

<p style="text-align: center;">THE GEORGE WASHINGTON UNIVERSITY</p> <hr/> <p style="text-align: center;"><b>SCHOOL OF PUBLIC HEALTH AND HEALTH SERVICES</b></p> <hr/>	<p style="text-align: center;"><b>Departments of Health Policy and Prevention &amp; Community Health</b></p> <p style="text-align: center;"><b>PubH 373.10 Fall 2009 2 credits</b></p> <p style="text-align: center;"><b>Introduction to Maternal and Child Health Policy Analysis</b></p> <p style="text-align: center;"><b>Wednesdays, 4:10-6:00pm Ross 201 C</b></p>
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**Instructors:**

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Office Hours: Wednesdays 10:30 a.m.-1 p.m. and by appointment

Office Hours: By appointment only

**Course Description:**

This course will provide instruction in maternal and child health policy in the U.S., with a particular emphasis on policies related to the organization, financing, delivery and quality oversight of personal health services for women and children. The course will also provide instruction on the process of public policy development at the national, state and local level in the area of maternal and child health and will instruct students in the methods of policy analysis, including problem identification, the development of policy overview and synthesis documents, and the preparation of policy options papers.

**Course Prerequisite(s):**

None.

**Course Learning Objectives:**

Students should achieve:

1. an understanding of the elements of maternal and child health services policy, including the financing and organization of care for pregnant women, infants, children and children with special health needs;
2. an understanding of the public policy process in the U.S., including allocation of responsibility among levels of government and between the public and private sectors;
3. an understanding of basic aspects of policy analysis methods, including problem identification, policy synthesis, preparation of policy background and overview documents, and development of policy options and recommendations; and
4. an understanding of sources of information on maternal and child health policy in the U.S. related to the delivery and financing of health care.

**Course Specific Competencies:**

Student should demonstrate functional competence to:

1. describe and critically assess the political, legal, philosophical, economic, financial, and/or social framework of U.S. health policy and demonstrate proficiency in applying that understanding to analysis of current health policy issues *that affect women and children*;
2. locate, assess, appropriately use, and synthesize policy-relevant qualitative information relevant to key issues in U.S. health policy *that affect women and children*, including a full range of evidence related to the legislative, regulatory, and judicial processes, peer-reviewed literature, and “gray” literature produced by policy analysis entities and organizations;
3. assess the methodology and quality of research results and synthesize findings for policy analyses *that affect women and children*; and
4. apply the core elements of a policy analysis to key issues in U.S. health services and public health policy *that affect women and children* in short written papers and in oral presentations of policy analyses.

**Required Texts:**

(Reading for a particular class should be completed before coming to class!)

Reading materials containing original government documents and other web-site-accessible materials, supplemented by specific policy-related reports and articles on various topics in maternal and child health service delivery.

It is also recommended that students take relevant classes offered by Himmelfarb Library to improve data collection skills (e.g., classes on using Medline and using the Internet for health information resources).

**Methods of Instruction:**

<input checked="" type="checkbox"/>	Lectures	<input checked="" type="checkbox"/>	Class and Small Group Discussions
<input type="checkbox"/>	Case Studies	<input checked="" type="checkbox"/>	Student Presentations
<input checked="" type="checkbox"/>	Required Readings/Textbook	<input type="checkbox"/>	Other [Specify]
<input checked="" type="checkbox"/>	Recommended/Supplemental Readings	<input type="checkbox"/>	Other [Specify]

**Methods of Evaluation:**

**Percent of Grade**

1 problem identification exercise	5%
2 written policy analysis exercises	30% (15% each)
1 in-class oral presentation accompanied by slides	10%
Final exam	40%
Class attendance and oral participation	15%

**Class Policy:**

**Expectations for individual contributions and acceptable levels of collaboration for assignments on which students may work together.** Homework assignments: The written assignment you turn in must be your own work in your own words. If you copy another student’s assignment or let someone else copy yours, you are both cheating. Final exam: Must be done independently, on your own.

**Grading Scale and Standards.** Both instructors read and grade the assignments separately, using pre-set weights for each part of the assignment and described in the instructions of each assignment, and meet to discuss and assign final grades. Extensive oral and written feedback is provided on the assignment and in class when the assignment is returned to the student.

**Late Work.** Students must meet the due dates for all assignments. If they are not able to meet these deadlines, they MUST receive an extension from one of the professors (in person, by phone, or by e-mail). If students are not able to attend class the day a paper is due, it may be submitted electronically or by fax. Students MUST call both professors to confirm receipt. Papers that are overdue for which extensions are not granted will be downgraded (one grade per day over due). Final exams may not be handed in late unless special arrangements are made.

