



PubPol 750: Public Policy Approaches to Social Disparities in Health
Winter, 2018
Monday/Wednesday 8:40 a.m. – 10:00 a.m.
1230 Weill Hall

Instructor: Paula M. Lantz, Ph.D.
Professor and Associate Dean for Academic Affairs
Office: Room 4125 Weill Hall
E-mail: plantz@umich.edu
Phone: 734.764.8976
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
E-mail: jpeno@umich.edu
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%)	$\frac{15\%}{100\%}$	

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/>

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 scarce 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 Canvas 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.** On 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>

Syllabus/Assigned Readings:

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

Braveman P, Arkin E, Orelans T, et al. What is Health Equity? And What Differences Does it Make? Robert Wood Johnson Foundation, May, 2017.

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

National Academy of Medicine. *Communities in Action: Pathways to Equity*. January, 2017. Report Highlights. <http://nationalacademies.org/hmd/~media/Files/Report%20Files/2017/Promote-Health-Equity/coh-report-highlights.pdf>

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

Braveman P, Egerter S, Williams DR. The Social Determinants of Health: Coming of Age. *Annual Review of Public Health*. 2011; 32:381-98

[Bleich SN](#), [Jarlenski MP](#), [Bell CN](#), [LaVeist TA](#). Health Inequalities: Trends, Progress, and Policy. *Annual Rev Public Health*. 2012; 33:7-40.

Nurius P, Green S, Logan-Greene P, et al. Stress Pathways to Health Inequalities: Embedding ACEs Within Social and Behavioral Contexts. *Int Public Health J*. 2016; 8(2):241-56.

SKIM: Solar O, Irwin A. *A Conceptual Framework for Action on the Social Determinants of Health*. *Social Determinants of Health Discussion Paper 2 (policy and practice)*. Geneva, Switzerland: World Health Organization, 2010, pages 1-23.

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

O'Hare M. A Typology of Governmental Action. *Journal of Policy Analysis and Management*. 1989; 8:670-672.

Lantz PM, Lichtenstein RL, Pollack HA. Health Policy Approaches to Population Health: The Limits of Medicalization. *Health Affairs*. 2007; 26(5):1253-57.

Woolf SH, Braveman P. Where Health Disparities Begin: The Role of Social and Economic Determinants – And Why Current Policies May Make Matters Worse. *Health Affairs*. 2011; 30(10): 1852 – 1859.

YouTube Video: Inequality is real, it's personal, it's expensive and it was created. <https://www.youtube.com/watch?v=ik1y4ZNSjek>

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

1/15/18 Martin Luther King Day

1/17/18 Racism, Discrimination and Health

UN Universal Declaration of Human Rights <http://www.un.org/en/universal-declaration-human-rights/>

McGowan AK, Lee MM, et al. Civil Rights Laws as Tools to Advance Health in the Twenty-First Century. *Annual Review of Public Health*. 2016; 37:185-204.

Rosenbaum S and Schmucker S. Viewing Health Equity through a Legal Lens: Title VI of the 1964 Civil Rights Act. *Journal of Health Policy, Politics and Law*. 2017; 42(5):771-788.

Jones CP. Level's of Racism: A Theoretic Framework and a Gardener's Tale. *American Journal of Public Health*. 2000; 90: 1212-15.

SKIM:

Aspen Institute Roundtable on Community Change. *Structural Racism and Community Building*. June, 2004.

1/22/18 Justifying Population Health Policies

Gostin, L. O. 2000. Public Health Law in a New Century: Part iii: Public Health Regulation: A Systematic Evaluation. *JAMA* 283(23):3118-3122.

Institute of Medicine. Report Brief. *Public Health Implications of Raising the Minimum Age of Legal Access to Tobacco Products*. March, 2015.

http://iom.nationalacademies.org/~media/Files/Report%20Files/2015/TobaccoMinAge/tobacco_minimum_age_report_brief.pdf

U.S. Housing and Urban Development. Instituting Smoke-Free Public Housing. Final Rule 12/05/2016: <https://www.federalregister.gov/documents/2016/12/05/2016-28986/instituting-smoke-free-public-housing>

SKIM: UC Berkeley Goldman School of Public Policy. *Participatory Policymaking: A Toolkit for Social Change*. 2015. https://gspp.berkeley.edu/assets/uploads/page/GSPP_Participatory_Policy_Toolkit_Version_1.pdf

1/24/18 Housing and Population Health

Maqbool N, Viveiros J, Ault M. *The Impacts of Affordable Housing on Health: A Research Summary*. Center for Housing Policy, National Housing Conference, April, 2015. <https://www.rupco.org/wp-content/uploads/pdfs/The-Impacts-of-Affordable-Housing-on-Health-CenterforHousingPolicy-Maqbool.etal.pdf>

Center on Budget and Policy Priorities. *The Housing Choice Voucher Program*. <http://www.cbpp.org/sites/default/files/atoms/files/PolicyBasics-housing-1-25-13vouch.pdf>

Center on Budget and Policy Priorities. *Supportive Housing Helps Vulnerable People Live and Thrive in the Community*. May 31, 2016.

