Instructor: Paula M. Lantz, Ph.D.
Professor and Associate Dean for Academic Affairs
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Office Hours: Mondays 10:00 a.m. to 12:30 p.m. or by appointment

Graduate Student Instructor:
Jared Eno, MPP
Doctoral Student in Joint Public Policy/Sociology PhD Program
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Office Hours: Tuesdays 2:00 – 4:00 p.m.

Course Description: The primary purpose of this course is to develop the tools needed to assess the feasibility, potential impact, politics, unintended consequences and legal/ethical ramifications of novel public policies designed to improve population health and reduce racial, ethnic and socioeconomic disparities in health. The course will cover promising evidence-based policies for population health improvement using a social determinants of health framework and taking into account political context. Policies in multiple sectors will be explored, including civil rights, employment, education, housing, food, environment, urban planning, human services and health care. Financing strategies for population health improvement will also be covered, including social impact bonds/pay for success contracts.

The course emphasizes content knowledge of current domestic population health issues and policies, along with critical thinking, policy analysis skills, research skills, written and verbal communication, and creative thinking. Learning will be enhanced through the use of case studies, policy writing assignments, mock legislative hearings, and student presentations of policy analyses.

Course Objectives:

1. To develop tools and skills needed to assess the feasibility, potential impact, politics, unintended consequences and legal/ethical ramifications of novel public policies designed to improve population health and reduce racial, ethnic and socioeconomic disparities in health.
2. To increase skills related to critical thinking, public policy design and analysis, and written and verbal communication.
3. To increase content knowledge of the potential and challenges related to current social policy issues related to population health and health equity.
Course Assignments:

**Policy History Reflection Piece** 10%  1/24/18

**Team Policy Presentations** 15%  2/12/18 or 2/13/18

**Policy Research Brief:** 30%
- Phase 1: First Submission (15%)  3/12/18
- Phase 2: Peer Review/Funding Discussion (10%)  4/04/18
- Phase 3: One-pager (5%)  4/16/18

**Written Testimony** 20%  3/26/18 or 3/28/18

**Three Reaction Posts on Canvass** 10%  4/1/18
- Start a policy thread
- Respond to a policy thread
- Post information on an innovative/useful resource

**Class Participation (10%) / Peer Review (5%)** 15%

All written assignments will be given in writing, with clear instructions. Late work needs to be negotiated before the day the assignment is due, just like you would do on a job. Professor Lantz will almost always be willing to negotiate a new deadline if there is a valid reason for why a deadline cannot be met. However, assignments that are turned in late without prior approval will be docked one grade step for every day they are late. You would never be late with a work assignment/project without talking to your boss beforehand. You should not do this in graduate school either.

**Writing:** Good written communication skills are important in every profession. In the policy world, the ability to craft clear and cogent statements regarding problems and their potential policy solutions is essential. During the semester, students will produce written assignments in formats that are commonly used in policy analysis. Because good writing is essential to being effective in the policy world, it is expected that students will put significant time and effort into the written assignments.

Written assignments should reflect deep thinking and significant effort in terms of the writing quality. Expectations include the following: 1) written assignments will be neat and professionally presented; 2) students will not turn in first or second drafts; 3) written assignments will be carefully proof-read and reasonably free of grammatical errors and spelling mistakes; 4) references will be provided in a professional, neat format; and 5) the writing style and approach will fit the format for the assignment. Unless you are an exceptionally gifted and experienced writer, it will be difficult to do well on these assignments if you hand in a first or second draft.

**FORD SCHOOL OF PUBLIC POLICY INCLUSIVITY STATEMENT**
Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value one another’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

Accommodations for Students with Disabilities: If you believe you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of courses may be modified to facilitate your participation and progress. As soon as you make your instructor aware of your needs, they can work with the Services for Students with Disabilities (SSD) office to help determine appropriate academic accommodations. Any information you provide will be treated as private and confidential.

Student Mental Health and Well-Being Resources: The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students’ academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). For a listing of other mental health resources available on and off campus, visit: [http://umich.edu/~mhealth](http://umich.edu/~mhealth)
Class Expectations:

- **Arrive to class on time.** We will start promptly at 8:40 a.m. and end promptly at 10:00 a.m. each day, without a break. Refrain from going in and out of the room during class, unless absolutely necessary.

- **Be prepared for class** by doing assigned readings AND your own research and reading on the topics of the day. Actively engage in discussions and policy debates in class. Contribute to the learning environment and intellectual level of the course. Challenge yourself and others.

- **Assume that others in the class have different perspectives** regarding the optional role of government in private markets and private behavior, the strengths and weaknesses of different policies, how to resolve values conflicts, how to allocate scare resources, and how to craft the best argument for or against a particular policy. Attempt to understand and respect others’ opinions and perspectives.

- **Be professional and respectful in your remarks and contributions** in class, on our Canvass site, and outside of class (including social media). It is perfectly fine to disagree with each other and to have contrary opinions and perspectives. It is inappropriate to personalize differences of opinions, or to engage in rude, insulting or hostile behavior during our discussions and debates. The goal is to have lively and respectful exchanges.

- **The use of laptop computers, iPads or other electronic devices is not allowed most days in class.** One some days, when working on some case studies or small group exercises, devices will be allowed. Otherwise, we will be guided by the current best research regarding the optimal use of personal electronic devices in the classroom.

- During class, you may **not** check your cell phone for any reason or send text messages/tweets/etc. **Put your phone away. Thank you.**

- **Academic misconduct** includes cheating, misrepresenting one’s own work, taking credit for the work of others without acknowledgement and without appropriate authorization, and the fabrication of information. Any form of misconduct will be taken very seriously. Academic dishonesty also includes using something you produced for another class for an assignment without permission.

