Givel. 2006. "Failure to Change Through Multiple Policy Instruments and Venues: The Tobacco Industry Policy Subsystem in the States from 1990 to 2003." *The Policy Studies Journal*. 34(3):453-457.

*Somewhat hard to follow, but worth the effort:* MG Bloche, DM Studdert. 2004. "A Quiet Revolution: Law as an Agent of Health System Change." *Health Affairs*. 23(2):29-42

OR

WK Mariner. 2004. "The Supreme Court's Limitation of Managed-Care Liability." *The New England Journal of Medicine*. 351(13):1347-1352.

***PHG: Pharmacogenomics: The New Frontier?***

\* L Garrison and MJ Finley Austin. 2006. "Linking Pharmacogenetics-Based Diagnostics and Drugs for Personalized Medicine." *Health Affairs*. 25(5):1281-1290.

\* KA Phillips. 2006. "The Intersection of Biotechnology and Pharmacogenomics: Health Policy Implications." *Health Affairs*. 25(5): 1271-1280.

\* H Grabowski, I Cockburn, G Long. 2006. "The Market for Follow-On Biologics: How Will It Evolve?" *Health Affairs*. 25(5):1291-1301.

***Week ending November 18 – Policy Failure***

TB Chp 8

C Westover. 2007. "Does the End Justify the Genes?" *Pioneer Press*. July 25.  
[http://www.twincities.com/opinion/ci\\_6462619](http://www.twincities.com/opinion/ci_6462619).

***PHG: GINA – Over and Over and Over Again!***

\*K Rothenberg, B Fuller, M Rothstein, T Duster, et al. 1997. "Genetic Information and the Workplace: Legislative Approaches and Policy Challenges." *Science*. 275(5307):1755-1758.

\* Department of Health and Human Services. 1997. "Health Insurance in the Age of Genetics." *Report of the Secretary to the President*.

\* Go find the latest version of GINA, and its location.

**Week ending November 25 –Newborn Screening**

D Alexander and PC van Dyck. 2006. "A Vision of the Future of Newborn Screening." *Pediatrics*. 117:S350-S354.

DB Bailey, D Skinner, SF Warren. 2005. "Newborn Screening for Developmental Disabilities: Reframing Presumptive Benefit." *American Journal of Public Health*. 95(11):1889-1893.

RR Howell. 2006. "We Need Expanded Newborn Screening." *Pediatrics*. 117(5):1800-1805.

B Tarini. 2007. "The Current Revolution in Newborn Screening." *Arch Pediatr Adolesc Med*. 161(8):767-772.

**PHG: More on Newborn Screening**

\* JR Botkin, E Wright Clayton, NC Fost, W Burke, TH Murray, MA Baily, B Wilfond, A Berg, LF Ross. 2006. "Newborn Screening Technology: Proceed With Caution." *Pediatrics*. 117(5):1793-1799.

**Week ending December 2 – Smoking and Tobacco Policy**

TB Chp 9

M Givel. 2006. "Punctuated Equilibrium in Limbo: The Tobacco Lobby and U.S. State Policymaking from 1990 to 2003." *The Policy Studies Journal*. 34(3):405-418.

H Sato.1999. "Policy and Politics of Smoking Control in Japan." *Social Science and Medicine*. 49(5):581-600.

\*\* [note: a slightly more theoretical version of the Sato article appears as: H Sato. 1999. "The Advocacy Coalition Framework and the Policy Process Analysis: The Case of Smoking Control in Japan." *Policy Studies Journal*. 27(1):28-44.]

Smith, Richard. "How not to give a presentation." *British Medical Journal*. London WC1H 9RJ. <http://bmj.com/cgi/contentfull/321/7276/1570>

**PHG: Retail Genetics**

\* A Pollack. 2006. "The Wide, Wild World of Genetic Testing." New York Times (Print). Sep 12;:NYT4.



