



NYU

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

HPAM – GP 4830.001

Health Economics: Principles

Spring 2024

Instructor Information

- Sherry Glied
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- Office Address: Puck, Room 2100
- Office Hours: Virtually, by appointment. Times are posted [Wagner website](#)

Course Information

- Class Meeting Times: Mondays, 1/22-3/11, 4:55 pm – 6:35 pm, EXCEPT 2/19.

Course Prerequisites

- Microeconomics, Statistics I
- Proficiency in Excel expected.

Course Description

The purpose of this course is to extend students' understanding of economic theory and empirical research in key areas of health economics and enable students to leverage that knowledge and apply it to timely issues in health policy and management.

Competencies

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 Homework Assignment 2, which examines NYC's sick leave law.]

- The ability to synthesize evidence, and apply statistical financial, economic and cost-effectiveness tools/techniques in organizational analysis.
 - [This competency will be assessed through Homework Assignment 5, in which students will be required to apply cost-effectiveness analysis tools.]
- 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 Homework Assignment 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, work force and citizenry.
 - [This competency will be assessed through Homework Assignments 1 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.

Course and Learning Objectives

Learning Assessment Table

Program Competency	Corresponding Course Learning Objective	Corresponding Assignment Title (Memo, Team Paper, Exam, etc.)	Denote Level of Competency Expected to Achieve via the Assignment (basic = 1, intermediate = 2, advanced = 3)
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.	Be able to apply economic theories to understanding the social determinants of health and the impact of policy.	Homework Assignment #1	2
The ability to synthesize evidence, and apply statistical financial, economic and cost-effectiveness tools/techniques in organizational analysis	Be able to conduct a basic cost-effectiveness analysis of a health program.	Homework Assignment #5	1

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.	Be able to apply economic theories to understanding the social determinants of health and the impact of policy.	Homework Assignment #1	2
The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation.	Be able to use evidence to make policy recommendations.	Homework Assignment #3	2
The ability to communicate and interact productively (via listening, speaking and writing) on matters of healthcare with a diverse and changing industry, work force and citizenry.	The ability to communicate and interact with a team to develop a policy memo.	Homework Assignment #s 1, #3	2

Late Assignment Policy

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally hectic schedules. Late submissions without extensions will be penalized 10% per 24-hour period.

Requirements

- Please read the “flipped” lectures before classes (these begin with Lecture 2; there is no flipped lecture for Lecture 5, but please do the reading assignment before class that week).
- Please do all required readings before class and be prepared to discuss the policy reading assigned each week.
 - Note: You may want to reference notes and PowerPoints from your Microeconomics class to help you during this course. The syllabus references specific Microeconomics lectures where relevant.

- Assignment breakdown provided below. Groups will be assigned by the professor for the required group assignments.

Name	Weight
Homework Assignment 1 (Group)	10%
Homework Assignment 2	15%
Homework Assignment 3 (Group)	15%
Homework Assignment 4	10%
Homework Assignment 5	10%
Module 1 Discussion Board	3%
Module 3 Discussion Board	3%
Module 5 Discussion Board	4%
Knowledge Checks (Weeks 1, 2, and 3)	5%
Final Exam	25%
Total	100%

Required Text

- Title: Health Economics – selected chapters as noted below, also useful as reference
- Authors: Jay Bhattacharya, Peter Tu, Timothy Hyde
- Publisher: Palgrave Macmillan, 2013
- ISBN: 113702996X, 9781137029966
- Students have free access [here](#) to read (online - no download option) the required textbook chapters. Note: If you cannot access the link above, access the textbook with the instructions below:
 1. Log into [NYU library](#)
 2. If you are off campus, make sure to connect to the VPN to ensure access
 3. In the "Search For" menu, type in the course textbook name: **Health Economics**. Then select "Go."
 4. Select the 6th option, **Health Economics**, by Bhattacharya.
 5. Select "Ebook Central."
 6. Select "Read online" to access the text

Assignments

All papers are to be submitted via the NYU Brightspace 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

Instructions for specific assignments are listed below. Please follow word count, rubric, and format instructions for each assignment.

