

## ***SOCIOLOGY OF HEALTH POLICY***

### **A Sociological Examination of Health-Policy and Health-Care Systems**

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Brian.Gran@Case.Edu	Class meetings: 2:00-4:30 pm, Mondays
Office Hours: Wednesdays, 10:30-11:30 am, or by appointment.	Mather Memorial 225

**Course description:** The objective of this course is to introduce the student to sociological analyses of health-policy and health-care systems. We will consider explanations for the configuration of the U.S. health-care system, how the system works, examine common health outcomes in the United States, and evaluate reforms of and directions the U.S. health-care system is taking. We will often compare the U.S. system to health-care systems of other OECD countries.

**Expanded description:** Sociologists in the United States and in other countries have made major contributions to the formation of health policy and the study of its consequences. While the United States will be the focus of the course, we will contrast the experiences of other countries. In this class, the student will be exposed to explanations of the development and retrenchment of welfare states and health policy, the various goals of health policy, and the different impacts health policy has had on individuals, families, other groups, and the country overall. Finally, we will consider the future of U.S. health policy.

We will start the course by considering definitions and typologies of social policy and the welfare state, then evaluate their drawbacks. We will then consider explanations for the development and retrenchment of the welfare state, focusing on health policies. Afterwards, we will examine health outcomes for individuals, which will offer us the opportunity to compare the successes and failures of these policies. For the last third of the class, we will consider the future of the U.S. health-care system. We will evaluate arguments for and against reforms to the U.S. health-care system. Our discussions will focus on reforms to the public and private components of U.S. health care, as well as calls for regulation and deregulation. After discussing issues surrounding health-care rationing, we will discuss issues over which experts argue are or are not health concerns. The course will conclude by considering two questions commonly overlooked in American debates over the future of the U.S. health-care system: the role of community and prevention in improving health outcomes.

**Readings:** We will rely on journal articles and other manuscripts. Many readings will be accessible through electronic resources. In addition, the instructor will occasionally distribute different articles over the semester. Instructions on electronic access to articles follow the reading list.

**Format:** Students should come to class prepared to discuss the week's readings. Good discussions (interesting and useful to you and me) depend on the preparation of participants. If the professor determines classroom participation is wanting, he will require students to take a pop quiz. Students cannot make up pop quizzes, unless the absence is excused (see below).

This course is a Slash class, meaning the instructor will teach it at the 365 and 465 levels. The primary difference for students who registered for the 365 and 465 levels will be specific requirements for papers.

Otherwise, all students are expected to contribute to classroom discussion and will take the same exams. Students are required to complete three papers. These papers will require students to reflect on the course readings as they study health policy issues. The papers are meant to serve as an opportunity for you to practice your evaluative skills—both appreciating the work of the authors and critiquing their work. The first paper will be primarily used to check whether students and the professor are on the same wavelength. In addition to these three papers, students will take two exams. The exams will be cumulative. For the last class (prior to the final paper's deadline), the professor will review the course's significant ideas.

Throughout the semester outside experts will make presentations to the class, including public health and government officials. Students are expected to attend these presentations.

### **Major Course Deadlines (in order of date):**

Paper #1: Monday, February 4

Exam #1: Monday, February 18

Paper #2: Monday, March 3

Exam #2: Monday, April 7

Paper #3: Monday, May 5, 2 pm

### **Grade:**

All students start the course with an A. Classroom participation, pop quizzes, papers, and exams contribute to your final course grade in this manner:

1. Classroom participation: 10%
  - a. 10%: regular attendance with regular and relevant participation
  - b. 9%: regular attendance with regular participation
  - c. 8%: regular attendance with occasional, relevant participation
  - d. 6%: regular attendance with irregular participation.
  - e. 4%: irregular attendance with regular participation.
  - f. 2%: occasional attendance.
2. Pop quizzes: 5%
3. Paper #1: 5%
4. Paper #2: 20%
5. Paper #3: 20%
6. Exam #1: 20%
7. Exam #2: 20%

**A:** 90-100

**B:** 80-89

**C:** 70-79

**D:** 60-69

**F:** < 60

**365 Students' Paper 1** A three-to-five page paper. *This paper is due in class, 2 pm, on the stated deadline, which will be a Monday.* Please bring your paper to class.

