No long term domestic policy issue affects our society more than the issue of the provision of health care. Access, quality, and rising costs of health care, and what these three portend for our country in the future, are of huge economic and political consequence. These issues, as well as other related issues related to the future of the Affordable Care Act and what may or may not come after it, will be used as major reference points for the class discussions and student writings, research, and presentations. This course will provide a background in health care and examine some of the complex governmental, political, economic, and social forces that are shaping health care policy in this country today. It will provide an introduction to some of the principles at stake in the health debate including financing, organization, and regulatory issues.

Course Goal

My primary goal is to engage the student in weighing both policy and political tradeoffs raised by various issues and proposals. Different points of view will be examined. The discussion of policy reform will draw on real-life experience from the national debate on comprehensive reform as well as on incremental changes. The question of what will and what can be the future of health care in America is at the heart of the course experience.
The course will include selected readings, extensive in-class discussion and participation, several substantial writing exercises, and a comprehensive final exam.

**Student Learning Objectives**

At the conclusion of this course, the student should know or be able to do the following:

1. To conduct themselves under a strictly enforced honor code.
2. To be able to identify the participants in the health care delivery system.
3. To compare and contrast the recognized values for the development of health policy.
4. To identify the policymakers and institutions in the national health policy debate.
5. To contrast the motivations of the interest groups, policymakers, and how they pursue their aims.
6. To be able to outline the U.S. constitutional issues related to a right to health care.
7. To recall the history of how health care is organized, paid for, and delivered.
8. To define the Medicare and Medicaid programs and list their important attributes and challenges for the future.
9. To be able to summarize the issues related to the provision of national health insurance and health care for the disadvantaged.
10. To analyze the issues related cost containment.
11. To demonstrate a grasp of the significance of biomedicine/theoretical medicine and the past and future impact of health care technology.
12. To be able to compare, contrast, and explain the interplay of the history and major attributes of antitrust, medical malpractice, and medical liability laws as they relate to health care.
13. To analyze the interplay between capitation, prevention, and rationing of health care.
14. To demonstrate a firm grasp of the federal health policy process.
15. To be able to construct a quality article review of a policy paper.
16. To be able to create a topical research paper demonstrating a breadth and depth of quality, footnoted, and sourced material including that obtained from an interview with a health policy maker.
17. To design a substantive policy briefing paper which analyzes a health issue for a policymaker to include the following sub objectives:
   a. To demonstrate the ability to construct a concise statement of issue.
   b. To conduct a sourced background examination of an issue.
   c. To design policy criteria of importance to a selected policymaker.
   d. To identify policy alternatives within the ability to act of a selected policymaker.
   e. To thoroughly analyze the identified alternatives in relation to the selected criteria.
   f. To formulate a substantive recommendation based on the analysis
18. To actively participate in peer review of other students writings and to effectively summarize observations and criticism.

**Course Writing Requirements**

The GWU Writing Program is designed to assist students with writing throughout their academic career. During the sophomore and junior year, students take two Writing in the Discipline (WID) courses. WID courses, intended as follow-up courses to UW20, are designed to facilitate student involvement with particular bodies of knowledge, their methods of scholarship, and modes of communication. These discipline-based courses are designed to have a significant writing component, but are not designed to teach students basic writing skills. Rather, the function of
WID courses is to engage students in writing frequently and intensively with editing and rewriting to improve both learning and communication.

PSC 3192 W Section 13 is a Writing in the Discipline (WID) course and provides the appropriate WID credit to qualified students. There will be three writing assignments (please see PSC 3192W Syllabus Section titled “Required Papers”) for each student to complete. Students are required to submit substantial drafts for each assignment for needed comment (from peer-review and/or by the professor) and undertake subsequent revision based on comments received.

**Required Class Material**

One standard letter size (8.5 x 11 in.) legal pad with white or yellow paper for pop quizzes, communications, etc. Bring to each class.

**Required Texts**


**Suggested Periodical Review**

Students should make an effort to become familiar and routinely review *Modern Healthcare* magazine either online or available in the GWU Library.

