This Introduction to Health Policy and Management (HPAM) will help you analyze key issues related to the distribution of health and illness in society, the organization of the healthcare system, and the relationship of one to the other. In our first session, you will learn about the evolution of the U.S. healthcare system and the roles of health policy and management (HPAM) and public health in current debates. We will then go on to view the U.S. healthcare system from a telescope (an international perspective), consider the relative power of stakeholders in the policymaking process and the roles of government in the health system. We conclude the introduction to this class with a glimpse into the future by focusing on the evolution of patient roles, demography and technology. This is the context in which you will find yourselves tackling problems as your careers evolve.

In the second part of the course, we explore divergent perspectives for analyzing population health and health care: clinical; epidemiologic; sociological, geographic and cultural; economic; and ethical. We focus on social determinants of health, racial, ethnic and income disparities among population groups, and how health policymakers and managers can work collaboratively with leaders in housing, education, transportation, and other sectors to promote public health.

In the third part, we focus on selected issues that leaders in the field of HPAM will have to confront: population health and how to improve it; the quality of care (how to measure and assess it); the opioid epidemic; and the challenge of assuring access to healthcare services while simultaneously rationing them. In covering these topics, we emphasize the value of understanding diverse disciplinary perspectives, the challenges of meeting the varied (and often conflicting) needs and motivations of healthcare system stakeholders, and the ways in which the United States healthcare system differs from those of other wealthy nations.
## Class Calendar

### I. Introduction

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 4</td>
<td>1</td>
<td>HPAM, Public Health and the Healthcare System</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>2</td>
<td>The U.S. Healthcare System Viewed from a Telescope</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>3</td>
<td>Stakeholders in the Healthcare Policymaking Process</td>
</tr>
<tr>
<td>Sept. 25</td>
<td>4</td>
<td>The Roles of Government in Health Systems and Health Policy</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>5</td>
<td>Patients, Technology and the Future of Healthcare Systems</td>
</tr>
<tr>
<td>Oct. 9</td>
<td></td>
<td>No Class</td>
</tr>
</tbody>
</table>

### II. Divergent Perspectives on HPAM

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 16</td>
<td>6</td>
<td>Clinical</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>7</td>
<td>Epidemiologic</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>8</td>
<td>Sociological, Geographic and Cultural</td>
</tr>
<tr>
<td>Nov. 6</td>
<td>9</td>
<td>Economic</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>10</td>
<td>Ethical</td>
</tr>
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</table>

### III. Selected Issues in Health Policy and Management

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 20</td>
<td>11</td>
<td>Population Health: The Healthcare System and Social Determinants of Health</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>12</td>
<td>The Opioid Epidemic</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>13</td>
<td>Quality of Health Services</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>14</td>
<td>Access and Rationing; and Final Presentations</td>
</tr>
</tbody>
</table>
Class Readings
Every week, I expect students to read all the assigned articles and/or textbook chapters and view the films 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 J. Groopman, a physician); the other by Lynne Payer, a medical journalist. 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.

Textbook

Additional Books and Journals


Course Learning Objectives
This class is designed to improve your ability to:

1. Discuss major controversies in the field of Health Policy & Management (HPAM) and learn to identify and analyze the positions of major stakeholders in the healthcare system – insurers, providers, producers of pharmaceuticals and equipment/devices, governments and patients.
2. Assess the strengths and weaknesses of divergent perspectives for analyzing population health and health care and articulate your own position with respect to major controversies in the field of HPAM.
3. Make arguments that distinguish individual from population and community health needs, particularly with respect to vulnerable populations.
4. Examine social and behavioral determinants of health and understand how health systems can address them or collaborate with other actors in a better position to do so.
5. Analyze healthcare policymaking processes and how they rely on a combination of ideas, evidence, and negotiation with powerful stakeholders who stand to lose or gain from different policies.
6. Apply ethical principles to resource allocation decisions in the health sector.
7. Communicate and interact productively (by listening, speaking and writing) and present convincingly (to individuals and groups) evidence to support a position on matters of health care with a diverse and changing industry, work force and citizenry.
Learning Assessment Table

