
Health Policy

HADM 3300, Spring 2012, 3212 Haley, 3:30-4:45 MW -- [Mark Burns](#), Instructor



Course Introduction

This material is designed to give you a basic introduction to *HADM 3300, Health Policy*. If you're in the class on the first day, you'll receive a paper copy. In the introduction you'll find:

1. Course Objectives
2. Methods and Grading
3. Textbooks
4. Initial Readings
5. Additional Syllabus Components

- COURSE OBJECTIVES -

This course will explore political issues affecting health care services. Upon successfully completing this course, the student will be able to:

- Identify basic terms and concepts related to current public policies affecting health services.
 - Identify important policy problems in the distribution of health services.
 - Describe clearly a specific problem in health services policy.
 - Evaluate the major consequences of a specific health services policy problem.
 - Formulate and justify a solution to a specific health services policy problem.
 - Work more effectively in a small group.
 - Work more effectively with others seeking to influence health services policy.
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- METHODS AND GRADING -

HADM 3300 uses some elements of a “blended” format, so some “meetings” of the class will not take place in the physical classroom (look for the designation “Internet Lecture” on that particular day). These lectures can be accessed from any location with any Internet connection at

any time of day throughout the course. Questions related to them can be posted on the "Lecture" discussion group of the class Canvas site.

Course Requirements

Component	Date	Weight
Preliminary Bibliography	Feb. 13	5%
Team Evaluation #1	Feb. 13	5%
Mid-Term Exam	Feb. 22	15%
Annotated Bibliography	Mar. 21	15%
Team Evaluation #2	Mar. 21	5%
Policy Analysis	April 18	20%
Team Evaluation #3	April 18	5%
Team Presentation	April 25	5%
Final Exam	April 30	25%

Pre-requisites to this course are ACCT 2110, ACCT 2210, and MATH 1690. If you do not meet these requirements, please see me to discuss this.

Teams and Team Projects

In general, only part of our class meetings will be lecture/discussion sessions; the remainder will be used for the work of student "teams" of about seven students each.

Each team will carry out four team projects in which members will compose a *Preliminary Bibliography* of sources related to a particular health policy problem, assemble an *Annotated Bibliography*, prepare a detailed *Policy Analysis* of the problem, and present their findings to the class in a *Class Presentation*. Details concerning these projects appear on the separate Web page for the [Course Schedule](#).

After each project, in each of the three *Team Evaluations*, team members will confidentially rate the contributions of each member of their team to the project just completed; the instructor also

may add input into this rating based on his evaluation of team participation of members. These three evaluations will total fifteen percent of the student's grade.

Moreover, although each project will receive a group grade, the instructor reserves the right to raise or lower the impact of that project on the student's grade if he feels the student's role in the project merits such adjustment.

To discourage attempts to take a "free ride" on the efforts of teammates, any student who attends so few of the teams' meetings or contributes so little that half of the student's teammates rate his/her contribution significantly below the group's average on two or more evaluations will receive a grade of "D" for the course. Students rated as making no contribution by over half his/her teammates on two or more evaluations will receive an "F." As a further safeguard against non-assistance to team peers, any student dropping the course after mid-quarter will receive a grade of "WF" unless he/she is withdrawing from school entirely.

Tests and Exams

The *Mid-Term Exam* and the comprehensive *Final Exam* will be mixed objective-subjective, with a greater emphasis on the former, and will cover both assigned readings (physical as well as electronic) and in-class materials (including lectures, student presentations, class discussion and outside speaker presentations). *Test Procedures* are discussed in the [Additional Course Information](#)

Class Discussion

Class Discussion will not be explicitly graded for regular class days. However, each student is expected to come to class fully prepared to discuss the readings assigned for that day. Knowledgeable participation in class discussion will be used to decide cases of "borderline" final grades, both positively and negatively. In the unfortunate event that I find large numbers of students neglecting the readings to the point that reasonable class discussion of reading material becomes impossible, I reserve the right to institute "pop tests" that can impact up to 10% of student grades, with consequent readjustment of other grade factors. Furthermore, students are expected to attend any sessions involving outside speakers or presentations by their fellow students; failure to do so can result in a lower final grade.