### **Grade reductions involving paper 1:**

- a) If I receive your paper after 4:30 p.m. on the Monday it is due but by 9:00 a.m. on the following Tuesday, the highest possible score your paper will receive is 90. This is a 10% reduction.
- b) If I receive your paper by the following Tuesday afternoon by 3:00 p.m., the highest possible score your paper will receive is 80. This is a 20% reduction.
- c) If I receive your paper by the following Wednesday morning by 9:00 a.m., the highest possible score your paper will receive is 70. This is a 30% reduction.

- d) If I receive your paper by the following Wednesday afternoon by 3:00 p.m., the highest possible score your paper will receive is 60. This is a 40% reduction.
- e) If I haven't received your paper by 3:00 p.m. of the Wednesday following the paper's deadline, the highest possible score your paper will receive is 50.

**365 Students' Papers 2 and 3:** A seven-to-ten page paper. *This paper is due in class, 2 pm, on the stated deadline, which will be a Monday.* Please bring your paper to class.

**Grade reductions involving paper 2 and 3:**

- a) If I receive your paper after 4:30 p.m. on the Monday it is due but by 9:00 a.m. on the following Tuesday, the highest possible score your paper will receive is 90. This is a 10% reduction.
- b) If I receive your paper by the following Tuesday afternoon by 3:00 p.m., the highest possible score your paper will receive is 80. This is a 20% reduction.
- c) If I receive your paper by the following Wednesday morning by 9:00 a.m., the highest possible score your paper will receive is 70. This is a 30% reduction.
- d) If I receive your paper by the following Wednesday afternoon by 3:00 p.m., the highest possible score your paper will receive is 60. This is a 40% reduction.
- e) If I haven't received your paper by 3:00 p.m. of the Wednesday following the paper's deadline, the highest possible score your paper will receive is 50.

**465 Students' paper 1:** A five-to-seven page paper. *This paper is due in class, 2 pm, on the stated deadline, which will be a Monday.* Please bring your paper to class.

**Grade reductions involving paper 1:**

- a) If I receive your paper after 4:30 p.m. on the Monday it is due but by 9:00 a.m. on the following Tuesday, the highest possible score your paper will receive is 90. This is a 10% reduction.
- b) If I receive your paper by the following Tuesday afternoon by 3:00 p.m., the highest possible score your paper will receive is 80. This is a 20% reduction.
- c) If I receive your paper by the following Wednesday morning by 9:00 a.m., the highest possible score your paper will receive is 70. This is a 30% reduction.
- d) If I receive your paper by the following Wednesday afternoon by 3:00 p.m., the highest possible score your paper will receive is 60. This is a 40% reduction.
- e) If I haven't received your paper by 3:00 p.m. of the Wednesday following the paper's deadline, the highest possible score your paper will receive is 50.

**465 Students' paper 2 and 3:** A ten-to-twelve page paper. *This paper is due in class, 2 pm, on the stated deadline, which will be a Monday.* Please bring your paper to class.

**Grade reductions involving paper 2 and 3:**

- a) If I receive your paper after 4:30 p.m. on the Monday it is due but by 9:00 a.m. on the following Tuesday, the highest possible score your paper will receive is 90. This is a 10% reduction.
- b) If I receive your paper by the following Tuesday afternoon by 3:00 p.m., the highest possible score your paper will receive is 80. This is a 20% reduction.
- c) If I receive your paper by the following Wednesday morning by 9:00 a.m., the highest possible score your paper will receive is 70. This is a 30% reduction.
- d) If I receive your paper by the following Wednesday afternoon by 3:00 p.m., the highest possible score your paper will receive is 60. This is a 40% reduction.
- e) If I haven't received your paper by 3:00 p.m. of the Wednesday following the paper's deadline, the highest possible score your paper will receive is 50.

**Unless falling within an exception, I will not accept any work after May 6, 10:00 am.**

## **REGARDING UNIVERISITY DEFINITIONS AND RULES ON PLAGIARISM, CHEATING, and INCOMPLETES**

### *DEFINITIONS AND IMPLICATIONS*

#### Plagiarism

“Plagiarism is defined as the submission of work done by another with the intent that it be viewed and evaluated as one's own. Thus copying on an examination, turning in a term paper or homework assignment done by someone else, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism. Plagiarism can range from sloppy citation practices which obscure the line between a student's own ideas and those borrowed from others, to careless assumptions about what is and isn't common knowledge, to full-fledged presentation of borrowed, stolen, or purchased papers written by someone else” (CWRU Undergraduate Instructor's Manual 1999: 21). See [www.plagiarism.org](http://www.plagiarism.org) for a review of plagiarism.

#### Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongful giving, taking, or presenting any information or material by a student with the intent of aiding himself or herself or another on any academic work that is considered in any way in the determination of the final grade.

#### Incompletes

“The grade of Incomplete (I) is assigned at the discretion of an instructor provided that:

1. There are extenuating circumstances, explained to the instructor before the assignment of the grade, which clearly justify an extension of time beyond the requirements established for other students in the class. It is the student's responsibility to notify the instructor of the circumstances preventing completion.
2. The student has been passing the course and only a small segment of the course remains to be completed, such as a term paper, for which the extenuating circumstances justify a special exception.

An Incomplete grade may not be assigned if a student is absent from a final examination unless the Dean of Undergraduate Studies has authorized the absence” (CWRU Undergraduate Instructor's Manual 1999: 28).

The instructor must submit the change of grade to the Office of the University Registrar “no later than the 11<sup>th</sup> week of the session following the one in which the I was earned. In certain cases (such as students on probation or graduating students) the dean may establish an earlier date for completion of courses with Incomplete grades. Failure to meet the deadline for removing the Incomplete will result in a failing grade.” University policy indicates the student must request a grade of Incomplete.

### *Rules and Procedure for Academic Infractions*

Official CWRU Procedure for Academic Infractions (source: General Bulletin, chapter on Undergraduate Studies)

If a faculty member suspects that an undergraduate student at CWRU has presented the work of another as his or her own, or is otherwise guilty of academic dishonesty, the faculty member shall so advise the student and the departmental chair and consult with the Dean of Undergraduate Studies about the basis for those suspicions and appropriate disciplinary action.

If the faculty member and the dean agree that the evidence is not adequate to support a complaint, the matter will be dropped, and the student will be so notified. If they do not agree to drop the matter, the following procedures will be followed.

If the infraction is a first offense, the dean and the faculty member may agree to leave the disposition of the matter to the faculty member. The student and the Dean of Undergraduate Studies will be notified in writing and a confidential record of the event and action shall be put on file in the Office of Undergraduate Studies.

Alternatively, following consultation with the Dean of Undergraduate Studies, under any of the following circumstances, the faculty member will transmit a report of the infraction to the assistant vice president for student affairs or his/her designate for judicial action:

1. The student pleads innocent to having committed an infraction or pleads that the penalty is excessive.

2. It is the view of the faculty member and the Dean of Undergraduate Studies that the student's first offense is of a nature and seriousness to justify such a referral.

3. The records maintained by the Dean of Undergraduate Studies show the student to have been guilty of one or more previous academic infractions.

4. The faculty member, after consultation with the Dean, prefers such a referral to the alternative of assuming responsibility for the disposition of the matter.

In the event of any of the circumstances listed above, the Dean of Student Affairs will convene a University Judicial Board to hear the case as promptly as is feasible and fair. When hearing a case with an academic infraction the University Judicial Board shall consist of a representative of the Office of Undergraduate Studies, a representative of the Office of Student Affairs, and one student and one faculty member qualified to serve as a result of their participation in the judicial board training program. Should the Board find there was insufficient evidence to support the charge, the faculty member will be so informed and asked to evaluate the student's performance for the assignment in question by his/her normal grading practices. If the Board upholds the complaint of the faculty member, the panel will transmit notification of its findings and action to both the faculty member and the Dean of Undergraduate Studies for implementation. The action taken by the University Judicial Board may include recommendations for a grade made to the faculty member and the imposition of additional disciplinary sanctions, as outlined in the Student Services Guide. In addition, the University is required to report to the funding agency the identity and misconduct of anyone, including a student, found guilty of falsification, fabrication, or plagiarism in the performance of research that is receiving support from federal sources (CWRU Undergraduate Instructor's Manual 1999: 24-25).

#### **Instructor's Loopholes:**

1. I may adjust the reading load as we proceed through the course. If an adjustment is made, the readings will be reduced, not increased.

2. Likewise, I may adjust course requirements. If an adjustment is made, the requirements will be reduced, not increased.

3. Over the semester guests of the university are invited to speak to the class. All of these guests have demanding careers. It is possible that the guests will need to reschedule their class visit.

4. The instructor will be evaluated by the students a fourth into the semester. Evaluations will be conducted and reviewed by a member of the University Center for Innovation in Teaching and Education (UCITE).

