

**CORE COURSE IN HEALTH POLICY 2017-2018
HEALTH POLICY 2000A/SUP957/HPM246-01****CLASS MEETINGS**

Tuesday & Thursday, 4:15-6:00pm
14 Story Street, 4th Floor Conference Room

INSTRUCTORS

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TEACHING FELLOW

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COURSE OVERVIEW

This yearlong seminar is required for doctoral candidates in health policy and is open to other doctoral students at Harvard. The course is intended to familiarize students with the health policy research literature and selected questions in the field.

The course is organized around lectures by faculty from the Faculty of Arts & Sciences, the Kennedy School of Government, the T.H. Chan School of Public Health, the Medical School, the Business School, and the Law School. Discussion sessions will be interspersed with the invited lectures and will examine the policy relevance, research methods, and technical details of many of the presented topics in more depth.

READINGS

Readings for the course will generally consist of journal articles assigned by the lecturer and should be read in advance of each lecture. When provided by the lecturers, the syllabus includes

an overview of the goals for the lecture and identifies key points for which to read in order to help you better prepare for class.

The majority of assigned readings are available electronically. Links are provided in the syllabus and on [Canvas](#) (under “Modules”), or students can search for the articles using the Harvard E-Research website: <http://e-research.lib.harvard.edu>. Some readings are available on the course website. Where readings are not available electronically or on the course website, it is suggested that students use the Harvard Library’s Scan & Deliver service: <http://library.harvard.edu/scan-deliver>.

It is also suggested that you purchase the following books, which are on reserve at the HKS library:

- JP Newhouse and the Health Insurance Experiment Group. *Free for All? Lessons from the RAND Health Insurance Experiment*. Cambridge: Harvard University Press, 1996.
- JP Newhouse. *Pricing the Priceless: A Health Care Conundrum*. Cambridge: The MIT Press, 2002.
- J Oberlander. *The Political Life of Medicare*. Chicago: University of Chicago Press, 2003.
- N Daniels. *Just Health: Meeting Health Needs Fairly*. Cambridge: Cambridge University Press, 2007.
- V Fuchs. *Who Shall Live? Health, Economics, and Social Choice (2nd Expanded Edition)*. Hackensack, NJ: World Scientific Publishing, 2011.
- W Shadish, Thomas D. Cook, Donald T. Campbell, *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*, Boston: Houghton Mifflin, 2002.

LIBRARY TRAINING SESSION

The teaching fellow has arranged for a library training session to be held during the fall semester. Paul Bain, a reference librarian at Countway, will provide training on how to use PubMed. This session will take place on Thurs., Oct. 5 from 6-8pm at 14 Story Street (dinner will be provided). This session will help students prepare for the literature review due at the end of the semester.

COURSE REQUIREMENTS

Attendance & Participation:

33%

This course meets twice per week. Students are expected to attend and participate in the 2-hour lecture and discussion sessions. This participation includes reading 3-4 relevant articles assigned by the lecturers prior to each class. If you are unable to attend a lecture, please let the teaching fellow know by email in advance of the session.

Written Assignments:

67%

There will be written assignments for most of the 9 seminar sections, and a 10-15 page research proposal that students will develop throughout the Spring semester. Section assignments will include short essay questions, a literature review, and critical appraisals of published research papers. Due dates are as follows:

Fall**Essay #1 (Politics of Health): 10/5****Assignment:** Post potential research proposal topic to Canvas: **10/10****Assignment:** Provide feedback to classmates on Canvas: **10/17****Assignment:** Email Amanda final research proposal topic: **10/31****Essay #2 (Public Health): 11/2****Essay #3 (Quality or Ethics): 11/30****Literature Review: 12/14*****Spring (Tentative Dates)*****2-3-Paragraph Update on Research Proposal: 2/8****Article Critique/Essay #4 (Research Methods): 3/8****2-page Description of Study Design/Methods: 3/29****Essay #5 (Economics of Health): 4/17****Presentation of Research Proposal: 4/17 and 4/24 (6:00-8:00 pm)****Final Research Proposal: 5/3**

The research proposal should be written in the form of an F31 predoctoral fellowship application to NIH or AHRQ. You should download the instructions for PHS form 398 at <http://grants.nih.gov/grants/funding/phs398/phs398.html>. Go to Section 5.5 “Content of Research Plan” and follow the instructions. Note that there is a human subjects section, which pertains to the next requirement.

Human Subjects Training:

To pass the Spring semester, students will be expected to complete an online Human Subjects Training Course and present verification. The training can be accessed through the following link: <https://www.citiprogram.org/default.asp>. Students should do the Basic Course in the Protection of Human Subjects for Social and Behavioral Research Investigators. For affiliation, please select Harvard University (Cambridge/Allston Campus). Completed training certificates should be e-mailed to both the teaching fellow and to Colleen Yout (colleen_yout@harvard.edu).

Grades:

Grades will be assigned separately for the first semester and the second semester.