**Attendance/Participation.** The nature of this course and the written assignments associated with it make class attendance critical. Both basic skills and material content will be presented in class that will be the basis for the written and oral assignments.

### **Blackboard:**

Blackboard will be used for posting course files and assignments and for communicating with the class. *In addition, students are expected to submit their written memos to both instructors through Blackboard.* You are already “signed up” for this course on Blackboard, since it is linked to the course registration system. It is your responsibility to periodically check the course site (log in at <http://blackboard.gwu.edu/> Using your gwu.edu address) for updates to the syllabus/readings. It is important to note that materials posted on Blackboard are likely to provide substantive support in attaining course core competencies. Thus, it is strongly recommended that students check Blackboard on a regular basis.

### **Academic Integrity:**

Please review the University’s policy on academic integrity, located at [www.gwu.edu/~ntegrity/code.html](http://www.gwu.edu/~ntegrity/code.html) All graded work must be completed in accordance with The George Washington University Code of Academic Integrity.

Academic dishonesty is defined as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. Common examples of academically dishonest behavior include, but are not limited to, the following: Cheating; Fabrication; Plagiarism; Falsification and forgery of University academic documents; Facilitating academic dishonesty.

### **Students with Disabilities:**

If you feel you may need an accommodation based on the impact of a disability, please contact me privately to discuss specific needs. Please contact the Disability Support Services Office at 202.994.8250, Suite 242 Marvin Center, <http://gwired.gwu.edu/dss> , to establish eligibility and to coordinate reasonable accommodations.

### **Adverse Weather/Class Cancellation:**

In the advent of inclement weather or any other emergency, The School of Public Health and Health Services will follow the decision of the University, and I will follow the SPHHS decision. Call the University hotline at 202.994.5050 or check the GWUMC status button at [www.gwumc.edu](http://www.gwumc.edu) . In the event of class cancellation, I will email you about rescheduling, assignments due, etc.

### **Classroom Emergency Preparedness and Response Information:**

**To Report an Emergency or Suspicious Activity.** Call the University Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon). If the line is unavailable or you are calling from another University location, dial 911.

**Shelter in Place – General Guidance.** Although it is unlikely that we will ever need to shelter in place, it is helpful to know what to do just in case. No matter where you are on campus, the basic steps of shelter in place will generally remain the same:

- If you are inside, stay where you are unless the building you are in is affected. If it is affected, you should evacuate. If you are outdoors, proceed into the closest GW building or follow instructions from emergency personnel on scene.
- Shelter-in-place in an interior room, above ground level, and with the fewest windows. If sheltering in a room with windows, keep away from the windows. If there is a large group of people inside a particular building, several rooms may be necessary.
- Shut and lock all windows (locking will form a tighter seal) and close exterior doors.
- Turn off air conditioners, heaters, and fans. Close vents to ventilation systems as you are able. (Facilities staff will turn off ventilation systems as quickly as possible).
- Make a list of the people with you and call the list in to UPD so they know where you are sheltering.
- Visit GW Campus Advisories for incident updates <http://campusadvisories.gwu.edu> or call the GW Information Line 202-994-5050. If possible, turn on a radio or television and listen for further instructions. If your e-mail address or mobile device is registered with Alert DC, check for alert notifications.
- Make yourself comfortable and look after one other. You will get word as soon as it is safe to come out.

**Evacuation.** An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, cell phone, GWorld card, etc.) and proceed to the nearest exit. Do not use the elevator.

**Alert DC.** Alert DC provides free notification by e-mail or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, please share the information immediately.

**GW Alert.** GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.

**Additional Information.** Additional information about emergency preparedness and response at GW as well as the University's operating status can be found on GW Campus Advisories <http://campusadvisories.gwu.edu> or by calling the GW Information Line at 202-994-5050.

### **Pandemic Influenza Policies**

Students are strongly encouraged to stay home if they are ill. If you are ill, please notify the instructor by email ([armarkus@gwu.edu](mailto:armarkus@gwu.edu)) and the class will be taped for you to listen to at a later date. (Tapes will be uploaded to Blackboard.) Changes in due dates for written assignments and alternative ways to meet in-class written requirements will be worked out with each student as needed. If the instructor is ill, either a substitute instructor will cover the class or the class will be cancelled and made up during the make up period at the end of the semester. If the class is cancelled, you will be notified by email.

