

# Pitt Public Health

## PUBHLT 0340 Introduction to Health Policy and Management Spring 2026

### Logistics/Contact Information:

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### Course Rationale

This course, PUBHLT 340, Introduction to Health Policy & Management, is the Department of Health Policy & Management's (HPM) contribution to the BSPH Core Curriculum. It is required for all BSPH students.

### Course Description

This course is an introduction to health policy and management in the United States, which provides a framework for understanding the social, political, legal, and economic dimensions of the U.S. health and public health systems. It introduces the U.S. policymaking and legal system, offers brief comparisons to health policies in certain other countries, provides scaffolding knowledge about the organization and economics of the health care system in the U.S., and highlights historical and contemporary issues in health policy.

### BSPH Competencies

Pitt Public Health is accredited by [the Council on Education in Public Health \(CEPH\)](#) as a school authorized to offer the Bachelor of Public Health (BSPH) degree. Part of that accreditation requires us to provide instruction in a variety of [core public health competencies](#) to all our students. CEPH has identified a variety of competencies, which it expects all BSPH graduates to demonstrate.

This course most directly addresses and assesses CEPH competency:

Competency	Assessment
D.10 Foundational Domains: basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government	<ul style="list-style-type: none"><li>Exams, Policy Analysis and Presentation</li></ul>

This course partially addresses CEPH competencies:

Competency
D.10 Foundational Domains: the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
D.10 Foundational Domains: the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
D.10 Foundational Domains: the socioeconomic, behavioral, biological, environmental, and other

factors that impact human health and contribute to health disparities
D.10 Foundational Domains: the fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries
D.10 Foundational Domains: basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

### Learning Objectives

Upon completion of this course, students will be able to:

1. Describe how the US health care system is structured, including access, financing, and quality of care.
2. Describe the policymaking process in the U.S. and the role of law and the legal system when developing and implementing health policy.
3. Identify the basic legal concepts that underlie the health care and public health systems, including the legal rights and responsibilities of various stakeholders in the health care system and the extensive and complex role played by federal and state law in the protection of the public's health.
4. Describe the federal health insurance programs and their connection to access to health care, the uninsured, and health reform.
5. Identify current and historical key policy issues.
6. Evaluate health care policies from various stakeholder views and through various frameworks (legal, economic, political, social).
7. Effectively communicate about current challenges facing U.S. health policy
8. Learn how to write and communicate a concise and effective policy analysis.

### REQUIRED Textbook

In this course, we will be using the textbook, *Essentials of Health Policy and Law, 5<sup>th</sup> Edition*. **You do not need to purchase Advantage Access.** You may find that the 4<sup>th</sup> edition is more economical, which is acceptable for foundational content, though page numbers will differ and it will not contain the more contemporary updates.

Please see the detailed course schedule required readings, noting that the assigned textbook chapters are not sequential. We will additionally be drawing from KFF's *Health Policy 101* free online textbook: <https://www.kff.org/health-policy-101/>

Additional readings will be available on Canvas. These readings may be supplemented and/or changed as deemed appropriate.

### Useful Websites on Health Policy

- <https://www.kff.org/>
- <https://www.propublica.org/topics/health-insurance>
- <https://www.urban.org/research-area/health-and-health-care>
- <https://www.commonwealthfund.org/programs/federal-and-state-health-policy>
- <https://www.healthaffairs.org>
- <https://www.statnews.com/>
- <https://www.medpagetoday.com/>

### Useful Podcasts on Health Policy

What the Health?, POLITICO's Pulse Check, A Health Odyssey, Health Affairs Pathways, The Commonwealth Fund's New Directions in Health Care, An Arm and a Leg

**Recommended Social Media Follows:** Donald Moynihan (University of Michigan), Pam Herd (University of Michigan), Sarah Kliff (New York Times), Dylan Scott (Vox), Larry Levitt (KFF), Margot

Sanger-Katz (NY Times), Julie Rovner (KFF Health News), Loren Adler (Brookings-Schaeffer Initiative), Jonathan Cohn (The Bulwark), Nicholas Bagley (University of Michigan), Gregg Gonsalves (Yale)

### Canvas Instructions

This course utilizes Canvas. Students are expected to regularly utilize Canvas for readings and information regarding assignments. Canvas announcements will be used to provide any updates to readings and assignments so be sure to set your Canvas settings accordingly. This website provides useful information regarding using Canvas: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>

### Class Expectations/Behavior and Ground Rules

Each student is expected to read the assigned materials and be prepared to discuss them in class. Your active participation in the course is required in the form of in-class exercises, group discussions and debates, exams, attendance at lectures, viewing any recorded material in advance, and presentations.