**Suggested Website Review**

Students should make an effort to become familiar and review:

2. *National Institute of Health Policy at* [http://www.nihp.org/NEWglossary.htm#GlosM](http://www.nihp.org/NEWglossary.htm#GlosM)

**Suggested Daily/Weekly Scanning**

1. *Washington Post*
2. *Wall Street Journal*
3. *New York Times*
4. *U.S. News and World Report*

**Additional Readings**


**Library Reserve Material**

As announced in class.

**Shakings and Happenings**

The New York Times has dubbed the George Washington University (GW) as the "...the West Point of the political wars." One of the most commonly cited reasons why students choose to attend GWU is a keen interest in government, politics, policy, media, and the interaction of interest groups on the national scene. Often, many academic courses do not provide the student with an adequate opportunity to engage with other students in examination and debate about contemporary issues and developments. This course will provide such an opportunity at the beginning of each class. These approximately 15 minute exercises are referred to as “Shakings and Happenings.” Students are strongly encouraged to scan the national media between each class and come prepared to present the elements of an issue and to engage in a pro and con examination with other classmates. Thoughtful class participation in this part of the class will be considered in calculating the student’s final grade.

**Reading Assignments and Daily Quizzes**
Students will be assigned readings from the required texts, provided handouts, articles, and/or library reserve material to be discussed in class. Students should be prepared for a short quiz on the assignment for that day, including those classes with guest lecturers. Students will be responsible for all the material covered up to that point in the semester, not just the material in the assignments. If possible, students are encouraged to try to stay ahead of the reading assignment by at least one class. Again, thoughtful class participation is expected. The cumulative quiz grades will account for 10% of the student’s final class grade.

**Required Writing Assignments**

Students will be required to submit three papers during the semester. These papers will be initially submitted as drafts for comments by one fellow student and/or by the professor.

The writing assignments for this course are designed to show what you think and how you organize your thoughts in a written presentation. Each paper will vary in a specified length but must be in 12 pts font size. Papers must be submitted hard copy on the specified dates (5 points will be subtracted from the paper for each day or portion of a day the paper is late.) Under extreme extenuating circumstances and with the specific permission of the professor, students may submit papers as an attachment to an email.

The three papers required for this course are:

1. First Writing Assignment – An Article Review
2. Second Writing Assignment – A Research Paper Including Interview Material
3. Third Writing Assignment – A Policy Issue Briefing Paper

Each final paper will be graded according to the following:

- Name typed in the top right hand corner of each page.
- Proper format.
- Content (i.e. how well the paper fulfills the assignment and the overall quality of ideas and analysis presented).
- Proper citation of sources including footnotes at the bottom of each page, grammar, spelling, typographical errors, etc.
- Quality and exactness of written descriptions.
- Quality of evaluation.
- Quality of written support.
- Quality of sources used.

Regarding the third writing assignment, the policy briefing paper, it is to be organized as follows:

1. Type your name in the top right hand corner of the paper.
2. Under the paper title (centered at the top), specify the name and title of the policymaker who this briefing paper would be presented to.
3. Distinct specified sections:
   a. Statement of the issue.
   b. Background.
   c. Criteria.
   d. Alternatives.
   e. Evaluation.
f. Recommendation (Your recommended alternative for action).

Each paper will examine a health care issue and the relevant dynamics at work. The Professor must approve topics in advance. Written topics are to be submitted as specified. In the papers, particular attention must be given to description and evaluation. Individual grades for each written assignment are determined based on (1) the professor’s evaluation of your participation in the peer review process (written and oral evaluation of another student’s work), and, (2) the quality of submitted drafts and the reflection that comments from your fellow students and by your professor are reflected in the final submission. The cumulative grades for the three writing assignments will be averaged and will account for 50% of the student’s total final class grade.

Please make note of the due dates for drafts and final writing products for each of the three assignments.

Note: It is essential to include fully typed honor code pledge at the end of the paper with the student’s individual signature.

Final Exam

There will be one final written examination covering the material from entire of course. This examination will be a combination of multiple choice and essay questions. Multiple-choice questions for the final examination will be primarily drawn from the assigned readings and lecture material. Essay questions will be primarily drawn from topical class discussions. Again, students will be responsible for all the material assigned and covered in class. The final examination will account for 40% each of the student’s final class grade.