**Session Outline:**

<b>Session Outline</b>	
<b>Session 1</b>	<b>Wednesday, September 2</b>
<p>Topic: Course Overview and Introductory Lecture: The U.S. Health System and the Evolution of Maternal and Child Health Policy (<i>Professors Markus &amp; Sonosky; structured discussion</i>)</p> <p>Learning objective(s): To explain course structure and provide a basic overview of the U.S. health system and the evolution of maternal and child health policy in the U.S., 1900-present.</p> <p>Required readings:</p> <ul style="list-style-type: none"><li>• Handout: <i>Public Policy Timeline: Key Federal Laws Affecting Health Care for Mothers and Children</i></li></ul> <p>Recommended readings:</p> <ul style="list-style-type: none"><li>• Wise, P. (2004) "The Transformation of Child Health in the United States," <i>Health Affairs</i> Vol. 23: No. 5, p. 9-25 (Sept/Oct) Available directly from E-Journals</li><li>• Berman, S. (2007) "Universal Coverage For Children: Alternatives, Key Issues, And Political Opportunities," <i>Health Affairs</i> Vol. 26: No. 2, p. 394-404 (March/April) Available directly from E-Journals</li></ul>	
<b>Session 2</b>	<b>Wednesday, September 9</b>
<p>Topic: The Health Care Policy Making Process (<i>Professors Sonosky &amp; Markus; in-class lecture</i>)</p> <p>Learning objective(s): To describe the process of public policy development at both federal and state government levels.</p> <p>Required readings:</p> <ul style="list-style-type: none"><li>• Handout: <i>Congressional Committees with Health Jurisdiction &amp; The Congressional Budget Process: Timetable for Annual Action</i></li><li>• Center on Budget Policy and Priorities (December 17, 2008) <i>Introduction to the Federal Budget Process</i>, Washington, DC: Center on Budget and Policy Priorities, <a href="http://www.cbpp.org/3-7-03bud.pdf">http://www.cbpp.org/3-7-03bud.pdf</a></li><li>• Weil, A. (2006) <i>Role of States in Health Policy</i> [Tutorial], <a href="http://kaiseredu.org/tutorials/StateHealth/data/downloads/statepolicy_download.ppt">http://kaiseredu.org/tutorials/StateHealth/data/downloads/statepolicy_download.ppt</a></li><li>• Schlobohm, A. (2009) <i>The Process of Health Reform Legislation</i> [Tutorial], <a href="http://www.kff.org/healthreform/keu071609.cfm">http://www.kff.org/healthreform/keu071609.cfm</a></li></ul>	
<b>Session 3</b>	<b>Wednesday, September 16</b>
<p>Topic: Approaches to Policy Analysis (<i>Professors Markus &amp; Sonosky; in-class lecture</i>)</p> <p>Learning objective(s): To understand the essential elements of policy analysis, including problem identification, background analysis, identification of options, and analysis of options. To learn about policy-relevant sources of data.</p> <p>Required readings:</p> <ul style="list-style-type: none"><li>• Handout: <i>Health Policy Research and Resources on the Internet &amp; Web Addresses for MCH Related National Organizations</i></li><li>• Kaiser Family Foundation, (2007) <i>Health coverage for Low Income Americans, An Evidence Based Approach to Public Policy</i>, Washington, DC, <a href="http://www.kff.org/uninsured/upload/7476.pdf">http://www.kff.org/uninsured/upload/7476.pdf</a></li></ul> <p>Recommended readings:</p> <ul style="list-style-type: none"><li>• Bardach, E., (2000) <i>A Practical Guide for Policy Analysis—The Eightfold Path to More Effective Problem Solving</i>, Part 1, p. 1-46</li><li>• Department of Health and Human Services (2009) <i>Coverage Denied: How the Current Health Insurance System Leaves MILLIONS Behind</i>, Washington, DC, <a href="http://www.healthreform.gov/reports/denied_coverage/coveragedenied.pdf">www.healthreform.gov</a>, <a href="http://www.healthreform.gov/reports/denied_coverage/coveragedenied.pdf">http://www.healthreform.gov/reports/denied_coverage/coveragedenied.pdf</a></li><li>• Hudson, J., (2009) "Families with Mixed Eligibility for Public Coverage: Navigating, Medicaid, CHIP, and Uninsurance," <i>Health Affairs</i>, Vol. 28, No. 4: w697-w709 <a href="http://www.healthaffairs.org">www.healthaffairs.org</a> Available directly from E-Journals or at <a href="http://content.healthaffairs.org/cgi/reprint/hlthaff.28.4.w697v1.pdf">http://content.healthaffairs.org/cgi/reprint/hlthaff.28.4.w697v1.pdf</a></li></ul>	