To provide an effective learning environment, *please use computers/iPads for class purposes only and keep cell phones on silent or vibrate if they are not turned off.*

### Student Performance Evaluation

Grades for the course will follow the letter format:

93 – 100%	A	73 – 76%	C
90 – 92%	A-	70 – 72%	C-
87 – 89%	B+	68 – 69%	D+
83 – 86%	B	63 – 67%	D
80 – 82%	B-	60 – 62%	D-
77 – 79%	C+	< 60%	F

### Assignments and Descriptions

Course grades are determined as follows, based on a maximum possible 100 points:

**1. Two exams** – 15 points each (30 points total). Exams will consist of multiple-choice, true/false, and a limited number of short answer questions drawn from course readings and lectures. *The midterm exam will take place in class. The second exam will occur during the final exam period during the university-designated time. Students will be given a study guide in advance, including the list of short answer questions from which the short answer exam section will be drawn.*

You will find terminology checks within the modules. They may be helpful in studying for exams.

**2. Discussion Boards** (8 points possible, 2 for each) – Discussion boards will be based on materials presented both in class and through readings and videos. For discussion board assignments, students are expected to post by 11:59pm on the Friday corresponding to the week the discussion is listed. Students are then to respond to at least 2 peers' posts by 11:59pm on the following Sunday. *Initial posts must be a minimum of 250 words. Peer responses must be a minimum of 100 words.* Please see the course schedule for dates.

**3. Two 2-3-page reflections** (10 points possible, 5 for each) –

1. First reflection: Briefly discuss what you see as the core strengths and shortcomings of the American system. This may be drawn from prior classes, following the news, and/or personal experience.

2. Second reflection: Write at the end of the semester on whether your perceptions of what you wrote earlier has changed, and what other challenges and opportunities for improvement came to light over the semester.

**4. Op-Ed** (12 points possible) – Write a 700-900-word op-ed (opinion-based article) discussing a salient health policy or health politics problem, whether a longer-standing ongoing health challenge or a recent development. This can be a federal, state, or local issue, but it should be relevant to the course. *I am willing to help you to revise this for submission to your local newspaper.*

**5. Health Policy Analysis and Group Presentation** (30 points possible) – Students will be divided into groups of approximately five students to collectively write a 12-page (double-spaced) health policy analysis and present their analysis to the class. An attempt will be made to assign groups with students with similar interests. Each group will select a health policy topic of their choice (within the cope of the broader assigned topic area) that must be approved by the professor. ***There will be no overlap of topics.*** *Potential topics include but are not limited to:* health insurance, mental health, rural health, reproductive health, prescription drugs, LGBTQ health, vaccines, and the role of AI in health care delivery.

Each group will be assigned a presentation date later in the semester. The written policy analysis will be due on the last day of class. Chapter 14 of the textbook provides information about how to write a policy analysis, and we will spend time in class discussing how to write one and communicate your findings. For additional information on writing a policy analysis, see *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving* by Eugene Bardach and Eric Patashnik. Point breakdown for this assignment is below. In addition to receiving feedback on the outline, you may receive feedback on a one-page excerpt of the policy report before its submission. See Canvas for details on what will be included in the policy analysis. The policy analysis will result both an individual and a group grade. Upon submission of the analysis, you will elaborate on your individual contributions to the final product.

5 points: question and brief topic description
5 points: outline
5 points: annotated bibliography of 3-4 sources
5 points: presentation
10 points: written policy analysis
• 4 points: Group grade
• 6 points: Individual grade

**6. Engagement** (10 points possible) – This grade is based on a student’s behavior in the classroom, including attendance, class participation and engagement in discussions and activities, and the appropriate use of technology. Class participation in discussions and activities is important to clarifying course concepts, but for those for whom in-class discussion is more difficult, attendance in office hours as well as emailing reflections on the course content can contribute toward this engagement grade.

Students are expected to arrive on time and attend every class. Absences may be excused at the professor’s discretion with advance notice. Students who are absent without providing advance notice may have points deducted from their grade.

**Assignment Submission/Late Work Policy**

All students are expected to complete all assignments and exams on time. Late assignments may be accepted at the instructor’s sole discretion due to extenuating circumstances such as unexpected health or personal emergencies. The student must request an extension *prior* to the due date. Extensions requested

after the deadline will not be granted. For late assignments that were not granted an extension by the instructor, a one-third letter grade reduction will be applied per day late. No work will be accepted more than one week late for partial credit.

### **Statement on Classroom Recording**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### **Academic Integrity Statement**

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands-on practice, complete the [Academic Integrity Modules](#).