Academic Honesty:

Students must observe Harvard University rules regarding the citation of sources. Any sentences or paragraphs taken verbatim from the writing of any other person or persons, or from your own writing that has been published elsewhere, must be placed in quotation marks and their source must be clearly identified. Changing the wording of a sentence or passage slightly does not evade the requirement for citation. Indeed, whenever you are drawing an important argument or insight from someone else, even if you reword it into your own words, a reference to the source is required. Including material from others in the assignments without appropriate quotation marks and citations is regarded, as a matter of School and University policy, as a serious violation of academic and professional standards and can lead to a failing grade in the course, failure to graduate, and even expulsion from the University.

FALL SEMESTER SYLLABUS

Please note that locations of readings are indicated in brackets beside each citation. Email the teaching fellow if you have any trouble accessing the readings.

SECTION I: OVERVIEW (SECTION LEADER: JOE NEWHOUSE)**8/31: Overview of the Course and Health Care Financing (J. Newhouse)**

Be prepared to comment on the themes of the Fuchs book, which is a classic.

In addition, please send an email to Joe by Wednesday evening, 8/30, with the following: what you found most puzzling in the book, what you found most interesting, and what you would like to discuss.

- Selections from: V Fuchs. *Who Shall Live? Health, Economics, and Social Choice* (2nd Expanded Edition). Hackensack, NJ: World Scientific Publishing, 2011. [Library]
 - o Introduction to This [the 2nd Expanded] Edition
 - o Introduction [this was part of the 1st edition]
 - o Chapters 1 and 6
 - o “What Every Philosopher Should Know About Economics”

9/5: Introduction to the U.S. Health Care System (H. Huskamp)

This session is intended to provide a broad overview of the U.S. health care system: how much we spend, the role of the government in financing health care, gaps in our health insurance system, and issues of value and quality of care. Most of the topics we will cover will be addressed in greater length in individual sessions later in the year. Although most of the class will be in lecture format given the amount of material to cover and the nature of the session, be prepared to discuss what you see as the strengths and weaknesses of our system, how the ACA affected them, and the potential impacts of recent health reform proposals.

Required Reading:

- A.B. Martin, M. Hartman, B. Washington, A. Catlin, and the National Health Expenditure Accounts Team, “National Health Spending: Faster Growth in 2015 As Coverage Expands and Utilization Increases,” *Health Affairs* 36(1):166-176, 2017. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1377/hlthaff.2016.1330?nosfx=y>]
- B.D. Sommers, B. Maylone, R.J. Blendon, E.J. Orav, and A.M. Epstein, “Three-Year Impacts of the Affordable Care Act: Improved Medical Care and Health among Low-Income Adults,” *Health Affairs* 36(6):1119-1128, 2017. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1377/hlthaff.2017.0293?nosfx=y>]

Optional Reading (for those who would like more background):

- Kaiser Family Foundation. “Summary of the Affordable Care Act.” [<http://kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>]

- <http://kff.org/medicare/issue-brief/an-overview-of-medicare/>
- <http://www.kff.org/medicaid/fact-sheet/medicaid-pocket-primer/>
- <http://www.kff.org/health-costs/report/2016-employer-health-benefits-survey/>

9/7: Determinants of Health (D. Cutler)

This class discusses the evolution of human health over time, and briefly across space. The goal is to familiarize you with basic demographic trends that affect health policy debates.

- Case, Anne, and Angus Deaton, “Mortality and Morbidity in the 21st Century.” *Brookings Papers on Economic Activity*, Spring 2017 (Forthcoming).
[https://www.brookings.edu/wp-content/uploads/2017/03/casedeaton_sp17_finaldraft.pdf]
- Cutler, David M., Angus Deaton, and Adriana Lleras-Muney, “The Determinants of Mortality.” *Journal of Economic Perspectives*, 20(3), Summer 2006, 97-120. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1257/jep.20.3.97?nosfx=y>]
- Fogel, Robert W. *The Escape from Hunger and Premature Death, 1700-2100*. Cambridge: Cambridge University Press, 2004. [Courseweb]
 - o Chapters 1 and 2
- World Health Organization. World Health Report, 2003, Chapter 1, pages 1-22.
[<http://www.who.int/whr/2003/en/Chapter1.pdf?ua=1>]
- Preston, Samuel H., “American Longevity: Past, Present, and Future,” Policy Brief; publisher: Maxwell School of Citizenship and Public Affairs/Center for Policy Research; 1996; pp. 1-18. [Courseweb]

9/12: Comparative Health Systems (R. Atun)

- Atun R, et al. Universal health coverage in Turkey: enhancement of equity. *Lancet* 2013; 382: 65-99. [<http://www.sciencedirect.com.ezp-prod1.hul.harvard.edu/science/article/pii/S014067361361051X#>]
- Atun R, Andrade LOM, Almeida G, et al. Health system reform and universal health coverage in Latin America. *Lancet* 2015; 385(9974):1230-47 [[http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1016/S0140-6736\(14\)61646-9?nosfx=y](http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1016/S0140-6736(14)61646-9?nosfx=y)]
- Hone T, Rasella D, Barreto M, Atun R, Majeed A, Millett C. Large Reductions in Amenable Mortality Associated With Brazil's Primary Care Expansion And Strong Health Governance. *Health Affairs* 2017;36(1):149-158. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1377/hlthaff.2016.0966?nosfx=y>]