< December 7 – Class Session 1 – see schedule below >

***Week ending December 9***

Prepare for workshop; Complete written assignments

**In-Class Session: October 11, 2007, 8:30am – 4:00pm**

8:30 – 9:00 Introduction – Examples of Policy Issues  
9:00 – 10:00 Overview of Course; Policy Processes  
10:00 – 10:15 Break  
10:15 – 11:15 American Political History  
11:15 – 11:30 Dumb Laws  
11:30 – 12:30 Lunch  
12:30 – 2:00 Policy Framework  
2:00 – 2:15 Break  
2:15 – 3:30 Genetic Counseling Exercise  
3:30 – 3:45 Break  
3:45 – 4:00 Wrap-Up

**In-Class Session: December 7, 2007, 8:30am – 4:00 pm**

8:30 – 10:00 Review On-line discussions  
10:00 – 10:15 Break  
10:15 – 11:30 Testimony  
11:30 – 12:30 Lunch  
12:30 – 1:45 Testimony  
1:45 – 3:00 Discussion and Wrap-up  
3:00 – 3:15 Break  
3:15 – 3:45 Wrap-up  
3:45 – 4:00 Course Evaluation

## RESOURCES

Introduction to Legal Research and Government Policy Resources:

<http://lib.law.washington.edu/ref/healthpolicy.html> or from  
<http://lib.law.washington.edu/>, choose the Legal Research Guides link under the Research heading. In the table of contents on the Legal Research Guides page is a link to Guides Prepared for UW Classes Outside of the Law School, see link to HSERV 552.

The Federal legislative process:

- Congress.org: <http://www.congress.org/congressorg/issues/basics/?style=legis>
- U.S. House of Representatives: [http://www.house.gov/house/tying\\_it\\_all.shtml](http://www.house.gov/house/tying_it_all.shtml)

Information on the Federal government and Congress:

- League of Women Voters of California: <http://ca.lwv.org/lwvc/edfund/govtinfo/federal.html>
- THOMAS, the Library of Congress: [www.Thomas.loc.gov/](http://www.Thomas.loc.gov/)
- OMB Watch: <http://www.ombwatch.org/>

Information on how a bill becomes a law:

- Families USA's "How a Bill Becomes a Law": <http://www.familiesusa.org/resources/tools-for-advocates/tips/how-a-bill.html>

For the serious budding health economist, the National Library of Medicine has a list of suggested references available at: [www.nlm.nih.gov/nichsr/corelib/hecon.html](http://www.nlm.nih.gov/nichsr/corelib/hecon.html)

Students are encouraged to sign up for one of two free electronic policy news services for the duration of the quarter:

- ◆ The Kaiser Network News Service: [http://www.kaisernetwork.org/daily\\_reports/rep\\_hpolicy.cfm](http://www.kaisernetwork.org/daily_reports/rep_hpolicy.cfm)
- ◆ American Healthline: <http://nationaljournal.com/pubs/healthline/>

The Grey Literature Report (<http://www.nyam.org/library/greylit/glr4n3.shtml>) is a good source of health economics and health policy information. Grey sources can be searched by author, title, subject, or keyword by searching the NYWM Online Catalog, which often can link to a full text report online (<http://innopac.nyam.org/search>).

The Center for Studying Health System Change (<http://www.hschange.com/>) tracks changes in health systems at the community level, including intensive site visits to 12 communities every two years (Seattle is one) and household and physician surveys.

The State Forums Partnership, funded by The Robert Wood Johnson Foundation, has a searchable archive of issue briefs on various health economics and health policy topics (<http://www.forumsinstitute.org/pubs/index.html>)

### Books

Bardach, E. A Practical Guide for Policy Analysis. 2<sup>nd</sup> Ed. (CQ Press, Washington, DC, 2005).

Gerston, LN. Public Policy Making – Process and Principles. 2<sup>nd</sup> Ed. (Armonk, New York: M.E. Sharpe, 2004).

Jones, BD. Reconceiving Decision-Making in Democratic Politics. (The University of Chicago Press, Chicago, 1994).

Rice, T. The Economics of Health Reconsidered. (AHSR, Chicago, Health Administration Press, 1998).

## **DISABILITY ACCOMMODATIONS**

If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, 543-8924 (V/TDD). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for class.