NEW YORK UNIVERSITY

ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE—EXEC-GP.1830.01

INTRODUCTION TO HEALTH POLICY AND MANAGEMENT (HPAM) 
FOR NURSE LEADERS

FALL, 2016
Prof. Victor Rodwin
Tuesdays, 4:30-6:10 PM
Payson House, 425 E. 70th St. at York
Office hours: Tuesdays 2:00pm-3:30pm, or by appointment
Christopher Harris, Administrative Assistant
Christopher.harris@nyu.edu; Victor.rodwin@nyu.edu

This introductory course is designed to familiarize nursing leaders with the broader context of the health care system within which they work, 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 future of health systems and the field of health policy and management (HPAM). We then present an international perspective on the U.S. health care system, an overview of health policy since passage of the Affordable Care Act (ACA), and alternative government roles in health policy. In the second part of the course, we explore divergent perspectives for analyzing health and health care systems: clinical, epidemiological, economic, sociological/cultural and community/population/public health. In the third part, we focus on selected issues in HPAM: social determinants of health; variations in medical practice and quality of care; health care rationing and access to care; trends in the evolution of the medical-industrial complex; the New York City (NYC) Department of Health and Mental Hygiene’s (DHMH) policies and their implications for hospitals in NYC.

Class readings cover major topics in the study of population health and health care delivery: the organization and financing of health care systems; the roles of government in health systems and policy; cost and access to health care; health policy challenges and the Affordable Care Act; the social determinants of health; the epidemiology of health and medical care, economic and ethical issues related to managed care and health care rationing; the medical-industrial complex; and the NYC DHMH’s policies. In the process of 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.

CLASS READINGS

Please 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. It also contains helpful websites and references. In addition, there are three books to read – one by TR Reid, a journalist; the other by J. Groopman, a physician; a third by a medical journalist, Lynne Payer. Reid’s book provides an 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. I recommend checking Amazon.com, as well. Most articles listed on this syllabus can be downloaded from the NYU Classes site for this course.

TEXTBOOK

ADDITIONAL BOOKS AND JOURNALS

Finally, I encourage students to browse recent issues of well-respected journals, e.g., American Journal of Public Health; Journal of the American Medical Association (JAMA); New England Journal of Medicine (NEJM); The Journal of Health Politics, Policy and Law (JHPPL), and Health Affairs (HA).

### CLASS CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 6</td>
<td>1</td>
<td>Overview of Class and Nursing Challenges</td>
</tr>
<tr>
<td>Sept. 13</td>
<td>2</td>
<td>The Future of HPAM and the Health Care System</td>
</tr>
<tr>
<td>Sept. 20</td>
<td>3</td>
<td>The U.S. Health Care System in International Perspective</td>
</tr>
<tr>
<td>Sept. 27</td>
<td>4</td>
<td>Health Policy and the Affordable Care Act</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>5</td>
<td>The Roles of Government in Health Systems and Health Policy</td>
</tr>
</tbody>
</table>

### DIVERGENT PERSPECTIVES ON HPAM

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 11</td>
<td>6</td>
<td>Clinical</td>
</tr>
<tr>
<td>Oct. 18</td>
<td>7</td>
<td>Epidemiological</td>
</tr>
<tr>
<td>Oct. 25</td>
<td>8</td>
<td>Economic: The Case of Managed Care</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>9</td>
<td>Sociological /Cultural</td>
</tr>
<tr>
<td>Nov. 8</td>
<td>10</td>
<td>Community/ Population/Public Health</td>
</tr>
</tbody>
</table>

### SELECTED ISSUES IN HPAM

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 15</td>
<td>11</td>
<td>Social Determinants of Health: The Role of Public Health</td>
</tr>
<tr>
<td>Nov. 22</td>
<td>12</td>
<td>Variations in Medical Practice and Quality of Care</td>
</tr>
<tr>
<td>Nov. 29</td>
<td>13</td>
<td>Health Care Rationing and Access to Care</td>
</tr>
<tr>
<td>Dec. 6</td>
<td>14</td>
<td>Health Systems and the Medical-Industrial Complex: Trends</td>
</tr>
<tr>
<td>Dec. 13</td>
<td>15</td>
<td>Class Presentations</td>
</tr>
</tbody>
</table>

### CLASS TOPICS AND READINGS

## I. INTRODUCTION

**Class 1. September 6 - Overview of Class and Nursing Challenges**

- Overview of Course
- Current Trends
**Required reading**

*Textbook:*
Chapter 1: Knickman, J. & Kovner, A. The Challenge of Health Care Delivery and Health Policy

*Book:*
Groopman, Introduction and Ch. 1

**Class 2. September 13 - The Future of the HPAM and the Health Care System**

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

*Articles:*

**Class 3. September 20 - The U.S. Health System in International Perspective**

- 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, Gusmano, M. and Rodwin, V. Comparative Health Systems

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

*Articles:*

**Class 4. September 27 - Health Policy and the Affordable Care Act**

- The place of HPAM in Obamacare
- Can the ACA achieve cost control?
- Reform and Policy
Required reading

Textbook:
Appendix on ACA, optional

Articles:

Class 5. Oct. 4 - The Roles of Government in Health Systems and Health Policy
• History, trends, and characteristics of government policy and regulation
• What are the 3 key roles of government in U.S. health care?

