

SELECTIVE PhD COURSES: The following courses have been approved for PhD credit in the “Selectives” category on your Individualized Learning Plan (ILP).

Full Semester Courses (4 credits)

HS 236b International Health Systems -Fall

Provides students with the framework to understand how health systems are organized and to understand what affects their performance. Students also will be able to describe key features of health systems; how health system performance is measured; and how lessons from other countries can be applied to their own countries. The course examines different health system frameworks, how to use these frameworks to ask health system questions, different aspects of health systems, how national health systems differ, and what measures are being implemented in different countries to improve their health system performance and eventually health outcomes. The course will also take a broader look at the relationships between health policy, economic policy and development policy, examining some of the main economic and development theories shaping global policies and also examine the international institutions and political dynamics in health policy making. Usually offered every year. Ms. Bowser

HS307a Immigrant Integration in the United States: Policy, Practice and People -Spring*

Immigrant integration is a new and rapidly evolving policy area concerned with the well-being and prosperity of communities in the context of demographic change. We cover efforts designed to exclude and expel as well as efforts to welcome and work toward shared power and integration. We consider the social constructions and intersections of race, ethnicity, and gender as well what it means to be “American.” We explore and critique qualitative and quantitative measures of integration in employment, education, health, and other sectors. We explore the influence of government, non-profits, social movements, philanthropy, the private sector and popular culture on policy and practice. Usually offered every second year. Ms. Santos

HS 322b Sociological Inquiry -Spring*

An essential human need, few things intersect and influence as many aspects of our lives as housing does, and drive social mobility, inequality, and stratification. At its minimal meaning, a home provides shelter from the elements. Housing provides a private space for family life, relaxation. The location of where the home sits matters, determining access to quality schools, parks, transportation, shopping and much more. And housing can be a major component of building financial wealth. As this incomplete list of various aspects of housing indicates, housing impacts people in many different ways, and this course will provide a general introduction on some of the dominant themes: Homeownership, renters, housing instability and homelessness, neighborhoods and segregation, racial and ethnic disparities, as well as the impact of housing on health, mental health, disability, the elderly. Usually offered every second year. Ms. Meschede

HS 324a Social Experimentation in Child, Youth and Family Policymaking -Fall

This course builds the skills necessary to critically assess the policy content, design, results and recommendations of (quasi) experimental research that examines the effects of social policies aimed at improving the lives of vulnerable children, youth and families. The focus is on providing a graduate-level

introduction to the use of social experimentation methods in policy research. We examine four substantive policy areas as case studies: (1) early childhood education; (2) home visitation; (3) income incentives and supplements; and (4) housing. Usually offered every year. Ms. Acevedo-Garcia

HS 334a Child, Youth and Family Policy: U.S. and Cross Cultural Perspectives-Spring

This course draws on a number of social science disciplines and women's studies to explore the construction of public policies that shape the lives of children and families. It will focus on material from the United States and will use examples from other countries for comparative purposes. The course will explore some of the key components of family policy as they have developed in the U.S. and provide a critical examination of the ways in which "the state" may alternately facilitate, control and constrain women's choices about whether and when to have children, and the conditions surrounding the employment and care of children and other family members. It will further consider the current economic and political context and how families strategize to combine jobs and family care. Usually offered every year. Ms. Warfield

HS 367a Working with National Data Sets to Inform Policy Analysis and Recommendation -Fall

Building on the courses in Applied Regression Analysis, Econometrics, Research Methods, and concentration course work, this full semester course provides students in-depth and hands on experience using large national data sets to conduct policy analyses. The course will guide students through the each step of the process of developing and carrying out a research project. Usually offered every year. Ms. Meschede

HS 372b Economic Theory and Social Policy-Fall

Applies economic analysis to problems of importance to social policy. The particular applications may vary from year to year and may include such topics as unemployment and inflation, Social Security, and the economics of race and gender. Usually offered every year. Ms. Lynch

HS 407b Survey Research Methods -Spring

Focuses on processes and techniques of survey research methods. Special attention is devoted to different modes of questionnaire design, development, and administration. Implementation issues considered include interviewing strategies and other data collection procedures, field supervision, code book development, and documentation data management. Data analysis issues include scale and index construction, reliability and validity assessments, and general analysis strategies. Usually offered every second year. Ms. Warfield

HS 409a Advanced Econometrics -Fall

(Prerequisites: HS 404b and HS 510a)

This course builds on the econometrics course to further develop students' skills in using multivariate statistical techniques, particularly for time-series and longitudinal data. Students will be using examples from human service and health care research. Students read/critique papers using each technique studied and learn to apply it in the computer lab. Usually offered every year. Mr. Hodgkin

HS 410a Applied Research Seminar: Quantitative -Spring

(Prerequisites: HS 404b and HS 510a. Open only to PhD students.)

Designed to provide students with a series of formal exercises simulating the major steps in the dissertation process. Students gain competency in manipulating data from a large, complex data set; summarizing the methodology of findings from previous studies; and synthesizing and communicating the results of data analysis-placing study objectives and results in the context of prior research. Usually offered every year. Mr. Ritter

HS 411b Advanced Topics in Qualitative Research -Fall

(Prerequisite: HS 403b or permission of instructor. Open only to PhD students.)