#### **Student's Loopholes:**

1. Throughout the syllabus I note university deadlines dealing with changing your course schedule.

2. The instructor and the university expect students to attend class regularly. If a student has absences in excess of one-fifth of class contact hours, he or she shall meet with the instructor and the chair of the Department of Sociology. In compliance with university policy, if the instructor "feels a student is jeopardizing his or her class work by absence," the instructor will submit a report "to the Dean of Undergraduate Studies for such action as the dean considers appropriate." (CWRU Undergraduate Instructor's Manual 1999: 11). Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

3. In general, exceptions exist only for illness, death, participation in athletic events, or religious holidays.

a. Illness: If you want to claim an exception for illness, I require a statement from a medical doctor indicating that you were ill, briefly describing the illness, and on what dates you were ill. University Health Service (UHS) "will provide written verification of the date of a student's visit, and with student permission will communicate

with the appropriate dean's office in the event of hospitalization or prolonged illness" (CWRU Undergraduate Instructor's Manual 1999: 11). This UHS written verification is sufficient documentation for an absence.

b. Death: "In the event of a death in the family or other personal crisis requiring the student's absence from class, the student should notify the Office of Undergraduate Studies, 368-2928, which will provide documentation of such absences to instructors. In the event of such excused absence, arrangements should be made with the student to make up an exam or any other missed work within a period of time comparable to the period of the absence; for example, if a student must be absent for three days, work should be made up within a week" (CWRU Undergraduate Instructor's Manual 1999: 12).

c. Athletic events: "Students who are involved in athletic or other extra-curricular activities may present written explanations of an event-related absence provided by the coach or sponsor. Such explanations are not automatically excuses for absences from class. Any such events are scheduled well in advance; students should let the instructor know about the absence ahead of time and make prior arrangements to make up work" (CWRU Undergraduate Instructor's Manual 1999: 12).

d. Religious holidays: "Any student who is unable to attend classes or participate in any examination, study, or work requirement on a particular day because of his or her religious beliefs is excused from any such activity. The student will be given the opportunity to make up the examination or work that was missed, to the extent possible, at the discretion of the instructor" (CWRU Undergraduate Instructor's Manual 1999: 11). The instructor asks that students please inform the instructor in advance of religious observances.

If a student encounters substantial difficulties or has a complaint, the instructor recommends contacting him.

## **Assistance Outside the Classroom**

### General

"The Office of Undergraduate Studies oversees all undergraduate academic advising, maintains the academic records of all undergraduates, and monitors and enforces academic regulations and standards" (CWRU Undergraduate Instructor's Manual 1999: 10). You can contact the Office of Undergraduate Studies at Sears 357 or 368-2928.

### Tutoring and Supplemental Instruction

"The Office of Educational Support Services (ESS) offers free tutoring for students enrolled in most undergraduate courses.... Students can avail themselves of several modes of tutoring. Individualized tutoring is available to students who prefer more personalized attention. Request forms for individual tutors are available from ESS in Kelvin Smith Library. Instructors must sign the student's request form before a tutor will be assigned; this is to ensure that faculty are aware of student difficulties and that students will have taken all possible steps within the class before turning to the assistance of a tutor" (CWRU Undergraduate Instructor's Manual 1999: 9-10). Walk-in tutoring is available for students enrolled in some classes. "Supplemental Instruction (SI), a form of group tutoring and review, is also available for students enrolled in" some courses. (CWRU Undergraduate Instructor's Manual 1999: 10). Educational Support Services is located in Sears 470, 368-5230.

### The Writing Center

"The Writing Center, operated by the English Department, offers writing instruction free of charge to undergraduates in thirty-minute one-on-one tutoring sessions. Most tutoring is done on a weekly appointment basis, although limited walk-in time is available. Students may also have their papers for specific courses critiqued with the permission of the instructor." (CWRU Undergraduate Instructor's Manual 1999: 10). The Writing Center is located in Bellflower House, Room 104; the phone number is 368-3799.

### International Student Services

"The Office of International Student Services assists all international students with non-academic concerns, including immigration procedures as well as housing, legal, financial, social, and cultural considerations." (CWRU Undergraduate Instructor's Manual 1999: 35). International Student Services is located in Sears 210, 368-2517.

### Counseling

“University Counseling Services (UCS) provides individual, group, and couples counseling for undergraduate, graduate, and professional school students and their spouses. The staff of psychologists, social workers, and psychiatrists respect the student's need for confidentiality and, therefore, will not disclose information to any other person without the student's written consent except in cases of imminent danger. Walk-in counseling is available every day at 3:00 pm.” (CWRU Undergraduate Instructor's Manual 1999: 10). UCS is located at Sears 201 and its telephone number is 368-5872.