### **Disability Services**

The University of Pittsburgh is committed to inclusive and accessible education experiences for all students. If you have a disability for which you are, or may be, requesting an accommodation, you are encouraged to contact [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), as early as possible in the term. DRS will engage in a review process with you to determine eligibility and reasonable accommodations. If you are already registered with DRS, please complete the necessary steps on the [DRS Student Portal](#) to utilize your accommodations this term.

### **Accessibility**

The University of Pittsburgh is committed to [providing equal access](#) by making all electronic and information technology accessible to all users. This includes instructional materials and the [Canvas LMS platform](#).

- If you experience accessibility issues regarding course-specific material, please reach out to the instructor.
- If you experience a University-wide or other large-scale accessibility issue, please [report the digital accessibility barrier](#) to the Digital Accessibility Coordinator.
- If you are registered with [Disability Resources and Services](#) and experience issues with approved accommodations, you may contact [Disability Resources and Services](#) (DRS), 140 William Pitt Union, 412-648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu).

### **Religious Observances**

The University of Pittsburgh strives to foster a supportive environment and to respect the beliefs and values of all community members. Accordingly, recognizing that certain students may observe religious holidays (activities observed by a religious group of which a student is a member) and cultural practices that conflict with scheduled class activities, instructors will work with students to try to make reasonable accommodations in the event of such a conflict.

At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If you identify a conflict, please contact your instructor (or your course coordinator/s), ideally within the first two weeks of the first class meeting, to allow time to discuss and attempt to make fair and reasonable adjustments to the schedule and/or tasks.

### **Copyright Notice**

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials.

### **Use of AI Tools**

Intellectual integrity is vital to an academic community and for my fair evaluation of your work. All work completed and/or submitted in this course must be your own, completed in accordance with the University's Guidelines on Academic Integrity. All sources on which you draw must be cited appropriately. Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

### **Civil Rights and Title IX Statement**

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](#).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be [filed online](#). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Institutional Engagement and Wellbeing. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

### **Gender Inclusive Language Statement**

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

### **Content Warning and Class Climate Statement**

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. Course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you'd like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the

classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

**Statement on Scholarly Discourse**

In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other’s opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other’s positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

**Your Wellbeing Matters!**


College can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive@Pitt](#) to learn more about well-being and the many campus resources available to help you thrive.

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The [University Counseling Center](#) is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

**SCHEDULE OF SESSIONS, READINGS, AND ASSIGNMENTS**

*I reserve the right to change the syllabus as needed to improve your learning experience. If I change the syllabus, I will explain the rationale and the changes at least one week in advance.*

Date	Topic	Required Readings	In Class Activity and Assignments Due
January 12	Course Overview: Understanding U.S. Health Policy in 2025	Greer, Scott, Holly Jarman, Rachel Kulikoff, and Miranda Yaver. 2025. “ <a href="#">Trump’s second presidency begins: evaluating effects on the US health system.</a> ” <i>Lancet Regional Health-Americas</i> .	
January 14	Brief Introduction to U.S. Health Policy: What It Is, and Where It Stands	<i>Essentials</i> , chapter 1  “ <a href="#">Tracking the Medicaid Provisions in the 2025 Federal Budget Reconciliation Bill.</a> ” KFF 2025.	
January 19	No Class – MLK Day 		
January 21	Policy and the Policymaking Process:	<i>Essentials</i> , chapter 2	<ul style="list-style-type: none"> <li>• <b>First reflection</b></li> </ul>

