

NEW YORK UNIVERSITY

ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE

INTRODUCTION TO HEALTH POLICY AND MANAGEMENT (HPAM)-1830.001

Fall, 2017

Prof. Victor Rodwin

Tuesdays 6:45-8:25 pm

Room 203, 194 Mercer St.

Office hours: Tuesdays 2:00pm-3:30pm, or by appointment

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COURSE SYLLABUS

This introductory course is designed to familiarize students with basic concepts and ideas concerning the distribution of health and illness in society, the organization of the health care system, and the relationship of one to the other. We begin by considering the evolution of the U.S. health care system and of health policy. We then present an international perspective on the U.S. health care system with an emphasis on the Affordable Care Act, alternative government roles, current challenges and the future of the health care system. In the second part of the course, we explore divergent perspectives for analyzing health and health care: clinical, epidemiological, economic and health services research, sociological/cultural, ethical and public health. In the third part, we focus on, selected issues in HPAM: mental health, variations in medical practice and the quality of care, health care rationing and access to care. Finally, we conclude with a discussion of how practitioners in the field of HPAM should respond to the growing awareness of social determinants of health and the growth of the medical-industrial complex.

Class readings cover major topics in the study of population health and health care delivery: the organization and financing of health care systems; cost and access to health care; health policy challenges and the Affordable Care Act; the roles of government in health systems and policy; the epidemiology of health and medical care, issues related to health care rationing, social determinants of health and the medical-industrial complex. In covering these topics, we emphasize the value of understanding diverse disciplinary perspectives, the challenges of meeting the varied (and often conflicting) needs and motivations of health care system stakeholders, and the ways in which the United States health care system differs from those of other wealthy nations.

Course Competencies

- The ability to assess population and community health needs from a public service perspective
- The ability to examine social and behavioral determinants of health and understand how health systems can address the needs of vulnerable populations
- The ability to understand how policy and delivery processes work, and to consider the demographic, cultural, political and regulatory factors involved in and influencing health policy and management decision-making.

Relevant content for the following competencies is also included:

- The ability to understand and apply ethical principles to managerial and leadership decisions affecting health care organizations.
- The ability to measure, monitor and improve safety, quality, access and system/care delivery processes in health care organizations.
- The ability to develop an evolving vision that enhances long-term organizational viability.
- The ability to communicate and interact productively (by listening, speaking and writing) on matters of health care with a diverse and changing industry, work force and citizenry.
- The ability to present convincingly (to individuals and groups) evidence to support a position.

Learning Objectives

- Describe the organization, financing and performance of the U.S. health care delivery system.
- Identify determinants of health and explain their impact on the distribution of health and disease.
- Define the roles of key stakeholders – providers, government and private payers, employers, regulators, patients – and describe their incentives and behavior.
- Compare the U.S. health care system to models of health care organization and financing abroad.
- Explain fundamental concepts of health care payment and performance measurement.
- Define major health policy developments over the past 50 years and explain their significance.
- Analyze strengths, weaknesses and the feasibility of policy and management approaches that aim to promote health, prevent disease and improve health services delivery and assess the impact of these approaches on quality, access, cost and equity goals.

CLASS READINGS

Every week, I expect students to complete the readings on this syllabus. The textbook, edited by Kovner and Knickman, focuses on the organization and financing of health care delivery in the United States. In addition, there are three books to read (one by TR Reid, a journalist; another by J. Groopman, a physician); a third by a medical journalist, Lynne Payer. Reid's book provides a good overview of health care systems in other wealthy nations. Groopman's book provides a clinical perspective on health care, often not appreciated by managers and policy analysts. Payer's book, however dated, provides an analysis of the less scientific aspects of medicine among selected Western nations. These books are available at Bobst Library, most medical libraries, and the NYU Professional Bookstore. Most articles listed on this syllabus can be downloaded from the NYU Classes site for this course.

TEXTBOOK

Kovner, A. and Knickman, J., ed. (2015) *Health Care Delivery in the United States* (11th Edition). New York: Springer Press.

ADDITIONAL BOOKS AND JOURNALS

I encourage students to browse recent issues of well-respected journals, e.g., *American Journal of Public Health*; *Journal of the American Medical Association*; *New England Journal of Medicine*; *The Journal of Health Politics, Policy and Law*, and *Health Affairs*. Kovner and Knickman's book also contains helpful websites and references.