## Reading Schedule for Sociology of Health Policy

### **Week 1 (01/14) Definitions, Types, and Explanations of Social Policy and the Welfare State**

Asa Briggs. 1961. "The Welfare State in Historical Perspective." *2 European Journal of Sociology* 221-258.

Gøsta Esping-Andersen. 1999. *Social Foundations of Postindustrial Economies* 73-94.

J. Rogers Hollingsworth, Jerald Hage, and Robert A. Hanneman. 1990. *State Intervention in Medical Care* 1-29.

Antonia Maioni. 1998. *Parting at the Crossroads*. Princeton, NJ: Princeton University Press. 153-165.

**January 15: Late Registration Fee (\$25) Begins**

**January 18: Last Day to Withdraw Without Financial Penalty**

*No class: January 21*

**January 25: Drop/Add Ends**

**January 25: Late Registration Ends**

**January 25: Deadline Credit/Audit for Undergraduate Students**

### **Week 2 (01/28) U.S. Health-Insurance System**

Rashi Fein. 1999. "Medicare: Proud Accomplishment and Vexing Problem." *Medical Care, Medical Costs* 69-107.

Rashi Fein. 1999. "Medicaid: Can Separate be Equal?" *Medical Care, Medical Costs* 108-124.

SCHIP. Please read [www.nashp.org/catdisp\\_page.cfm?LID=2A78988C-5310-11D6-BCF000A0CC558925](http://www.nashp.org/catdisp_page.cfm?LID=2A78988C-5310-11D6-BCF000A0CC558925) and please skim pages 1-9 of Charting CHIP.

Rashi Fein. 1999. "In Sickness and in Health: The Growth of Private Health Insurance." *Medical Care, Medical Costs* 10-32.

David Blumenthal. 2006. "Employer-Sponsored Health Insurance in the United States — Origins and Implications." <http://content.nejm.org/cgi/content/full/355/1/82>

Trends. 2006. (Excerpt from *Health Affairs*).

J. Michael McWilliams, Ellen Meara, Alan Zaslavsky, and John Ayanian. 2007. "Health of Previously Uninsured Adults after Acquiring Medicare Coverage."

### **Paper #1: Monday, February 4**

### **Week 3 (02/04) U.S. Health-Care System**

Thomas Bodenheimer. 2005. "The Political Divide In Health Care: A Liberal Perspective." *24 Health Affairs* 1426-1435.

Lisa Cooper-Patrick, Joseph J. Gallo, Junius J. Gonzales, Hong Thi Vu, Neil R. Powe, Christine Nelson, and Daniel E. Ford. 1999. "Race, Gender, and Partnership in the Patient-Physician Relationship." *282 JAMA* 583 - 589.

Leslie Beltsch, Robert Brooks, Nir Menachemi, and Patrick Libbey. 2006. "Public Health at Center Stage."

K.A. Johnson, A. Sardell, and B. Richards. "Federal Immunization Policy and Funding. A History of Responding to Crises." *19 American Journal of Preventive Medicine* 99-112.

Adam Oliver. 2007. "The Veterans Administration: An American Success Story?"

Mark Schlesinger and Brad Gray. 2006. "How Nonprofits Matter in American Medicine, and What to Do about It."

Susan Okie. 2007. "Immigrants and Health Care." <http://content.nejm.org/cgi/content/full/357/6/525>

Roger Rosenblatt, C. Andrilla, Thomas Curtin, and L. Hart. 2006. "Shortages of Medical Personnel at Community Health Centers."

EMTALA. [www.cms.hhs.gov/EMTALA/](http://www.cms.hhs.gov/EMTALA/)

**Week 4 (02/11) Professionals, Providers, and Regulation**

Donald Light. 2000. "The Medical Profession and Organizational Change. From Professional Dominance to Countervailing Power." Pages 201-216 in *Handbook of Medical Sociology*.

Arnold Milstein and Thomas Lee. 2007. "Comparing Physicians on Efficiency."

Julia E. Robinson. "The Impact of Managed Care on Nursing Regulations in Nine Western States." 11(3) *Journal of Health & Social Policy* 17-31.

Therese Dowsell, Mary Renfrew, Jenny Hewison, and Barbara Gregson. "A Review of the Literature on the Midwife and Community-Based Maternity Care." 17(2) *Midwifery* 93-101.

(No author). "School Health Centers and Other Integrated School Health Services." 107(1) *Pediatrics* 198 et seq..