Detailed Course Overview

Session 1: January 22, 2024

Social Determinants of Health - Health Production

Deliverables:

- Knowledge Check # 1 due before the start of class

Objectives:

- Understand how economic models can be used to structure thinking around health policy and management issues
- Be able to use Grossman's model of the production of health to analyze social determinants of health
- Become familiar with the literature on the relationship between income and health

Readings:

- Girante, Joana. "[Consumer Optimization](#)." Lecture, Marginal Revolution University, April 4, 2023. Video, 6:29.
- Review Microeconomics lectures Weeks 5 and 8 (content shared from your previous Microecon course)
- Textbook, Chapter 3
- LaVeist, T., Pollack, K., Thorpe Jr, R., Fesahazion, R. and Gaskin, D., 2011. [Place, not race: disparities dissipate in southwest Baltimore when blacks and whites live under similar conditions](#). *Health affairs*, 30(10), pp.1880-1887.
- International: Jack, W. (2011) [The Promise of Health: Evidence of the Impact of Health on Income and Well-Being](#) in S. Glied & P.C. Smith, Oxford Handbook of Health Economics. USA: Oxford University Press. (Sections 5.1 and 5.2 only)

Watch Videos:

- Background:
 - [Introduction](#),

- [What is economics;](#)
- [Opportunity cost;](#)
- [Production possibility frontier;](#)
- [Demand;](#)
- [Supply;](#)
- [Elasticity;](#)
- New material:
 - [Utility;](#)
 - [Budget Constraints](#)

Complete Knowledge Check #1 before class

Module 1 Discussion Board assignment (in groups of 4):

Provide a specific example (not yet used by one of your colleagues) of how LaVeist et al or Jack's analysis (section 5.3) incorporates the Grossman health production framework. Explain, and be as specific as possible, whether the author is examining a feature of the utility function, the budget constraint, or the production function. Comment on at least one colleague's post. Your group discussion board should include at least one example from each of the two readings.

Rubric for Discussion Board (out of 5 points)

	1	2
Specific example	provided	explained
Utility, budget constraint, production function	indicated	explained
Comment	yes	

Group Homework Assignment 1: 10% of grade. 150 words.

Summarize your group analysis in a memo that sensibly organizes the four examples you've considered and relates them to the Grossman article.

Rubric (out of 10 points)

	1 point	2 points
Example 1	Provides example	Correctly links to Grossman

Example 2	Provides example	Correctly links to Grossman
Example 3	Provides example	Correctly links to Grossman
Example 4	Provides example (at least one from each paper)	Correctly links to Grossman
Organization of paper	Coherent	Organizes utility, production function, and budget constraint examples.

Session 2: January 29, 2024:

Demand for Health – Demand for Immunizations -- Infectious disease, Externalities

Deliverables:

- Module 1 Discussion Board due before the start of class
- Knowledge Check # 2 due before the start of class
- Assignment 1 due before the start of class

Objectives:

- Become familiar with the problems of externalities in health
- Understand basic models of infectious disease transmission

Videos:

- Marginal Revolution University. "[An Introduction to Externalities](#)." YouTube, Video 12:14, March 18, 2015.
- Glied, Sherry. "Externalities." Lecture, NYU Wagner, 2023.
- Glied, Sherry. "Coase's Theorem." Lecture, NYU Wagner, 2023.
- Glied, Sherry. "Infectious Disease." Lecture, NYU Wagner, 2023.

Readings:

- Read Lecture 2 Flipped
- Review Microeconomics Lecture 13
- Textbook, Chapter 21

- Laxminarayan, R., and A. Malani, 2011, “[Economics of Infectious Diseases](#),” in Oxford Handbook of Health Economics, edited by S. Glied and P.C. Smith (New York: Oxford University Press). ONLY Abstract. Sections 9.1 and 9.2.
- Barro, Josh. “Don’t Want Me to Recline My Airline Seat? You Can Pay Me.” New York Times, August 8, 2014.

Complete Knowledge Check #2 before class

Homework Assignment 2 – Individual (15% of final grade; maximum 500 words, due before class 3)

Use Grossman’s model of the production of health to develop a plausible hypothesis how NYC’s 2014 sick leave law affected emergency room use. Use the articles on the NYU Brightspace site to buttress your argument.