Groopman, J. *How Doctors Think*. New York: Mariner (2008).

Reid, T.R. *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. Penguin (2010).

Payer, L. *Medicine and Culture*. New York: Henry Holt (1988)

CLASS CALENDAR

Date	Class	Topic
		INTRODUCTION
Sept 5	1	HPAM and the Health Care System: A Selective History
Sept 12	2	The U.S. Health Care System in International Perspective
Sept 19	3	Health Policy and The Affordable Care Act
Sept. 26	4	The Roles of Government in Health Systems and Health Policy
Oct. 3	5	Patients, Technology and the Future of Health Care Systems
		DIVERGENT PERSPECTIVES ON HPAM
Oct 10	6	Clinical
Oct 17	7	Epidemiologic
Oct. 24	8	Sociological and Cultural
Oct. 31	9	Economic and Health Services Research
Nov 7	10	Ethical and Public Health
		SELECTED ISSUES IN HPAM
Nov 14	11	Mental Health: An Area of Neglect and Growth
Nov. 21	12	Variations in Medical Practice and Quality of Care
Nov 28	13	Health Care Rationing and Access to Care
		FINAL CLASS
Dec. 5	14	HPAM, the Social Determinants of Health and the Medical-Industrial Complex

CLASS TOPICS AND READINGS

I. INTRODUCTION

Class 1. September 5. HPAM and the Health Care System: A Selective History

- Overview of class and syllabus
- Introduction to HPAM
- Evolution of health care system and health policy

Required reading

Textbook:

Chapter 3: Government and Health Insurance: The Policy Promise (Sparer, M. and Thompson, F.)

Articles:

1. Brown, L. (2008) The Amazing Noncollapsing U.S. Health Care System — Is Reform Finally at Hand? *NEJM*. 358:325-327.

Film:

[ESCAPE FIRE: The Fight to Rescue American Healthcare](#)

Class 2. September 12. The U.S. Health Care System in International Perspective

- Overview of health care financing and organization
- Is the U.S. the odd-man out?
- Differences between national health insurance (NHI) and national health service (NHS) systems?

Required reading

Textbook:

Chapter 4: Comparative Health Systems (Gusmano, M. and Rodwin, V.)

Chapter 9: Organization of Care (Landry, A. and Chapman, S.)

Book:

Reid T.R. *The Healing of America*, Chapters 1, 4, 7, and 13

Articles:

1. Schroeder, S. (2007) We Can Do Better—Improving the Health of the American People. *NEJM*. 357:1221-8.

Film:

[T.R. Rowe: Sick Around the World](#)

Class 3. September 19. Health Policy and the Affordable Care Act

- How is health policy made?
- Key Issues raised by ACA
- Where do we go from here?

Required reading

Textbook:

Chapter 3: Government and Health Insurance: The Policy Promise (Sparer, M. and Thompson, F.)

Appendix on ACA

Articles:

1. Obama, B. (2016) United States Health Reform: Progress to date and next steps. *JAMA*. 316(5):525-32.
2. Aaron, H. et. al. (2017) Turmoil in the Individual Insurance Market – Where It Came From and How to Fix It. *NEJM*.

Optional Recommended Articles:

3. Bauchner, H. (2016) The Affordable Care Act and the Future of US Health Care. *JAMA*. 316(5):492-493.
4. Butler, S. (2016) The Future of the Affordable Care Act: Reassessment and Revision. *JAMA*. 316(5):495-497.
5. Orzag, P. (2016) US Health Care Reform: Cost Containment and Improvement in Quality. *JAMA*. 316(5):493-495.
6. Skinner, J. and Chandra, A. (2016) The Past and Future of the Affordable Care Act. *JAMA*. 316(5):497-499.
7. Oberlander, J. (2017) Repeal, Replace, Repair, Retreat – Republicans' Health Care Quagmire. *NEJM* (August 9).

Class 4. September 26. The Roles of Government in Health Systems and Health Policy

- Trends and characteristics of government health policy and regulation
- What are the 3 key roles of government in U.S. health care?
- Medicare, Medicaid and other government health programs

Required reading

Textbook:

Chapter 3: Government and Health Insurance: The Policy Promise (Sparer, M. and Thompson, F.)

Articles:

Frieden, T. (2013) Government's Role in Protecting Health and Safety. *NEJM*.