Lawrence Gostin. 2006. "Medical Measures for Pandemic Influenza."

(No author). 2003. "Life Science: Circulatory System-Gross Medicine." 59(12) *Science World* 8.

**Exam #1: Monday, February 18****Week 5 (02/18) Shaping Health Outcomes: Class, Gender, Race...?**

John B. McKinlay and Sonja M. McKinlay. "Medical Measures and the Decline of Mortality." *The Sociology of Health and Illness* 10-23.

S. Leonard Syme and Lisa F. Berkman. "Social Class, Susceptibility, and Sickness." *The Sociology of Health and Illness* 29-35.

Michael Marmot and Tores Theorell. "Social Class and Cardiovascular Disease: The Contribution of Work." *The Sociology of Health and Illness* 93-105.

Barbara Sharf. 2001. "Out of the Closet and into the Legislature." 20(1) *Health Affairs* 213-218.

Alison Keith. "The Economics of Viagra." 19(2) *Health Affairs* 147-157.

M.S. O'Malley, J.A. Earp, S.T. Hawley, M.J. Schell, H.F. Matthews, and J. Mitchell. "The Association of Race/Ethnicity, Socioeconomic Status, and Physician Recommendation for Mammography." 91(1) *American Journal of Public Health* 49-54.

Nicole Lurie and Tamara Dubowitz. 2007. "Health Disparities and Access to Health."

Elizabeth Jacobs, Alice Chen, Leah Karliner, Niels Agger-Gupta, and Senita Mutha. 2006. "The Need for More Research on Language Barriers in Health Care."

Phil Brown, Brian Mayer, Stephen Zavestoski, Theo Luebke, Joshua Mandelbaum, and Sabrina McCormick. 2003. "The health politics of asthma: environmental justice and collective illness experience in the United States." 57(3) *Social Science and Medicine* 453-464.

Thomas LaVeist. "The Political Empowerment and Health Status of African-Americans: Mapping a New Territory." 97(4) *American Journal of Sociology* 1080-1095.

**Week 6 (02/25) Shaping Health Outcomes: Social Control, Institutions, and Individual Behavior**

Joan Jacobs Brumberg. "Anorexia Nervosa in Context." *The Sociology of Health and Illness* 110-124.

Elliott Sclar and Mary E. Northridge. Editorial. "Property, Politics, and Public Health." 91(7) *American Journal of Public Health* 1013-1015.

Juliana Maantay. "Zoning, Equity, and Public Health." 91(7) *American Journal of Public Health* 1033-1041.

Anne Case and Christina Paxson. 2002. "Parental Behavior and Child Health." 21(2) *Health Affairs* 164-178.

Alfred Rutten. 1995. "The Implementation of Health Promotion: A New Structural Perspective." 41(12) *Social Science and Medicine* 1627-1637.

Julie Donohue. 2006. "A History of Drug Advertising."

Christina D. Economos. 2001. "Less Exercise Now, More Disease Later? The Critical Role of Childhood Exercise Interventions in Reducing Chronic Disease Burden." 4(6) *Nutrition in Clinical Care* 306 et seq.

Dorothy Hung, Thomas Rundall, Alfred Tallia, Deborah Cohen, Helen Halpin, and Benjamin Crabtree. 2007. "Rethinking Prevention in Primary Care."

## **Paper #2: Monday, March 3**

### **Week 7 (03/03) Issues of Care**

Peter Buerhaus, Karen Donelan, Beth Ulrich, Linda Norman, Catherine DesRoches, and Robert Dittus. 2007. "Impact of the Nurse Shortage on Hospital Patient Care."

Russell Glasgow, Tracy Orleans, and Edward Wagner. 2001. "Does the Chronic Care Model also Serve as a Template for Improving Health?" 79(4) *Milbank Quarterly* 579-612.

Meredith Lilly, Audrey Laporte, and Peter Coyte. 2007. "Labor Market Work and Home Care's Unpaid Caregivers."

Vincent Mor, Jacqueline Zinn, Pedro Gozalo, Zhaniian Feng, Orna Intrator, and David C. Grabowski. 2007. "Prospects for Transferring Nursing Home Residents to the Community."

Joanne Lynn. 2001. "Serving Patients Who May Die Soon and their Families." 285(7) *JAMA* 925-932.

