

**PUBHHMP 7605: Introduction to Health Policy in the United States**  
**3 credits – Fall Semester 2025**  
**Wednesday/14:15 to 17:00/Jennings Hall 140**

**Course Instructor**

Dr. Simon F. Haeder, PhD, Political Science, University of Wisconsin-Madison, 2016  
MA, Political Science, University of Wisconsin-Madison, 2011  
MPA, Public Administration, California State University, Fresno, 2010  
MA, International Relations, California State University, Fresno, 2007  
BA, Political Science, California State University, Fresno, 2006

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**Instructor's Office Hours**

Wednesday 13:00 to 14:00 and by appointment.  
Meetings can be in-person or online.

**Faculty Feedback & Response Time:**

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 10 days.
- **E-mail:** I will generally reply to e-mails (sent via Carmen) within 48 hours on school days.

**Graduate Teaching Assistant (GTA)**

Sophia Lou, [lou.215@osu.edu](mailto:lou.215@osu.edu),

office hours: Wednesdays 13:00 to 14:00

326 Cunz Hall or via Zoom

(<https://osu.zoom.us/j/99812549588?pwd=PhrMD1RApNgNWohOG2iEldeX1LapTX.1>)

**GTA Responsibilities**

The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

**Course Description**

This course provides students with the theories and tools to understand how the policymaking process works in the area of health policy. Its focus is to help students better understand the creation and implementation of both organizational and governmental policies, and the influence of resources and power at all policy levels. Students will learn to synthesize the literature on current health policy issues, apply policy analysis tools to health problems, and develop the confidence to engage in health policy discussions.

**Prerequisites**

None.

## Course Learning Objectives

1. Describe how the health policymaking process works at U.S. national, state, and local levels, and how politics shapes policy (MHA 10,11, PhD HSMP 7,8).
2. Analyze and evaluate the healthcare policy environment and policymaking (MHA 10,11, PhD HSMP 7,8) in the U.S including
  - Conflicting ideas and values associated with the distribution of healthcare resources
  - How the political culture of bargaining between governments and private interests has shaped American healthcare
3. Apply policy analysis tools and approaches to contemporary issues and problems in health policy to enhance understanding of how current policy affects health care organizations and administrators (MHA 25, PhD HSMP 2).

## Competencies:

The course is intended to address the following **MHA competencies**:

MHA #10. Health Care Issues and Trends – Explain important issues in health care, including circumstances causing major changes and reform in U.S. health care delivery.

MHA #11. Health Policy – Describe policymaking processes relevant to governments and healthcare organizations, with an emphasis on how politics, power, and resources influence rules, regulations, practices, and laws. Develop the skills to apply policy analysis tools to health problems and actively engage in health policy discussions.

MHA #25. Problem-Solving and Decision-Making – Use multiple methods and sources to seek comprehensive information, generate creative new solutions—or adapt previous solutions—and apply structured decision-making techniques and tools to address health care questions.

The course is intended to address the following **PhD competencies**:

PhD #2: Synthesize and critique existing literature in student's area of specialization to identify gaps in the evidence base and justify their importance for public health

PhD #7: Critically assess the key institutions and system relationships within the U.S. health system

PhD #8: Critically assess relevant health management and policy theories and concepts as applied in health systems research

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

## Text/Readings:

Bardach, E., & Patashnik, E. M. (2015). A practical guide for policy analysis: The eightfold path to more effective problem solving. CQ press. [partial]

Emanuel, E.J. (2015). Reinventing American health care: how the affordable care act will improve our terribly complex, blatantly unjust, outrageously expensive, grossly inefficient, error prone system. Public Affairs. [partial]

Morone, J.A. and D.C. Ehlke (2024). Health politics and policy. Cengage. [partial]

Reid, T. R. (2010). The healing of America: A global quest for better, cheaper, and fairer health care. Penguin. [partial]

Rosenthal, E. (2017). An American sickness: How health care became big business and how you can take it back. Penguin. [partial]

Additional readings will be posted to Carmen.

See course outline for details.

## Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## Class Format: How this course works

- **Mode of delivery:** This course is 100% in-person delivery. There are no required sessions when you must be logged in to Carmen at a scheduled time.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (e.g., attending class) in addition to 6 hours of homework/active learning activities (e.g., reading or completing written assignments) to receive a grade of (C) average.
- **Attendance and participation requirements:** Attendance and participation are highly encouraged.

## Course Technology

*Technology skills needed for this course*

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

*Required equipment*

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

*Optional equipment (for participation in optional live office hours and/or review sessions)*

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

### *Required software*

- **Microsoft 365 Copilot (formerly Office 365)**

All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

### *Technology support*

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## **Assignments/Assessments**

### *Exams: 30%*

There will be 4 course exams including the final exam. The exams may contain multiple choice or short answer questions. I will drop your exam with the lowest score. The exam will be taken in Carmen. You will have a period of time to take the exam at your convenience. You may not cooperate with any students on the exam. More details will be presented in class. Make-ups will only be allowed in exceptional circumstances. This assignment is worth 30% of your final grade.