Note: It is essential to include the full honor code pledge at the end of each exam with the student’s individual signature.

Study Group

One of the strongest recommendations for this course is for students to form an outside study group to routinely meet to review class materials, compare class notes, and to go-over classroom discussions. Organization and initiation of this study group early in the semester is crucial to its success. If, at any time, some members of the study group are free-riding on the work of others and not making serious/routine contributions to the success of the study sessions, drop these individuals and move on with a highly motivated core group. Like peer review, study groups are a part of serious academic work. Also, experience in this class has shown that active and routine participation in a study group can increase the likelihood of enhanced performance on quizzes, examinations, and written assignments.

Instructor’s Philosophy and Course Policies

The following represents the philosophy of the Professor and the course policies. They are all important to understand.

- If the student is here to learn, the Professor is here to teach. If the student has any other agenda, they should seriously consider taking some other course.
- You must do the work. This course cannot be audited.
- Each student is expected to be familiar with the university’s academic integrity code. Additionally, the Professor has established an individual honor code for this class. For
this course, each quiz, exam, and paper handed in as part of this class will contain the following written statement by the individual student on the outside of the submitted material “I have neither given nor received aid on this work. All material is mine or otherwise footnoted accordingly.” Each student is expected to sign this statement with his or her full name each and every time it is used. This is an aspect of the course that must be taken extremely seriously by each student. The Professor will not tolerate academic cheating or dishonesty and will immediately fail the student/s that participates in such activities. All violations will be reported to the appropriate academic authorities.

- Email communications with the Professor are acceptable. I will respond to emails routinely, but it could take up to 48 hours for a response. Each email to the Professor from a student must include “PSC 3192 Section 13” in the subject line.
- Due to my active travel schedule (domestic and international) it is best for students to consider calling my office at (202) 271-2231 to leave a call-back message or a voice message. I am in daily contact with my office.
- I am available for scheduled meetings with students before or after class and/or at my office in Arlington, VA. Please call my office at (202) 271-2231 to request an appointment. Also, depending on availability, the Professor is willing to schedule in advance a meeting with a student immediately prior to or after a regular class.
- Class attendance is mandatory and recorded through participation in daily pop quizzes.
- Reading assignments and class discussion will take place on all class days, except examination days, unless otherwise advised.
- There is absolutely no circumstance in which a pop quiz can be made up.
- Make up exams will be given only in the event of ‘extreme’ extenuating circumstances judged solely by the Professor.
- All quizzes, exams, and papers handed in as part of this class are available to the individual student for examination. However, all such materials will remain in the permanent possession of the Professor.
- All class announcements will be assumed to have been heard once they are made - especially regarding assignments or change of schedule.
- The Professor will not accept for credit any assignment submitted more than one class period after the specified due date.
- The student will not submit for credit in PSC 3192W any work submitted for credit in another class.
- There is absolutely no opportunity for extra credit assignments.
- “Grade grubbing” should not even be contemplated.
- Cell phones and other electronic communication devices must be turned off during all class sessions.
- Laptop computers cannot be used in this class except in circumstances due to disability and then only with prior permission of the professor.
- Do not bring to class newspapers, magazines, crossword puzzles etc.
- Students cannot change their class status (i.e. grade versus pass/fail) after final grades are submitted.
- This course does not utilize Blackboard.
- Students often ask what recognized writing style is preferred. For questions on research, formatting, documentation style, etc. go to Diana Hacker's (Bedford/St. Martin's) website: http://www.dianahacker.com/resdoc/. If you would like to look at writing tips, exercises, model papers, etc. I suggest Rules for Writers, Fifth Edition, Diana Hacker, Prince George's Community College. Her basic website (http://www.dianahacker.com/) is available for other resource assistance. It is important to note that the Professor for PSC 3192W differs with Ms. Hacker regarding the topic of footnoting material. All footnotes
are to be complete and thorough and must appear on the bottom of each page of the written assignment. In terms of preference I prefer the Chicago method of footnoting. A source for this method is [www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). Please note that Chicago includes both in-text citations (referred to as ‘author-date’) and the ‘notes-bibliography’ system that uses endnotes or footnotes.) Another good source for guidance for footnoting is Vanguard University website for their Department of History and Political Science [http://history.vanguard.edu/research-guidelines/footnotes-and-bibliography](http://history.vanguard.edu/research-guidelines/footnotes-and-bibliography).

