COURSE SYLLABUS

This introductory course is designed to familiarize nursing leaders with the broader context of the health care system within which they work. It emphasizes 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 with an international perspective on the U.S. health care system, as well as an introduction to national health insurance (NHI) and national health service (NHS) systems. In the second part of the course, we explore divergent perspectives for thinking about health and society: clinical, epidemiological, sociological and economic. In the third part, we focus on selected issues in the field of health policy and management: cost containment and managed care; the role of government in the health system; access to and quality of health care; public health; and the implications of changing health care needs for the health system. Finally, to conclude the semester’s work, we will discuss the relevance of the assigned readings for hospitals in New York City, and how they could (or should) respond to the City’s Take Care New York policy.

Class readings cover major topics in the study of health and health care delivery. They review the determinants of health; the nature of health and health care disparities; public health policy; the financing of health care systems; the quality, cost and accessibility of health care services; and the prospects for health care delivery system improvement. Along with covering these subjects, 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.

In the course of the semester, I will ask you to learn about New York City’s Take Care New York policy so that you may integrate the academic readings in this class with the policy context in which all of you are working.
CLASS READINGS

Every week, I expect you to come to class prepared to comment on the required readings and participate in the discussion of major class themes. 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 two required books to read (one by TR Reid, a journalist; the other by J. Groopman, a physician). 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. These books should be available at Bobst Library, most medical libraries, and the NYU Bookstore.

Most articles listed on this syllabus can be downloaded from the NYU Classes site for this course. You should also be prepared to find additional background materials, on your own.

TEXTBOOK

ADDITIONAL BOOKS AND JOURNALS


CLASS TOPICS AND READINGS

I. AN INTERNATIONAL PERSPECTIVE ON THE U.S. HEALTH CARE SYSTEM

Class 1. September 2, The U.S. Health Care System: Are we the odd man out?
- Overview of health care financing and organization
- What makes the U.S. different from the “international standard”?
- Why adopt a comparative international perspective?

Required reading
*Textbook:*
  Ch. 4: Frogner, Waters, Anderson. Comparative Health Systems

Class 2. September 9, National Health Service (NHS) vs. National Health Insurance (NHI): UK and France
- Is an NHS socialized medicine?
- Are NHS systems government-run?
- How do the British and French health care systems compare with the U.S.?
Required reading

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

Bio-sketch due: Please write a concise bio-sketch (in the first person) about yourself (professional background, degrees (from what schools?), why you chose to join nurse leader program, what you wish to do in the future) and attach a photo.

II. DIVERGENT PERSPECTIVES FOR THINKING ABOUT HEALTH AND SOCIETY

Class 3. September 16, Clinical Perspectives
- Do doctors and other clinicians think differently than managers and policymakers?
- How do their units of analysis compare?
- Are there differences in values and objectives?

Required reading

Book:
Groopman, J. *How Doctors Think*. (Introduction, Chapters 1, 2, 6, 9 and 10).

Article:

Themes/Issues Exercise Due

Class 4 and 5: Epidemiological Perspectives
- How to assess and measure health status?
- How are health status and health care related?
- Descriptive vs analytic methods
- Community health needs and social and behavioral determinants of health
- Epidemiology of health care

September 23, Health, Disease and Community

Required reading

Textbook:
Chapter 5: Russo, P. Population Health

Articles:

Book Review Due
September 30, Epidemiology and Health Care

3. Wennberg, J. Hospital use and mortality among medicare beneficiaries in Boston and New Haven. NEJM 1989; 321:1168-1173
http://surface.syr.edu/cpr/9

Class 6. October 7, Guest Lecturer Dr. Michel Naiditch on “Nurses and Nursing in International Perspective

October 14, Columbus Day Holiday

Class 7. October 21, Sociological Perspectives
- In what sense are medical institutions a form of social control?
- What does it mean to speak of the “social production of disease?”
- What should one address the needs of vulnerable populations?

Required reading
*Articles:*

Group Presentations in Class on New York City’s Take Care New York Policy

Class 8. October 28, Economic Perspectives
- Supply-side vs. demand-side policies
- Can markets achieve pareto optimality?
- The influence of economics on HPAM

Required reading
*Articles:*
III. SELECTED ISSUES IN HEALTH POLICY AND MANAGEMENT

Class 9. November 4, Cost Containment and Managed Care
- Models of medical care organization
- Strengths and weaknesses of managed care
- Cost containment vs. efficiency

Required reading
Textbook:
1. Ch. 9: Caronna, C. and Ong, M. Organization of Medical Care
2. Ch. 12: White, H. Health Care Costs and Value.