### *Quizzes: 10%*

These short, low-stakes, multi-choice quizzes will be given in Canvas and can be taken at your convenience within a given period of time. Quizzes will be intermittent. There will be a generous time limit. The main goal is to ensure all students come prepared to class. Hence, the quizzes will be posted on the day prior to the class meeting. The quizzes will have to be completed prior to a class meeting. The main goal of these quizzes is to keep you on track and help you learn the material. You may not cooperate with any students on the exam. More details will be presented in class. Make-ups will only be allowed in exceptional circumstances. This assignment is worth 10% of your final grade.

### *Short Policy Memos & Presentations: 30%*

Students will be asked to complete 3 short policy memos responding to a prompt issued by the instructor. These memos will be directly related to issues covered in the course. This assignment may be individual or small group. Before writing your first memoranda, I will share the "Memorandum on Memoranda Writing." Follow the guidelines it sets out in terms of format and content as well as the page limit. Your memorandum will be assessed in terms of analysis, presentation, and research. Peers will participate in the evaluation of the presentation. Late assignments will only be allowed in exceptional circumstances. Assignments will be submitted in Carmen. More details will be posted to Carmen. This assignment is worth 30% of your final grade.

### *Long Policy Memos & Presentation: 25%*

Students will be asked to submit 1 longer policy memo about a health-related topic of their choice. This assignment may be group assignment. This assignment is an extended version of the "short policy memo." Your memorandum will be assessed in terms of analysis, presentation, and research. Peers will participate in the evaluation of the presentation. Late assignments will only be allowed in exceptional circumstances. Assignments will be submitted in Carmen. More details will be posted to Carmen. This assignment is worth 25% of your final grade.

### *Health in the News: 5%*

Each student will briefly share an interesting news article they found focused on health and health policy (broadly) with the class throughout the semester and lead a short conversation. We will schedule specific dates. Students will post the article in Carmen prior to the class meeting. Additional details will be posted to Carmen about the assignment. This assignment is pass/fail and worth 5% of your final grade.

### **Grading**

Your final grade will be made up as follows:

Exams (4, lowest score will be dropped, 10% each): 30%

Quizzes (5-10, evenly split): 10%

Short Policy Memos & Presentations (3, 10% each, 6% for memo, 4% for presentation): 30%

Long Policy Memos & Presentation (1, 15% for memo, 10% for presentation): 25%

Health in the News (1, pass/fail): 5%

### **Grading Scale**

|           |                     |                                                                                    |
|-----------|---------------------|------------------------------------------------------------------------------------|
| <b>A</b>  | <b>94 to 100</b>    | Outstanding work that reflects mastery of the material and the ability to apply it |
| <b>A-</b> | <b>90 to &lt;94</b> | Excellent work that reflects mastery of the material                               |
| <b>B+</b> | <b>87 to &lt;90</b> | Good work that reflects mastery of most of the material                            |
| <b>B</b>  | <b>83 to &lt;87</b> | Good work that reflects mastery of some of the material                            |
| <b>B-</b> | <b>80 to &lt;83</b> | Good work that reflects mastery of a few aspects of the material                   |
| <b>C+</b> | <b>77 to &lt;80</b> | Mediocre work that reflects familiarity with, but not mastery of the material      |
| <b>C</b>  | <b>73 to &lt;77</b> | Mediocre work that reflects familiarity with most of the material                  |
| <b>C-</b> | <b>70 to &lt;73</b> | Mediocre work that reflects little familiarity with the material                   |
| <b>D+</b> | <b>67 to &lt;70</b> |                                                                                    |
| <b>D</b>  | <b>60 to &lt;67</b> |                                                                                    |
| <b>E</b>  | <b>Below 60</b>     |                                                                                    |

### **Class Policies**

Attendance is not mandatory but highly recommended. You are free to use your laptop during class but please refrain from being on your cell phone. Try to be on time for class. You may not upload or share any course materials to sites like Quizlet or Chegg, etc. Please see additional policies listed under exams and assignments. This syllabus is subjected to updating based on how the course progresses, student interests, and other circumstances.

### **Copyright Statement**

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

### **Generative AI Policy**

Given that the learning goals of this class are to evolve as independent thinkers and writers, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of [Ohio State's Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct](#).