SECTION II: POLITICS OF HEALTH (SECTION LEADER: BOB BLENDON)

9/14: Public Opinion and Health Politics (R. Blendon)

- Robert J. Blendon, Mollyann Brodie, Drew E. Altman, and John Benson. *American Public Opinion and Health Care*. CQ Press, 2010.
 - o Chapter 1 [Courseweb]
- Blank JM, Shaw D. “Does Partisanship Shape Attitudes toward Science and Public Policy? The Case for Ideology and Religion.” *The ANNALS of the American Academy of Political and Social Science*, March 2015, 658(1):18-35. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1177/0002716214554756?nosfx=y>]
- Blendon RJ, Benson JM, Casey LS. “Health Care in the 2016 Election – A View through Voters’ Polarized Lenses.” *New England Journal of Medicine*, October 27, 2016, 375:e37. [<http://www.nejm.org/doi/pdf/10.1056/NEJMs1606159>]
- Hero JO, Zaslavsky AM, Blendon RJ. “The United States Leads Other Nations in Differences by Income in Perceptions of Health and Health Care.” *Health Affairs*, 2017, 36:6:1032-1040. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1377/hlthaff.2017.0006?nosfx=y>]
- Blendon RJ, Benson JM. “Public Opinion about the Future of the Affordable Care Act.” *New England Journal of Medicine*, August 2017. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1056/NEJMs1710032?nosfx=y>]

9/19: The US Congress (D. King)

Objective:

We will explore a recent piece of health legislation (the “Mental Health Parity Act”) as a window into how health policy is handled on Capitol Hill. What roles do the various institutions play, and why do legislators take on some topics while avoiding others? Students will come to class with two brief written assignments that they should be ready to share with others, as described in “assignments” (2) and (5) below.

Assignments:

1. Please read the Haskell chapter first, because it is a useful overview of how the Congress works, at least in “theory.” The chapter focuses on process and procedure, not on personalities or expertise, but I need you to understand the mechanics well before reading the case.
2. Read the 13-page “Mental Health Parity” case twice. The **first time** through, just try to get a sense of who was involved, and why they got involved, and what institutional chutes folks went through. On the **second reading**, please make a list with two columns. Label one column “typical” and the other “not typical.” As you are reading, please write down elements of the case that you think are fairly typical of the way health policy is handled in Congress (the referrals to committees, for example), and elements that strike you as not typical. **Don’t worry about getting a “right” answer – just put things down on paper.**

3. Review the health subcommittee rosters for Ways and Means and for Commerce, using the links below. Note that we are now in the “115th” Congress – and you should know what that means. Choose **one** elected representative from **each** committee, and find information that might help you understand why they are on those subcommittees. For example, you might choose Kathy Castor (D-FL) from Commerce and Devin Nunes (R-CA) from Ways and Means. Explore, for a while, their wiki pages or other sources, and get a sense for why they might be interested in health policy. Be sure to note a major city for each of the members you choose. (Clovis, CA is in Representative Nunes’ district, for example, and Caster represents much of Tampa, FL.)
4. Using the 990 finder from the National Center for Charitable Statistics, please find the most recently-available 990 for **any** health care organization in each of the congressional districts you identified above. You may find the 990 locator through [foundationcenter.org](http://990finder.foundationcenter.org/) to be a bit easier to use (<http://990finder.foundationcenter.org/>). **My goal is for you simply to find and open a couple of 990s** – which will help give you a sense of how these non-profits are engaged in a congressional districts. In the example above, and focusing on Tampa, the University Community Hospital would be a natural choice.
5. Using [opensecrets.org](http://www.opensecrets.org), please navigate to the 2016 “race summaries” for the two legislators you’ve chosen above. Please write down the names of the top five contributors to the member’s campaigns in the 2016 cycle, and be ready to share that list with the class.

Readings:

- John Haskell, Marian Currinder, Sarah A. Grove. 2014. *Congress in Context*, 2nd Edition. Boulder, CO: Westview Press. Chapter 5, “Understanding the Legislative Process.” [Courseweb]
- “Achieving Mental Health Parity.” 2010. Harvard Kennedy School Case # 1948. [Courseweb]
- House Committee on Energy and Commerce, Subcommittee on Health (link here: <https://energycommerce.house.gov/subcommittee/health/>)
- House Committee on Ways and Means, Subcommittee on Health (link here: <http://waysandmeans.house.gov/subcommittee/health/>)
- National Center for Charitable Statistics, 990 Finder, (link off of the homepage here: <http://nccs.urban.org/>)
- Fundraising summaries by industry, for members of the House of Representatives, linked here: <http://www.opensecrets.org/>