Film:

[Michael Moore's film "Sicko"](#)

Class 5. October 3. Patients, Technology and the Future of Health Care Systems*Textbook:*

Chapter 16: The Future of Health Care Delivery and Health Policy (Knickman, J. and Kovner, A.)

Articles:

1. Leonhardt, D. (2000) Making Health Care Better. *The New York Times*
2. Topol, Steinhubl and Torkamani (2015) Digital Medical Tools and Sensors. *JAMA* (313)4.

II. DIVERGENT PERSPECTIVES ON HPAM**Class 6. October 10. Clinical**

- Do doctors and other clinicians think differently than managers and policymakers?
- How do their units of analysis compare?
- Decision analysis and differential diagnosis

Required reading*Book:*

Groopman, J. *How Doctors Think* (Introduction, Chapters 1, 2 and 9).

Class 7. October 17. Epidemiologic

- How to assess and measure population health status?
- How are health status and health care related?
- Descriptive vs. analytic methods

Textbook:

Chapter 5: Population Health (Russo, P.)

Articles:

1. Banks, J. Marmot, M. Oldfield, Z. and Smith, J. (2006) Disease and Disadvantage in the United States and England. *JAMA*. 295(17): 2037-2045.
2. Mokdat et. al. (2004) Actual Causes of Death in the United States. *JAMA*. 291(10): 1238-1245.

Optional Recommended Article

3. Kolata, G. (2015) Death Rates Rising for Middle-Aged White Americans, Study Finds. *The New York Times*.

Class 8. October 24. Sociological and Cultural**Required reading**

- Ways of living and health
- Class, income and use of health services
- Social systems, health systems, hierarchy and control

Book:

Payer, L. *Medicine and Culture* (Chapters 1-2, pp.15-34; and read two or three of four cases on France, Germany, Great Britain and United States.

Articles:

1. Fuchs, V. (1974) A Tale of Two States. In *Who Shall Live: Health Economics and Social Change*. NY: Basic Books; and update: Rodwin, V. Croce-Galis, M. (2004). Population Health in Utah and Nevada: An Update on Victor Fuchs' Tale of Two States. In Conrad, P. ed. *Sociology of Health and Illness*. NY: Worth.
2. Isaacs S, Schroeder S.A. (2004) Class — The Ignored Determinant of the Nation's Health. *NEJM*. 351, 1137-42.

Optional Recommended Article:

3. Zola, I. Medicine as an Institution of Social Control. *Sociology Review* (20)4, 1972.

Class 9. October 31. Economic and Health Services Research

- The case for and against markets in the health care sector
- Financing, payment and incentives
- Examples of health services research

Textbook:

Chapter 11: Health Care Financing (Knickman, J.)

Chapter 12: Health Care Costs and Value (Calabrese, T. and Safian, K.)

Class 10. November 7. Ethical and Public Health

- Public health vs. medicine, and other dichotomies
- Population health/community health
- Concepts in ethical analysis applied to public health

Textbook:

Chapter 6: Public Health: A Transformation for the 21st Century (Leviton, L. et al.)

Article:

1. Roberts, M. and Reich, M. (2002) Ethical Analysis in Public Health. *The Lancet*. 359:1055-1059.
2. Frumkin, H. (2002) Urban Sprawl and Public Health. *Public Health Reports*. 117, May-June: 201-217.

III. SELECTED ISSUES IN HEALTH POLICY AND MANAGEMENT**Class 11: November 14. Mental Health: An Acknowledged Area of Neglect and Growth**

- Recent trends in mental health care in the U.S.
- Implications of the ACA for substance abuse and mental health care
- Behavioral health integration

Required Reading*Articles:*

1. Lampert, J. G. & Kendall, D. (2015) A path to recovery for Americans with serious mental illness. *Third Way*.
2. Mechanic, D. (2012) Seizing Opportunities Under The Affordable Care Act For Transforming The Mental And Behavioral Health System. *Health Affairs*, 31(2), 376-382.
3. Mueller, B. (2017) Public Hospitals Treat Greater Share of Mental Health Patients. *The New York Times*.

Optional Recommended Article

4. Press, M et. al. (2016) Medicare Payment for Behavioral Health Integration. *NEJM* (December).

Film:

TED Talk: [There's no shame in taking care of your mental health](#)

Class 12: November 21. Variations in Medical Practice and Quality of Care

- Do variations in medical practice matter?
- Structures, processes and outcomes in health care
- The role of patients and consumerism in the health sector

Required Reading

Textbook:

Chapter 13: High-Quality Health Care (Clancy, C. and Fraser, I.)