## **Office of Student Life: Disability Services**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **Mental Health Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Religious Beliefs or Practices Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a

request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

### **Intellectual Diversity**

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

### **Grievances and Solving Problems**

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

### **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,  
Or Email [civilrights@osu.edu](mailto:civilrights@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Course Outline

| Week | Class | Date       | Readings & Topics                                                                                                                                                                                                                                                                   |
|------|-------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | 1     | 08/27/2025 | <b>Introductions</b>                                                                                                                                                                                                                                                                |
| 2    |       | 09/03/2025 | <b>Thinking About Health Policy in the U.S.: Global Perspective</b><br>Reid chapters 1-4, 8-13<br>KFF " <a href="#">International Comparison of Health Systems</a> "<br>[Carmen]                                                                                                    |
| 3    |       | 09/10/2025 | <b>A Practical Guide to Policy Analysis</b><br>Suggested: Bardach & Patashnik<br>[Carmen]                                                                                                                                                                                           |
| 4    |       | 09/17/2025 | <b>Thinking About Health Policy in the U.S.: Problems</b><br>Rosenthal chapters 1-11<br>KFF " <a href="#">The Uninsured Population and Health Coverage</a> "<br>KFF " <a href="#">Health Care Costs and Affordability</a> "<br>KFF " <a href="#">Race, Inequality, and Health</a> " |
| 5    |       | 09/24/2025 | <b>Short Memos/Presentations I (TBD)</b>                                                                                                                                                                                                                                            |
| 6    |       | 10/01/2025 | <b>Exam I</b><br><b>Actors in Health Policy</b><br>Morone & Ehlke chapters 5-8<br>KFF " <a href="#">Congress and the Executive Branch and Health Policy</a> "<br>[Carmen]<br><i>Health in the News</i>                                                                              |
| 7    |       | 10/08/2025 | <b>The Policymaking Process in the United States</b><br>[Carmen]<br>Morone & Ehlke chapters 9-10<br><i>Health in the News</i>                                                                                                                                                       |
| 8    |       | 10/15/2025 | <b>Medicaid</b><br>Morone & Ehlke chapter 12<br>KFF " <a href="#">Medicaid</a> "<br>[Carmen]<br><i>Health in the News</i>                                                                                                                                                           |
| 9    |       | 10/22/2025 | <b>Short Memos/Presentations II (likely Medicaid Work Requirements)</b>                                                                                                                                                                                                             |
| 10   |       | 10/29/2025 | <b>Exam 2</b><br><b>Medicare</b><br>Morone & Ehlke chapter 11<br>KFF " <a href="#">Medicare</a> "<br>[Carmen]<br><i>Health in the News</i>                                                                                                                                          |
| 11   |       | 11/05/2025 | <b>Reform Failures &amp; The Affordable Care Act</b><br>Emanuel chapters 1-9<br>KFF " <a href="#">The Affordable Care Act</a> "<br>[Carmen]<br><i>Health in the News</i>                                                                                                            |
| 12   |       | 11/12/2025 | <b>The Affordable Care Act</b><br>[Carmen]<br><i>Health in the News</i>                                                                                                                                                                                                             |
| 13   |       | 11/19/2025 | <b>Short Memos/Presentations III (likely Medicaid Expansion)</b>                                                                                                                                                                                                                    |
| 14   |       | 11/26/2025 | No class, Thanksgiving break begins                                                                                                                                                                                                                                                 |

| Week | Class | Date       | Readings & Topics                                                                                                                                                                                          |
|------|-------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15   |       | 12/03/2025 | <b>Exam 3</b><br><b>The Present and Future of Health Policy in the United States</b><br>[Carmen]<br>KFF “ <a href="#">The Politics of Health Care and the 2024 Election</a> ”<br><i>Health in the News</i> |
| 16   |       | 12/10/2025 | <b>Group Presentations</b>                                                                                                                                                                                 |
|      |       |            | <b>Exam 4</b><br><b>Group Memo</b>                                                                                                                                                                         |

## Alignment of Competencies with Assessments

| Competencies                                                                                                                                                                                                                                                                                                                                           | Assessment 1<br>(exams) | Assessment 2<br>(quizzes) | Assessment 3<br>(short memos) | Assessment 4<br>(long memos) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------|-------------------------------|------------------------------|
| <b>MHA #10.</b> Health Care Issues and Trends – Explain important issues in health care, including circumstances causing major changes and reform in U.S. health care delivery.                                                                                                                                                                        | x                       | x                         |                               |                              |
| <b>MHA #11.</b> Health Policy – Describe policymaking processes relevant to governments and healthcare organizations, with an emphasis on how politics, power, and resources influence rules, regulations, practices, and laws. Develop the skills to apply policy analysis tools to health problems and actively engage in health policy discussions. | x                       | x                         |                               |                              |
| <b>MHA #25.</b> Problem-Solving and Decision-Making – Use multiple methods and sources to seek comprehensive information, generate creative new solutions—or adapt previous solutions—and apply structured decision-making techniques and tools to address health care questions.                                                                      |                         |                           | x                             | x                            |
|                                                                                                                                                                                                                                                                                                                                                        |                         |                           |                               |                              |
| <b>PhD #2.</b> Synthesize and critique existing literature in student’s area of specialization to identify gaps in the evidence base and justify their importance for public health                                                                                                                                                                    |                         |                           |                               |                              |
| <b>PhD #7.</b> Critically assess the key institutions and system relationships within the U.S. health system                                                                                                                                                                                                                                           |                         |                           |                               |                              |
| <b>PhD #8.</b> Critically assess relevant health management and policy theories and concepts as applied in health systems research                                                                                                                                                                                                                     |                         |                           |                               |                              |