9/21: The Politics of Medicare (A. Campbell)

1. Oberlander, Jonathan. 2015. "The Political History of Medicare." *Generations: Journal of the American Society of Aging* 39(2): 119-125. [<http://search.proquest.com.ezp-prod1.hul.harvard.edu/docview/1701141127>]
2. Reinhardt, Uwe. 2015. "Medicare Innovations in the War over the Key to the US Treasury." In *Medicare and Medicaid at 50*, ed. Alan Cohen, et al. New York: Oxford University Press. [Courseweb]

3. Morgan, Kimberly J., and Andrea Louise Campbell. 2015. "Delegated Governance in Health Policy." In *Health Politics and Policy*, ed. James Morone. [Courseweb]
4. Brodie, Mollyanne, et al. 2015. "Medicare as Reflected in Public Opinion." *Generations* 39 (2): 134-41. [<http://ezp-prod1.hul.harvard.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=109563275&site=ehost-live&scope=site>]
5. Hacker, Jacob S. 2015. "Out of Balance: Medicare, Interest Groups, and American Politics," *Generations* 39 (2): 126-133. [<http://ezp-prod1.hul.harvard.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=109563274&site=ehost-live&scope=site>]
6. Antos-Rice debate on Medicare managed care, Medicare future, in *Generations* 39(2): 172-79. [<http://search.proquest.com.ezp-prod1.hul.harvard.edu/docview/1701141083>]

9/26: US Health Reform and the Affordable Care Act (J. McDonough)

Please think about the following questions as you do the readings:

1. In light of the failure of prior national health reform efforts in the U.S., why did the Affordable Care Act pass?
2. Consider: a. the 1993-94 Clinton health reform failure; b. the 2010 ACA success; and c. the 2017 Republican AHCA/BCRA efforts to repeal and replace the ACA (unsuccessful as of this writing) – is there a model that helps to explain the outcomes in all three cases?
3. How might you design a study to determine the factors that cause health reform to fail versus succeed?
4. What is the difference between political analysis and policy analysis?

Required Reading:

- J McDonough. *Inside National Health Reform*. University of California Press, 2011. [Library]
 - Read the introduction and chapters 1, 2, 3, 4 closely. Skim chapters 5-conclusion.
- J Morone. "Presidents and Health Reform: From Franklin D. Roosevelt to Barack Obama." *Health Affairs*. June 2010, 29(6): 1096-1100. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1377/hlthaff.2010.0420?nosfx=y>]

Recommended Reading:

- J Hacker. "The Historical Logic of National Health Insurance: Structure and Sequence in the Development of British, Canadian, and U.S. Medical Policy." *Studies in American Political Development*, 12 (Spring 1998), 57-130. [http://hollis.harvard.edu/HVD:primo_central:TN_cambridgesgmS0898588X98001308]
 - This is a lengthy but useful (though dated) article. Skimming it effectively will expose you to the competing explanatory frameworks that exist within political

science to understand the different forms of national health insurance (NHI) efforts (and outcomes) in Canada, Britain, and the US. It is less important to focus on the details (who, what, where) within each of the country case studies (after page 84), though I encourage you to all to look at the US case study pp.106-126.

SECTION III: PUBLIC HEALTH AND DECISION ANALYSIS (SECTION LEADER: LAURA GARABEDIAN)

OBJECTIVES:

Public health provides the theoretical basis for prevention and the practical tools for population-based care. A major emphasis of this section will be on the development, interpretation, and use of evidence for public health policy. The section aims to provide exposure to the techniques used to evaluate public health problems in the U.S. and globally, and to develop effective strategies to respond to these problems. Students should expect, through the sessions, discussions, and readings, to gain a broad exposure to population-based information systems, intervention strategies and analytic methods with an emphasis on their real-world relevance via national and international case studies; and an appreciation for the way that evidence drawn from diverse data sources, combined with analytic tools from disciplines such as epidemiology, economics and statistics, intersects with other considerations such as politics in the evolution of public health policy. Specific objectives for the section will include:

1. Assessment of health and disease problems in populations – to gain an understanding of the major tools from epidemiology, biostatistics and health economics used in population health assessment; how data sources are used to identify health trends and establish associations between health outcomes and preventable or modifiable factors; how the quality of information may be evaluated and multiple data sources synthesized.
2. Evaluation of public health policies – to gain an understanding of methods for assessing the possible impact of different policies; comparing alternative courses of action in terms of costs and health benefits; incorporating other types of considerations (e.g. distributional concerns) in setting priorities for public health policy.
3. Translation of evidence into action – to gain an understanding of how governmental and other agencies affect public health, and how public health practitioners can influence and participate in formulating, advocating and implementing policy; to consider examples of how evidence is used (or manipulated or ignored) in policy formulation; be able to identify and critique the fundamental function of public health within the various case studies that will be presented; to identify the strengths and limitations of general public health approaches.