Tips:

- Be concise! Don't throw in extra information.
- There are (at least) three ways that sick leave could affect the use of emergency rooms. Be sure to explain all of channels and note why one of them is probably more important than the others. When applying the Grossman model itself, do not use graphs or technical notation. Use your own words and write in terms sensible for a layperson. Imagine that you are writing to the mayor or to the chair of an emergency department.
- The new NYC policy will change the cost of time spent sick, the cost of certain preventive care (delivered by a doctor), and the cost of certain kinds of care received when you are sick. (Remember that not all prevention requires doctors and that not all illness can be prevented.)

Rubric (out of 15 points)

RUBRIC	1	2	3	Total possible points
Overall coherence of argument	Restates Grossman model	References readings	Clear and compelling argument using readings	3
Each of three mechanisms	Notes mechanism	Explains how mechanism operates within model and changes health	Explains how mechanism relates to ER use	3 (*3)

Evidence	Notes evidence	Connects evidence	Integrates evidence into answer	3
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Session 3 - February 5, 2024

Demand for health – demand for medical care – demand for health insurance -- adverse selection

Deliverables:

- Knowledge Check # 3 due before the start of class
- Module 3 Discussion Board due before the start of class
- Homework Assignment 2 due before the start of class

Objectives:

- Understand the sources of demand for health insurance
- Be able to apply the idea of utility maximization to potential states of the world

Readings:

- [“Intuitive Explanation of Expected Value,”](#) Probabilistic World (blog), November 24, 2018.
- Thompson, Whit, [“How Insurance Began: 3000 Years of History,”](#) WSR Blog, September 13, 2023.
- Blitz-Jones, Jeremy. [“Law of Large Numbers - Explained and Visualized.”](#) YouTube, November 25, 2015. Video, 4:17.
- Bhattacharya, Jay, and Timothy Hyde. "Demand for Insurance." In Health Economics, 126-40. Macmillan International, 2013
- Review Microeconomics Week 12 (review from your Microeconomics course materials)

Videos:

- [Risk and return in financial markets – expected value;](#)
- [Risk and return in financial markets and utility;](#)
- [History of Insurance;](#)
- [Law of Large Numbers;](#)
- [Insurance and the Distribution of Risk;](#)

- [Expected Utility;](#)
- [Insurance and Utility Maximization](#)

Complete Knowledge Check 3

Module 3 Discussion Board: Adverse selection game –discussion board response – due by Session 3

After completing the activity, write a 1- to 2-paragraph experience summary response on your group's discussion board. Describe how you did in the game and how your strategy and performance changed between the first round and the second round. Read others' experiences and write a second post explaining how the group's results related to adverse selection.

Rubric (out of 10 points)

	1	2
Describe first round strategy	States strategy	Provides rationale
Describe second round strategy	States strategy	Provides rationale and explanation for any change
Assessment of performance	Describes performance	Explains why
Summary of group experience	Summary provided	Adds analysis
Summary of group experience (2)	Notes adverse selection	Specifically relates group examples to adverse selection

Session 4: February 12, 2024

Adverse selection

Objectives:

- Understand strategies for addressing adverse selection

Videos:

- Marginal Revolution University. "[Asymmetric Information and Used Cars](#)." YouTube, January 8, 2015. Video, 2:39.
- Learn Liberty. "[What Are Health Insurance Death Spirals?](#)" YouTube, January 17, 2017. Video, 1:35.
- [Glied, Sherry. "Insurance with Heterogeneous Risks." Lecture, NYU Wagner, 2023.](#)
- [Glied, Sherry. "Insurance with Asymmetric Information." Lecture, NYU Wagner, 2023.](#)
- [Glied, Sherry. "Community Rating." Lecture, NYU Wagner, 2023.](#)
- [Glied, Sherry. "Separating Equilibrium." Lecture, NYU Wagner, 2023.](#)

- [Glied, Sherry. "The Purple Dot Policy." Lecture, NYU Wagner, 2023.](#)
- [Glied, Sherry. "Addressing Adverse Selection." Lecture, NYU Wagner, 2023.](#)