**Disability Accommodation Self-disclosure**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the professor privately to discuss specific needs. Please contact the Disability Support Services office at (202) 994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: [http://gwired.gwu.edu/dss/](http://gwired.gwu.edu/dss/).

**Grades**

The total possible grade points for this class are 100. It is of paramount importance that the student understands that there are no plus or minus grades for this course – trust me, don’t ask. Also, absolutely no chance exists for grades to be curved. Final grades will break down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Average of Daily Quizzes and Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Cumulative Average of Course Writings</td>
<td>50%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
</tbody>
</table>

Final class grades are: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-0 = F

**Direct Instruction (Class Time) and Independent Learning (Reading/Homework)**

The pattern for this particular course consists of 90 minutes of direct instruction, and/or guided interaction, plus 180 minutes of independent learning per week during the course of a normal 15-week semester, which includes the week for final exams.

**Class Schedule**

*It is vital for students to know that the class schedule is subject to change. Due to previously committed lectures, business travel, and scheduled legislative/regulatory engagements, some routine class days on the calendar may be missed. An effort will be made to reschedule these classes. Students are strongly encouraged to be alert for class announcements and email alerts in this regard.*

Tuesday, January 17

*Administrative, Introductions, Syllabus, Article Dissemination, Identification of Issues*

Tuesday, January 24

*The Beginning of Modern Medicine*

*The Black Death* – Gottfried Chapter 6 – (Electronic Handout)
US Constitution and Federalism
The Constitution of the United States

Tuesday, January 31 (First Draft of Article Review Due [not more than 5 pages in length])

Health Care Politics
Patel Chapter 1
Weissert Chapter 1 & 2

Tuesday, February 7 (Class Discussion of Peer Reviewed Article Drafts)

Health Care Politics – Policy Institutions
Patel Chapter 2
Weissert Chapter 3 & 4

Tuesday, February 14 (Final Article Review Due [not more than 5-10 pages in length]) (Research Question, Outline, and List of Sources for Research Paper Due)

How Health Care is Organized
Patel Chapter 4
Bodenheimer Chapter 6 & 7

Tuesday, February 21 (Class Discussion of Peer Reviewed Research Question, Outline, and List of Sources)

Paying for Health Care, Access, and Medicare
Patel Chapter 4
Bodenheimer Chapter 2 & 3

Tuesday, February 28 (First Draft of Research Paper Due [not more than 10-15 pages in length])

Medicaid
Patel Chapter 3
Weissert Chapter 5
Bodenheimer Chapter 10

Tuesday, March 7 (Class Discussion of Peer Reviewed First Draft of Research Paper)

ACA, National Health Insurance, Health Care and the Disadvantaged
Patel Chapter 5
Bodenheimer Chapter 15

Tuesday, March 14 (No Class)

Tuesday, March 21 (Final Research Paper Due [not more than 20 pages in length])

Health Care Cost Containment
Patel Chapter 6
Bodenheimer Chapter 8 & 9

Tuesday, March 28 Policy Communications that Matter – Writing Issue Briefing Papers

Electronic Handout

Tuesday, April 4

Antitrust, Medical Malpractice, and Medical Liability
Patel Chapter 7
Bodenheimer Chapter 12
Tuesday, April 11 (First Draft of Policy Brief Due [not more than 5-10 pages in length])
   Reform of the Health Care System, Capitation, Prevention, Rationing
   Patel Chapter 10
   Bodenheimer Chapter 5, 11, & 13

Tuesday, April 18 (Class Discussion of Peer Reviewed First Draft of Policy Brief)
   Health Care Technology
   Patel Chapter 8

Tuesday, April 25 (Final Policy Brief Due [not more than 10-20 pages in length])
   Reform of the Health Care System, Policy Process
   Patel Chapter 9
   Weissert Chapter 6
   Bodenheimer Chapter 16 & 18
   (What Comes Next!)

Tuesday, May 9 (Final Exam Pending)