- The most common form of academic misconduct is **plagiarism**—that is, taking someone else’s words and/or ideas and passing them off as your own. It is plagiarism to copy passages from a text or to import text or graphics from any website or document into a written assignment and present it as your own without quotations or other means of clearly identifying and referencing the cited work. Plagiarism is taken quite seriously at the University of Michigan, and will be dealt
with harshly if detected. Consequences could include failing the course or expulsion.

- If you are unsure about how to **properly reference and quote the sources** you use in your writing, please seek out the many resources available to you. In school and on the job, ignorance of the proper way to cite other people’s ideas and words is not an acceptable excuse for plagiarism. So please be careful in how you use information and ideas from other sources.

**Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at this link:** [http://fordschool.umich.edu/academics/expectations](http://fordschool.umich.edu/academics/expectations)

**Syllabus/Assigned Readings:**

1/03/18  **Introduction to Population Health and its Grand Challenges**


https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2017/rwjf437343


1/08/18  **Social Determinants of Health and Health Disparities**


1/10/18  **Public Policy: Definitions and its Role in Social Inequality**


YouTube Video: Inequality is real, it’s personal, it’s expensive and it was created. [https://www.youtube.com/watch?v=ik1y4ZNSjek](https://www.youtube.com/watch?v=ik1y4ZNSjek)

YouTube Video: Income and Wealth Inequality: Crash Course Economics #17 [https://www.youtube.com/watch?v=0xMCWr0O3Hs](https://www.youtube.com/watch?v=0xMCWr0O3Hs)

1/15/18 Martin Luther King Day

1/17/18 Racism, Discrimination and Health


1/22/18 Justifying Population Health Policies


1/24/18 Housing and Population Health


1/29/18 Education Policy

10 Major Challenges Facing Public Schools: http://www.publicschoolreview.com/blog/10-major-challenges-facing-public-schools


SKIM:


1/31/18  **Population Health:  Life Expectancy**


Addressing Social Determinants of Health through the Health Care System

- Nonprofit Hospital Community Benefit
- Accountable Care Communities
- SDOH screening
- Medical-Legal Partnership
- Hot spotting/super-utilizer interventions (case management)
- Community Health Workers
- Community Paramedicine
- Medicaid covering housing and other non-medical assistance interventions
- Insurance benefit design around non-medical interventions


Garg A, Boynton R, Dworkin P. Avoiding the Unintended Consequences of Screening for Social Determinants of Health. JAMA. 2016; 316(8); 813-14.

Peruse this website on SDOH: TOOLS & RESOURCES
http://www.orpca.org/initiatives/social-determinants-of-health/251-sdoh-tools-resources

Non-Profit Hospital Community Benefit – Maria Thomas, Guest


2/12/18  Policy Presentations #1

2/14/18  Policy Presentations #2

2/19/18  Medicaid Policy and Population Health
Guest Speaker: Judith Arnold, MPP


2/21/17  Income Security Policy


YouTube Video: Income Inequality is Good  
https://www.youtube.com/watch?v=1e35Vf-9n8E
Matthews D.  Child Poverty in the U.S. is a Disgrace.  VOX news blog.  April 27, 2017.  

https://www.brookings.edu/opinions/ban-the-box-does-more-harm-than-good/

Optional:
http://freakonomics.com/podcast/mincome/

WINTER BREAK

3/05/18  Social Construction of Societal Problems and Issue Framing


3/07/18  Financing Population Health Improvement:  Social Impact Bonds


Optional:
ReThink Health.  Financing Regional Health Transformation:  A Primer for Changemakers.  https://www.rethinkhealth.org/tools/financing-primer/  (includes both text and audio)
3/12/18  Tax Policy and Population Health

Youtube Video: Inequality and Fiscal Policy
https://www.youtube.com/watch?v=eojVGZYZM38


https://www.seattletimes.com/opinion/editorials/seattles-gun-tax-good-but-poorly-executed/

NPR. The NRA Wasn’t Always Against Gun Restrictions. October 10, 2017.
https://www.npr.org/2017/10/10/556578593/the-nra-wasnt-always-against-gun-restrictions

Peruse the following website:
National Shooting Sports Foundation: Fact Sheets and Backgrounders
https://www.nssf.org/government-relations/factsheets/

3/14/18  Neighborhoods and Health


3/19/18  Gentrification: Case Study

Harvard Business School Case:
Washington Post article on Whitman-Walker Health:  How One Nonprofit is Using D.C.’s Luxury Rental Market to Serve its Low-Income Clients.  

Rockefeller Foundation’s 100 Resilient Cities  


3/21/18  Lead Abatement in Housing and Water

YouTube.  Flint’s Water Crisis, Explained in 3 Minutes.  
https://www.youtube.com/watch?v=NUSiLOwkrIw


3/26/18  Mock Hearing #1

3/28/18  Mock Hearing #2

4/02/18  Regional and Community Partnerships

National Academy of Medicine Communities in Action: Pathways to Health Equity Consensus Report, Washington, DC, 2017:  
Recommendations
Communities in Action Highlights (Comic)

ReThink Health.  Regional Stories (read all 5 stories).  
https://www.rethinkhealth.org/case-studies/
Kindig DA, Isham G. Population Health Improvement: A Community Health Business Model that Engages Partners in All Sectors. *Frontiers of Health Services*


National Academy of Medicine. Consensus Report on *Community-Based Solutions to Promote Health Equity in the United States*. (Released January 2017)

**4/04/18** **Health in All Policies**


**4/09/18** **The Nanny State and Population Health**


4/11/18  **Population Control and Public Policy: Migration and Fertility**


4/16/18  **Presentation of One-Page Summaries of Policy Briefs**