Readings:

- Read Lecture 4 Flipped
- Textbook, Chapter 9 (optional)
- Geruso, Michael, and Timothy J. Layton. "Selection in Health Insurance Markets and Its Policy Remedies." *Journal of Economic Perspectives* 31, no. 4 (2017): 23-32, 45-47.
- "Medicare Advantage: A Policy Primer." Commonwealth Fund. Accessed April 26, 2023.
- "Favorable Selection Ups The Ante On Medicare Advantage Payment Reform", *Health Affairs Forefront*, June 13, 2023.
- [Providers, Payers Press CMS to Get Rid of Medicare Advantage Risk Adjustment Changes Entirely](#)
- "The Debate On Overpayment In Medicare Advantage: Pulling It Together", *Health Affairs Forefront*, February 24, 2022.. <https://www.healthaffairs.org/content/forefront/debate-overpayment-medicare-advantage-pulling-together>

Complete Homework Assignment 3 – GROUP ASSIGNMENT (15% due February 26, 2024)

About half of all Medicare beneficiaries are enrolled in private Medicare Advantage (MA) plans. MA plans are paid capitation rates (a flat premium per enrollee). These rates are risk-adjusted. Initially, Medicare risk-adjusted the rates based only on the demographic characteristics of enrollees. Currently, they also base these rates on recorded diagnoses. The Centers for Medicare and Medicaid Services administers the program and adjusts these rates yearly. These adjustments are controversial. More considerable adjustments save money for the cash-strapped program but reduce earnings for MA companies and potentially reduce benefits for MA beneficiaries.

Write a 300- to 500-word memo supporting changes to the MA risk adjustment model, opposing such changes, or taking a third position that you suggest.

In your memo, be sure to explain why MA uses a risk adjustment model. Draw directly on (and cite to) the Rothschild-Stiglitz model and the Geruso-Layton paper to explain why and how MA plans might engage in selection. Explain why risk adjustment might, in principle, alleviate selection. Discuss what appears to be happening with respect to risk adjustment and why. Finally, evaluate the CMS proposal and describe what you think will happen.

Your memo should be original (in your own words), use professional language, and be free of grammatical errors. Select one member of your team to submit your memo. Be sure to include each team member's name at the beginning of your memo.

Rubric (out of 20 points)

	1	2	3
Explains why Medicare uses a risk adjustment model	Description	Relates to theory	
Explains how plans can engage in selection	General statement	One specific example	Additional examples
Relates to Geruso-Layton	Notes G-L	Clearly links	
Relates to Rothschild-Stiglitz	Notes R-S	Clearly links	
Logic of risk selection	Description	Explanation	
What is now happening	Description	Simple explanation	Clearly linked to economics
CMS proposal	description	Basic evaluation	Sophisticated evaluation
Overall argument	OK	good	strong

Citations:

Ginsburg, Paul B., and Steven M. Lieberman. "[The Debate On Overpayment In Medicare Advantage: Pulling It Together](#)." Health Affairs. Last modified February 24, 2022.

King, Robert. "[Providers, payers press CMS to get rid of Medicare Advantage risk adjustment changes entirely](#)." Fierce Healthcare. Last modified April 4, 2023.

Morse, Susan. "[Stakeholders Support CMS' Plan to Phase in Risk Adjustment over 3 Years](#)." Healthcare Finance News. Accessed April 27, 2023.

Sanger-Katz, Margot, and Reed Abelson. "[Medicare Delays a Full Crackdown on Private Health Plans](#)." The New York Times. Last modified March 31, 2023.

Session 5: February 26, 2024

Moral Hazard-What Services Should Health Insurance Cover?

Deliverables:

- Homework Assignment # 3 due before the start of class.

