INTRODUCTION TO HEALTH POLICY AND MANAGEMENT FOR NURSE LEADERS
EXEC-GP.1830.001

Fall 2012

Tuesdays 4:30-6:10 pm
435 East 70th Street, Nursing Education Department (in Sub-Basement), Room TBA
Assistant Professor Lucy MacPhail (lucy.macphail@nyu.edu)
Office: Puck Building, 295 Lafayette Street, 3062
Office hours: By appointment

COURSE SYLLABUS

This course explores major themes in the field of health policy and management. We will discuss determinants of health, the social distribution of health and disease, and health disparities; the organization and financing of the U.S. health care system, its historical context, the roles and behaviors of its key actors, and its comparison to health systems of other nations; the quality, cost and accessibility of health care services; and health care delivery system improvement and reform. We will examine these themes using a multidisciplinary approach that employs sociological, political, economic and ethical perspectives on health and disease, the health care system, and the challenges of meeting the varied and often conflicting needs and motivations of health system stakeholders.

COURSE COMPETENCIES

Course focus:

- 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 legal and 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 draw implications and conclusions to develop an evolving vision that results in long-term organizational viability
- The ability to communicate and interact productively (via listening, speaking and writing) on matters
of healthcare with a diverse and changing industry, work force and citizenry

- The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation

LEARNING OBJECTIVES

At the conclusion of this course, students will be prepared to:
- 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 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

BOOKS AND READINGS

Students should arrive to class prepared to participate in the discussion of these themes based on their critical analysis of assigned readings.

Required textbook:


Other required readings:

Assigned readings that are not included in the required textbook will be posted on Blackboard.

WRITTEN REQUIREMENTS

In addition to attending and participating in classes, students are required to complete three brief memos (due September 25, October 30 and November 27) and a final research project (due December 11). Instructions for written assignments are included at the end of this syllabus and also will be distributed and described in class. Grading information is provided at the end of this syllabus.
A. POPULATION HEALTH

9/4: Week 1. Introduction: Health, Disease and Community
- Overview of course
- Definitions of health and disease
- Relationship between health and medical care

*Health Care Delivery in the United States*

Blackboard

9/11: Week 2. Epidemiologic Measures and Determinants of Health
- Relationships between socioeconomic status, race/ethnicity, gender and health
- Population health inequalities and social justice implications

*Health Care Delivery in the United States*

Blackboard

9/18: Week 3. Public Health Policy and Management
- Public health infrastructure
- Prevention and health promotion frameworks
- Health behavior
- Policy approaches to improving public health

*Health Care Delivery in the United States*
• Orleans, C. and Cassidy, E.  Chapter 7: Health and Behavior, pp. 125-149.

Blackboard

**B. ORGANIZATION OF THE U.S. HEALTH CARE SYSTEM**

9/25: **Week 4. U.S. Health Policy and Reform in 20<sup>th</sup> Century**
- Historical development of health care delivery system
- Government role in health care system

**Memo 1 Due Today**

*Health Care Delivery in the United States*
- Sparer, M.  Chapter 2: Health Policy and Health Reform, pp. 25-45.

Blackboard

10/2: **Week 5. Health Care Financing**
- Fundamental characteristics of health care markets
- Medicare, Medicaid/CHIP and private insurance
- Spending growth in the U.S.
- Managed care and cost containment
- Implications of 2010 Patient Protection and Affordable Care Act (ACA)

*Health Care Delivery in the United States*

Blackboard


10/9: Week 6. U.S. Health Care System in International Perspective

Guest speaker TBA

- Comparative health systems
- Models of delivery and payment in other developed nations

Health Care Delivery in the United States


Blackboard


10/16: No Class (Fall Break)

10/23: Week 7. Providers and Organization of Care

- Acute and ambulatory care delivery
- Evolving organizational forms: ACO and medical home

Health Care Delivery in the United States

- Caronna, C. and Ong, M. Chapter 9: Organization of Medical Care, pp. 181-204.

Blackboard


10/30: Week 8. The Health Care Workforce

- Historical and emerging roles for physicians, nurses and other health professionals
- Health care labor markets
• Professionalization and power in organized medicine

Memo 2 Due Today

*Health Care Delivery in the United States*

Blackboard

  • Role of the patient in the health care system
  • Patient preferences and informed patient decision-making
  • Provider–patient relationship
  • Consumer-directed care and patient demand for and use of information

Blackboard

C. HEALTH CARE SYSTEM PERFORMANCE, CHALLENGES AND DEBATES

  • Chronic disease management
  • Long-term care financing and provision
  • End-of-life issues

Blackboard

11/20: Week 11. Improving Quality of Care
• Safety and quality of U.S. health care delivery
• Measuring, regulating and improving quality and patient safety
• Challenges of quality improvement and adverse event reduction in health care
• Quality improvement frameworks and interventions

*Health Care Delivery in the United States*
• Clancy, C. and Lloyd, R. Chapter 11: High Quality Health Care, pp. 233-255.
• Kropf, R. Chapter 16: Health Information Technology, pp. 331-349.

Blackboard

11/27: Week 12. Managing New Medical Technology
• Expanding use of drugs and medical devices in health care
• Comparative effectiveness
• Relationship between providers and medical technology manufacturers

Memo 3 Due Today

*Health Care Delivery in the United States*

Blackboard

12/4: Week 13. Expanding Access and Reducing Disparities in Access and Treatment
• Barriers to care for vulnerable patient populations
• The uninsured and underinsured in the U.S.
• Implications of the ACA

**Health Care Delivery in the United States**
• Billings, J., Cantor, J. and Clinton, C. Chapter 8: Access to Care, pp. 151-178.