The Good Patient. [content.nejm.org/cgi/content/full/357/25/2534](http://content.nejm.org/cgi/content/full/357/25/2534)

Tom Delbanco and Sigal Bell. 2007. "Guilty, Afraid, and Alone." [content.nejm.org/cgi/content/full/357/17/1682](http://content.nejm.org/cgi/content/full/357/17/1682)

Carol Graham. 2008. "Happiness and Health."

## **March 10: Midterm grades are due**

## **March 10-14 Spring break**

### **Week 8 (03/17) "Alternative Medicine"**

Sara Solovitch. "Alternative Medicine can be Safe and Effective." *Health Care in America: Opposing Viewpoints* 96-100.

Carolyn Copeland. "Alternative Medicine can be Dangerous and Ineffective." *Health Care in America: Opposing Viewpoints* 101-105.

Stephen J. Press and Jennifer Drawbridge. "Chiropractors can help Heal many Ailments." *Health Care in America: Opposing Viewpoints* 116-122.

George Magner. "Chiropractors can Cause Serious Injuries." *Health Care in America: Opposing Viewpoints* 123-130.

NCCAM. 2002. "Acupuncture." National Center for Complementary and Alternative Medicine.

(No author). "Alternative Medicine: Expanding Medical Horizons. A Report to the National Institutes of Health on Alternative Medical Systems and Practices in the United States." (Please skim).

### **Week 9 (03/24) Cost v. Quality**

William Schwartz and Daniel Mendelson. 1994. "Eliminating Waste and Inefficiency can do Little to Contain Costs." 13(1) *Health Affairs* 224-238.

President's Advisory Commission on Consumer Protection and Quality. 1998. "The State of Health Care Quality: How Good is Care?" Pages 21-39 (chapter 1) in *Quality First: Better Health Care for All Americans*. ([www.hcqualitycommission.gov/final](http://www.hcqualitycommission.gov/final))

David M. Eddy. 1997. "Balancing Cost and Quality in Fee-for-Service versus Managed Care." 16(3) *Health Affairs* 162-173.

Fred Gifford. 1996. "Outcomes research and practice guidelines: upstream issues for downstream users." 26(2) *The Hastings Center Report* 38.

Vincent Mor, Jacqueline Zinn, Joseph Angelelli, Joan M. Teno, and Susan C. Miller. 2004. "Driven to Tiers." 82(2) *Milbank Quarterly* 227-256.

Mark A. Schuster, Elizabeth A. McGlynn, and Robert H. Brook. 2005. "How Good is the Quality of Health Care in the United States." 83(4) *Milbank Quarterly* 843-895.

## **March 28: Deadline for removal of previous "P" grades for Undergraduate Students**

## **March 28: Deadline for Class Withdrawal**

**March 28: Deadline for Credit/Audit for Graduate Students**

**March 31: Registration for Summer classes begins**

**Week 10 (03/31) Issues of Health Policy?**

“WHO calls Child Abuse Major Public Health Problem.” 114(4) *Public Health Reports* 296 ff.

James A. Mercy, Etienne G. Krug, Linda L. Dahlberg, and Anthony B. Zwi. 2003. “Violence and Health: the United States in Global Perspective.” 93(2) *American Journal of Public Health* 256-261.

Mary E. Northridge and Peggy M. Shepard. “Environmental Racism and Public Health.” 87(5) *American Journal of Public Health* 730ff.

Kimberly J. Mitchell, David Finkelhor, and Janis Wolak. “Risk Factors for and Impact of Online Sexual Solicitation of Youth.” 285(23) *JAMA* 3011-3014.

Jay G. Silverman, Anita Raj, Lorelei A. Mucci, and Jeanne E. Hathaway. “Dating Violence against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality.” 286(5) *JAMA* 572-9.

Michael Grossman, Frank J. Chaloupka, and Kyumin Shim. “Illegal Drug Use and Public Policy.” 21(2) *Health Affairs*

Arthur J. Reynolds, Judy A. Temple, Dylan L. Robertson, and Emily A. Mann. “Long-term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest.” 285(18) *JAMA* 2339-2346.

Lawrence O. Gostin. 2002. “Public Health Law in an Age of Terrorism.” 21(6) *Health Affairs* 79-93.

Troyen Brennan, David Rothman, Linda Blank, David Blumenthal, Susan Chimonas, Jordan Cohen, Janlori Goldman, Jerome Kassirer, Harry Kimball, James Naughton, and Neil Smelser. 2006. “Health Industry Practices that Create Conflicts of Interest.”