Objectives:

- Understand the use of randomized experiments in health economics
- Recognize the welfare losses associated with moral hazard

Videos:

- [Glied, Sherry. "Value of Insurance and the Complete Contingent Claims Contract." Lecture, NYU Wagner, 2023.](#)
- [Glied, Sherry. "Moral Hazard and the Price Elasticity of the Demand for Medical Care." Lecture, NYU Wagner, 2023.](#)
- [Glied, Sherry. "When is Moral Hazard Greatest, and How Can It Be Addressed?" Lecture, NYU Wagner, 2023.](#)

Readings:

- Read Lecture 5 Flipped
- Textbook, Chapter 2 (Chapter 11 optional)
- Manning, Willard G., and others, 1987, "[Health Insurance and the Demand for Medical Care: Evidence from a Randomized Experiment](#)," American Economic Review 77(3): 251-277. (SKIP SECTION 2)
- Lagarde, Mylène, and Natasha Palmer. "[The impact of user fees on access to health services in low-and middle-income countries](#)." Cochrane Database of Systematic Reviews 4 (2011). Abstract and Plain Language Summary ONLY.

Module 5 Discussion Board: Watch the Podcast: [Should Congress End the Tax Exclusion for Employer-Sponsored Health Insurance?](#)

Also at: [Youtube link](#)

Watch at least two of the speakers on the podcast. If your last name begins with A, C, E, G, I, K, M, O, Q, S, U, W, Y – write a discussion post in favor of ending the tax exclusion.

If your last name begins with B, D, F, H, J, L, N, P, R, T, V, X, Z – write an initial discussion post in favor of maintaining the tax exclusion. Then respond to one of your group members (ideally someone who has taken the opposite position).

Rubric (out of 5 points)

	1	2
Summarizes speakers	one	two
Advances an argument	basic	Addresses moral hazard
Responds to a colleague	yes	

Complete Homework assignment 4 - (10% of final grade maximum 150 words, due before class on March 4, Bullet point style is fine.)

Is the impact of user fees in developing countries consistent with the results of the RAND experiment?
Does any induced moral hazard associated with removal of user fees increase welfare or reduce it?

Rubric (out of 10 points)

RUBRIC	1	2	3	4	Total points possible
Consistency with RAND	Basic finding	More connections to RAND	More connections to RAND	More connections to RAND	4
Welfare effects	Restates paper	One welfare effect	Two welfare effects	Ties to C3 framework	4
Overall	Coherent	Sophisticated argument			2

Session 6: March 4, 2024

Cost-effectiveness Analysis Economic Evaluation of Health Interventions

Deliverables:

- Assignment 4 due before the start of class

- Module 5 Discussion Board due before the start of class

Objectives:

- Understand the basic methods of economic evaluation of health interventions
- Recognize the difference between cost-saving and cost-effective
- Be able to discuss the problems of cost-effectiveness analysis

Videos:

- [Glied, Sherry. "Cost-effectiveness Analysis." Lecture, NYU Wagner, 2023.](#)
- Healthcare Triage. 2015. ["Assessing Utilities: How Much Risk Are You Willing to Take?" YouTube, Video, 5:49](#)

Readings:

- NO FLIPPED LECTURE THIS WEEK
- U.S. Department of Health and Human Services. "Planning for a Cost-Effectiveness Study." In [Guide to Analyzing the Cost-Effectiveness of Community Public Health Prevention Approaches](#). Research Triangle Park, 2006.
- U.S. Department of Health and Human Services. "Identifying Types of Costs." In [Guide to Analyzing the Cost-Effectiveness of Community Public Health Prevention Approaches](#). Research Triangle Park, 2006.
- U.S. Department of Health and Human Services. "Conducting a Cost-Effectiveness Study." In [Guide to Analyzing the Cost-Effectiveness of Community Public Health Prevention Approaches](#). Research Triangle Park, 2006.
- STUDENTS WITH LAST NAME ENDING A-L: PLEASE READ AND BE PREPARED TO PRESENT AND DISCUSS
 - Kohli, Michele, Michael Maschio, Debbie Becker, and Milton C. Weinstein. "The potential public health and economic value of a hypothetical COVID-19 vaccine in the United States: Use of cost-effectiveness modeling to inform vaccination prioritization." *Vaccine* 39, no. 7 (2021): 1157-1164.
 - Be prepared to answer:
 - What is the question under study?
 - Where are the data from?
 - What key assumptions are made?
 - Do you agree with the assumptions?
 - What is missing?
- STUDENTS WITH LAST NAME ENDING M-Z: PLEASE READ AND BE PREPARED TO PRESENT AND DISCUSS

- Losina, Elena, Valia Leifer, Lucia Millham, Christopher Panella, Emily P. Hyle, Amir M. Mohareb, Anne M. Neilan, Andrea L. Ciaranello, Pooyan Kazemian, and Kenneth A. Freedberg. "College campuses and COVID-19 mitigation: clinical and economic value." *Annals of internal medicine* 174, no. 4 (2021): 472-483.
 - Be prepared to answer:
 - What is the question under study?
 - Where are the data from?
 - What key assumptions are made?
 - Do you agree with the assumptions?
 - What is missing?

Assignment 5: You can answer each question separately. (10% of grade)

- Campbell, Jonathan D., Melanie D. Whittington, and Steven D. Pearson. "[Performing cost-effectiveness analyses to support policy making: key lessons from the assessment of aducanumab.](#)" *Neurology* 98, no. 9 (2022): 360-365.
- Whittington, Melanie D., Jonathan D. Campbell, David Rind, Noemi Fluetsch, Grace A. Lin, and Steven D. Pearson. "[Cost-effectiveness and value-based pricing of aducanumab for patients with early Alzheimer disease.](#)" *Neurology* 98, no. 9 (2022): e968-e977.

Read the two papers on the cost-effectiveness of Aduhelm. Respond briefly to the following questions:

- A. Navigate to the "CEA Registry" website. This registry provides evidence of the cost-effectiveness of various treatments.
 - a. Search for a condition you are familiar with or interested in using the CEA database.
 - b. Use the "ratios" button on the website.
 - c. Type in a condition name: you can try "stroke" or a condition you are interested in.
 - i. 1) What is the condition and QALY weight?
 - ii. 2) Now, assess the choices of QALY weights assigned in the Aduhelm studies. Do these weights make sense to you in comparison with the one you identified? Why or why not?
- B. Consider the discount rates used in these studies.
 - a. What would happen to the maximum drug price to meet the threshold if a higher discount rate were used in the analysis?
 - b. Suggest a change in assumptions around life expectancy that would reduce the price needed to meet the threshold (hint: Look at Table 2).
 - c. Suggest a change that would increase the maximum price threshold.
- C. Select two features of the Whittington model (not described above). Summarize the modeling choices made and explain how they affect the assessment of the CE of Aduhelm.
- D. Suppose you worked for a drug company developing Alzheimer's medications. Suggest one feature that might be missing from the model that would increase the maximum pricing threshold.

Rubric (out of 12 points)

	1	2
Condition and QALY weight	Done	
Comparison to Aduhelm weight	Both weights listed	Comparison discussed
Higher discount rate	done	
Life expectancy	done	
Other change	suggestion	
Feature 1	selected	discussed
Feature 2	selected	discussed
Missing piece	Selected	discussed

Session 7: March 11, 2024

Agency – How Should Health Professionals Be Paid?

Deliverables:

- Assignment 5 due before the start of class

Objectives:

- Understand the problem of agency and its application to health care
- Recognize the different ways of compensating health care providers and the incentives these generate

Videos:

- [Glied, Sherry. "Agency." Lecture, NYU Wagner, 2023.](#)
- [Glied, Sherry. "Optimal Payment." Lecture, NYU Wagner, 2023.](#)

Readings:

- Read Lecture 7 Flipped.
- Textbook, Chapter 5, read section 5.4; skim other sections

- Christianson, J.B., and D. Conrad, 2011, “[Provider Payment and Incentives](#),” in Oxford Handbook of Health Economics, edited by Sherry Glied and P.C. Smith (New York: Oxford University Press). Read ONLY pp. 624-648.
- Mitchell, Jean M., 2013, “[Urologists’ Use of Intensity-Modulated Radiation Therapy for Prostate Cancer](#),” New England Journal of Medicine 369(17): 1629-1637.

FINAL EXAM posted online by 12:00pm on March 14 (THURSDAY)

- Students will have 2 hours to complete the final exam in one sitting during the exam window.
FINAL EXAM due back by 11:00pm on March 17 (SUNDAY)

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

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 that might coincide with exams to schedule mutually acceptable alternatives.