Samuels A. How Housing Policy is Failing America's Poor. *The Atlantic*. June 24, 2015. <http://www.theatlantic.com/business/archive/2015/06/section-8-is-failing/396650/>

Edwards C and Brown Calder V. *Low-Income Housing Tax Credit: Costly, Complex and Corruption Prone*. Tax and Budget Bulletin, No. 79. Cato Institute. November, 2017. <https://object.cato.org/sites/cato.org/files/pubs/pdf/tbb79.pdf>

1/29/18 Education Policy

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

The White House. *The Economics of Early Childhood Investments*. December, 2014.

Cohodes S and Dynarski S. Massachusetts Charter Cap Holds Back Disadvantaged Students. **Economic Studies at Brookings: Evidence Speaks Reports**, Volume 2, #1, September 15, 2016.

With State Budget in Crisis, Many Oklahoma Schools Hold Classes Four Days a Week. *Washington Post*, May 27, 2017.

https://www.washingtonpost.com/local/education/with-state-budget-in-crisis-many-oklahoma-schools-hold-classes-four-days-a-week/2017/05/27/24f73288-3cb8-11e7-8854-21f359183e8c_story.html?utm_term=.b42a86fd78d9

SKIM:

Hartocollis A. Supreme Court Decision on Affirmative Action Cheered by College Admissions Experts. *New York Times*, June 23, 2016.

<http://www.nytimes.com/2016/06/24/us/supreme-court-decision-on-affirmative-action-cheered-by-college-admissions-experts.html>

Dynarski S and Widerspan M. Revisiting FAFSA Simplification: Expanding Access to the IRS Data Retrieval Tool. Gerald R. Ford School of Public Policy Education Policy Initiative Policy Brief, May, 2015.

Bassok D, Magnuson K, Weiland C. Memo to President-elect Trump Regarding Building a Cohesive, High-Quality Early Childhood System. Brown Center on Education Policy, Brookings Institution, Washington, DC, December 19, 2016.

https://www.brookings.edu/wp-content/uploads/2016/12/browncenter_20161219_earlychildhood_memo.pdf

1/31/18 Population Health: Life Expectancy

Avendano M, Kawachi I. Why Do Americans Have Shorter Life Expectancy and Worse Health than do People in Other High-Income Countries? *Annual Review of Public Health*. 2014;35:307-25.

Case A and Deaton A. Rising Morbidity and Mortality in Midlife Among White Non-Hispanic Americans in the 21st Century. *PNAS, Early Edition*. 2015.

<http://www.pnas.org/content/early/2015/10/29/1518393112.full.pdf>

Egen O, Beatty K, Blackley DJ, et al. Health and Social Conditions of the Poorest versus Wealthiest Counties in the United States. *AJPH*. 2017; 107:130-135.

Koller CF, Alexander T, Birch S. Population Health – A Bipartisan Agenda for the Incoming Administration from State Leaders. *NEJM*. 2016; DOI: 10.1056/NEJMp1613250

Washington Post article: https://www.washingtonpost.com/news/to-your-health/wp/2017/05/08/u-s-life-expectancy-varies-by-more-than-20-years-from-county-to-county/?utm_term=.b6397cb35d98

2/05/18 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

Theiss J, Sandel M, Teitelbaum J, Marple K. *Applying the Medical-Legal Partnership Approach to Population Health, Pain Points and Payment Reform*. October, 2016. <http://medical-legalpartnership.org/wp-content/uploads/2016/10/Applying-the-MLP-Approach-to-Population-Health-October-2016.pdf>

Mongeon M, Levi J, Henrich J. Elements of Accountable Communities for Health: A Review of the Literature. *Perspectives*. November 6, 2017. https://nam.edu/wp-content/uploads/2017/11/Elements-of-Accountable-Communities-for-Health_updated.pdf

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>

2/07/18 Non-Profit Hospital Community Benefit – Maria Thomas, Guest

James J. Health Policy Brief: Nonprofit Hospitals' Community Benefit Requirements. *Health Affairs*. February 25, 2016. https://www.healthaffairs.org/doi/10.1377/hpb20160225.954803/full/healthpolicybrief_153.pdf