9/28: Introduction to Public Health and Decision Science (N. Menzies)

This session deals with cost-effectiveness analysis as a tool for making individual and population health decisions. We will first discuss the approaches used to measure and summarize health attainment for health policy analysis. We will then work through the machinery of cost-effectiveness analysis, and discuss what can be gained and lost by applying it.

Required

- Weinstein MC, Torrance G, McGuire A. QALYs: the basics. *Value Health*. 2009;12 Suppl 1:S5-9. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1111/j.1524-4733.2009.00515.x?nosfx=y>]
- Murray CJL, Lopez AD. Measuring the global burden of disease. *N Engl J Med* 2013; 369(5):448-457. [<http://www.nejm.org.ezp-prod1.hul.harvard.edu/doi/full/10.1056/NEJMra1201534>]
- Doubilet P, Weinstein MC, McNeil BJ. Use and misuse of the term "cost effective" in medicine. *N Engl J Med*. 1986 Jan 23;314(4):253-6. [<http://www.nejm.org.ezp-prod1.hul.harvard.edu/doi/full/10.1056/NEJM198601233140421>]

Optional

- Gudex C, ed. *Time Trade-Off User Manual: Props and Self-Completion Methods*. York, England: Centre for Health Economics, The University of York; 1994 [<https://www.york.ac.uk/che/pdf/op20.pdf> (just introduction, 4 pages)]
- Weinstein MC, Stason WB. Foundations of cost-effectiveness analysis for health and medical practices. *N Engl J Med*. 1977 Mar 31;296(13):716-21. [<http://www.nejm.org.ezp-prod1.hul.harvard.edu/doi/full/10.1056/NEJM197703312961304>]
- Sanders GD, Neumann PJ, Basu A, et al. Recommendations for Conduct, Methodological Practices, and Reporting of Cost-effectiveness Analyses: Second Panel on Cost-Effectiveness in Health and Medicine. *JAMA*. 2016 Sep 13;316(10):1093-103. [<https://www.ncbi.nlm.nih.gov.ezp-prod1.hul.harvard.edu/pubmed/27623463>]

10/3: Technology Assessment and Resource Allocation in Health Care (A. Pandya)

This session concerns the inevitable need to allocate (i.e., ration) health care services, and various approaches that have been attempted or proposed to apply explicit, outcome-based criteria (e.g., cost-effectiveness analysis) for resource allocation.

Cost-effectiveness analysis is used widely in most of the industrial world to guide decisions about payment and reimbursement of medical services. In the US, use of cost-effectiveness analysis using quality-adjusted life years as the measure of health improvement is forbidden from policy decision making by the Affordable Care Act. It is used mainly behind the scenes in the private insurance sector, by medical professional organizations in guideline formulation, and to evaluate prevention programs such as vaccination. Can and should cost-effectiveness information be used in US health care decision-making, and if so, how?

Required Reading:

- Neumann PJ, Sanders GD: Cost-Effectiveness Analysis 2.0. *NEJM* 2017; 376(3):203-205. [<http://www.nejm.org.ezp-prod1.hul.harvard.edu/doi/full/10.1056/NEJMp1612619>]
- Weinstein MC, Skinner JA: Comparative effectiveness and health care spending: implications for reform. *NEJM* 2010; 362:460-465. [<http://www.nejm.org.ezp-prod1.hul.harvard.edu/doi/full/10.1056/NEJMs0911104>]

Supplementary Articles:

- Neumann PJ, Rosen A, Weinstein MC: Medicare and Cost-Effectiveness Analysis. *NEJM* 2005; 353:1516-1522. [<http://www.nejm.org.ezp-prod1.hul.harvard.edu/doi/full/10.1056/NEJMs050564>]
- Cohen JT, Neumann PJ, Weinstein MC: Does preventive care save money? Health Economics and the Presidential Candidates. *NEJM* 2008; 358:661-663. [<http://www.nejm.org.ezp-prod1.hul.harvard.edu/doi/full/10.1056/NEJMp0708558>]
- Garber AM: A menu without prices. *Ann Intern Med* 2008; 148 (12): 964-966. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.7326/0003-4819-148-12-200806170-00223?nosfx=y>]
- Meltzer DO, Chung JW. The Population Value of Quality Indicator Reporting: A Framework For Prioritizing Health Care Performance Measures. *Health Aff* 2014; 33(1):132-139. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1377/hlthaff.2011.1283?nosfx=y>]
- Ord T. The Moral Imperative toward Cost-Effectiveness in Global Health. Center for Global Development (essay), Mar. 2013. [https://www.cgdev.org/sites/default/files/1427016_file_moral_imperative_cost_effectiveness.pdf]

10/5 ASSIGNMENT DUE: Essay #1 (Politics of Health)**10/5 4:00-8:00 pm: Public Health Case Studies: HPV and Cervical Cancer (J. Kim) and PubMed Training (P. Bain)**

