

Health Policy in Social Context

Fall 2021

Syllabus

CRN: GR 10302

Credits: 2

Days & Times*:** Fri Oct. 1, 6-9:30p, Sat Oct. 2, 1-4:30p, Sun Oct. 3. 10a-1p

Location: Zoom, Canvas

Faculty: Wenhong Wang, Ph.D. wangw@evergreen.edu

***** Please reserve the entire weekend, especially Oct. 2, Saturday morning from 9a-12p and evening from 6p-10p for class related work.**

Course description:

What is disease? What is health? How are health and disease distributed among the populations? What factors determine the life expectancy of Americans? What role does a universal health care system play in Americans' health? How do health policies and other policies influence health outcomes? To answer these questions, we need to examine health and medicine in their social, cultural and historical contexts.

In this 2-credit intensive weekend class, we will investigate the social and cultural construction of health and illness with a focus on the social determinants of health. Students will develop skills to examine how social factors shape health outcomes and learn to collectively tackle the issue through engaged problem solving.

This class is in an online format where class meetings are conducted via Zoom, and learning activities take place on Canvas. The faculty will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit. To successfully participate in this course, students will need Canvas, Zoom, a computer, and a cell phone. **Students can expect our synchronous learning to be up to 3.5 hours of Zoom meetings per session for 3 sessions. Please reserve the entire weekend, especially Oct. 2 Saturday morning from 9am – 12 pm and evening from 6pm – 10pm for asynchronous work for this class.**

Learning objectives:

By the end of this class, students will

1. Have a clear understanding of the concept of health as a social construction
2. Be able to identify major social determinants of health and use this framework to analyze health phenomena
3. Have a clear understanding the structure of American health care system
4. Be able to analyze the health policy in its social, political and historical context
5. Be able to identify the connections between health policy, other policies and health outcomes

Texts:

- Bodenheimer, Thomas & Grumbach, Kevin (2016). *Understanding Health Policy: A Clinical Approach* 7th Edition. McGraw-Hill. ISBN: 978-1259584756
- Ansell, David. (2019). *The Death Gap: How Inequality Kills*. University of Chicago Press. ISBN: 978-0226641669 (available as an E-book on library.evergreen.edu)
- Selected chapters from Quadagno, Jill. (2017). *One Nation Uninsured*. Oxford University Press (Not required to purchase; the chapters will be available on Canvas)

We are also going to read other selected book chapters and journal articles to be posted on Canvas.

Course expectations and credit:

**** **All your written work should be submitted to Canvas, typed in Times New Roman font, 12 points, double-spaced, using APA citation style.** To learn APA Style, check American Psychological Association website: <http://www.apastyle.org/learn/index.aspx> or Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>. Check for grammatical and spelling mistakes before turning in your work. If needed, students are encouraged to work with Graduate Writing Assistant.

You will be evaluated in this course based on your progress in meeting the course objectives described above, as assessed by the following assignments and requirements. **You will be awarded 2 credits in health policy in social context upon meeting all the requirements of the course.** To earn full credit for the course, students must satisfactorily meet all the following requirements:

1. **Participation, preparatory work, assignments and discussion:** Students must attend all the class sessions, and come fully prepared having finished readings and other preparatory work. Students should actively participate in class discussion and other activities. As members of the learning community, your participation is essential for the learning of the entire class besides your own. If you are unable to attend class, please discuss this with faculty in advance to find a way to make up the work. **Students will finish a book report on David Ansell's *Death Gap: How Inequality Kills*, one of our class readings by Sept. 30**, responding to the prompts provided by the faculty. On selected evenings of the weekend meetings, students will be required to submit seminar preparatory work before class and respond to two peers' seminar posts after class. See calendar at the end of the syllabus for details. **To help faculty have a better understanding of the students' interests and learning needs, students will turn in an intake form by Saturday, Sept. 25, 2021, on Canvas.**
2. **Final synthesis paper:** After the weekend class meetings, students will write a 1,500 – 3,000 word (5 to 10 –page) paper reflecting on your learning in this class. This paper is an opportunity for you to demonstrate your critical thinking skills, analytical writing skills and the ability to ask meaningful questions to take your learning to the next level. In this paper you will elaborate on a major theme or key concept that has been covered in the course. Your essay will integrate course readings, videos, discussions, assignments. **The final synthesis paper is due on Saturday, Nov. 27, 2021.**

*** **Late assignments:** Turning in assignments late is unacceptable. However, if there is an

unavoidable need to turn in an assignment late, the student should contact the faculty no later than the original assignment due date to discuss options.

Evaluation: A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu. An evaluation conference will be held at the end of the class.

Academic integrity: Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information.

Multiculturalism and diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, workshops, seminar, and other class activities. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Accessibility:

If you are a student with disability who would benefit from support or services to ensure full access to this course, please contact Access Services at 360-867-6348 or accessservices@evergreen.edu as soon as possible and get in contact with faculty for possible accommodation. For more information, please visit the Access Services website at <https://www.evergreen.edu/access>.

Conduct and conflict resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards. We will abide by the social contract: WAC 174-121-010 College philosophy. We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174- 123 WAC, Student Conduct Code & Grievance/Appeals Process. We will abide by the non-discrimination policies and procedures at TESC.

Guest policy: Guests are welcome to visit our learning community during class time with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Unexpected class cancellation or delay:

If class is cancelled or delayed, a message will be posted on our course Canvas site as soon as possible.

Calendar
(Faculty may make changes as necessary)

Theme	Date	Readings and videos	What's Due
Preparation	Saturday, 9/25/2021		Intake Form
Preparation	Sunday, 9/30		Book report of Ansell
First meeting Social Determinants of Health Guest speaker: Stephen Bezruchka	Friday, 10/1	Ansell	
Second meeting Health Care System	Date Saturday, 10/2	Bodenheimer & Grunbach ch 1-10 Quadagno ch 2-3; <i>Escape Fire</i> documentary (available on Evergreen library website)	<i>Escape Fire</i> notes due before class; Seminar post before class and responses to two seminar peers' posts after class
Third meeting Health policy in social context Guest speaker: Lacy Fehrenbach	Date Sunday, 10/3	Bodenheimer & Grunbach ch 15-17 <i>Food Inc.</i> documentary (available at Evergreen library as a DVD or rent on Youtube)	<i>Food Inc.</i> notes due before class; Seminar post and responses to two seminar peers' posts
	Date Saturday 11/27		Final synthesis paper