**April 7: Registration for Fall classes begins**

**Exam #2: Monday, April 7**

**Week 11 (04/07) Health Policy Reforms I: Changing U.S. Policy**

Fred Barnes. “There is No Health Care Crisis.” *Health Care in America: Opposing Viewpoints* 53-61.

David A. Rochefort. “Employers should be Required to Provide Health Insurance.” *Health Care in America: Opposing Viewpoints* 218-223.

Nancy S. Jecker. “Employment-based Insurance is Unjust.” *Health Care in America: Opposing Viewpoints* 224-230.

Alain C. Enthoven. “Managed Competition would Improve America’s Health Care System.” *Health Care in America: Opposing Viewpoints* 169-177.

Judith Randal. “Managed Competition would not Improve America’s Health Care System.” *Health Care in America: Opposing Viewpoints* 178-184.

Tracy E. Miller and Carol R. Horowitz. “Disclosing Doctors’ Incentives: Will Consumers Understand And Value The Information?” 19(4) *Health Affairs* 149-155.

Victor Fuchs. 2007. “What are the Prospects for Enduring Comprehensive Health Care Reform?”

Jonathan Oberlander. 2007. “Presidential Politics and the Resurgence of Health Care Reform.”

[content.nejm.org/cgi/content/full/357/21/2101](http://content.nejm.org/cgi/content/full/357/21/2101)

John Iglehart. 2007. “Insuring All Children.” [content.nejm.org/cgi/content/full/357/1/70](http://content.nejm.org/cgi/content/full/357/1/70). (Please skim.)

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Embry Howell and Dana Hughes. 2006. “A Tale of Two Counties.”

Nancy Turnbull. 2006. “The Massachusetts Model.”

George Halvorson, Francis Crosson, and Steve Zarkin. 2006. “A Proposal to Cover the Uninsured in California.”

**Week 12 (04/14) Health Policy Reforms II: Other Models?**

Elaine Bernard. "The United States should Adopt a System similar to Canada's." *Health Care in America: Opposing Viewpoints* 151-159.

Edmund F. Haislmaier. "The United States should not Adopt a System similar to Canada's." *Health Care in America: Opposing Viewpoints* 160-168.

Steffie Woolhandler and David U. Himmelstein. "The United States should Nationalize Health Care." *Health Care in America: Opposing Viewpoints* 134-141.

Jarret B. Wollstein. "Nationalized Health Care would be Disastrous." *Health Care in America: Opposing Viewpoints* pp. 142-150.

Joseph White. 1995. Pages 61-127 from *Competing Solutions*.

Harold Luft. 2007. "Universal Health Care Coverage."

**Week 13 (04/21) Rationing and other options**

Daniel Callahan. "Rationing Health Care is Effective and Necessary." *Health Care in America: Opposing Viewpoints* 185-190.

Nat Hentoff. "Rationing Health Care is Inhumane and Unethical." *Health Care in America: Opposing Viewpoints* 191-195.

Jonathan Oberlander. 2006. "Health Reform Interrupted."

Linda Ganzini, Heidi D. Nelson, Melinda A. Lee, Dale F. Kraemer, Terri A. Schmidt, and Molly A. Delorit. 2001. "Oregon Physicians' Attitudes about and Experiences with End-of-Life Care Since Passage of the Oregon Death with Dignity Act." 285(18) *JAMA* 2363-2369.

John Graham and Jianhui Hu. 2007. "The Risk-Benefit Balance in the United States."

Mary Ann Baily. 2003. "Managed Care Organizations and the Rationing Problem." 34(10) *The Hastings Center Report* 34-43.

Bridget Kuehn. 2006. "New Policy Puts Newborns at Risk."

Karen Buhler-Wilkerson. 2007. "Care of the Chronically Ill at Home."

**Week 14 (04/28) Focusing upstream**

Richard G. Wilkinson. "Income Distribution and Health." Pages 72-109 in *Unhealthy Societies*.

Thomas W. Croghan, Amanda Beatty, and Aviva Ron. 2006. "Routes to Better Health for Children in Four Developing Countries."

Steven H. Woolf. 2007. "Future Health Consequences of the Current Decline in U.S. Household Income."

John B. McKinlay. "A Case for Refocusing Upstream: The Political Economy of Illness." *The Sociology of Health and Illness* 519-533.

**April 28: Deadline for removal of previous "I" grades for Graduate Students**

**April 28: Last day of classes**

**Reading Days: April 29 and 30**

**Paper #3: Paper #3: Monday, May 5, 2 pm**

**Class work not accepted after Tuesday, May 6, 12:30 pm**