- Kim JJ, Tosteson ANA, Zauber AG, Sprague BL, Stout NK, Alagoz O, Trentham-Dietz A, Armstrong K, Pruitt SL, Rutter CM, on behalf of the PROSPR (Population-based Research Optimizing Screening through Personalized Regimens) consortium. Cancer models and real-world data: Better together. *J Natl Cancer Inst* 2015;108(2). [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1093/jnci/djv316?nosfx=y>]
- Kim JJ, Campos NG, Sy S, Burger EA, Cuzick J, Castle PE, Hunt WC, Waxman A, Wheeler CM on behalf of the New Mexico HPV Pap Registry Steering Committee. Inefficiencies and high-value improvements in current U.S. cervical cancer screening practice: A cost-effectiveness analysis. *Ann Intern Med* 2015; 163:589-597. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.7326/M15-0420?nosfx=y>]
- Goldie SJ, Kim JJ, Myers ER. Chapter 19: Cost-effectiveness of cervical cancer screening. *Vaccine* 2006; 24 Suppl 3:S164-70. [<http://www.sciencedirect.com.ezp-prod1.hul.harvard.edu/science/article/pii/S0264410X06006189>]

10/10 ASSIGNMENT DUE: Post at least one possible topic for your literature review/research proposal to the Discussions page on Canvas. Each student should create his or her own discussion entitled “Research Proposal - *First Name*.”

10/10: Research on Firearms (D. Hemenway)

- Hemenway, D. Reducing Firearm Violence [Courseweb]
- Hemenway, D and Solnick, S. Children and unintentional firearm death. *Injury Epidemiology* 2015; 2:26. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1186/s40621-015-0057-0?nosfx=y>]

10/12: Discussion/Debate Session (L. Garabedian)

- TBD

10/17 ASSIGNMENT DUE: Provide thoughtful feedback to 3 of your classmates on their proposed literature review/research proposal topics. Use the discussion forums that were previously created on the “Research Proposals” page of the course website.

10/17: Discussion Section (A. Kreider)

- Potential topics:
 - Qualls
 - Core research proposal
 - Any topic you’d like!

SECTION IV: ETHICS (SECTION LEADER: N. EYAL)

10/19: Population-Level Bioethics Discussion Section (K. Berry)

1. Using Norman Daniels, Brendan Saloner and Adriane H. Gelpi. “Access, Cost, And Financing: Achieving An Ethical Health Reform.” *Health Affairs*, 28, no.5 (2009):w909-w916.

[<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1377/hlthaff.28.5.w909?nosfx=y>]

- Read article. By noon the day before class, send to kelseyberry@fas.harvard.edu your 1-2 sentence response to the following: According to the standards described in the article, what is the one thing the ACA did best in terms of achieving an ‘ethical health reform,’ and why? What should we as a society do next to create a more just health system in the US?

2. Using Brock & Wikler's "Population-Level Bioethics: Mapping a New Agenda" [Courseweb]

- Read sections 1, 2, 3, 5, 16, 18 [this amounts to ~7 paragraphs], and *one additional section* of your choosing, whatever is of interest to you.
- Highlight or write down one sentence from what you've read (either the assigned paragraphs or your choice paragraph) that you thought was an interesting question, or claim, etc. and be prepared to read it aloud in class.

10/24: Ethical Issues in Cost-Effectiveness Analysis (D. Wikler)

Required Reading:

- Brock D. "Ethical Issues in the Use of Cost Effectiveness Analysis for the prioritization of health care resources." in Tan-Torres Edejer T, Baltussen R, Adam T, *et al.* *WHO Guide to Cost-Effectiveness Analysis*. 289-312. [http://www.who.int/choice/publications/p_2003_generalised_cea.pdf]
- Menzel, P., Gold, M.R., Nord, E., Pinto-Prades, J.L., Richardson, J., Ubel, P. (1999). "Toward a Broader View of Values in Cost-Effectiveness Analysis of Health." *Hastings Center Report* 29, No. 3: 7-15. [<http://ezp-prod1.hul.harvard.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=1953771&site=ehost-live&scope=site>]
- Brock D. (2002). "Priority to the Worse Off in Health Care Resource Prioritization." In Rhodes, R., Battin, M.P., & Silvers, A. (Eds.), *Medicine and Social Justice*, (Ch. 28 pp. 362-372). New York: Oxford University Press. [Courseweb]
- DW Brock. "Cost Effectiveness and Disability Discrimination," *Economics and Philosophy*, 25 (2009) 27-47. [<http://journals.cambridge.org.ezp-prod1.hul.harvard.edu/action/displayFulltext?type=1&fid=5533320&jid=EAP&volumeId=25&issueId=01&aid=5533312>]

Supplementary Readings:

- Gold et al. *Cost Effectiveness in Health and Medicine*. Chapter 7: Time Preference. [Courseweb]

10/26: Distributive Justice in Health (N. Eyal)

Required reading:

- Persad, G., Wertheimer, A., Emanuel, E. J. (2009). Principles for allocation of scarce medical interventions. *Lancet* 373: 423-431. [[http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1016/S0140-6736\(09\)60137-9?nosfx=y](http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1016/S0140-6736(09)60137-9?nosfx=y)]
- Ottersen T. (2013). Lifetime QALY prioritarianism in priority setting. *Journal of Medical Ethics* 39: 175-80. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1136/medethics-2012-100740?nosfx=y>]