Articles:

Class 10. November 11, Role of Government in the Health System
- History, trends, and characteristics of government policy and regulation
- What social, medical, and technological factors have shaped health care organization?
- What is the role of government in U.S. health care?

Required reading
Textbook:
1. Ch. 1: The Current U.S. Health Care System
2. Ch. 2: Sparer, M. Health Policy and Health Reform
3. Ch. 3: Knickman, J. Health Care Financing

Class 11. November 18, Health Care Disparities: Access and Quality Issues
- Health care delivery and access
- Health care delivery and quality
- Can policymakers and managers meet the challenge?

Required reading
Textbook:
1. Ch. 8: Billings, J. and Cantor, J. and Clinton, C. Access to Care.
2. Ch. 11: Clancy, C. and Lloyd, R. High Quality Health Care.

Articles:

**Class 12: November 25, Public Health**
- Public health vs. medicine and other dichotomies
- Public health and the built environment
- Ethics and public health

**Required reading**

**Class 13. December 2, Changing Health Care Needs and the Rise of the Medical-Industrial Complex: Implications for the Health Care System**
- The need for long-term care and alternative modes of delivery
- Chronic illness and aging
- Commercialism and health care

**Required reading**
*Textbook:*
2. Ch. 8: Anderson, G. and Knickman, J. Chronic Care.

*Articles:*

**Class 14. December 9, Discussion of Take Care New York**
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:

<table>
<thead>
<tr>
<th>% Final Grade</th>
<th>Date Due</th>
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<tr>
<td>Bio-Sketch</td>
<td>5%</td>
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<tr>
<td>Themes/Issues</td>
<td>10%</td>
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<tr>
<td>Book Review</td>
<td>20%</td>
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<tr>
<td>Group Project I</td>
<td>20%</td>
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<tr>
<td>Group Project II</td>
<td>35%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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</tbody>
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Final grades will be calculated according to the percentages noted above.

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. We all have our reasons to miss class, on occasion. If you cannot make it to class, please do not write me an e-mail explaining why. This is not a high school class!

Plagiarism Policy: Academic integrity is crucial to the mission of NYU Wagner. Plagiarism of any form will not be tolerated. Please review the NYU policy on plagiarism (posted on NYU Classes) prior to submitting written work.

WRITTEN ASSIGNMENT GUIDELINES

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. No lists (it’s boring!). Please see the NYU/Wagner Tutors’ guide to writing if you feel that you need guidance.

Please submit written assignments directly to me in class. In addition, I will set up a forum on NYU Classes to which you must submit a copy of all written assignments so that you can read one another’s work and get to know one another. There are two reasons for doing so. First, I want to emphasize that when you write (communicate) in this class, the goal is to share your thoughts with others, not just the instructor. Second, with respect to the team projects, in answering the questions, the point is to convince the whole class, after you have convinced one another.

Bio-sketch: Please write in first person as if you were EB White (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 more than 1.5 pages. No references.
Themes/Issues Exercise: Based on a quick perusal of the textbook, please write a two page essay in which you highlight the most important themes/issues in the field of health policy and management and explain why your attention to them might (or might not) assist you in your professional studies.

Book Review: Please write a 3 page concise essay in which you review Reid’s *The Healing of America* or Groopman’s *How Doctors Think*. Do not spend more than a page summarizing the key idea(s) from the book, which you choose to discuss. Then write 2 pages in which you comment on what you have summarized. A good essay would reflect (and cite) other class readings to support your views.

Team Project I: I will ask you to form groups of 3-5, and work together throughout the semester for the assigned presentations on Oct. 21/28 and on Dec. 9. The first group project will be to make a 10 minute presentation on the New York City DHMH’s *Take Care New York* policy. To prepare for this project, please look over the web site of the NYC Department of Health and Mental Hygiene. Read the Department’s policy paper: *Take Care New York* and updates on this theme. Choose one or two of TCNY’s 12 areas of most interest to the group, and ask yourselves whether the policy is well founded based on the readings through Class #7. A three-page summary of the group’s presentation is due the week following the presentation.

Team Project II: This final project will require a thoughtful and well-organized discussion of the concepts and themes covered in this course, and how they can be applied in drafting a memo to your hospital CEO. Your task is to select one or two areas of New York City’s *Take Care New York* policy (they may be the same one(s) as in Team Project I) and ask yourselves how your hospital is currently collaborating with the NYC DHMH and what it could (or should) do to assist the DHMH in meeting its objectives. More specifically, how could your unit within the hospital assist in implementing these policies. Each team must produce a final written report (5 pages double-spaced, not including references, tables, appendices). These reports will be scheduled for 15 minute presentations at the final class (Dec. 9).