Topics in Domestic Health Policy
Spring 2022

Instructor Information
- Sherry Glied
- Email: sg162@nyu.edu
- Office Hours: By appointment.

Course Information
- Class Meeting Times: Monday 4:55 – 6:35 pm
- Class Location: 194 Mercer Street, Room 208

Course Description
This course will further extend students’ understanding of how microeconomics can help to understand health and health care issues.

Course and Learning Objectives
This course will address the following CAHME competencies:

- 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.

  [This competency will be assessed through Assignment 3, which focuses on changing technological costs.]
• The ability to synthesize evidence, and apply statistical financial, economic and cost-effectiveness tools/techniques in organizational analysis.

[This competency will be assessed through Assignments 1, 2, and 3, which require students to apply statistical and economic techniques.]

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

[This competency will be assessed through Assignments 1, 2, and 3, in which students will be required to support a policy or management position.]

• The ability to communicate and interact productively (via listening, speaking and writing) on matters of healthcare with a diverse and changing industry, workforce and citizenry.

[This competency will be assessed through Assignments 1, 2, and 3, in which students will be required to write policy and management memos.]

Assignments, exams, and class participation in the course will assess progress against these competencies, and no student will receive a B or higher without demonstration of satisfactory progress towards mastery of each competency.

**Learning Assessment Table**

Assignments, exams, and discussion board participation in the course will assess progress against these competencies, and no student will receive a B or higher without demonstration of satisfactory progress towards mastery of each competency. Expected levels of competency are denoted below:

**Level of Competency**

In addition, the level of competency expected to be achieved should be denoted, according to the following key:

[1] = Basic: Foundational understanding of knowledge/skill/competency

[2] = Intermediate: Student demonstrates greater depth of understanding of this knowledge/skill/competency and can use this ability to analyze a problem

[3] = Advanced: Student demonstrates expertise in this knowledge/skill/competency and can use this ability to evaluate, judge, and synthesize information
<table>
<thead>
<tr>
<th>Program Competency</th>
<th>Corresponding Course Learning Objective</th>
<th>Corresponding Assignment Title (Memo, Team Paper, Exam, etc.)</th>
<th>Denote Level of Competency Expected to Achieve via the Assignment (basic = 1, intermediate = 2, advanced = 3)</th>
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<tbody>
<tr>
<td>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.</td>
<td>Be able to apply economic theories to understanding the organization of the health care system, health behaviors, and the impact of policy.</td>
<td>Assignment #1, #2, #3</td>
<td>3, 2, 2</td>
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<tr>
<td>The ability to synthesize evidence, and apply statistical financial, economic and cost-effectiveness tools/techniques in organizational analysis</td>
<td>Become familiar with the techniques health economists use to assess policy effects.</td>
<td>Assignment #3</td>
<td>2</td>
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<tr>
<td>The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation.</td>
<td>Be able to use evidence to make policy recommendations.</td>
<td>Assignment #1, #2, #3</td>
<td>2, 2, 3</td>
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Course Readings

This course uses some textbook chapters (available at the library), and supplemental journal readings.


Assessment Assignments and Evaluation

Individual Assessment (100 points each)

Homework Assignments (75% - 25% each):
Three homework assignments will assess your ability to understand course material as well as related research evidence, and to analyze content in order to make evidence-based decisions and recommendations. These homework assignments also ask you to use written communication skills to present your findings and recommendations.

Final Examination (25%)

Assignment Instructions

All papers are to be submitted via the NYU Classes course site as WORD documents at least 1 hour before the start of class on their due date (3:55 pm). Be sure your name is part of the document file name.

Grading

Assignments 1, 2, and 3 will ask you to examine a policy/management issue and to use data to support your answer. Each paper will be graded out of 50. In your response, you should:
1. Compose a clear, coherent, concise argument [20 points]
2. Apply theories learned in class [10 points]
3. Relate your analysis to at least one idea mentioned in the readings [5 points]
4. Analyze evidence accurately [5 points]
5. Use evidence to support your argument [10 points]
Detailed Course Overview

Lecture 1: March 28, 2022-Obesity Policy and Economics

Resources


Lecture 2: April 4, 2022-Hospitals and Vertical Integration

Resources


Burns, L. R., & Pauly, M. V. (2012). Accountable care organizations may have difficulty avoiding the failures of integrated delivery networks of the 1990s. Health Affairs, 31(11), 2407-2416. -- focus on abstract, intro, conclusion

Assignment 1: Write a 2-3 page (600 words) memorandum analyzing how electronic health records will affect the industrial organization of the health care system. Are electronic health records the GPS of medicine? Provide evidence based on the readings and at least one of the NCHS data briefs on the use of electronic health records. Due before Lecture 3.

Lecture 3: April 11, 2022-Quality

Resources


Klein, Benjamin. Brand Names.


Lecture 4: April 18, 2022-Prescription Drugs

Resources


Sertkaya et al. (2014) Executive summary


Assignment 2: Joseph Stiglitz recommends that, at least in some cases, we should move from patents to prizes. Using the theories and evidence from class, and the information in the Bain and Co. study to discuss whether you might (or might not) want to use a prize instead of a patent for a Covid-19 vaccine or a Covid-19 treatment. Due before Lecture 5.

Bain and Co.

Lecture 5: April 25, 2022-Health Care Professionals

Resources


Lecture 6: May 2, 2022-Costs and Equity

Resources


Geruso, M. and T. Layton. Upcoding: Evidence from Medicare on Squishy Risk Adjustment. Sections 1 and 8 only


Assignment 3: Select a disparity in health outcomes using the spotlights or data. Explain whether the problem is related to the Chandra/Skinner hypothesis about expenditure growth and analyze a potential solution using the discussions in the readings. Use at least one piece of empirical evidence from AHRQ to buttress your argument. Due before Lecture 7.
Lecture 7: May 9, 2022 - Equity

Resources


Challenges To Reducing Discrimination And Health Inequity Through Existing Civil Rights Laws
A Chandra, M Frakes, A Malani - Health Affairs, 2017


Health Inequalities and Infectious Disease Epidemics: A Challenge for Global Health Security Sandra Crouse Quinn and Supriya Kumar
NYU Classes

All announcements, resources, and assignments will be delivered through the NYU Classes site. The instructor may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

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.

Henry and Lucy Moses Center for Students with Disabilities at NYU

[This statement is required to appear in all syllabi:]

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.

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 coinciding with assignment due dates and exams to schedule mutually acceptable alternatives.
Class Policies

Attendance
You should attend all live sessions. Any absence must be explained and justified beforehand; your grade will be lowered if you do not do so.

Late assignments
Extensions will be granted only in case of an emergency, out of respect for those who abide by deadlines despite hectic schedules. Late submissions without prior permission will be penalized by ½ a letter grade per day (e.g., B+ to B).