INTRODUCTION TO HEALTH POLICY AND MANAGEMENT – HPAM-GP 1830.002

Fall, 2014

Prof. Victor Rodwin
Mondays 6:45-8:25 pm
Room 405, Silver Center (100 Washington Sq. E.)
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 with an international perspective on the U.S. health care system. Next, we explore divergent perspectives for thinking about health and society: clinical, epidemiological, sociological and economic. Finally, we draw on these perspectives in focusing 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 care system. To conclude the semester’s work, we will discuss the relevance of the assigned readings for New York 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; the financing of health care systems; the quality, cost and accessibility of health care services; and the prospects for health care 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.

Over the course of the semester, I will ask students to learn about a health care system in one other country of their choice so that they may develop a comparative perspective on the health care system in the United States. Students should come to class prepared to comment on the required readings and participate in class discussions.

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, workforce 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 noted 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 two 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 Professional Bookstore.

Most articles listed on this syllabus can be downloaded from the NYU Classes site for this course. You must also be prepared to find additional background materials, on your own about the country you will choose as a standard of comparison to the U.S.

TEXTBOOK

ADDITIONAL BOOKS AND JOURNALS


CLASS TOPICS AND READINGS

I. THE U.S. HEALTH SYSTEM IN INTERNATIONAL PERSPECTIVE

Class 1. September 8, The U.S., Britain and France Compared
- Overview of health care financing and organization
- Is the U.S. the odd-man out?
- What’s the difference between national health insurance (NHI) and national health service (NHS) systems?

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

II. DIVERGENT PERSPECTIVES FOR THINKING ABOUT HEALTH AND SOCIETY

Class 2. September 15, 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:*


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

**Classes 3 and 4. 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 22, Health, Disease and Community**

**Required reading**

*Textbook:*

Chapter 5: Russo, P. Population Health

*Articles:*


**Themes/Issues Exercise due**

**September 29, Epidemiology and Health Care**

**Required reading**

*Articles:*


**Class 5. October 6, Guest Lecture**

**October 13, Columbus Day**
Class 6. October 20,  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?”
How to address health needs of vulnerable populations?

Required reading
Articles:

III. SELECTED ISSUES IN HEALTH POLICY AND MANAGEMENT

Class 7. October 27,  Economic Perspectives
• Supply-side vs. demand-side policies
• Can markets achieve pareto optimality?
• The influence of economics on HPAM

Required reading
Articles:
Textbook:
Ch. 12: White, H. Health Care Costs and Value.

Team Exercise/Assignment Due

Class 8. November 3,  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 9. November 10, 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 10. November 17, 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 11: November 24, Public Health
- Public health vs. medicine, and other dichotomies
- Public health and the built environment
- Ethics and public health

Required reading

- 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 13. December 8. Implementing the ACA in New York City: Policy and Management Perspectives

Required Reading
will be posted on NYU Classes

Class 14. Final Exam. Monday, December 15, 6:45-8:25
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:

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<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Bio-sketch</td>
<td>10%</td>
<td>9/15</td>
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<tr>
<td>2. Themes/Substance Exercise</td>
<td>10%</td>
<td>9/22</td>
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<tr>
<td>3. Team Exercise</td>
<td>40%</td>
<td>10/27</td>
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<tr>
<td>4. Final Exam</td>
<td>30%</td>
<td>12/15</td>
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<td>5. Class participation</td>
<td>10%</td>
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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. 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.

GUIDELINES FOR WRITTEN 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. No lists (it’s boring!). Please see Strunk and White’s *Elements of Style* for the best guidelines I know on how to write; or consult 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 the first three 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 project, 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 E.B. 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.

**Team Exercise:** The purpose of this exercise is to encourage small group discussions (3-4 students) and collaborative writing about the readings and the issues they raise. I will hand out a list of questions by October 6th, along with guidelines for answering them in a well-structured, concise, 6-8 page document. Between the beginning of the semester, and the end of September, you should all identify your team partners and identify yourselves with a team name and list of members (on the NYU Classes Forum entitled “Team Members”).

**Final Exam:** The final exam will consist of multiple choice and short essay questions based on the readings and learning objectives in the class. Sample questions will be distributed during the 2nd or 3d week of November.