Explores study designs used in policy research that rely on qualitative approaches, including mixed methods, interview-based, case, and ethnographic studies, and examines the role of theorizing throughout all stages of the research process. Seminar format with readings tailored to students' policy interests. The class will have exercises on analyzing and interpreting data and on writing research findings. Usually offered every year. Ms. Kammerer

HS 412b Substance Use and Societal Consequences -Fall*

This course provides an overview of the use and abuse of alcohol, tobacco, and other drugs. Examines the consequences of abuse from a societal perspective and reviews types of policy approaches to dealing with the problems associated with substance abuse. Specific topics include an overview of biological and clinical aspects, theories of addictive behavior, epidemiology, medical and economic consequences, prevention and education, and policy approaches including taxation and regulation. Usually offered every second year. Ms. Horgan

HS 416a Foundations in Social Theory: From Early 20th Century to Critical Race Theory -Fall

Explores the theoretical, philosophical and epistemological foundations of social policy formation by examining major paradigms and conceptual frameworks that underpin contemporary social science and social theory. Our goal is to examine various theoretical perspectives on social change and question their assumptions. We will divide the course in to major, topical sections exploring the following fields and sub-fields of social theory: race and inequality; gender and sexuality; disability studies; intersectionality; and critical race theory. Our goal is to examine those interdisciplinary domains and how that impacts the construction and formalization of theories and methods germane to various concentrations in contemporary academic and scholarly social, public, and health policy. Usually offered every year. Mr. Sampath

HS 472b Policy to Action: Understanding Implementation -Spring

This course provides students with frameworks of use for the study of the implementation of public policies. Considers the implementation process in the United States from a broad perspective, ranging from the context of legislation and the role of courts to how the role of street-level bureaucrats can be studied. Political science, organizational theory, and sociological perspectives are used to develop frameworks for understanding the process through which public policy is realized and how it has an impact on institutions and individuals. Usually offered every year. Mr. Prottas

HS 513a Issues in National Health Policy-Fall

An overview of the U.S. health care system is followed by a critical analysis of the major issues and trends in the health care field. The course will concentrate on the activities of federal and state governments and the private sector. Also explores likely future issues affecting our health system. Of special concern is the issue of the large number of Americans with no or inadequate health insurance. A related problem is the rising cost of medical care, which results in increases in the number of uninsured. Usually offered every year. Mr. Altman

HS 518a Management of Health Care Organizations -Fall

This course introduces students to the concepts, theories, and practical problems of managing people in health care organizations. Case material is drawn from hospital, HMO, group practice, public health agency, and for-profit company settings. Students gain a better understanding of the range of strategic and operational problems faced by managers, some of the analytic tools to diagnose problems, and the role of leadership (and management) in improving performance. Usually offered every year. Mr. Chilingirian

HS 519a Health Economics -Spring *

(Prerequisite: An introductory microeconomics course.)

Economic models of demand, production, and markets for goods and services can be used to analyze the key resource allocation questions in health care. This course applies economic models to questions of demand concerning the utilization and distribution of health care and to questions of supply, encompassing issues of cost, efficiency, and accessibility of care. The incentives and behavior of consumers and producers of health care are considered using these models. Usually offered every second year. Ms. Bishop

HS 520a Payment and Finance of Health Care -Spring*

Examines current payment practices to health care providers, the problems with current methods, and possible modifications. Focuses only upon hospital care, physician services, and managed care. Covers the different ways that managed care organizations are structured. The payment and performance of managed care organizations and how performance is related to organizational strategies are included. Usually offered every second year. Ms. Stewart

HS 521a Political and Organizational Analysis -Spring

This course focuses on refining the analytical skills useful to students for understanding the political and organizational factors influencing public policy. Most readings were selected because they represent an innovative, interesting, or challenging piece of analysis. The goal of each class is to identify and critique the core arguments of the work, the conceptual categories and assumptions on which the argument is based, and the data presented in its support. There is a focus on the differences in making arguments from the point of view of science, policy-making and political choices. Usually offered every year. Mr. Prottas

HS 526a Organizational Theory and Behavior-Fall

An introduction to organizational theory and behavior from a policy and management perspective. Examines a number of major perspectives on the nature and process of organization. The course objectives are: to develop an awareness of what organizational theory is and why it is important in providing analytical lenses to see (or ignore) phenomena which might be overlooked; to review how some theorists have analyzed organizations; to develop a critical attitude toward the literature; and to encourage the development of an integrative (and creative) point of view. Usually offered every year. Ms. Gittell and Mr. Chilingirian

HS 534b Assets and Social Policy -Fall

The class conducts a thorough and rigorous examination of the central features, assumptions, and implications of asset-based policy, focusing on four central aspects of asset-based policy. Explores the analytic features of an asset perspective, and determines whether such policies could make a significant difference. Reviews evidence regarding the impact of asset-based policies from demonstration projects just now becoming available. Also examines in detail the implications for social policy. Usually offered every year. Ms. Santos