Articles:

1. Huckman, R. S., & Kelley, M.A. (2013) Public Reporting, Consumerism, and Patient Empowerment. *NEJM*, 369(20), 1875-1877.
2. Wennberg, J. Hospital Use and Mortality Among Medicare Beneficiaries in Boston and New Haven. *NEJM*

Class 13. November 28: Health Care Rationing and Access to Care

- Is health care rationing ethical?
- Distinctions among financial and other barriers to health services
- Strategies for serving vulnerable populations

Required Reading

Textbook:

Chapter 8: Vulnerable Populations: A Tale of Two Nations (Garcel, J. et al)

Articles:

1. Fink, S. (2016) Drug Shortages Forcing Hard Decisions on Rationing Treatments. *The New York Times*.
2. Brock, D. (2009) Rationing: Why it is ethical. *Health Care Cost Monitor*.
3. Bloche, M. G. (2012) Beyond the "R Word"? Medicine's New Frugality. *NEJM*, 366(21): 1951-1953.
4. Rosner, D. (2016) Injurious Inequalities. *The Milbank Quarterly*, 94(1), 47-50.

III. FINAL CLASS

Class 14. December 5. HPAM, the Social Determinants of Health and the Medical-Industrial Complex

- How should policymakers and managers respond to the evidence on social determinants of health?
- Can/Should the growth of the medical-industrial complex be regulated/contained?

Required reading

Articles:

1. McGinnis, J. M. (2016) Income, Life Expectancy, and Community Health. *JAMA*, 315(16), 1709.
2. Selected Articles from NYT by Elisabeth Rosenthal, author of *An American Sickness: How Healthcare Became Big Business* (New York: Penguin, 2017).
3. Bradley, E. et. al. (2017). Variations in Health Outcomes: The Role of Spending on Social Services, Public Health and Health Care. *Health Affairs* (30) 8.

COURSE REQUIREMENTS AND GRADING

In addition to attending and participating in class meetings, all students are required to complete the following assignments by the following deadlines:

	<i>% Final Grade</i>	<i>Date Due</i>
1 st Quiz and 2 page Essay	20%	Sept. 22
2 nd Quiz and 2 page Essay	20%	Oct. 6
Class Participation	20%	
Group and/or Individual Project	40%	(10% each part)
Part 1 - 2 page concept paper		Oct. 17
Part 2 – Appendix		Nov. 7
Part 3 - Slides and Presentation		Due on date of oral presentation
Part 4 – 2-page summary of research dossier plus all revised versions of previous parts		Dec. 12 Dec. 12.

Final grades will be calculated according to the percentages noted above. Assignments, exams and/or class participation will assess understanding of course readings and progress against the course competencies and relevant content noted on pp. 1-2 of the syllabus, and no student will receive a B or higher without demonstration of satisfactory progress toward the mastery of each competency.

Lateness Policy – Please submit written assignments on time. Late assignments will be penalized by one-half letter grade for each day late.

Class Participation – Participation performance is assessed based on preparation, engagement and quality of contributions to in-class discussion and group work. Please do not use cell phones or go online during class for matters other than the class discussion. We all have our reasons to miss class, on occasion. If you cannot make it to class, there is no need to write me an e-mail explaining why.

Plagiarism Policy: Academic integrity is crucial to the mission of NYU Wagner. Plagiarism of any form will not be tolerated since you have all signed an Academic Oath at NYU/Wagner and are bound by the academic code of the school. Please review the NYU policy on plagiarism (posted on NYU Classes) prior to submitting written work: <http://wagner.nyu.edu/students/policies>

GUIDELINES FOR CLASS ASSIGNMENTS

General Instructions: All written assignments should be submitted in Times New Roman 12-point font, double-spaced, with one-inch page margins. Write in full paragraphs, in the first person, and active voice (see Strunk and

White, *Elements of Style*, and buy yourself a copy as it will serve as the basic guide to good writing in this class). No lists (it's boring!). **No titles of books and full authors' names in the text** (use endnotes or footnotes or references for this). No Latin and bureaucratic writing (e.g. "as per your request")! Use subheadings for clarity. Please use verbs, avoid gerunds and unnecessary adverbs (e.g. "interestingly") and adjectives (like "very"). Be concise (when in doubt, strike it out!). Please review your short papers and rewrite them at least twice before posting for all of us to read. Please see NYU/Wagner's resources for writing workshops and assistance: <http://wagner.nyu.edu/students/services/tutoring>. None of us can fail to benefit from such assistance!