Required reading

Textbook:
Ch. 3: Sparer, M and Thompson, F. Government and Health Insurance: The Policy Process

Article:

II. DIVERGENT PERSPECTIVES ON HPAM

Class 6. October 11 - Clinical
• Discussion of Groopman’s book
• How epidemiological perspective’s differ

Required reading

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

Class 7. October 18 - Epidemiological
• Do doctors and other clinicians think differently than managers and policymakers?
• How do their units of analysis compare?
• How to assess and measure health status?
• How are health status and health care related?
• Descriptive vs. analytic methods

Required reading

Article:

Class 8. October 25 - Economic: The case of managed care

- Cost containment vs. efficiency
- Models of medical care organization
- Strengths and weaknesses of managed care

Required reading

Textbook:
Chapter 9: Landry, A. and Erwin, C. Organization of Care

Book Chapter:

Articles:

Class 9. November 1 - Sociological/Cultural Perspectives

- To what extent is health affected by culture and class?
- To what extent is medicine a science and an art?
- What makes some populations more vulnerable than others?

Required reading

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

Articles:

Class 10. November 8 - Community/Population/Public Health

- How can hospitals assess population health and community health needs?
- How do hospitals collaborate with public health authorities?
- What should be the role of HPAM with regard to public health?

Required reading

Textbook:
Ch.5: Russo, P. Population Health
Articles:

Optional:

III. SELECTED ISSUES IN HEALTH POLICY AND MANAGEMENT

Class 11. November 15 - Social Determinants of Health: The Role of Public Health
- Public health vs. medicine, and other dichotomies
- Public health and the built environment
- Ethics and public health

Required reading
Articles:

Class 12. November 22 - Variations in Medical Practice and Quality of Care
- What factors account for small-area variations in medical practice?
- Are such variations related to quality of care?
- Can measuring and monitoring quality and safety in health care organizations improve outcomes?

Required Reading
Textbook:
Ch. 13: Clancy, C. & Fraser, I. High Quality Health Care

Articles:

Class 13. November 29 - Health Care Rationing and Access to Care
- Is health care rationed in the U.S. and Abroad?
- What ethical principles may be used as a basis for health care rationing?
- Vulnerable populations and access to care
Required Reading

Textbook:
Ch. 8: Garcel, J.M. et al. Vulnerable populations: A tale of two nations

Articles:

Class 14. December 6 - Health Systems and the Medical-Industrial Complex: Trends

- What is the role of powerful stakeholders in affecting HPAM?
- What are the salient characteristics of the U.S. medical-industrial complex?
- Is there a trade-off between commercial forces and promoting the public good?

Required Reading

Articles:

Class 15. December 13 - Presentations

Required Reading

Read materials on Take Care New York on the NYCDHMH web site and ask yourself how your unit and or hospital should collaborate; or why it should not.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Bio-Sketch</td>
<td>5 %</td>
</tr>
<tr>
<td>First Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Second Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Final Class Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
Final grades will be calculated according to the percentages noted above. Assignments are designed as learning exercises for professionals in the field. The aim is to help you deepen your understanding of the readings and develop your own views on the issues.

**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 go online during class. 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](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 using 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](http://wagner.nyu.edu/students/services/tutoring). None of us can fail to benefit from such assistance!

Please submit written assignments directly to me in class (printed copies two sides to a page). 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.

**Bio-sketch**: Please write no more than 1.5 pages, in the first person. Include your present position, where you graduated from college, how you got into nursing and your professional aspirations.

**First Essay**: Based on readings for the first five classes, write a 3-page concise essay in which you speculate on how the role of government will evolve, over the next decade, in the U.S. health care system. This will require distinguishing different roles of government and drawing on the most relevant readings from sessions #2- #5, making sure to cite your sources.

**Second Essay**: Based on the readings that reflect divergent perspectives on HPAM (sessions #6-#10), write a 3-page essay in which you assess the delivery of health care in your unit/institution, or anywhere else you choose, from at least 3 of these perspectives. If this topic does not work for you, please assess how your unit/hospital could transform itself to improve its capacity for serving vulnerable populations and working with other partners to improve population health. Be sure to ground your response by citing relevant readings from the syllabus.
**Group Exercise:** For sessions 11-14, we will form 4 groups. Each group will engage in a two-part exercise. First, the group will make a 20 minute presentation to the class on one of the selected issues in HPAM. The presentation should be based on additional research – beyond the required readings – including presentation of some relevant data in charts and/or tables in a powerpoint file. Second, the group must write a two page summary of what they found, followed by an Appendix that includes three of the best refereed journal articles they read, selections of relevant blogs and/or selections from trade journals or newspapers articles, and a copy of their powerpoint presentation.

**Final Class Presentation:** In the final class, I ask that each student make a 4 minute presentation that addresses the following question: How would you recommend that your hospital unit prepare itself for the changes likely to occur over the next decade? And how would you recommend that your unit collaborate with the policies promoted by *Take Care New York, NYC Department of Health and Mental Hygiene (DHMH)*? Please look over the web site of the NYCDHMH and read the Department’s policy paper: *Take Care New York* and updates on this theme.