As an alternative to discussion in the physical classroom, students are also welcome to raise questions or make comments on the course's **Canvas Site**. (see below)

Individual Meetings

There will be three *Individual Meetings* throughout the course to give each student and the instructor the opportunity to review the student's goals for the course and progress. These meetings are not required, but each will add one extra point to the student's final grade. Students should make appointments for these meetings at least 24 hours in advance. The first of these will be Feb 6. (Students with a documentable conflict on that day may see me on my regular office hours through Feb. 13.) The second and third individual meetings will be held later in the class.

Communication Matters

The primary source of e-mail communication with the instructor should be through our class **Canvas Site**. (see below)

The class **Canvas Site** is a center for course announcements and communications which allows students to pose discussion issues, post comments, and raise questions outside of the physical classroom. Students should check this site at least one day prior to each scheduled class meeting for announcements and relevant class readings; failure to do so will be the sole responsibility of the student. This site is restricted to class members; access requires your standard Auburn IT user name and password. Informational materials posted to the Canvas site are just as much “fair game” for tests as standard lecture/reading/class discussion materials.

- TEXTBOOKS -

The textbooks for the course will be available *only* at J & M Bookstore and J & M II.

- **Buchbinder, Sharon, and Jon M. Thompson.** *Career Opportunities in Health Care Management*. Boston: Jones and Bartlett, 2010. (“B” below)
- **Morone, James A., Leonard Robins, and Theodor Litman, eds.** *Health Politics and Policy*. 4th ed. New York: Delmar, 2008. (“M” below)

Readings will also be taken from items placed on reserve.

- INITIAL CLASS MEETINGS -

This is the schedule for the first class meetings of the course. The complete schedule appears in [a separate Web document](#).

DATE	TOPIC	READING
<i>Week of Jan. 9</i>		
Monday	Course Organization, General Overview	1. B, Ch. 1, “The Health Management Workforce,” 1-16. 2. B, Ch. 2, “Understanding Healthcare Mngmnt.,” 17-21.

Wednesday	The System as Problem	1. M., "Introduction: Health Politics and Policy," 1-23. 2. M, Ch. 2, "Markets and Politics," 37-49.
<i>Week of Jan. 16</i>		

Monday HOLIDAY—NO CLASS

Wednesday	The System as Politics—or Conspiratorial Empire? Selection of Possible Topics (in class)	M, Ch. 22, "Devil Take the Hindmost," 445-474.
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- ADDITIONAL SYLLABUS COMPONENTS -

The other parts of this syllabus are listed below. If you are taking the class, you are responsible for reading **ALL** of them, as well as this introduction, and following their instructions.

Are you reading this introduction on the Worldwide Web? Simplicity itself. Use the links below to read each component. As you probably know already, that also means you can save them as printed copy or files on your computer or USB drive.

Are you reading a paper handout? Then you can access this introduction--and its links to the other course components--through the Worldwide Web address "http://www.auburn.edu/~burnsma/HADM3300/intro.pdf".

1. [Course Schedule](#). Complete list of *all* the activities, required readings, etc., for each day of the semester. Consult this list before every class day. There is a lot of material to cover in this class, and it's much easier to keep up than to try to catch up later!
2. [About the Instructor](#). Information about Mark Burns and his expectations for the class.
3. [My Office Hours](#), contact information, etc.
4. [Additional Course Information](#) you need to be aware of.
5. To correctly prepare the **research paper**, you will also need to read the following:
 - o [Guidelines for Research Papers](#)

Components of the syllabus, as well as other useful links to course materials, may be quickly accessed through the **Course Hub**, at <http://www.auburn.edu/~burnsma/HADM3300/hub.html>.

Two Views on Policy Making

"Politics is the authoritative allocation of values."
--David Easton, political scientist

"The Constitution? What's the Constitution among friends?"
--George Washington Plunkitt, New York politician

Have ideas for other information that should be included here? [Send your suggestions!](#)

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