- Lippert-Rasmussen, K. and N. Eyal (2012). Equality and Egalitarianism. *Encyclopedia of Applied Ethics*. Edited by Ruth Chadwick. San Diego, Elsevier: 141-148. [Courseweb]

Further reading:

- Daniels, N. (2008). Chapter 3 of *Just Health*, Cambridge UP, Cambridge: 79-102. [Courseweb]
- Segall, S. (2011). Luck Prioritarian Justice in Health. In C. Knight & Z. Stemplowska (eds.), *Responsibility and distributive justice*. Oxford: Oxford University Press: 246-265. [Courseweb]
- Eyal, N. (2015). "Inequality in political philosophy and epidemiology: a remarriage." *Journal of Applied Philosophy*. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1111/japp.12150?nosfx=y>]
- Sen, A. K. (2002). Why health equity? *Health Economics*, 11(8): 659-666. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1002/hec.762?nosfx=y>]

10/31 ASSIGNMENT DUE: Email Amanda Kreider your final literature review/research proposal topic.

10/31: Responsibility for Health (D. Wikler)

Required Reading:

- Kristin Voigt, "Appeals to Individual Responsibility for Health: Reconsidering the Luck Egalitarian Perspective." *Cambridge Quarterly of Healthcare Ethics* 22(2), April 2013, 146-158 [<http://journals.cambridge.org.ezp-prod1.hul.harvard.edu/action/displayFulltext?type=1&pdfType=1&fid=8862271&jid=CQH&volumeId=22&issueId=02&aid=8862269>]
 - See also erratum notice, *loc cit* July 2013 issue, 328-329 [<http://journals.cambridge.org.ezp-prod1.hul.harvard.edu/action/displayFulltext?type=1&pdfType=1&fid=8924864&jid=CQH&volumeId=22&issueId=03&aid=8924862>]
- Daniel Wikler. "Personal and Social Responsibility for Health." In Sudhir Anand, Fabienne Peter, and Amartya Sen, eds. *Public Health, Ethics, and Equity*. Oxford: Oxford University Press, 2005, 107-131. [Courseweb]
- Scott Halpern, Peter Ubel, and David Asch, "Harnessing the Power of Default Options to Improve Health Care." *NEJM* 357(13), Sept. 27 2007, 1340-1344. [<http://content.nejm.org.ezp-prod1.hul.harvard.edu/cgi/reprint/357/13/1340.pdf>]

- Allison Demeritt, Karla Hoff, James Walsh, “Behavioural development economics: A new approach to policy interventions.” *Center for Economic Policy Research*. May 20, 2015. [<http://www.voxeu.org/article/behavioural-development-economics> (Links to an external site.)Links to an external site.]

Optional Reading:

- World Bank. 2015. “World Development Report 2015: Mind, Society, and Behavior.” Washington, DC: World Bank. doi: 10.1596/978-1-4648-0342-0. License: Creative Commons Attribution CC BY 3.0 IGO [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1596/978-1-4648-0342-0?nosfx=y>]

11/2 ASSIGNMENT DUE: ESSAY #2 (PUBLIC HEALTH)
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11/2: Paternalistic Health Policy (N. Eyal)

Required reading:

- Mill, J. S. *On Liberty* [originally published 1859]: Chapter 1 (Introductory). [Courseweb]
- Conly, S. (2012). Introduction: the argument. In *Against Autonomy: Justifying Coercive Paternalism* (pp. 1-15). New York: Cambridge University Press. [Courseweb]
- Dworkin, G. (2017). Paternalism. *The Stanford Encyclopedia of Philosophy*, Spring 2017 edition. Edited by E. N. Zalta. Available at <http://plato.stanford.edu/entries/paternalism/>.
- Rajczi, A. (2008). A Liberal Approach to the Obesity Epidemic. *Public Affairs Quarterly*, 22(3): 269-87. [<http://www.jstor.org.ezp-prod1.hul.harvard.edu/stable/40441503>]

Further reading:

We will focus on the case of New York City’s attempted ban on selling large cups of sweetened beverages in certain public locations; you may want to Google it up. *In addition:*

1. Thaler, R. H., & Sunstein, C. R. (2003). Libertarian paternalism. *The American Economic Review*, 93(2): 175-9. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1002/hec.762?nosfx=y>]
OR
Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. New York: Penguin: 1-16, 175-82. [<http://id.lib.harvard.edu/aleph/011415489/catalog>]
2. Wikler, D. I. (1978). Persuasion and coercion for health: Ethical issues in government efforts to change life-styles. *The Milbank Memorial Fund Quarterly: Health and Society*,

303-333. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.2307/3349651?nosfx=y>]

11/7: Commodification: Selling Organs, Eggs, and Other Things (G. Cohen)