Blackboard

**12/11: Week 14. Conclusion**
• Final project “Expo” and team presentations

**Team Final Project Due Today (before class)**

**WRITTEN REQUIREMENTS AND GRADING**

In addition to attending and participating in class meetings, all students are required to submit the following written assignments by the following deadlines. Final grades will be calculated accordingly:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Individual or Team</th>
<th>% of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memo 1</td>
<td>Individual</td>
<td>20%</td>
<td>9/25</td>
</tr>
<tr>
<td>Memo 2</td>
<td>Team of 2</td>
<td>20%</td>
<td>10/30</td>
</tr>
<tr>
<td>Memo 3</td>
<td>Individual</td>
<td>20%</td>
<td>11/27</td>
</tr>
<tr>
<td>Final Project</td>
<td>Team of 3 or 4</td>
<td>35%</td>
<td>12/11</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td>5% and can determine very borderline grades up or down</td>
<td>Throughout</td>
</tr>
</tbody>
</table>

**Lateness Policy** – Please submit assignments on time. Assignments must be emailed to me (lucy.macphail@nyu.edu) by 11:59 pm on the date due, with the exception of the team final project, which must be received by the start of the last class session. Late assignments will be penalized by one-half letter grade for each day late.

All written work should be double-spaced in 12-point Times New Roman font with 1” margins.
WRITTEN ASSIGNMENTS

General Guidelines for Memos:
All memos should be a maximum of four pages. Please see the New York University Writing Center Guide to Writing Memos, posted on the course Blackboard site, for memo composition guidelines. Citations are required and a separate references page is not necessary. If relevant, appropriate exhibits (not included in page length) are acceptable but not required.

Memo 1
(Individual)
Due September 25
Please write a concise, well-structured memo to the attention of the mayor, governor or other government official of a town/city or state you have inhabited (or another city or state of interest to you) in which you provide analysis on how to improve the health of the local population. Drawing upon available information and statistics on health and disease in your chosen geographic area, discuss determinants of health as they pertain to your focal population and identify top priorities that the municipal or state government should pursue to achieve meaningful improvements in community health over the next 10 years.

Memo 2
(With one student partner)
Due October 30
Given your current studies in health policy and management, your hospital CEO has requested that you prepare a high-level briefing for the hospital senior executive team in which you describe (a) factors that have contributed to dramatic growth in health care spending over the past 50 years and (b) how health care payment and delivery models are transforming to promote greater accountability for cost and quality in the health care system. Please conclude your memo with your analysis of the most promising approaches for constraining cost growth while maintaining or improving quality, as well as the limitations or open questions that accompany new reimbursement and delivery models that are intended to promote “accountable care.”

Memo 3
(Individual)
Due November 27
Please write an Op-Ed to your newspaper of choice in which you argue for national attention to quality and patient safety improvement in the U.S. health care system. Please provide evidence on the current state of quality and patient safety in the U.S. health system, describe why measuring quality is so challenging, and explain the implications of these measurement challenges for rewarding and improving quality. Please conclude your piece with your analysis of the greatest priorities and opportunities for achieving a safe, reliable and effective health care delivery system.
Final Project  
(With two or three student partners)  
Due December 11  
12-page research paper  
5-minute presentation (in PowerPoint or similar format)  
Presentation “Expo” on December 11

Instructions: In a three- or four-student team, please prepare a 12-page research paper in which you focus on one dimension of performance of the U.S. health care delivery system. Please examine how performance on this dimension is influenced by the organization and financing of health care in the U.S. and behavior of key health system stakeholders, what must be improved or reformed to achieve performance gains in your selected area, and the implications of your analysis for health policy and management. You may focus on performance in a broadly-defined area (such as quality of care, cost or access to care) or you may define your focus more narrowly within one of these categories (e.g., quality of care for chronically-ill elderly patients, cost-effectiveness of new medical technologies, access to specialized care for low-income populations). In your analysis, please consider all stakeholders relevant to your specified focus—providers, payers and purchasers, patients, communities, policy-makers, other groups that play a role in performance in your focal area—and be sure to examine performance and implications for reform at both the policy and delivery system levels.

Please include references to course readings as well as any relevant outside sources that support your analysis. Citations and a references page (not included in page length) are required.

In addition to your paper, please prepare a five-minute presentation (roughly 5-7 slides in PowerPoint or a similar format) that communicates key points of your research report as succinctly as possible. For example, a general template might include a title slide, a slide that summarizes current performance or trends in your selected performance area and significance of the topic, a slide that describes key health care system factors that you identified to contribute to the problem, and a slide that highlights your analysis of required changes or reforms necessary to achieve performance improvement.

At the beginning of our last session on December 11, we will hold a Final Project “Expo”: We will post all of the final project presentations around the classroom and the first 10 minutes of class will be open time to roam the room and learn about other teams’ work. Please bring a hard copy of your PowerPoint presentation, printed in “full page” single-sided mode, so that we can display it in class. We will then select a random subset of presentations (4-6 groups) to be delivered to the class. Due to large class size and time limitations that likely will not allow every team to present, grading will be based exclusively on the slides that you submit and not on the in-class delivery.