HS 572a Economics of Behavioral Health -Spring*

Applies economic analysis to policy and research issues in the mental health sector, including cost-effectiveness, managed care, benefit design, and adverse selection. Studies the impact of different approaches to financing treatment and paying providers in the public and private sectors. Usually offered every second year. Mr. Hodgkin

HS 586a Issues in Substance Abuse Treatment-Fall*

Provides an overview of issues related to clinical prevention and treatment services for alcohol, tobacco, and other drug abuse. This course examines the organization, delivery, and financing of abuse services. Specific topics include the structure of the treatment system, access to service, the process of treatment, and the effectiveness, cost, cost-effectiveness, and quality of treatment. It also examines the impact of managed care on the way services are organized and delivered and on clinical outcome. Usually offered every second year. Ms. Horgan

Half-Semester Courses (modules – 2 credits)

HS 317f Labor Income, Labor Power and Labor Markets-Fall

Gives students a deeper understanding of where wage and salary income fits into the broader study of income equality, inequality and social policy; and to examine the role of trade unionism, regulation, and other factors such as globalization and technology in the worsening incomes and job security for most Americans. The module will also explore human capital theory, efficiency wage models, and other theoretical explanations for changing labor trends. And it will examine various policy and political remedies for widening income equality, with special emphasis on wage and salary income. Usually offered every year. Mr. Kuttner

406f Multilevel Modeling – Fall

This module will provide a basic introduction to a class of statistical models falling under the general category of “multilevel modeling,” (MLM) also sometimes referred to as “hierarchical linear modeling” (HLM). MLM and HLM are methods of regression analysis used to analyze data where observations are “clustered” or “nested” either within groups (e.g. students clustered in school) or longitudinally (e.g. observations at different time points clustered within individuals). Usually offered every year. Mr. Wright

HS414f Ethical Issues for Social Scientists

Doing research with humans? Interested in the ethical issues around interacting with other humans as a researcher or a user of research? How do we ensure the primary principles of respect, beneficence, and justice are being met? This seminar discusses these topics and other aspects of being a good and ethical researcher and collaborator, regardless of funding, research topics or methods. Usually offered every other year. Ms. Reif

HS419f Labor Economics as Applied to Social Policy

This half semester seminar course introduces and uses economic theory of the labor market to analyze current social policy topics. We will examine the theoretical models used in economics to analyze the demand for labor in competitive and noncompetitive markets; the supply of labor; investments in education and training by individuals and employers; labor market discrimination and income inequality. We will discuss findings from a wide range of recent empirical research on the impact of policies that have targeted the demand and supply of work, and rising inequality. Ms. Lynch

HS 422f Cost-Effectiveness -Fall

This course addresses the application of the technique of cost-effectiveness analysis to evaluate health and other types of programs in the United States and in developing countries. It presents the theoretical foundations and applications of cost-effectiveness analysis. Uses interactive discussions and computer exercises where students learn to perform cost-effectiveness analyses and apply the technique to a problem of their choice. Usually offered every year. Mr. Shepard

HS425f Case Study Methodology –Spring*

Provides students with the preliminary tools to conduct and critique case studies. The course begins with an examination of the appropriateness, strengths, and weaknesses of this method. Threats to internal and external validity are examined along with techniques to properly collect and document data from multiple sources. Techniques are reviewed for case selection, data analysis, and study presentation. The final class is spent critiquing actual case studies. Mr. Prottas

HS 426f Advanced Techniques of Cost-Effectiveness and Cost-Benefit Analysis-Spring

(Prerequisite: HS 422f or permission of the instructor.) Provides students with advanced techniques to conduct or critically review cost-effective studies, both in the United States and internationally. Students learn how to present a research question, design a study, obtain and analyze relevant data, and analyze results. Usually offered every year. Mr. Suaya

HS 448f Introduction to SAS Programming -Spring

The purpose of this module is to introduce students to basic programming in SAS® and to provide guidance on data management strategies. The course will cover creating simple datasets and accessing existing ones, modifying and managing data, and performing simple statistical analysis in both software packages. Data management strategies will be woven into each lecture and will be emphasized throughout the course itself. This course is intended for students who have no, or minimal, experience using these statistical software programs. Usually offered every year. Mr. Tybor

HS 505f Quality and Performance Measurement in Health Care -Spring

A conceptual and analytic framework of the field of quality of health care, which includes quality improvement and performance measurement; understanding of the contemporary research and policy initiatives that relate to quality of health care; and insights into the ways that quality relates to issues of provider payment, organization of health care facilities, and costs and access to health care. By the end of the module, students should have an understanding of the centrality of quality of care issues in contemporary health services research, health care policy, and management of health care organizations. Usually offered every year. Ms. Garnick

HS 506f Advanced Topics in Quality and Performance Measurement in Health Care -Spring*

(Prerequisite: HS 505f)

This course builds on HS 505f which is focused on the centrality of quality of care issues in contemporary health services research, health care policy, and management of healthcare organizations. The first module, offered as an elective every year, introduces basic concepts and offers an overview of the field. This module is offered as an elective every other year. Ms. Garnick

Key:

Recommended for all PhD students

*course not offered every year