- In Re Baby M, 537 A.2d 1227 (N.J. 1988) [Courseweb, taken from Joseph Singer, Property Law]
- Margaret Jane Radin. *Contested Commodities*. Cambridge: Harvard University Press, 1996. [Courseweb]
 - pp. 131-140 (Beginning of chapter on Prostitution and Baby Selling only until “A Special Case of Commissioned Adoptions”)
- Elizabeth S. Anderson, Is Women’s Labor a Commodity? 19 *Phil. & Pub. Affairs* 71 (1990) [<http://www.jstor.org.ezp-prod1.hul.harvard.edu/stable/2265363>]
- Cécile Fabre, *Whose Body Is It Anyway? Justice and the Integrity of the Person*. New York : Oxford University Press, 2006. [<http://www.oxfordscholarship.com.ezp-prod1.hul.harvard.edu/view/10.1093/0199289999.001.0001/acprof-9780199289998-chapter-6>]
 - Chapter 6 (Organ Sales)
- I. Glenn Cohen, Note: The Price of Everything, The Value of Nothing: Reframing the Commodification Debate, 117 *Harv. L. Rev.* 689 (2003) [<http://www.jstor.org.ezp-prod1.hul.harvard.edu/stable/3651950>]

SECTION V: QUALITY (SECTION LEADER: BRUCE LANDON)

11/9: Quality of Care (B. Landon)

Required Reading

- McGlynn EA, Asch SM, Adams J, Keesey J, Hicks J, DeCristofaro A, Kerr EA. The quality of health care delivered to adults in the United States. *N Engl J Med.* 2003 Jun 26;348(26):2635-45. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1056/NEJMsa022615?nosfx=y>]
- Wennberg J, Gittelsohn A. Small area variations in health care delivery. *Science* 1973;182:1102-1108. [<http://www.jstor.org.ezp-prod1.hul.harvard.edu/stable/1737008>]
- Blumenthal D. Quality of Health Care, Part 1: Quality of Care: What Is It? *N Engl J Med.* 1996 Sept 19; 335:891-94. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1056/NEJM199609193351213?nosfx=y>]

Suggested Additional Reading

- Levine DM, Linder JA, Landon BE. The quality of outpatient care delivered to adults in the United States, 2002 to 2013. *JAMA Intern Med.* 2016;176(12):1778-1790. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1001/jamainternmed.2016.6217?nosfx=y>]

11/14: Health Care Organizations and Operations (M. Krikorian)

- A Edmondson, MA Roberto and A Tucker. 2007. “Children’s Hospital and Clinics (A).” HBS Case #9-302-050. Boston: Harv Bus School Publishing. [Courseweb]
 - Please consider the following objectives and questions when reading the case:

Case Objectives:

- Examine how health care organizations can learn and improve over time
- Discuss the role of the manager as leader of organizational change
- Understand the tension between accountability and systems thinking

Case Preparation Questions:

1. What is your assessment of the Patient Safety Initiative at Children’s?
2. What is your assessment of Morath’s leadership of the organizational change process at Children’s?
3. What would you recommend that Morath should do and say in the meeting with Matthew’s parents?
4. Reflecting on your own experience, what factors contribute to an atmosphere of openness in the workplace? What aspects discourage speaking up?

Additional Readings:

- Tucker, A. L., & Edmondson, A. C. (2003). Why Hospitals Don't Learn from Failures: Organizational and Psychological Dynamics that Inhibit System Change. *California Management Review*, 45(2), 55–72. [Courseweb]
- Bohn, R. (2000). Stop fighting fires. *Harvard Business Review*, 78(4), 82–91. [Courseweb]
- Repenning, N. P., & Sterman, J. D. (2001). Nobody Ever Gets Credit for Fixing Problems that Never Happened: Creating and Sustaining Process Improvement. *California Management Review*, 43(4), 64–88. [Courseweb]

11/16: Patient Safety/IT (D. Bates)

- TBD

11/21: Scientific Basis of Improvement (D. Goldmann)

- Poots, Alan J, et al. “How to Attribute Causality in Quality Improvement: Lessons from Epidemiology.” *BMJ Quality & Safety*, 2017. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1136/bmjqs-2017-006756?nosfx=y>]
- Parry, et al. “Recommendations for Evaluation of Health Care Improvement Initiatives.” *Academic Pediatrics*, vol. 13, no. 6, 2013, pp. S23–S30. [<http://ezp-prod1.hul.harvard.edu/login?url=http://dx.doi.org/10.1016/j.acap.2013.04.007?nosfx=y>]

11/23: No Class (Thanksgiving)

11/28: Medical Malpractice (A. Kachalia)

- TBD

11/30: Quality Policy (D. Blumenthal)

- TBD

11/30 ASSIGNMENT DUE: Essay #3 (Ethics or Quality)

12/2-12/8 FALL READING PERIOD

12/9-12/19 FALL EXAM PERIOD

12/14 ASSIGNMENT DUE: Literature Review

12/20-1/21 WINTER RECESS