Session 4	Wednesday, September 23
<p>Topic: Importance of Data and Procedural Elements Required to Support Legislative Action: Uninsured Women and Children – Is It A Problem? (<i>Professors Markus &amp; Sonosky; Guest lecturer: Chris Peterson, Specialist in Social Legislation, Congressional Research Service</i>)</p> <p>Learning objective(s): To understand the importance of insurance for women and children and the importance of data to show the extent of a problem and how data are presented, as well as the procedural elements required to support legislative action to address the problem.</p> <p>Required readings:</p> <ul style="list-style-type: none"> <li>• Gold, M. (2009), "Pathways to the Use of Health Services Research in Policy" <i>Health Services Research</i> Vol. 44, No.4 Available directly from E-Journals or at <a href="http://www.hsr.org/hsr/abstract.jsp?aid=22201964">http://www.hsr.org/hsr/abstract.jsp?aid=22201964</a></li> <li>• Majumdar, S, and Soumerai, S (2009), "Unhealthy State of Policy Research," <i>Health Affairs</i> Vol. 28: No. 5: w900-w908 Available directly from E-Journals or at <a href="http://content.healthaffairs.org/cgi/content/short/hlthaff.28.5.w900">http://content.healthaffairs.org/cgi/content/short/hlthaff.28.5.w900</a></li> </ul> <p>ASSIGNMENT—PROBLEM IDENTIFICATION EXERCISE: ONE PAGE MEMORANDUM TO A STATE OFFICIAL IDENTIFYING THE POLICY PROBLEM IN ASSIGNED SLIDES TO BE DISTRIBUTED IN CLASS, DUE WEDNESDAY, SEPTEMBER 30.</p>	
Session 5	Wednesday, September 30
<p>Topic: Private Health Insurance Coverage for Women and Children (<i>Professors Markus &amp; Sonosky; in-class lecture</i>)</p> <p>Learning objective(s): To understand the key issues related to private health insurance coverage among children and women, including the employer-sponsored health insurance system, eligibility for coverage, coverage limitations and exclusions, and the coverage decision-making process.</p> <p>Required readings:</p> <ul style="list-style-type: none"> <li>• Handout: <i>Benefits for Infants and Young Children: The FEHBP Standard Option Blue Cross/Blue Shield Plan</i></li> <li>• Review KaiserEdu.org tutorial and slides on private health insurance <a href="http://kaiseredu.org/tutorials/privateinsurance/player.html">http://kaiseredu.org/tutorials/privateinsurance/player.html</a></li> <li>• Congressional Research Service (2003) <i>ERISA Regulation of Health Plans: Fact Sheet</i> Washington, DC, <a href="http://www.allhealth.org/BriefingMaterials/ERISARegulationofHealthPlans-114.pdf">http://www.allhealth.org/BriefingMaterials/ERISARegulationofHealthPlans-114.pdf</a></li> <li>• Kaiser Family Foundation (2009) <i>Focus on Health Reform, Explaining Health Care Reform: What Is Health Insurance</i>, Washington, DC <a href="http://www.kff.org/healthreform/upload/7906.pdf">http://www.kff.org/healthreform/upload/7906.pdf</a></li> <li>• Congressional Research Service (July 27, 2009) <i>Private Health Insurance Provisions of HR 3200</i> Washington, DC, <a href="http://assets.opencrs.com/rpts/R40724_20090727.pdf">http://assets.opencrs.com/rpts/R40724_20090727.pdf</a></li> <li>• Bovbjerg, R. (2009) <i>Lessons for Health Reform from the Federal Employees Health Benefit Plan</i> Washington, DC: Urban Institute, <a href="http://www.urban.org/publications/411940.html">http://www.urban.org/publications/411940.html</a></li> </ul> <p>Recommended readings:</p> <ul style="list-style-type: none"> <li>• Kaiser Family Foundation and Health Research Educational Trust. <i>Employer Health Benefits: 2008 Summary of Findings</i>, <a href="http://ehbs.kff.org/images/abstract/7791.pdf">http://ehbs.kff.org/images/abstract/7791.pdf</a> (and <a href="http://ehbs.kff.org/">http://ehbs.kff.org/</a> for more information)</li> <li>• Kaiser Family Foundation (2009) <i>Focus on Health Reform, Explaining Health Care Reform: What are Health Insurance Exchanges?</i> Washington, DC, <a href="http://www.kff.org/healthreform/upload/7908.pdf">http://www.kff.org/healthreform/upload/7908.pdf</a></li> <li>• Kaiser Family Foundation (2009) <i>Focus on Health Reform, Explaining Health Care Reform: What Is an Employer 'Pay-or-Play' Requirement?</i> Washington, DC, <a href="http://www.kff.org/healthreform/upload/7907.pdf">http://www.kff.org/healthreform/upload/7907.pdf</a></li> </ul>	
Session 6	Wednesday, October 7
<p>Topic: Public Insurance for Women and Children: Medicaid and CHIP 101 (<i>Professors Sonosky &amp; Markus; in-class lecture</i>)</p> <p>Learning objective(s): To understand how federal and state programs are developed to address health coverage of women, children, and families in Medicaid and CHIP. To highlight the key issues related to the differences in private and public health insurance coverage for children, and delineate the essential elements of a comprehensive benefit package for children.</p>	

Required readings:

- Kaiser Family Foundation (2008) "Medicaid at a Glance," *Kaiser Commission on Medicaid and the Uninsured Fact Sheet*, <http://www.kff.org/medicaid/7235.cfm>
- Kaiser Family Foundation (2005) "Early and Periodic Screening, Diagnostic, and Treatment Services," *Kaiser Commission on Medicaid and the Uninsured Fact Sheet*, Washington, DC, <http://www.kff.org/medicaid/7397.cfm>
- Horner, et al. (2009) *The Children's Health Insurance Program Reauthorization Act of 2009, Overview and Summary*, Washington, DC: Georgetown University, Center for Children and Families, [http://ccf.georgetown.edu/index/cms-filesystem-action?file=ccf\\_publications/federal\\_schip\\_policy/chip\\_summary\\_03-09.pdf](http://ccf.georgetown.edu/index/cms-filesystem-action?file=ccf_publications/federal_schip_policy/chip_summary_03-09.pdf)
- Kaiser Family Foundation (2009) "Children's Health Insurance Reauthorization Act of 2009," *Kaiser Commission on Medicaid and the Uninsured Fact Sheet* Washington, DC, <http://www.kff.org/medicaid/upload/7863.pdf>
- Salganicoff, A., and An, J. (2008) "Making the Most of Medicaid: Promoting the Health of Women and Infants with Preconception Care" *Women's Health Issues*, Vol. 18, No. 6, Supplement, S41-S46 [http://www.whijournal.com/article/S1049-3867\(08\)00106-0/abstract](http://www.whijournal.com/article/S1049-3867(08)00106-0/abstract)

Recommended readings:

- Rosenbaum, S., and Wise, P. (2007) "Crossing The Medicaid–Private Insurance Divide: The Case Of EPSDT," *Health Affairs* Vol. 26: No. 2, p. 382-393 (March/April) Available directly from E-Journals

ASSIGNMENT—WRITTEN POLICY ANALYSIS EXERCISE: MEMORANDUM TO STATE OFFICIAL SYNTHESIZING INFORMATION REVIEWED TO DATE IN THE CLASS AND PROVIDING AN OVERVIEW OF PUBLIC (MEDICAID & CHIP) AND PRIVATE INSURANCE COVERAGE OF CHILDREN, WITH AN EMPHASIS ON THE IMPORTANCE OF THE STANDARD OF CARE FOR CHILDREN, DUE OCTOBER 20<sup>TH</sup>.

**Session 7**

**Wednesday, October 14**

Topic: Policy Changes in Action: CHIPRA Implementation and Children in Health Reform (*Professors Markus & Sonosky; in-class lecture*)

Learning objective(s): To provide a review of the policy process and insurance class sessions by showing how health policies can develop and change through the policy process, using CHIPRA implementation through the Executive Branch and health reform legislation in Congress as examples. To highlight the key issues in the legislative debate and help delineate the new choices states can make in providing children affordable and accessible quality health care.

Required readings:

- Congressional Research Service (2009) *Health Care Reform, An Introduction* Washington, DC [http://assets.opencrs.com/rpts/R40517\\_20090729.pdf](http://assets.opencrs.com/rpts/R40517_20090729.pdf)
- Georgetown University Center for Children and Families (2009) *The Last Piece of the Puzzle, Providing High-Quality Affordable Health Coverage to all Children through National Health Reform* [http://ccf.georgetown.edu/index/cms-filesystem-action?file=ccf\\_publications/uninsured/puzzle\\_executive\\_summary.pdf](http://ccf.georgetown.edu/index/cms-filesystem-action?file=ccf_publications/uninsured/puzzle_executive_summary.pdf)
- Kaiser Family Foundation (2009) *Medicaid as Platform for Health Reform* Washington, DC <http://www.kff.org/medicaid/kcmu051209pkg.cfm>
- Kenney, J., and Dorn, S. (2009) *Health Care Reform for Children with Public Coverage: How Can Policymakers Maximize Gains and Prevent Harm, Timely Analysis of Immediate Health Policy Issues*, Washington, DC [http://www.urban.org/UploadedPDF/411899\\_children\\_healthcare\\_reform.pdf](http://www.urban.org/UploadedPDF/411899_children_healthcare_reform.pdf)
- First Focus (2009) *Congressional Health Reform Proposals, How Do Children Fare* [http://www.firstfocus.net/Download/SidebySide\\_HealthReform.pdf](http://www.firstfocus.net/Download/SidebySide_HealthReform.pdf)

**Session 8**

**Wednesday, October 21**

Topic: Policy in Action: State Initiatives (*Professors Markus & Sonosky; Guest lecturers: Alice Weiss & Cathy Hess, National Academy of State Health Policy*)

Learning objective(s): To understand emerging issues in state maternal and child health policy with a focus on the 2008 and upcoming 2009 legislative sessions. To discuss the implementation of recently-enacted health care reform proposals

in select states.

Required readings:

- National Academy of State Health Policy (2009) *Building on Success to Effectively Integrate Current Children's Coverage with National Health Reform: Ideas from State CHIP Programs* Washington, DC: [http://www.nashp.org/files/BuildingSuccessBrf%20\(2\).pdf](http://www.nashp.org/files/BuildingSuccessBrf%20(2).pdf)
- Robert Wood Johnson Foundation Commission to Build a Healthier America (2008) *America's Health Starts with Healthy Children: How Do States Compare?* <http://www.rwjf.org/pr/product.jsp?id=35010>
- Review websites of the National Governors' Association ([www.nga.org](http://www.nga.org)), the National Conference of State Legislatures ([www.ncsl.org](http://www.ncsl.org)), the National Academy for State Health Policy's Covering All Kids All the Time initiative, ([http://www.nashp.org/catdisp\\_page.cfm?LID=1AD25874-1E26-402D-A9975255D880316A](http://www.nashp.org/catdisp_page.cfm?LID=1AD25874-1E26-402D-A9975255D880316A)), KFF's State Tracking on Health Reforms, [http://www.kff.org/uninsured/kcmu\\_statehealthreform.cfm](http://www.kff.org/uninsured/kcmu_statehealthreform.cfm) and your own state's current or recent initiatives

ASSIGNMENT – IN-CLASS ORAL PRESENTATION ACCOMPANIED BY SLIDES: SMALL GROUP PRESENTATION TO A LEGISLATIVE “COMMITTEE” ADDRESSING AN ASSIGNED POLICY ISSUE. EACH TEAM SHOULD PREPARE A 15 MINUTE PRESENTATION WITH POWERPOINT SLIDES (COUNT AN AVERAGE OF 2 MINUTES PER SLIDE) AND A HANDOUT TO BE DISTRIBUTED IN CLASS. EACH TEAM MEMBER SHOULD PARTICIPATE IN THE ORAL PRESENTATION. PLEASE E-MAIL YOUR SLIDES TO THE INSTRUCTORS PRIOR TO CLASS SO THEY CAN BE UPLOADED. TEAMS WILL BE PAIRED WITH ANOTHER TEAM THAT WILL CRITIQUE THE PRESENTATION.

### Session 9

Wednesday, October 28

Topic: In-class Oral Presentation Accompanied by Slides (*Professors Markus & Sonosky; in-class oral small group student presentations*)

Learning objective(s): To be able to give clear, concise oral and graphic presentations of policy analyses, and to understand key legislative processes in maternal and child health policy.

Required readings:

- Review KaiserEdu.org tutorial and slides on Guidelines for Effective Graphics [http://www.kaiseredu.org/tutorials/effective\\_graphics/alantutorial\\_updatedbuttons.html](http://www.kaiseredu.org/tutorials/effective_graphics/alantutorial_updatedbuttons.html)

### Session 10

Wednesday, November 4

Topic: Access to Health Care: Direct Provision of Health Services (*Professors Markus & Sonosky; Guest lecturers: Brent Ewig, Association of Maternal and Child Health Programs, and Dan Hawkins, National Association of Community Health Centers*)

Learning objective(s): To acquire an overview of how the government becomes directly involved in the provision of health services to women and children, using the Title V Maternal and Child Health Services Block Grant and the Community Health Centers programs as examples.