Please submit written assignments directly to grader in class (2 printed copies). In addition, you **must** submit a copy of all written assignments to the appropriate forums set up on NYU Classes for this course. There are three reasons for doing so. First, because **the audience to whom you should address your papers is: the rest of us**. Second, because the purpose of these assignments is to improve communication skills and to get to know one another. Third, because another purpose of these assignments is to convince the class of your point of view.

A week before each of the assignments is due, Dr. Rafael Ayoub, who will assist me in grading the papers, will hold office hours to answer questions and help develop your research (for the group exercise).

First Quiz and Essay: Based on the Frontline episode "[Sick Around the World](#)", and the documentary "[Escape Fire: The Fight to Rescue American Healthcare](#)", plus the readings for the first four classes, we will administer a multiple-choice quiz online about this material. In addition we ask you to write a 2-page concise essay in which you highlight some common themes discussed in the readings and film. You must share **your thoughts** on this material making references (with citations) to readings and films, without simply summarizing these materials or what the "professor" has said. You should speculate and draw on the most relevant readings from sessions #1-#3, making sure to cite your sources.

Second Quiz and Essay: Based on [Michael Moore's film "Sicko"](#) and relevant readings, we will administer a second multiple choice quiz online about the material. In addition, drawing on the readings from sessions #1-#5, write a 2-page concise essay in which you highlight some common themes discussed in the readings and this film, and share **your thoughts** on this material. Include in your discussion **how you think** the role of government will evolve (NOT whether you think it should or shouldn't increase), over the next decade in the U.S. Be sure to ground your response by citing relevant readings from the syllabus.

Group and/or Individual Exercise: For presentations during sessions 7 to 14, you may either complete the following four-part exercise as an individual or as a group of no more than 3 students (maximum). Assume you are working for a policymaker, manager or analyst who wants to develop a strategy to tackle a problem you identify in the American health system. You should address a problem related to one of the topics on the syllabus. The goal is to prepare a research dossier that would be useful for your boss. First, write a two-page concept paper in which you present the problem and proposed solution (part 1). Second, prepare an Appendix on the topic you have identified by attaching three of the best refereed journal articles you have found, along with selections of relevant blogs and trade journals or newspaper articles (part 2). The Appendix can also include any charts or tables you think would be helpful to your boss. Third, prepare a slide presentation (no more than 5 slides) in which you present your chosen problem and strategy to address it (part 3). Fourth, summarize, in a final 2-page essay, what you have learned from your research (part 4).

Final presentations for each group cannot exceed 5 minutes and will be scheduled beginning in session 7 of the class. On December 12, a final dossier must be assembled consisting of parts 1-4, and posted on the appropriate class forum for all to read.

Required for MPA Health students. This introductory course is designed to familiarize students with basic concepts and ideas concerning the distribution of health and illness in society, the organization of the health care system, and the relationship of one to the other. We begin by considering the evolution of the U.S. health care system and of health policy. In the second part of the course, we explore divergent perspectives for analyzing health and health care: clinical, epidemiological, economic, sociological/cultural and public health. In the third part, we focus on, selected issues in HPAM: the challenge of mental health, variations in medical practice and the quality of care, health care rationing and access to care. Only RUB 220.84/month. Lecture 1: Introduction to Health Policy and Management. STUDY. Flashcards. 4. governed by the laws of supply and demand 5. free of government interventions and regulations. does healthcare fit into these categories? market system (healthcare as a commodity). To deliver services that are cost-effective and meet acceptable standards of quality. -views healthcare as an economic good -assumes free market conditions for health services delivery -assumes that markets are more efficient in allocating health resources equitably -private solutions to social problems - access to medical care viewed as an economic reward for personal effort and achievement -individual responsibility Concerns in health policy, economics and management will be featured in the context of international healthcare practices and on-going discussions on the latest developments in scholarly research and theoretical issues from a variety of perspectives. General Editors: Elias Mossialos, London School of Economics and Political Sciences.