Date	Topic	Required Readings	In Class Activity and Assignments Due
	How Health Laws Come to Be	Lewellen, Jonathan, Sean Theriault, and Bryan Jones. <a href="#">“The Senate’s Disastrous Process for Crafting the AHCA Fits a Historic Pattern.”</a> <i>Vox</i> .	<b>paper due</b>
January 26	Law and the Legal System	<i>Essentials</i> , chapter 3  <a href="#">“Loper Bright and the Death of Deference in the Administration of Health Policy,”</a> Wendy Parmet, <i>Health Affairs</i>	
January 28	Characteristics and Structure of the US Health Care System: Financing and Spending	<i>Essentials</i> , chapter 4 (pp. 49-54)  <a href="#">“High U.S. Health Care Spending: Where Is It All Going?”</a> The Commonwealth Fund Issue Brief.	
February 2	Characteristics and Structure of the US Healthcare System: Access to Care and Healthcare Quality	<ul style="list-style-type: none"> <li>• <i>Essentials</i>, chapter 4 (p. 54-72)</li> <li>• <a href="#">“Mirror Mirror 2024: A Portrait of the Failing U.S. Health System.”</a> The Commonwealth Fund Report.</li> </ul>	
February 4	Health Communications and Policy Analysis	<i>Essentials</i> , chapter 14  MACPAC Policy in Brief. “High-Cost Drugs and the Medicaid Program: MACPAC Evidence and Recommendations.” <a href="https://www.macpac.gov/wp-content/uploads/2024/02/Policy-in-Brief-High-Cost-Drugs-FINAL-2.pdf">https://www.macpac.gov/wp-content/uploads/2024/02/Policy-in-Brief-High-Cost-Drugs-FINAL-2.pdf</a>	<ul style="list-style-type: none"> <li>• <b>Class activity:</b> Policy memo speed lab. When given a prompt (e.g., addressing food insecurity), in small groups, draft a 4-5-sentence policy memo that defines the problem, identifies a policy solution, and anticipates one objection. Class discussion/critique.</li> </ul>
February 9	Characteristics and Structure of the US Healthcare System: Comparing the US System to Other Countries	<i>Essentials</i> , chapter 4 (pp. 72-79)  Carroll, Austin and Austin Frakt. <a href="#">“The Best Health Care System in the World: Which One Would You Pick?”</a> <i>New York Times</i>	<ul style="list-style-type: none"> <li>• <b>Class activity:</b> Watch Frontline documentary <a href="#">Health Care: America vs. the World</a></li> </ul>
February 11	Public Health Institutions and Systems	<i>Essentials</i> , chapter 5  Lopez, German. <a href="#">“The Reagan Administration’s unbelievable response to the HIV/AIDS epidemic,”</a> <i>Vox</i>	<ul style="list-style-type: none"> <li>• <b>Discussion Board #1 due</b></li> </ul>
February 16	Individual Rights in Health Care and Public Health	<i>Essentials</i> , chapter 6  Rosen, Aliza. <a href="#">“Important Abortion Cases in a Holding Pattern Following SCOTUS Decisions,”</a> Johns Hopkins University School of Public Health.	<ul style="list-style-type: none"> <li>• <b>Class Activity:</b> In small groups, analyze short scenarios (abortion restrictions, firearm</li> </ul>

Date	Topic	Required Readings	In Class Activity and Assignments Due
			<p>restrictions following mental health crisis, quarantine powers during emergencies, etc.) and assess a) whether the policy is legally permissible, b) who wins/loses due to the policy, and c) what values the policy prioritizes</p>
February 18	Administrative Burden in Health Care	<p><a href="#">“States Can Reduce Medicaid’s Administrative Burdens to Advance Racial and Health Equity.”</a> CBPP Report.</p> <p><a href="#">“5 Key Facts About Medicaid Work Requirements.”</a> KFF.</p> <p>Herd, Pam and Donald Moynihan. <a href="#">“How Administrative Burdens Can Harm Health.”</a> <i>Health Affairs</i></p>	<ul style="list-style-type: none"> <li>• <b>Class Activity:</b> Identify administrative burdens borne by different types of patients seeking access to care.</li> <li>• <b>Health policy analysis group project topic due</b></li> </ul>
February 23	Structural and Social Drivers of Health and the Role of Law and Policy in Optimizing Health	<p><i>Essentials</i>, chapter 7</p> <p><a href="#">“Transportation as a Determinant of Health: Evaluating the Veteran’s Affairs Rideshare Program for Homeless Patients.”</a> <i>Health Affairs</i></p>	<ul style="list-style-type: none"> <li>• <b>Op-ed due</b></li> </ul>
February 25	Structural Racism in the US Health Care System	<p><a href="#">“Race, Inequality, and Health.”</a> KFF Health Policy 101.</p> <p><a href="#">“Black Women Will Suffer the Most Without <i>Roe</i>.”</a> <i>Vox</i>.</p> <p><a href="#">“We Can Make Birth Safer for Black Mothers. Here’s How.”</a> <i>Vox</i>.</p> <p><a href="#">“Maternal Mortality in the United States, 2025.”</a> Commonwealth Fund Report.</p>	<ul style="list-style-type: none"> <li>• <b>Class Activity:</b> Identify core contributors to Black maternal health crisis. Students will be divided into small groups and given a list of possible explanations, which students will then categorize into health care system factors, insurance factors, and social or structural factors, and discuss the two factors that matter most and why.</li> <li>• <b>Discussion Board #2 due</b></li> </ul>
March 2	In-Class Midterm		