Health Research & Educational Trust. *Applying Research Principles to the Community Health Needs Assessment Process*. Chicago, IL: Health Research & Educational Trust. July, 2016. https://www.pcori.org/sites/default/files/Applying_Research_Principles_to_the_CHNA_Process.pdf

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**

Center on Budget and Policy Priorities. Introduction to Medicaid. August, 2016.
<http://www.cbpp.org/sites/default/files/atoms/files/policybasics-medicaid.pdf>

Crawford M and McGinnis T. *Population Health in Medicaid Delivery System Reforms*. Milbank Memorial Fund, March, 2015. https://www.milbank.org/wp-content/uploads/2016/04/CHCS_PopulationHealth_IssueBrief.pdf

Center for Health Care Strategies, Inc. *Using Medicaid Resources to Pay for Health-Related Supportive Services: Early Lessons*. Brief: December, 2015.
<http://www.chcs.org/media/Supportive-Services-Brief-Final-120315.pdf>

Machledt D. *Addressing the Social Determinants of Health Through Medicaid Managed Care*. The Commonwealth Fund, Issue Brief, November, 2017.
http://www.commonwealthfund.org/publications/issue-briefs/2017/nov/social-determinants-health-medicaid-managed-care#/utm_source=social-determinants-health-medicaid-managed-care&utm_medium=Twitter&utm_campaign=Medicaid

2/21/17 Income Security Policy

Jones B. Experts Say a Universal Basic Income Would Boost US Economy by Staggering \$2.5 Trillion. *Futurism*. November 27, 2017.
<https://futurism.com/experts-universal-basic-income-boost-us-economy-staggering-2-5-trillion/>

Brownell P. Documented Impacts of Minimum Wage Increases on Job Growth, Business Health, Consumer Prices, and Family Spending. *Center on Policy Initiatives*, June, 2016.

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.vox.com/policy-and-politics/2017/4/27/15388696/child-benefit-universal-cash-tax-credit-allowance>

31, Doleac JL. "Ban the Box" Does More Harm Than Good. Brookings Institution. May 2016. <https://www.brookings.edu/opinions/ban-the-box-does-more-harm-than-good/>

Optional:

Freakonomics Radio. Is the World Ready for Guaranteed Basic Income? Stephen Dubner. April 13, 2016. (36 minutes) <http://freakonomics.com/podcast/mincome/>

WINTER BREAK

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

Armstrong, EM. Diagnosing Moral Disorder: The Discovery and Evolution of Fetal Alcohol Syndrome. *Social Science and Medicine*. 1998;47(12):2025-2042.

Nolan D, Amico C. How Bad is the Opioid Epidemic? Frontline, February 23, 2016. <http://www.pbs.org/wgbh/frontline/article/how-bad-is-the-opioid-epidemic/>

Lahav G, Courtemanche M. The Ideological Effects of Framing Threat on Immigration and Civil Liberties. *Political Behavior*. May, 2011.

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

Galloway, I. Using Pay-For-Success to Increase Investment in the Nonmedical Determinants of Health. *Health Affairs*. 2014; 33(11):1897-1904.

Social Finance, Inc. *Social Impact Bonds: An Overview. A New Tool for Scaling Impact: How Social Impact Bonds Can Mobilize Capital to Advance Social Good*. February, 2012.

Lantz PM, Rosenbaum S, Ku L, Iovan S. Pay for Success and Population Health: Early Results from Eleven Projects Reveal Challenges and Promise. *Health Affairs*. 2016; 35(11):2053-61.

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>

Becker S. Exploring the Potential of Tax Credits for Funding Population Health. *ReThinkHealth.org*. December, 2017.

Editorial, *Seattle Times*. Seattle's Gun Tax Good but Poorly Executed. August 13, 2017.

<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

Cubbin C, Pedregon V, Egerter S, Braveman P. Where We Live Matters for Our Health: Neighborhoods and Health. Robert Wood Johnson Foundation, September, 2008.

<http://www.commissiononhealth.org/PDF/888f4a18-eb90-45be-a2f8-159e84a55a4c/Issue%20Brief%203%20Sept%2008%20-%20Neighborhoods%20and%20Health.pdf>

Center for Social Disparities in Health, Build Health Places Network, and the Robert Wood Johnson Foundation. *How do Neighborhood Conditions Shape Health? Making the Case for Linking Community Development and Health.*

<http://www.buildhealthyplaces.org/content/uploads/2015/09/How-Do-Neighborhood-Conditions-Shape-Health.pdf>

Landrigan PJ, Rauh VA, Galvez MP. Environmental Justice and the Health of Children. *Mount Sinai Journal of Medicine*. 2010; 77:178-87.

Ludwig J, et al. Neighborhoods, Obesity, and Diabetes – a Randomized Social Experiment. *New England Journal of Medicine*. 2011; 35(16):1509-1519.

3/19/18 Gentrification: Case Study

Harvard Business School Case:

Solomon C, Kane NM. Strategic Change at Whitman-Walker Health. January, 2016.

Washington Post article on Whitman-Walker Health: How One Nonprofit is Using D.C.'s Luxury Rental Market to Serve its Low-Income Clients.
https://www.washingtonpost.com/local/how-one-nonprofit-is-using-dcs-luxury-rental-market-to-serve-its-low-income-clients/2017/07/28/af1f1cac-7235-11e7-8f39-eeb7d3a2d304_story.html?tid=ss_mail&utm_term=.a85b47929042

Rockefeller Foundation's 100 Resilient Cities
https://nextcity.org/daily/entry/residents-helped-shape-atlanta-new-resilience-plan?utm_source=Next+City+Newsletter&utm_campaign=50d27ecb2f-Daily_790&utm_medium=email&utm_term=0_fcee5bf7a0-50d27ecb2f-43971993

University of Pennsylvania, Penn Wharton Public Policy Initiative. Impacts of Gentrification: A Policy Primer. November, 2016.
<https://publicpolicy.wharton.upenn.edu/live/news/1581-impacts-of-gentrification-a-policy-primer/for-students/blog/news.php>

3/21/18 Lead Abatement in Housing and Water

YouTube. Flint's Water Crisis, Explained in 3 Minutes.
<https://www.youtube.com/watch?v=NUSiLOWkrlw>

Khazan O. The "Horrible" Consequence of Lead Poisoning. *The Atlantic Monthly*. November 8, 2017. https://www.theatlantic.com/health/archive/2017/11/the-awful-legacy-of-lead/545330/?utm_source=STAT%20Newsletters&utm_campaign=be2b0d3655-MR&utm_medium=email&utm_term=0_8cab1d7961-be2b0d3655-149565761

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*

Optional: PolicyLink, UC-Berkely School of Public Health, and W.K. Kellogg Foundation. *Promoting Healthy Public Policy through Community-Based Participatory Research: Ten Case Studies*. <http://www.policylink.org/find-resources/library/promoting-healthy-public-policy-through-community-based-participatory-research-ten-case-studies>

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

Baum F, Lawless AA, Delany T et al., Evaluation of Health in All Policies: Concept, Theory and Application. *Health Promotion International*. 2014; 29:130-142.

Gakh M. Law, the Health in All Policies Approach, and Cross-Sector Collaboration. *Public Health Reports*. 2015; 130:96-100.

Wernham A, and Teutsch SM, Health in All Policies for Big Cities. *Journal of Public Health Management and Practice*. 2015; 21(Suppl. 1):S56–S65.

Bostic RW, Thornton RLJ, Rudd EC, Sternthal MJ. Health in All Policies: The Role of the US Department of Housing and Urban Development and Present and Future Challenges. *Health Affairs*. 2012; 31(9): 2130-37.

Adelaide Statement II. Outcome Statement from the 2017 International Conference *Health in All Policies: Progressing the Sustainable Development Goals*. http://www.who.int/social_determinants/SDH-adelaide-statement-2017.pdf?ua=1

OPTIONAL: PAHO and WHO. *Health in All Policies Case Studies from the Regions of the Americas*. Washington, DC, 2015
https://www.paho.org/hq/index.php?option=com_docman&task=doc_view&Itemid=270&gid=31079&lang=en

4/09/18 The Nanny State and Population Health

Magnusson RS. Case Studies in Nanny State Name-Calling: What Can We Learn? *Public Health*. 2015; 129:1074-82.

Farley TA. The Role of Government in Preventing Excess Calorie Consumption: The Example of New York City. *JAMA*. 2012; 308(11):1093-4.

Harsanyi D. California: The Ultimate Nanny State. *The Federalist*. Blog post: May 5, 2016. <http://thefederalist.com/2016/05/05/california-is-an-authoritarian-hellhole/>

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

Guttmacher Institute. An Overview of Abortion Laws. December 1, 2017. <https://www.guttmacher.org/state-policy/explore/overview-abortion-laws>

Joseph TD. Falling through the Coverage Cracks: How Documentation Status Minimizes Immigrants' Access to Health Care. *Journal of Health Policy, Politics and Law*. 2017; 42(5): 961-84.

Wang F, Gu B, et al. The End of China's One-Child Policy. Washington, DC: Brookings Institution, March 20, 2016. <https://www.brookings.edu/articles/the-end-of-chinas-one-child-policy/>

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