Building on HPAM 4830, this course examines current health policy debates in developing countries from an economics perspective. Topics may vary but are likely to include the relationship between health and economic development, the need for financial risk protection against health shocks, the economics of HIV/AIDS prevention and transmission, the control of malaria, the determinants of fertility, and other topics. There will be a strong focus on applying theoretical insights from HPAM 4830 and interpreting the relevant empirical literature.

Course Competencies

At the end of this course, students should have mastered the following competencies:

- The ability to synthesize evidence, and apply statistical, financial, economic and cost-effectiveness tools/techniques in organizational analysis

- 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

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

LEARNING OBJECTIVES

At the end of this course, students will be able to:

(1) Understand key statistical methods commonly used in the health economic literature in order to evaluate the strengths and weaknesses of policy options to improve health and health care delivery in developing countries,

(2) Define health and describe the methods commonly used to measure it in order to understand the way in which public policies are effective at improving health outcomes in developing countries,

(3) Describe the factors that affect the demand for health and health services in order to predict responses price, quality, and other factors commonly influenced by health policies in developing countries,

(4) Describe the factors that affect the supply for health and health services in order to develop policies that ensure adequate quantity and quality of health services are delivered in developing countries.

OFFICE HOURS

My office is located on the third floor of the Puck Building (295 Lafayette Street, corner Houston). To enter the building you will need your student ID and you must enter on the second floor. The receptionist will point you to my office. I strongly encourage you to come to my office hours at least once this semester to talk about the course, your assignments, or just to get to know one another better. My office hours are usually Monday afternoons 3-4 p.m. Regular office hour discussions are 15 minutes in length. In addition, I reserve one 10 minute slot immediately before every class to meet with one student outside of the classroom. Please be on time: if there is someone waiting for the next slot we will have to end on time. I use an online booking system to appointment booking application to book any of these appointments [http://bit.ly/oFG602](http://bit.ly/oFG602). Although I will most likely be in my office on Monday afternoons even if no one schedules a session with me, sometimes important engagements come up and I can’t always be in my office. For this reason, I would encourage you to make an appointment at least a few hours in advance and to email me if you plan to make a same day booking. If it is more convenient, we can also talk by phone or by Skype, just email me to let me know and a number where I can reach you. If you can’t make the times that are available online, please email me and suggest some times that are more convenient to meet. Usually we can find a time that is mutually agreeable during the week to meet.
REFERENCE LETTER POLICY

I am generally happy to write anyone who takes one of my classes - and does well in the class - a reference letter for jobs, scholarships, or for other purposes. Bear in mind, however, that in general I tend to report on your written and verbal communication skills, your contributions to the classroom discussions, how well I know you as a person, your demonstrated interest and enthusiasm for the course, and your overall performance in the class. Given these details, it would be best to wait until we are at least half ways into the semester before asking me to write you a letter. Coming to my office hours and speaking up in class are good ways for me to get to know you better and sooner. If you still want me to write this letter, please give me at least 1 week notice, please send me details on the position, your updated CV, a description of the position to which you are applying and some details that you think I might want to mention about your suitability for the position. If I do not think I would be able to provide you with a favorable letter of reference, I will tell you immediately. If you need me to email or mail the letter somewhere please send me those details.

GRADING

Your final grade in this course will be composed of the following elements:

- 3 assignments (each 20% of final grade 60% of total grade)
- Take home exam (25% of final grade)
- Short in-class presentation (5% of final grade)
- Class participation (10% of final grade)

LATE SUBMISSION OF ASSIGNMENTS

Unless otherwise stated, all assignments are due online on course website at or before the start of class (4:55 p.m.). Late assignments will be penalized 10% for every 24 hour period that it is late. If unforeseen circumstances arise and you are unable to hand in your assignment on time, please let me know as soon as possible to discuss an alternative arrangement. Extensions may be granted on a case-by-case basis. Please do not wait until the last minute to write to me to ask for an extension. If assignments have been scheduled on a religious or cultural holiday, please let me know as soon as possible so that we can also find an alternative arrangement for you.

ASSIGNMENTS

Readings. Before each class, students should complete the readings for that week and be prepared to summarize and discuss them in class. I have tried to assign readings that will provide you with background necessary to understand the classroom discussion. I have also
attempted to select papers that are mostly accessible to students with some quantitative background and a previous course in microeconomics. That said, you may still find some of the readings technically challenging. I do not expect you to understand most of the models, mathematical, or econometric content in all of these papers. When you read them, you should be reading them to help understand the background to the paper and the main findings of the papers. When you read them, ask yourself the following questions:

- What is the main research question that is being addressed by the paper?
- How can you place this research question into the context of the classroom discussions?
- What basic research methodology or approach do the authors use to answer the research question? That is, how do the authors attempt to show that one variable causes another?
- What data do the authors use and why?