Required readings:

- Wilensky, S., and Proser, M. (2008) “Community Approaches to Women’s Health: Delivering Preconception Care in a Community Health Center Model” *Women’s Health Issues*, Vol. 18, No. 6, Supplement, S52-S60 [http://www.whijournal.com/article/S1049-3867\(08\)00093-5/abstract](http://www.whijournal.com/article/S1049-3867(08)00093-5/abstract)
- Association of Maternal and Child Health Programs (2009) *The Power of Prevention for Mothers and Children, The Cost Effectiveness of Maternal and Child Health Interventions*, Washington, DC <http://www.amchp.org/Advocacy/health-reform/Documents/powerofprevention.pdf>
- National Association of Community Health Centers (2009) “America’s Health Centers,” *National Association for Community Health Centers Fact Sheet* Washington, DC [http://www.nachc.com/client/documents/America's\\_Health\\_Centers\\_updated\\_3.09.pdf](http://www.nachc.com/client/documents/America's_Health_Centers_updated_3.09.pdf)
- Health Resources and Services Administration [online] *MCH Block Grant Application Guidance*, pp. 11-16, 26-32, 41-42 <ftp://ftp.hrsa.gov/mchb/blockgrant/bgguideforms.pdf>

Recommended readings:

- Institute of Medicine (2000), *America's Health Care Safety Net*, National Academy Press, p. 47-70 <http://www.nap.edu/books/030906497X/html/>

<b>Session 11 (APHA)</b>	<b>Wednesday, November 11</b>
<p>Topic: Maternal and Child Health and the Intersection of Managed Health Care and Public Health: Quality, Surveillance, and Access (<i>Professors Markus &amp; Sonosky; in-class lecture</i>)</p> <p>Learning objective(s): To gain a basic understanding of the managed care system in the U.S., including the similarities and differences in publicly-and privately-sponsored managed care, but with a special emphasis on Medicaid managed care. To understand how broad population health and health quality issues intersect with the modern health care system in the areas of control of communicable disease and protection of women of reproductive age and children against health risks, using the CDC preconception care initiative as an example. To understand what policy options are available to state agencies (e.g., Medicaid, Title V, Public Health) to improve quality and surveillance activities.</p> <p>Required readings:</p> <ul style="list-style-type: none"> <li>• Scholle, S. <i>et al.</i> (2009) "Quality of Child Health Care: Expanding the Scope and Flexibility of Measurement Approaches" <i>Commonwealth Fund Issue Brief</i>, May 2009, <a href="http://www.commonwealthfund.org/~media/Files/Publications/Issue%20Brief/2009/May/1276Schollequalitychildhlcar_eib%202.pdf">http://www.commonwealthfund.org/~media/Files/Publications/Issue%20Brief/2009/May/1276Schollequalitychildhlcar_eib%202.pdf</a></li> <li>• P.L. 111-3, Title IV—Strengthening Quality of Care and Health Outcomes <a href="http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111_cong_public_laws&amp;docid=f:publ003.111.pdf">http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111_cong_public_laws&amp;docid=f:publ003.111.pdf</a></li> <li>• Title V Maternal and Child Health Performance Measures, <a href="http://www.ahrq.gov/CHToolBx/measure5.htm">http://www.ahrq.gov/CHToolBx/measure5.htm</a></li> <li>• AHRQ, Child Health Care Quality Toolbox, <a href="http://www.ahrq.gov/chttoolbox/">http://www.ahrq.gov/chttoolbox/</a> and <a href="http://www.ahrq.gov/child/">http://www.ahrq.gov/child/</a></li> </ul>	
<b>Session 12</b>	<b>Wednesday, November 18</b>
<p>Topic: Federal Programs for Children with Special Health Care Needs (<i>Professors Sonosky &amp; Markus; Guest lecturer: Lynda Honberg, Maternal and Child Health Bureau's Division of Special Health Care Needs, US DHHS</i>)</p> <p>Learning objective(s): To understand special needs programs, including the Individuals with Disabilities Education Act, programs operated by state maternal and child health agencies, and mental health and developmental disabilities agencies.</p> <p>Required readings:</p> <ul style="list-style-type: none"> <li>• Handout: <i>Federal Statutory Definitions Relating to Children with Special Health Care Needs</i></li> <li>• McPherson, M., et al., (1998) "A New Definition of Children with Special Health Care Needs," <i>Pediatrics</i>, Vol. 102, No. 1, p. 137-140 <a href="http://pediatrics.aappublications.org/cgi/reprint/102/1/137.pdf">http://pediatrics.aappublications.org/cgi/reprint/102/1/137.pdf</a></li> <li>• Review SLAITS national survey data from the Health Resources and Services Administration Maternal and Child Health Bureau Children and Youth with Special Health Care Needs Program <a href="http://mchb.hrsa.gov/chscn/">http://mchb.hrsa.gov/chscn/</a> and <a href="http://www.cshcndata.org">www.cshcndata.org</a></li> <li>• Homer, C., <i>et al.</i> (2008) A Review of the Evidence for the Medical Home for Children with Special Health Care Needs <i>Pediatrics</i> Vol. 122, No. 4: e922-e937</li> <li>• Newacheck, P., <i>et al.</i> (2009) The Future of Health Insurance for Children with Special Health Care Needs, <i>Pediatrics</i> Vol. 123, No. 5: e940-e947, <a href="http://www.pediatrics.org/cgi/content/full/123/5/e940">www.pediatrics.org/cgi/content/full/123/5/e940</a></li> </ul> <p>ASSIGNMENT—WRITTEN POLICY ANALYSIS EXERCISE: MEMORANDUM TO STATE OFFICIAL IDENTIFYING AND ANALYZING A MINIMUM OF 3 OPTIONS ON AN ASSIGNED POLICY ISSUE, DUE NOVEMBER 23.</p> <p><b>NOTE: Class scheduled for November 25 is rescheduled.</b></p>	
<b>Session 13</b>	<b>Wednesday, December 2</b>
<p>Topic: Health Disparities, Discrimination and Cultural Competency(<i>Professors Markus &amp; Sonosky; in-class lecture</i>)</p> <p>Learning objective(s): To understand the issue of health disparities, the law and policy of anti-discrimination, and government efforts to end discrimination and accommodate the health care system to culturally diverse needs.</p> <p>Required readings:</p> <ul style="list-style-type: none"> <li>• Markus, A., Sharac, J., and Rosenbaum, S. (2009) "Health Care Systems for Children: United States," in <i>Chicago</i></li> </ul>	

*Companion to the Child*, Chicago, IL: Chicago Press

- Agency for Healthcare Research and Quality (2008) "Disparities in Children's Health Care Quality: Selected Examples" from the *National HealthCare Disparities Report 2008* <http://www.ahrq.gov/qual/nhdr08/nhdr08report.pdf>
- Children's Defense Fund (2006) *Improving Children's Health: Understanding Children's Health Disparities and Promising Approaches to Address Them*, [http://cdf.convio.net/site/PageServer?pagename=research\\_child\\_health](http://cdf.convio.net/site/PageServer?pagename=research_child_health)

Recommended readings:

- Institute of Medicine (2002), *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care* [Executive Summary], <http://www.nap.edu/books/030908265X/html/>

ASSIGNMENT – FINAL EXAM: SIX-PAGE MEMORANDUM TO STATE OFFICIAL ON AN ASSIGNED POLICY PROBLEM FACING THE STATE. THE MEMORANDUM WILL REQUIRE THE STUDENT TO COMBINE THE METHODS OF POLICY ANALYSIS LEARNED IN CLASS AND IN THE WRITTEN ASSIGNMENTS, INCLUDING PROBLEM IDENTIFICATION, BACKGROUND SYNTHESIS, POLICY OPTION DEVELOPMENT, AND POLICY RECOMMENDATION. DUE DECEMBER 15.

**Session 14**

**Wednesday, December 9**

Topic: Short- and Long-Term Federal Policy Issues in Maternal and Child Health: (*Professors Sonosky & Markus; in-class roundtable of experts; Guest lecturers: TBD*)

Learning objective(s): To understand emerging issues in federal maternal and child health policy under debate in Congress and the role of advocates, staffers, and policy experts in the legislative process.

Required readings:

- Rosenbaum, S. (2009) Creating Comprehensive and Stable Health Insurance Coverage for All Children: Identifying and Working to Resolve the 'Four-Pathway' Challenge, First Focus, Washington, DC [www.firstfocus.net](http://www.firstfocus.net) [http://www.firstfocus.net/Download/Rosenbaum\\_5.5.09.pdf](http://www.firstfocus.net/Download/Rosenbaum_5.5.09.pdf)
- Center on Children and Families Blogs (<http://theccfblog.org/2009/06/affordable-healthy-choices-act---implications-for-kids-in-the-health-reform-bill.html> , <http://theccfblog.org/2009/06/the-numbers-are-in-could-come-children-end-up-worse-off-after-health-reform.html>, and TBD)

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