Date	Topic	Required Readings	In Class Activity and Assignments Due
	Exam		
March 4	Understanding Health Insurance	<p><i>Essentials</i>, chapter 8</p> <p><a href="#">“The Regulation of Private Health Insurance.”</a> KFF Health Policy 101.</p> <p>McIntyre, Adriana. <a href="#">“11 things most people don’t know about health insurance”</a> <i>Vox</i></p>	
March 9/11	NO CLASS – SPRING BREAK 😊		
March 16	Public Health Emergency Preparedness	<p><i>Essentials</i>, chapter 13</p> <p>Gluck, Abbe and Lawrence Gostin, <a href="#">“Why the End of the Public Health Emergency Really Matters.”</a></p>	
March 18	Reproductive Health Policy	<p><a href="#">“Health Policy Issues in Women’s Health.”</a> KFF Health Policy 101.</p> <p><a href="#">“Despite Bans, Number of Abortions in the United States Increased in 2023.”</a> Guttmacher Institute Report.</p> <p>Narea, Nicole. 2024. <a href="#">“What two years without <i>Roe</i> looks like, in 8 charts.”</a> <i>Vox</i></p>	
March 23	Health Economics in the Health Policy Context	<p><i>Essentials</i>, chapter 9</p> <p><a href="#">“Tackling Overtreatment and Overspending in U.S. Health Care.”</a> Commonwealth Fund.</p>	
March 25	Government Health Insurance Programs: Medicaid and CHIP	<p><i>Essentials</i>, chapter 10 (p. 191-215)</p> <p><a href="#">“Pa. will see rural hospitals close because of feds’ deep Medicaid cuts.”</a></p> <p>Shepherd, Michael and Miranda Yaver. <a href="#">“Medicaid Cuts Will Harm Rural Republican Communities Most.”</a> <i>The Hill</i></p>	<ul style="list-style-type: none"> <li>• <b>Policy brief annotated bibliography due</b></li> <li>• <b>Discussion Board #3 due</b></li> </ul>
March 30	Government Health Insurance Programs: Medicare	<p><i>Essentials</i>, chapter 10 (p. 216-236)</p> <p><a href="#">“Medicare Advantage: Enrollment Update and Key Trends.”</a> KFF.</p> <p><a href="#">“How Are Seniors Choosing and Changing Health Insurance Plans?”</a> KFF.</p>	<ul style="list-style-type: none"> <li>• <b>Class activity:</b> Health plan selection for an elderly neighbor or relative. Students will be presented with someone turning 65, and a side-by-side comparison of traditional Medicare and Medicare Advantage, and will decide what they should enroll in.</li> </ul>

Date	Topic	Required Readings	In Class Activity and Assignments Due
April 1	Pharmaceutical Policy	<p><a href="#">“Prescription Drug Spending in the U.S. Health Care System: An Actuarial Perspective.”</a> American Academy of Actuaries Issue Brief.</p> <p><a href="#">“We Have Treatments for Opioid Addiction That Work. So Why Is the Problem Getting Worse?”</a> <i>Vox</i></p> <p><a href="#">“The Absurdly High Cost of Insulin, Explained.”</a> <i>Vox</i></p> <p><a href="#">“Explaining the Prescription Drug Provisions in the Inflation Reduction Act.”</a> KFF</p>	
April 6	Mental Health	<p><a href="#">“The Implications of COVID-19 for Mental Health and Substance Abuse.”</a> KFF.</p> <p><a href="#">“Mental Health Parity at a Crossroads.”</a> KFF.</p> <p><a href="#">“How UnitedHealth’s Playbook for Limiting Mental Health Coverage Puts Countless Americans’ Treatment at Risk.”</a> <i>ProPublica Investigation</i></p>	<ul style="list-style-type: none"> <li>• <b>Policy brief outline due</b></li> </ul>
April 8	The Politics of Vaccines and Vaccine Hesitancy	<p><a href="#">“For COVID-19 vaccinations, party affiliation matters more than race and ethnicity.”</a> The Brookings Institute.</p> <p><a href="#">“Attitudes Towards COVID-19 Vaccines May Have ‘Spilled Over’ to Other, Unrelated Vaccines Along Party Lines in the United States.”</a> Harvard Kennedy School Misinformation Review.</p> <p><a href="#">“How Political Polarization Broke America’s Vaccination Campaign.”</a> <i>Vox</i></p>	<ul style="list-style-type: none"> <li>• <b>Discussion Board #4 due</b></li> </ul>
April 13	New and Ongoing Controversies in Health Policy	TBD	<ul style="list-style-type: none"> <li>• <b>Second health care system reflection due</b></li> </ul>
April 15	Student Presentations		
April 20	Student Presentations		
April 22	Student Presentations		<ul style="list-style-type: none"> <li>• <b>Policy analyses due April 24, 11:59pm</b></li> </ul>