<table>
<thead>
<tr>
<th>Program Competency</th>
<th>Corresponding Course Learning Objective</th>
<th>Corresponding Assignments</th>
<th>Level of Competency Expected to Be Achieved via the Assignment (Basic = 1, Intermediate = 2, Advanced = 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to assess population and community health needs from a public service perspective</td>
<td>Understand the strengths and weaknesses of divergent perspectives for analyzing population health and health care</td>
<td>Multiple choice quizzes based on relevant required readings and/or research dossier</td>
<td>2 - Intermediate</td>
</tr>
<tr>
<td>The ability to examine social and behavioral determinants of health and understand how health systems can address the needs of vulnerable populations</td>
<td>Distinguish individual from community health needs and understand how healthcare systems can address social and behavioral determinants of health</td>
<td>Multiple choice quizzes based on relevant required readings and/or research dossier</td>
<td>2 – Intermediate</td>
</tr>
<tr>
<td>The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation</td>
<td>Present an argument, based on relevant concepts and evidence, to your boss and/or managers and policymakers in the health sector</td>
<td>Final Individual and/or Group Presentation</td>
<td>2 – Intermediate</td>
</tr>
</tbody>
</table>

Class Topics and Readings

I. INTRODUCTION

Class 1. September 4. HPAM, Public Health and the Healthcare System

- Brief history of healthcare system and health policy over 20th century
- Views of leaders on HPAM and public health

Required reading

Articles:

Film: Escape Fire: The Fight to Rescue American Healthcare

Class 2. September 11. The U.S. Healthcare System Viewed from a Telescope

- Overview of healthcare financing and organization
- Differences among the United States patchwork healthcare system and models of National Health Insurance (NHI) and National Health Service (NHS) systems in other wealthy nations
- The role of social and behavioral factors in influencing population health
**Required reading**

**Articles:**

**Book (Optional):**

**Film:**  [T.R. Reid: Sick Around the World](#)


- How is health policy made?
- Formal vs. informal processes
- The roles of policy analysis, hospitals, insurers, physicians, Big Pharma

**Required reading**

**Articles:**

**Class 4. September 25. The Roles of Government in Health Systems and Health Policy**

- Trends and characteristics of government health policy and regulation
- What are 3 key roles of government in U.S. health care?
- Medicare, Medicaid and other government health programs

**Required reading**

**Textbook:**
Chapter 3: Government and Health Insurance: The Policy Promise (Sparer, M. and Thompson, F.)

**Articles:**

**Film:**  [Michael Moore’s film “Sicko”](#)

**Class 5. October 2. Patients, Technology and the Future of Health Systems**

- Is demography destiny?
- Or is technological change our destiny?
- How will health care and its organization respond to these changes?
- Can/Should the growth of the medical-industrial complex be regulated/contained?
Required reading

Articles:

October 9 – No Class

II. DIVERGENT PERSPECTIVES ON HPAM

Class 6. October 16. Clinical

- Do doctors and other clinicians think differently than managers and policymakers?
- How do their units of analysis compare?
- Decision analysis and differential diagnosis

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

Class 7. October 23. Epidemiologic

- How to assess and measure population health status?
- How are health status and health care related?
- Descriptive vs. analytic methods

Required reading
Textbook:
Chapter 5: Russo, P. Population Health. In Kovner/Knickman, Health Care Delivery in the United States

Articles:
Optional Recommended Article

Class 8. October 30. Sociological, Geographic and Cultural
- Social and cultural factors affecting health and medical care
- Class, income and use of health services
- Social systems, health systems, hierarchy and control

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

Articles:

Optional:
Green et. al. (2002). The Ecology of Medical Care Revisited. NEJM (344) 26.

- The case for and against markets in the health care sector
- Financing, payment and incentives
- Examples of health services research

Required reading
Articles:
Class 10. November 13. Ethical

- Concepts in ethical analysis applied to public health
- Ethics of health care rationing
- Public health vs. medicine, and other dichotomies

**Required reading**

**Articles:**


**III. SELECTED ISSUES IN HEALTH POLICY AND MANAGEMENT**

Class 11: November 20. *Population Health: The Health Care System and Social Determinants of Health*

- Approaches to measuring population health
- Alternative strategies for improving dimensions of population health
- The role of health care organizations in promoting population health
- How should policymakers and managers respond to the evidence on social determinants of health?

**Required Reading**

**Articles:**


**Film:** [Rebecca Onie Ted Talk](#)

Class 12. November 27: *Quality of Health Services*

- Do variations in medical practice matter?
- Structures, processes, outcomes and CQI
- The role of patients and consumerism in the health sector
Required Reading

Articles:
2. Wennberg, J. Hospital Use and Mortality Among Medicare Beneficiaries in Boston and New Haven. NEJM 321(17), 1168-1173.

Film: Dr. Don Berwick, Youtube, My Right Knee;

Class 13: December 4. The Opioid Epidemic
- Supply-side forces
- Demand, need, induced demand
- Regulatory challenges

Required Reading

Articles:

Class 14. December 11. Access and Rationing; and Final Presentations
- Measures of access to health care
- Are there health systems that don’t ration health care?
- Prices, cost-effectiveness, medical utility in access to pharmaceuticals

Required reading

Articles:
Course Requirements and Grading

There are several graded components to the course for which you will be responsible, but the main requirement is to encourage collaboration through group assignments and discussions. The purpose of your individual and collaborative work is to help you gain a better understanding of HPAM. You will work in small groups (never more than 3) throughout the course in preparing for short class presentations. In this context you will face challenges from your fellow student colleagues, and share your thoughts with the class in our weekly sessions. In addition to attending and participating in class meetings, all students are required to complete 10 short multiple choice quizzes based on the assigned readings. In the third part of the course, you will begin conducting your own documentary research with two objectives: 1) dig deeper into one of the health policy issues covered in this part of the course; and 2) illustrate the strengths and limitations of the divergent perspectives introduced in the second part of the course.

Here is a breakdown of how you will be assessed in this course:

1. **Position Papers (1 page). Ten assignments posted on Class Forum (2% each for 20% of grade)**
   These assignments may be completed individually or by groups of 2 or 3 students. They are 1 page summary answers to questions posed about your views/reactions to the assigned readings each week beginning for the second class. These questions will be posted after our first session. Your responses should be posted 24 hours before each class meeting in the appropriate forum on NYU Classes.

2. **Group and/or Individual Project - 40% (10% each part)**
   1. **Part 1:** 1 page concept paper- Due on October 9 even though there is no class session
   2. **Part 2:** Appendix due at class #8 – Due on October 30
   3. **Part 3:** Powerpoint Presentation. Due 24 hours before you (or your group) make 5 min presentation in class.
   4. **Part 4:** Summary of what you learned. Due within a week of your oral presentation

3. **Final posting of revised Group and/or individual Project - 5%**
   (with revised versions, if necessary, of previous parts) - Due on Dec. 18.

4. **Quizzes - 25%**. These short, multiple choice, open book quizzes are taken in NYU Classes.

5. **Class participation - 10%**

Final grades will be calculated according to the percentages noted above. These assignments are designed to assess understanding of course readings and progress against the course competencies noted on pp. 3-4 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. Please do not use cell phones or go online during class for matters other than the class discussion. 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.

Guidelines for Class Assignments

**General Instructions:** All written assignments should be submitted in Times New Roman 12-point font, 1.5-spaced, with one-inch page margins. Write in full paragraphs, in 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. None of us can fail to benefit from such assistance!

Please post all written assignments on class forums to the appropriate forums set up on NYU Classes for this course and submit two printed copies of your essays to instructor in class, as well There are three reasons for posting all written assignments on class forum. 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 get to know one another. Third, because another purpose of these assignments is to convince the class of your point of view.

**Group or Individual Project:** For presentations during sessions 10 to 14, you may either complete the following four-part exercise as an individual or as a group of no more than 3 students (maximum). You should address a problem related to one of the policy issues covered in Part III of the syllabus. The goal is to prepare a research dossier that would be useful for your boss.

1. **Part 1:** write a one-page concept paper in which you present the specific problem related to the policy issue you have chosen and why you think it is important.
2. **Part 2:** Create an Appendix on the topic you have identified. It should contain 3 of the best refereed journal articles you have found. Highlight the most important sections you would want your boss to read. Also attach any relevant blogs, trade journals or newspaper articles. The Appendix can also include any charts or tables you think would be helpful to your boss.
3. **Part 3:** Prepare a short PowerPoint presentation (no more than 5 slides) summarizing parts 1 and 2 and use as a basis for your class presentation (no more than 4 minutes). Also, please make a 3-4 minute video clip of your individual and/or group presentation (using a smartphone is perfectly acceptable) and post it for all to see before your final presentation.
4. **Part 4:** Write a 2 page paper in which you present what you learned from this exercise and all the materials you have provided for your boss. When relevant cite required readings from class so that there is no need to summarize their main points.
Criteria for Grading Position Papers and other Writing

Element and Evaluation Criteria:

<table>
<thead>
<tr>
<th></th>
<th>A. EXCELLENT</th>
<th>B. GOOD</th>
<th>C. BELOW STANDARDS</th>
<th>NOT ACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOES PAPER ADDRESS QUESTION?</td>
<td>Yes, precisely and has a good title</td>
<td>More or less</td>
<td>No</td>
<td>Not clear to whom paper is addressed or why it is written!</td>
</tr>
<tr>
<td>ARGUMENT OR THESIS</td>
<td>Strong and specific argument easily identifiable</td>
<td>Coherent, but no clear argument or main point</td>
<td>Not clear, wanders in too many directions.</td>
<td>No identifiable argument.</td>
</tr>
<tr>
<td>ARGUMENT OR THESIS, CONT.</td>
<td>Major points and citations in form of end-notes reinforce the argument throughout the piece.</td>
<td>Most points reinforce the argument throughout the piece</td>
<td>Some points reinforce the argument, but many fail to reinforce or relate to the argument</td>
<td>Individual points lack cohesion and fail to express a clear idea</td>
</tr>
<tr>
<td>ORGANIZATION AND STRUCTURE</td>
<td>Effective use of formal structure such as subheadings, a strong introductory paragraph and conclusion</td>
<td>Mostly effective use of formal structure. Subheadings could be more descriptive or formatting could be improved</td>
<td>Ideas difficult to follow</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION AND STRUCTURE, CONT.</td>
<td>Thoughts follow a clear internal logic reinforced by the formal structure</td>
<td>Thoughts mostly follow an internal logic reinforced by the formal structure</td>
<td>Lack of internal logic. Unclear formal structure</td>
<td>Completely illogical</td>
</tr>
<tr>
<td>ORGANIZATION AND STRUCTURE, CONT.</td>
<td>Overall structure is strong and contributes to effectiveness and clarity</td>
<td>Overall structure is acceptable.</td>
<td>Overall structure distracts from the meaning of the piece</td>
<td>Unstructured, disorganized</td>
</tr>
<tr>
<td>WORD CHOICE</td>
<td>A. EXCELLENT</td>
<td>B. GOOD</td>
<td>C. BELOW STANDARDS</td>
<td>NOT ACCEPTABLE</td>
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<tr>
<td>Use of terminology is correct in all instances. Dead and tired clichés and metaphors are avoided. Adverbs were avoided along with all unnecessary words, e.g. “very”!</td>
<td>Occasional use of inappropriate jargon, acronyms or imprecise terms. Minimal usage of dead and tired clichés and metaphors.</td>
<td>Many mistakes in terminology. Frequent use of dead and tired clichés and metaphors</td>
<td>Imprecise terminology and heavy usage of jargon and acronyms</td>
<td></td>
</tr>
<tr>
<td>Strong use of simple, precise and effective language easily read and understood by intended and potential audiences</td>
<td>Minor issues with wordiness, repetition. Easily understood by intended audience, but perhaps not by other potential audiences.</td>
<td>Some issues with wordiness and repetition. Mostly understandable to intended audience.</td>
<td>Wordy and repetitive</td>
<td></td>
</tr>
<tr>
<td>Few if any grammatical errors. Any errors do not affect meaning</td>
<td>Minor errors cause momentary distraction for readers.</td>
<td>Errors do not cause the writing to be unclear, but weaken the effectiveness of the communication</td>
<td>Systemic errors that make the writing difficult to read.</td>
<td></td>
</tr>
<tr>
<td>Assigned readings to support points made are appropriate and properly cited</td>
<td>Some missing citations or a few improperly cited sources.</td>
<td>Research is inconsistently cited. Un-cited facts, figures and passages bring about questions of plagiarism in reader’s mind</td>
<td>No citations. Clear violations of rules of plagiarism</td>
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</tbody>
</table>