Health Policy and Promotion

Class Meets: Tues 2:00-4:50pm, 238 Social Science Teaching
Reader: TBD
Instructor: tim.bruckner@uci.edu, SE I Rm 218 F
Instructor Office Hours: Thurs 2-4pm and by appointment
EEE: Readings, Grades, and Schedule Available on EEE.

Description:
Although health care expenditures account for almost 20% of the U.S. Gross Domestic Product, most researchers agree that indicators of population health fall well below levels that should be expected for a relatively prosperous society. We will investigate the causes of this paradox by examining two related fields. First, we will identify the main components and issues of the organization, financing and delivery of health services. Second, we will delineate the roles of the individual, the community, the state, and the nation in improving health. We will conclude by considering how knowledge of these two fields informs policymakers and planners in efforts to promote health and optimal delivery of health care. We will emphasize the U.S. case and, wherever possible, draw from the current federal debate on health care reform.

Course Objectives:
By the end of the course, I expect students to have the following knowledge and skills:

- **Identify** the various methods of payment for health care (e.g., Medicaid, Medicare, private insurance, out-of-pocket) as well as the key groups involved in each method.

- **Provide** examples of causes for rising health care costs in the U.S.

- **Understand and apply** economic principles to understanding the demand for, and supply of, health care (including but not limited to): adverse selection, moral hazard, health production function, marginal cost, imperfect information, supplier-induced demand, incentives, comparative effectiveness.

- **Relate** theories of health promotion to policy strategies.

- **Compare and contrast** the following efforts used to improve health: health care reform, legislation, taxation, and health promotion.

- **Describe** the health policymaking process and identify the benefits and drawbacks of policies for the key constituents.

- **Delineate** the relation among ethics, values, health care, and public health.
Required Texts:


I will disseminate other required readings either on EEE or as class handouts.

As the work requirement indicates (below), class participation, in terms of thoughtfulness not quantity, plays an important role in determining the final grade. Many of our discussions will involve assigned readings. To ensure thought-provoking discussions, I expect that students will have read the assignments before the associated class lecture.

Work Requirement:

Approximate grading weights appear as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quizzes (best 2 out of 3; in class)</td>
<td>20%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
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<tr>
<td>Mini presentation</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Completion of surveys/evaluations*</td>
<td>5%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Three in-class quizzes will focus on lecture and reading material in the first half of the course (health care). Other requirements include a mini-presentation and a final paper. The mini-presentations will take place in class on either May 4th (on a health care system in another country) or May 11th (on a specific health promotion effort). The final paper will be due one week after the last class, June 8th. I will hand out detailed guidelines for both assignments in class.

* Students receive 1% for First Week Survey, 2% for Midterm Evaluation, 2% for Final Evaluation.
<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>Required Reading and Assignments</th>
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<tbody>
<tr>
<td>4/27</td>
<td>Federally Funded Health Care: Medicaid and Medicare</td>
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|      | **QUIZ #3 At beginning of class (includes material in 4/27 reading)**  
|      | Complete EEE Midterm Survey by 5pm on 5/4 (2% of grade)  
|      | 1. HPIE Chapters 8,9  

<table>
<thead>
<tr>
<th>5/4</th>
<th>Health care systems: international comparisons</th>
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|     | **Student Presentations**  
|     | 1. HPIE Chapters 32, 34  
|     | 2. UHP Chapter 14  

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<thead>
<tr>
<th>5/11</th>
<th>Strategies of Health Promotion</th>
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|     | **Student Presentations**  
|     | 1. UHP Chapter 11  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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5. http://www.seattlehousing.org/redevelopment/high-point/ |
| 5/25  | Health Care Debate: The role of the individual, the community, the market, and the State | 1. HPIE Chapters 30,31  
| 6/8   | Final Paper Due Tuesday 6/8, 5pm, Room 218F Social Ecology I |                                                                                                                                 |
GENERAL CONDUCT

Two Weeks to Drop the Course
You may drop the course until 5 PM, Friday, April 9, 2010.

Academic Honesty and Civility
I will not tolerate academic dishonesty. I endorse and enforce University policies regarding academic integrity. Our conduct in this course is based on civility and mutual respect. Please review these important principles, set forth in the UCI General Catalogue.

***Cell phones are NOT permitted in the classroom unless you are certain they are in the OFF or VIBRATE position; they cannot be used during quizzes.****

Quiz Dates
I will administer the quizzes at the time scheduled; no make-ups will be given

30-Day Clause for Materials
Student papers and exams (including the final) will be saved for 1 month after Spring quarter ends, after which time all papers will be recycled.