**Take-home assignments.** I will assign 3 short take-home assignments, which could take the form of either a problem set, or a short policy memo in response to a research paper. Each assignment should be no more than 2 pages unless otherwise stated. The assignment should be turned in online unless otherwise stated. You are encouraged to work with your classmates on these assignments, however, each student must hand in their own individual assignment.

**Take-home final exam.** At the end of the last lecture, I will distribute a take-home exam. You will have one week to complete the take-home exam. It will ask about key concepts taught in the course. Again, you are encouraged to work with your classmates on the final exam, however, you must turn in your own work.

**Class participation.** I reserve 10% of your grade to reflect the general effort you put into the course, including your participation in class, your discussion on the blog, your demonstrated enthusiasm for the subject matter, discussions outside of the classroom (e.g. office hours) and attendance. I realize that you are all busy adults and sometimes things prevent you from attending class, but I hope you can try to minimize such events, and generally appreciate an explanation for your absence.

**Textbook**

There is no textbook for this course, but you may find the following book useful, so I would recommend it but I don’t make it required, nor would I recommend purchasing it.

ACADEMIC INTEGRITY

The Wagner School values both open inquiry and academic integrity and students are asked to sign a pledge of academic integrity at the start of the program. Students are expected to follow standards of excellence set forth by New York University. Such standards include respect, honesty and responsibility. The program does not tolerate violations to academic integrity including:

- Plagiarism
- Cheating on an exam
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Collaborating with other students for work expected to be completed individually
- Giving your work to another student to submit as his/her own
- Purchasing or using papers or work online or from a commercial firm and presenting it as your own work

Students are expected to familiarize themselves University’s policy on academic integrity as they will be expected to adhere to such policies at all times as a student and an alumni of New York University.

COURSE CALENDAR

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<td>23-Mar</td>
<td>Health and Economic Development</td>
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<td>30-Mar</td>
<td>The Demand for Health and Health Services in Developing Countries</td>
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<td>Malaria and Guest Lecture (Gordon McCord, UCSD)</td>
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Assignment Deadlines
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Lecture Guide

(1) Health and Economic Development

Questions to be addressed:

(a) What is the relationship between health and economic development?

(b) What is the relationship between human capital and economic growth?

(c) What is the rationale for public investment in health in developing countries today?

Required Readings:


(2) The Demand for Health and Health Services in Developing Countries

Questions to be addressed:

(a) What factors affect the demand for health and health services in developing countries?

(b) How do health shocks affect consumption and savings in developing countries?

(c) How does health insurance protect against health shocks?

(d) What other public policies influence the demand for health services?

Required Readings:


(3) Malaria

Questions to be addressed:

(a) What are the roles of public and private actors in the prevention of malaria?

(b) What impact does malaria have on the economy?

Required Readings:


· Laxminarayan et al. (2010) “Should new antimalarial drugs be subsidized?” *Journal of Health Economics*.


(4) Health Systems and the Supply of Health Services in Developing Countries

Questions to be addressed:

(a) What are some of the economic dimensions of health systems in developing countries?

(b) What are some of the main challenges associated with the supply of health services in developing countries?

(c) How can we motivate health care providers to provide more and higher quality of health services?

Required Readings:


Das et al. (2012) “In urban and rural India, a standardized patient study showed low levels of provider training and huge quality gaps,” *Health Affairs* 31(12):2774-84.


(5) Fertility and Early-Life Health

Questions to be addressed:

(a) What is the demographic transition?

(b) What factors influence the decision for children or contraception?

(c) How does early life health affect overall health and other outcomes?

Required Readings:


(6) HIV/AIDS

Questions to be addressed:

(a) How do biological and behavioral factors influence the spread of HIV/AIDS?

(b) How should public policies be designed to promote prevention?

(c) What are the economic effect of providing treatment in the developing world?

(d) What are the macro-economic and micro-economic impacts of HIV/AIDS?

Required Readings:


(7) Water, Sanitation, and Environmental Health

Questions to be addressed:

(a) What are the challenges in bringing clean water and promoting safe hygiene practices?

(b) What are the health consequences of industrialization in developing countries?

Required Readings:

