



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

HPAM-GP/EXEC-GP 1830.001

Introduction to Health Policy and Management Spring 2022

Instructor Information

- Prof. Lauren Taylor, PhD, MDiv, MPH
- Email: lauren.taylor@nyulangone.org
- Office Hours: By appointment and immediately before each class

Course Information

- Class Meeting Times: Wednesdays from 4:55-6:35pm
- Class Location: TBD

Course Description

This core specialization course in the NYU Wagner MPA: Health Policy and Management program explores the formation, implementation and interaction of health policies at various levels. The US “health system” is anything but a coordinated system. It might be better conceptualized as a series of overlapping policies, emanating from different statutory, regulatory and advisory bodies at the global, national, state, *municipal* and increasingly, organizational, levels. This course is designed to give students a handle on the uses, misuses and abuses of policy for the purposes of improving health. It is roughly structured around a handful of modules:

Module 1: Global Health Policy

Module 2: US Health and Health Policy

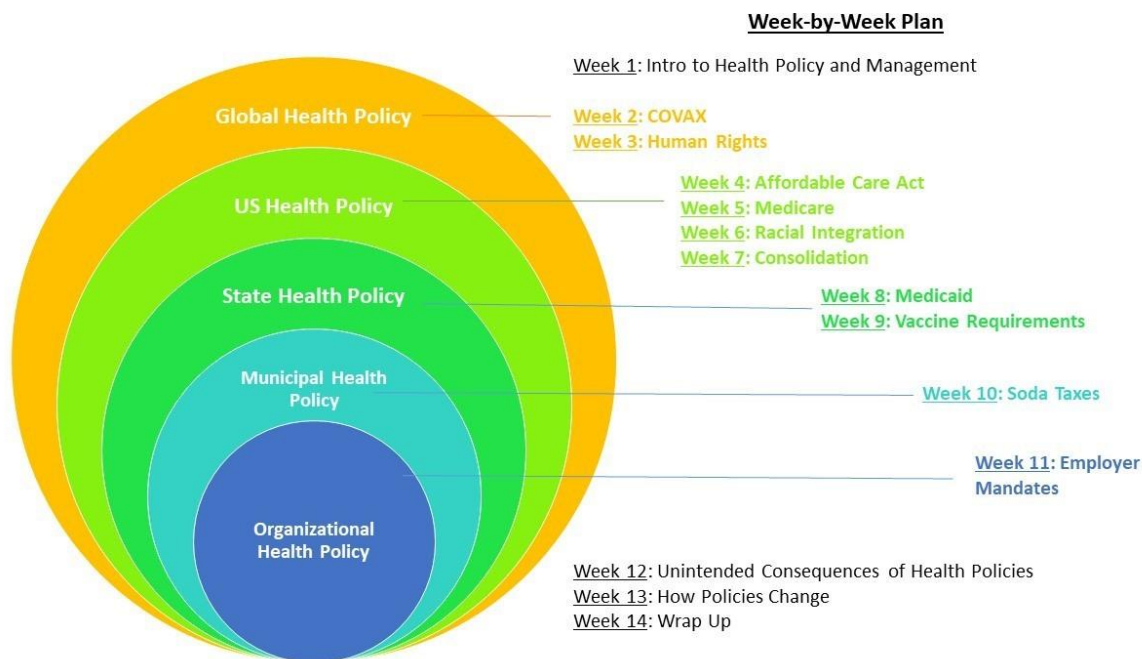
Module 3: State Health Policy

Module 4: Municipal Health Policy

Module 5: Organizational Health Policy

In exploring each of these levels of health policy, we will discuss determinants of health, the social distribution of health and disease, and health disparities; the organization and financing of the U.S. health care system, its historical context, the roles and behaviors of its key actors, and its comparison to health systems of other nations; the quality, cost and accessibility of health care services; and health care delivery system improvement and reform. We will examine

these themes using a multidisciplinary approach that employs sociological, political, economic and ethical perspectives on health and disease, the health care system, and the challenges of meeting the varied (and often conflicting) needs and motivations of health care system stakeholders. The objective of this course is to build understanding of how and why health policies attempt to influence managerial behavior – how policies *actually* influence behavior - and how managerial behavior responds to policies.



Course and Learning Objectives

At the conclusion of this course, students will be prepared to:

1. Describe a relationship between health policies and health management, including why policies are necessary to pursue population health
2. Analyze strengths, weaknesses and 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
3. Articulate ways that health policies can and do change at various levels of governance
4. Articulate alternative ways to influence behavior in addition to, or instead of, formal policies

Course Requirements

What I Ask of You: Attendance is key to everyone’s learnings so please do try and be present for as much of our time together as you can. I ask that you post 3 sentences in advance of each session calling out an idea or a question that stood out to you from the readings. Please come to each meeting of the course having done the assigned reading and prepared to sincerely

listen to and engage with one another's ideas. Papers are due on the assigned date unless you speak to me in advance.

What I Commit to You: I will prepare and lead us through a discussion agenda for each course meeting. I will read and respond to e-mails from students within 48 hours throughout our time together. I will read your discussion posts and aim to make class time as responsive to your interests as I can. I will read your papers closely and provide written feedback on the quality of the ideas and writing within a week of receipt. I will do my best to ensure that students receive roughly equal "airtime" in the course. I am happy to engage with you in discussions about academic advising, career or vocation beyond the scope of our class. My schedule can be a little hectic but if you hang in there with me, I am certain we will find time to connect.

In addition to attending and participating in classes, students are asked to complete three written assignments:

Assignment #1: 5 Page Memo due March 2

Assignment #2: 5 Page Memo due April 6

Assignment #3: Final 10 Page Paper due week after final class on May 4

Class Readings

Students should arrive to class prepared to participate in the discussion of these themes based on their critical analysis of assigned readings. All assigned weekly readings will be posted on NYU Classes.

Course Sessions

Week 1 (1/26): Introduction: Health Policy and Management

Topics

- Overview of course
- Determinants of health and goals of health policy
- Definitions of policy and management

Required readings

Posted on NYU Classes

- Commonwealth Fund. General Overview of US Health System. 2020.
- Chinitz, & Rodwin, V. G. (2014). What Passes and Fails as Health Policy and Management. *Journal of Health Politics, Policy and Law*, 39(5), 1113–1126. <https://doi.org/10.1215/03616878-2813719>

Optional:

- Marmor T. (2007). Fads in Medical Care Policy and Politics: The Rhetoric and Reality of Managerialism. In T.R. Marmor (Ed.), *Fads, fallacies and foolishness in medical care management and policy* (pp. 1-25). World Scientific.

A.Global Health Policy

Week 2 (2/2): Global Health Policy - COVAX

Topics

- Need for (and lack of) global health policy
- Distinction between strong and weak policy
- Efforts to coordinate global action re: COVID

Required readings

Posted on NYU Classes

- Benatar, S., & Upshur, R. (2011). What is global health? In S. Benatar & G. Brock (Eds.), *Global Health and Global Health Ethics* (pp. 13-23). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511984792.002COVAX readings.
- Bird. (2018). Are global taxes feasible? *International Tax and Public Finance*, 25(5), 1372–1400. <https://doi.org/10.1007/s10797-018-9487-2>
- ☐ Berkley, S. (2020, September 3). COVAX explained. <https://www.gavi.org/vaccineswork/covax-explained>
- Covax: 171 countries pledge to distribute a coronavirus vaccine equitably—Vox. (n.d.). Retrieved January 13, 2022, from <https://www.vox.com/21448719/covid-19-vaccinecovax-who-gavi-cepi>
- Irfan, U. (2021, November 9). Why are rich countries still monopolizing Covid-19 vaccines? Vox. <https://www.vox.com/22759707/covid-19-vaccine-gap-covax-rich-poorcountries-boosters>
- Mueller, B., & Robbins, R. (2021, August 2). Where a Vast Global Vaccination Program Went Wrong. *The New York Times*. <https://www.nytimes.com/2021/08/02/world/europe/covax-covid-vaccine-problemsafrica.html>

Week 3 (2/9): Global Health Policy – UN Declaration on Human Rights

Topics

- UN's role in global policymaking
- US' participation (and lack thereof) ☐ Enforcement challenges
 - ☐ Is a declaration policy?

Required readings

Posted on NYU Classes

- Little, B. (n.d.). *How Eleanor Roosevelt Pushed for a Universal Declaration of Human Rights*. HISTORY. Retrieved January 13, 2022, from <https://www.history.com/news/eleanor-roosevelt-universal-declaration-human-rights>
- Wolff, J. (2011). The human right to health. In S. Benatar & G. Brock (Eds.), *Global Health and Global Health Ethics* (pp. 108-118). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511984792.010
- Koh H. A United States Human Rights Policy for the 21st Century. *St Louis Journal of Law*. 2002.

B. US Federal Health Policy

Week 4 (2/16): Federal US Health Policy and the ACA

Topics

- Historical development of health care delivery system
- Federal government role in health care system
- Affordable Care Act, the triple aim, and legal challenges

Required readings

Posted on NYU Classes

- Starr, P. 2011. *Remedy and Reaction: The Peculiar American Struggle Over Health Care Reform*. New Haven, CT: Yale University Press. Introduction and Ch 8: ACA as Political Philosophy.
- Oberlander. (2012). Unfinished Journey — A Century of Health Care Reform in the United States. *The New England Journal of Medicine*, 367(7), 585–590. <https://doi.org/10.1056/NEJMp1202111>
- Berwick, Nolan, T. W., & Whittington, J. (2008). The Triple Aim: Care, Health, And Cost. *Health Affairs*, 27(3), 759–769. <https://doi.org/10.1377/hlthaff.27.3.759>
- Apr 25, P. & 2013. (2013, April 25). Summary of the Affordable Care Act. *KFF*. <https://www.kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>
- Guth, M., Garfield, R., & Rudowitz, R. (n.d.). *The Effects of Medicaid Expansion under the ACA: Updated Findings from a Literature Review*. 100.
- Glied. (2019). Options for Dialing Down From Single Payer. *American Journal of Public Health* (1971), 109(11), 1517–1520. <https://doi.org/10.2105/AJPH.2019.305299>

Week 5 (2/23): Federal US Health Policy and Medicare

Topics

- History and idiosyncrasies of Medicare
- MEDPAC and physician lobbying ☐ Prospects of Medicare For All

Required readings

Posted on NYU Classes

- Laugesen, Wada, R., & Chen, E. M. (2012). In Setting Doctors' Medicare Fees, CMS Almost Always Accepts The Relative Value Update Panel's Advice On Work Values. *Health Affairs (Millwood, Va.)*, 31(5), 965–972. <https://doi.org/10.1377/hlthaff.2011.0557>
- Adrion. (2020). Politics and Policymaking in Medicare Part C. *Medical Care*, 58(3), 285–292. <https://doi.org/10.1097/MLR.0000000000001256>
- Berenson, & Ginsburg, P. B. (2019). Improving The Medicare Physician Fee Schedule: Make It Part Of Value-Based Payment. *Health Affairs (Millwood, Va.)*, 38(2), 246–252. <https://doi.org/10.1377/hlthaff.2018.05411>
- Frank, & Nichols, L. M. (2019). Medicare Drug-Price Negotiation — Why Now . . . and How. *The New England Journal of Medicine*, 381(15), 1404–1406. <https://doi.org/10.1056/NEJMp1909798>
- Oberlander, J. & Marmor, T. *The Road Not Taken: What Happened to Medicare For All?* (2015). In Cohen, Colby, D. C., Wailoo, K., & Zelizer, J. E. (Eds.), *Medicare and Medicaid at 50 : America's entitlement programs in the age of affordable care*. Oxford University Press.

Week 6 (3/2): US Federal Health Policy – Racial Integration of US Hospitals

Topics

- Food and Drug Administration (FDA) role
- Pharmaceutical pricing

Required viewing

Posted on NYU Classes

- 📺 Video: [Power to Heal - Alexander Street, a ProQuest Company \(nyu.edu\)](#)

Required readings

Posted on NYU Classes

- 📺 Geiger, H. J. & Ward Jr., T. J. (2017). *Chapter 1: From South Africa to Mississippi, Chapter 3: Delivering Healthcare, & Chapter 6: Conflict and Change*. In *Out in the Rural*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780190624620.001.0001>

Optional readings

- 📺 Smith, D. (2016). *The Power to Heal: Civil Rights, Medicare and the Struggle to Transform America's Health Care System*. Vanderbilt University Press. Nashville, TN.

Week 7 (3/9): US Federal Health Policy: FTC and Hospital Mergers

Topics

- Growth of “megaproviders” in health care delivery

- Federal Trade Commission (FTC) role
- Anti-trust policy and challenges thereof

Required readings

Posted on NYU Classes

- Dranove, & Burns, L. R. (2021). Big med : megaproviders and the high cost of health care in America. Chapter 1: The Evolution of the Modern Hospital (pp 11-30) and Chapter 4: The Fall and Rise of the Antitrust Agencies (pp. 81-105). The University of Chicago Press.
- Beaulieu, Dafny, L. S., Landon, B. E., Dalton, J. B., Kuye, I., & McWilliams, J. M. (2020). Changes in Quality of Care after Hospital Mergers and Acquisitions. *The New England Journal of Medicine*, 382(1), 51–59. <https://doi.org/10.1056/NEJMsa1901383>
- Dafny. (2021). Addressing Consolidation in Health Care Markets. *JAMA : the Journal of the American Medical Association*, 325(10), 927–928. <https://doi.org/10.1001/jama.2021.0038>

C. State Health Policy

Week 8 (3/23): State Health Policy: Medicaid Waivers and Redesigns

Topics

- Role of states in health policymaking
- How Medicaid is funded and who is eligible
- Waiver application and approval process
- Key planks of recent Medicaid waivers (NC, MA, NY etc)

Required readings

Posted on NYU Classes

- Thompson, F. J. (2015). *Medicaid Rising: The Perils and Potential of Federalism*. In Cohen, Colby, D. C., Wailoo, K., & Zelizer, J. E (Eds)., *Medicare and Medicaid at 50 : America's entitlement programs in the age of affordable care* (pp 191-212). Oxford University Press.
- Hinton, E., Artiga, S., Musumeci, M., & Rudowitz, R. (2019, May 15). A First Look at North Carolina's Section 1115 Medicaid Waiver's Healthy Opportunities Pilots—Issue Brief. *KFF*. <https://www.kff.org/report-section/a-first-look-at-north-carolinas-section-1115medicaid-waivers-healthy-opportunities-pilots-issue-brief/>
- Hinton, E., Rudowitz, R., Stolyar, L., & Singer, N. (2020, October 29). 10 Things to Know about Medicaid Managed Care. *KFF*. <https://www.kff.org/medicaid/issue-brief/10-thingsto-know-about-medicaid-managed-care/>

Week 9 (3/30): State Health Policy: Vaccine Requirements

Topics

- Role of states in health policymaking
- Vaccine requirements for public schooling
- Controversies over personal, religious and medical exemptions

Required readings

Posted on NYU Classes

- Goldstein, Purtle, J., & Suder, J. S. (2019). Association of Vaccine-Preventable Disease Incidence With Proposed State Vaccine Exemption Legislation. *JAMA Pediatrics*, 174(1), 88–89. <https://doi.org/10.1001/jamapediatrics.2019.4365>
- Mechanic, D. 1998. The Functions and Limitations of Trust in the Provision of Medical Care. *Journal of Health Politics, Policy and Law* 23(4): 661-686.
- Davis. (2017). Vaccine Exemptions and the Church-State Problem. *The Journal of Clinical Ethics*, 28(3), 250–254.
- Arnold, S. and Scanlon, D. 2009. Realizing True Consumer-Directed Health Care: What the Policy Community Needs. *Medicare Care Research and Review* 66 (1 suppl): 3S-8S.
- Diekema. (2014). Personal belief exemptions from school vaccination requirements. *Annual Review of Public Health*, 35(1), 275–292. <https://doi.org/10.1146/annurevpublhealth-032013-182452>
- Omer, Salmon, D. A., Orenstein, W. A., deHart, M. P., & Halsey, N. (2009). Vaccine Refusal, Mandatory Immunization, and the Risks of Vaccine-Preventable Diseases. *The New England Journal of Medicine*, 360(19), 1981–1988. <https://doi.org/10.1056/NEJMsa0806477>

D. Municipal and Organizational Policies

Week 10 (4/6): Municipal Health Policy and Soda Taxes

Topics

- Role of cities in health policymaking
- Bloomberg and New York City soda tax □ Indoor smoking bans

Required readings

Posted on NYU Classes

- Cawley, Frisvold, D., Hill, A., & Jones, D. (2019). The impact of the Philadelphia beverage tax on purchases and consumption by adults and children. *Journal of Health Economics*, 67, 102225–102225. <https://doi.org/10.1016/j.jhealeco.2019.102225>
- Burdo, A. (2016). *N.Y.C. couldn't get a soda tax passed, but this city just did*. *New York Business Journal*. Retrieved January 13, 2022, from

<https://www.bizjournals.com/newyork/news/2016/06/17/n-y-c-couldnt-get-a-soda-taxpassed-but-this-city.html>

- Falbe, Thompson, H. R., Becker, C. M., Rojas, N., McCulloch, C. E., & Madsen, K. A. (2016). Impact of the Berkeley Excise Tax on Sugar-Sweetened Beverage Consumption. *American Journal of Public Health* (1971), 106(10), 1865–1871. <https://doi.org/10.2105/AJPH.2016.303362>
- Gostin. (2017). 2016: The Year of the Soda Tax. *The Milbank Quarterly*, 95(1), 19–23. <https://doi.org/10.1111/1468-0009.12240>
- Kansagra, Kennelly, M. O., Nonas, C. A., Curtis, C. J., Van Wye, G., Goodman, A., & Farley, T. A. (2015). Reducing Sugary Drink Consumption: New York City's Approach. *American Journal of Public Health* (1971), 105(4), E61–E64. <https://doi.org/10.2105/AJPH.2014.302497>

Week 11 (4/13): Organizational Health Policies

Topics

- Multi-nationals and the impact of their health policies
- Health system flu and COVID vaccine requirements
- Elizabeth Anderson's concept of "private government"

Required readings

Posted on NYU Classes

- Slotkin, J. R., Ross, O. A., Coleman, M. R., & Ryu, J. (2017, June 8). Why GE, Boeing, Lowe's, and Walmart Are Directly Buying Health Care for Employees. *Harvard Business Review*. <https://hbr.org/2017/06/why-ge-boeing-lowes-and-walmart-are-directly-buyinghealth-care-for-employees>.
- Fink, S. (2015, March 16). Care Differs for American and African With Ebola. *The New York Times*. <https://www.nytimes.com/2015/03/17/world/africa/hospital-says-americanclinician-being-treated-for-ebola-is-worsening.html>
- US Judge Upholds American Airlines Vaccination Requirement for Employees. <https://www.reuters.com/business/aerospace-defense/us-judge-upholds-united-airlines-covid-19-vaccine-mandate-2021-11-08/> November 8, 2021.
- Add Anderson Intro and Ch 1

E. Reflecting on Policy

Week 12 (4/20): Unintended Effects of Policies

Topics

- ☐ Global and domestic unintended effects of health policies

Required readings

- Brooks, N., Bendavid, E., & Miller, G. (2019). USA aid policy and induced abortion in sub-Saharan Africa: An analysis of the Mexico City Policy. *The Lancet Global Health*, 7(8), e1046–e1053. [https://doi.org/10.1016/S2214-109X\(19\)30267-0](https://doi.org/10.1016/S2214-109X(19)30267-0)
- Geruso, M., & Layton, T. J. (2017). Selection in Health Insurance Markets and Its Policy Remedies. *Journal of Economic Perspectives*, 31(4), 23–50. <https://doi.org/10.1257/jep.31.4.23>
- Ritchie, C. S., Garrett, S. B., Thompson, N., & Miaskowski, C. (2020). Unintended Consequences of Opioid Regulations in Older Adults with Multiple Chronic Conditions. *The Gerontologist*, 60(7), 1343–1352. <https://doi.org/10.1093/geront/gnaa016>
- Roberts, A. W., Farley, J. F., Holmes, G. M., Oramasionwu, C. U., Ringwalt, C., Sleath, B., & Skinner, A. C. (2016). Controlled Substance Lock-In Programs: Examining An Unintended Consequence Of A Prescription Drug Abuse Policy. *Health Affairs*, 35(10), 1884–1892. <https://doi.org/10.1377/hlthaff.2016.0355>

Week 13 (4/27): How Policies Do (and Don't) Change

Topics

- The role of evidence in influencing policy
- The role of social movements in influencing policy
- Case of surprise billing

Posted on NYU Classes

- Guinier, & Torres, G. (2014). Changing the Wind: Notes Toward a Demosprudence of Law and Social Movements. *The Yale Law Journal*, 123(8), 2740–2804.
- Parkhurst. (2017). Introduction. In *The politics of evidence : from evidence-based policy to the good governance of evidence* (pp. 3-13). Routledge.

Week 14 (5/4): Wrap-Up

TBD

Grading

In addition to attending and participating in class meetings, all students are required to submit the following written assignments by the following deadlines. Final grades will be calculated accordingly.

Grading

This class will not be graded on a curve. The grading rubric will be shared prior to each assignment. This course follows the NYU Wagner School's general policy guidelines on incomplete grades, academic honesty and plagiarism. It is the student's responsibility to become familiar with these policies. All students of this class are expected to pursue and meet the highest standards of academic excellence and integrity. ☐ [Incomplete grades](#)

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Grading Breakdown

- Class Participation: 25%
- Memo 1: 10%
- Memo 2: 25%
- Final Paper: 40%

Class Participation (25% of class grade)

This course depends on active and ongoing participation by all class participants. Participation starts with reading course materials and listening closely to others during class sessions.

While attendance is a large component, to fully earn the 25% for class participation, students must come prepared to engage and speak in the class each week that the class meets as a group. If, for some reason, you have not read the class readings and feel unprepared to respond to being called on in a class, please let me know. It is understandable that this may be the case on rare occasion. If this, however, becomes a regular or frequent happening, your participation grade/percentage will be affected.)

Lateness Policy

Please submit assignments on time. All assignments must be submitted through the class website by midnight on the day they are due. Extensions will be granted as required. Please be in touch with me in advance if you know this will be the case and we can work something out.

Papers and presentations submitted late and without extensions will be penalized, as will papers that do not follow explicit directions relayed in class and/or via this syllabus.

NYU's Calendar Policy on Religious Holidays

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses](#)

[Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

Written Assignments

General Guidelines for Memos

Please see the NYU Writing Center Guide to Writing Memos, posed on the course Sakai site, for memo composition guidelines. Citations are required for each paper. It is acceptable to use a reference page listing the footnotes and sources; in fact, this is preferred. If relevant, appropriate exhibits (not included in page length) are acceptable but not required.

All written work should be double-spaced (except where explicitly noted) in 12-point Times New Roman font with 1" margins on each page.

Please make use of sub-headings to structure your writing. In a 5 page paper, 3-4 sub-headings are generally appropriate. In a 10 page paper, a few more may be useful. Readers should be able to look at your sub-headings and quickly grasp what your paper is about.

Assignment #1: 5 Page Memo due March 2

Assignment #2: 5 Page Memo due April 6

Assignment #3: Final 10 Page Paper due week after final class on May 4

Memo 1

Due March 2, 2022 (Week 6)

Pick a policy in your own life that annoys you but to which you must (or are supposed to) submit. It could be a "health" policy or it could be some other kind of policy. It could be a policy at NYU Wagner, NYU generally, an employer, city, state or other level of governance.

In a 5 page memo, address the following:

- Who set the policy? Who gave them the power to do so?
- What was the context or reason for the policy?
- What is the "letter of the law"? Is that different from the "spirit of the law"?
- To what kinds of people (or organizations) does the policy apply?
- What is the policy intended to do? Is it a requirement, incentive, permission or prohibition?
- Why does it annoy you? Is your annoyance reflective of your thinking that it is a misguided policy – or just a reflection of the reality that you are on the losing side of the policy?

- Could the policy have been designed or implemented differently to more effectively target, or change, behavior?

Memo 2

Due April 6, 2022 (Week 10)

Hindsight is often better than foresight. As we continue to live through the COVID-19 pandemic, identify one policy at either the global, national or state level that you think should have been pursued, but wasn't. For your proposal, be clear about:

- At what level (global, national or state) of governance the policy should have been implemented
- The content of the policy – to whom it would apply, whether it would be a requirement, incentive, permission or prohibition, what kind of behavior it would be meant to change
- The person or group that is authorized to create and implement said policy
- Based on your own research, why you think this policy was not pursued

Final Paper

Due May [TBD], 2022 (After Final Class)