



**NYU**

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

**HPAM-GP-1830**

## **Introduction to Health Policy and Management**

**Fall 2024**

### **Course Description**

The Introduction to Health Policy and Management course aims to provide an understanding of the U.S. healthcare system and its continuum of care services. In the course, we will explore the different healthcare services, ranging from primary and preventative care to acute care. We'll also compare the U.S. healthcare system with other countries' systems to gain an international perspective.

The course will cover various aspects, including the healthcare workforce, reimbursement systems, and financing issues for specialized populations. Considering the pharmaceutical industry's impact, we'll delve into quality assessment and healthcare improvement. Additionally, we'll closely examine the patient-provider relationship, ethical viewpoints on health equity and disparities, and the role of social determinants of health. The course concludes by exploring emerging trends and innovations in the healthcare industry, aiming to fill gaps and meet the needs of tomorrow's healthcare system.

### **Course Learning Objectives (CLO)**

Students who successfully complete this course will be able to:

- **CO 1:** Describe how the healthcare continuum is organized, its trends, and how it compares to other countries' healthcare systems, including its implications for outcomes and care delivery
- **CO 2:** Evaluate trends in the healthcare workforce across the continuum of care, including shortages and gaps
- **CO 3:** Examine the interplay of the political and social determinants of health and their impact on health equity and disparity
- **CO 4:** Analyze the ethical principles to resource allocation decisions, care access, and rationing in the healthcare space
- **CO 5:** Determine the implications of reporting clinical outcomes and continuous performance improvement to enhance quality
- **CO 6:** Identify the pharmaceutical industry's impact on clinical quality and medical costs

- **CO 7:** Evaluate the power dynamics and factors impacting the provider-patient relationship

## Program Competencies and Levels

In this program, you are expected to attain a specific competency level aligned with the course Program Level Objectives (PLOs). Review the following definitions.

1. **Novice:** Learns the basics of a subject, along with fundamental concepts and specific rules of action. Unable to exercise discretionary judgment and have rigid adherence to taught rules or plans.
2. **Advanced Beginner:** Connects relevant contexts to the rules and facts. Recognizes previously undefined facts and increased knowledge of relevant concepts, vocabulary, and principles. Discusses terminology, concepts, and principles related to this competency. No sense of practical priority.
3. **Competence:** Connects relevant contexts to the rules and facts. Recognizes previously undefined facts and increases knowledge of relevant concepts, vocabulary, and principles. Completes assignments independently using this competency as guided. May have no sense of practical priority.
4. **Proficient:** Has experience making situational discriminations that enable the recognition of problems and the best approaches for solving the problems. Intuitive reactions replace reasoned responses. Applies theory and knowledge to complete assignments with broad awareness of organizational/ professional implications. Implements decisions based on intuitive understanding because of experience.
5. **Expert:** Sees what needs to be achieved and how to achieve it. Tailors approach and method to each situation. Creates new feasible applications for the underlying theory and knowledge with a nuanced understanding of the organizational/professional implications.

This course focuses on the following PLOs. You must meet the identified competency level for each by the end of this course.

- PLO 2: Develop and implement innovations to improve health equity
- PLO 3: Influence and respond to policies that promote the performance and increase the equity of the U.S. healthcare system and healthcare organizations, based on understanding and analysis of the system's history, organization, and financing
- PLO 4: Manage and lead people, teams, and organizations, including the ability to work effectively with diverse colleagues to build inclusive organizations
- PLO 5: Manage and behave legally and ethically in a complex, highly-regulated healthcare environment
- PLO 6: Develop and execute strategies that improve organizational performance
- PLO 7: Use data and evidence-based management practices to improve managerial decision-making and organizational performance, including efficiency, quality of care, patient engagement, and equitable access to services

- PLO 9: Communicate effectively with diverse stakeholders using a variety of communication approaches

## Course Alignment

Learning Objective	Competency	Level
1. Describe how the healthcare continuum is organized, its trends, and how it compares to other countries' healthcare systems, including its implications for outcomes and care delivery	<ul style="list-style-type: none"> <li>• PLO 2: Develop and implement innovations to improve health equity</li> </ul>	Advanced Beginner
2. Evaluate trends in the healthcare workforce across the continuum of care, including shortages and gaps	<ul style="list-style-type: none"> <li>• PLO 3: Influence and respond to policies that promote the performance and increase the equity of the U.S. healthcare system and healthcare organizations, based on understanding and analysis of the system's history, organization, and financing</li> </ul>	Advanced Beginner
3. Examine the interplay of the political and social determinants of health and their impact on health equity and disparity	<ul style="list-style-type: none"> <li>• PLO 3: Influence and respond to policies that promote the performance and increase the equity of the U.S. healthcare system and healthcare organizations, based on understanding and analysis of the system's history, organization, and financing</li> <li>• PLO 4: Manage and lead people, teams, and organizations, including the ability to work effectively with diverse colleagues to build inclusive organizations</li> <li>• PLO 5: Manage and behave legally and ethically in a complex, highly-regulated healthcare environment</li> </ul>	Novice

Learning Objective	Competency	Level
	<ul style="list-style-type: none"> <li>PLO 6: Develop and execute strategies that improve organizational performance</li> </ul>	
4. Analyze the ethical principles to resource allocation decisions, care access, and rationing in the healthcare space	<ul style="list-style-type: none"> <li>PLO 2: Develop and implement innovations to improve health equity</li> </ul>	Advanced Beginner
5. Determine the implications of reporting clinical outcomes and continuous performance improvement to enhance quality	<ul style="list-style-type: none"> <li>PLO 3: Influence and respond to policies that promote the performance and increase the equity of the U.S. healthcare system and healthcare organizations, based on understanding and analysis of the system's history, organization, and financing</li> <li>PLO 7: Use data and evidence-based management practices to improve managerial decision-making and organizational performance, including efficiency, quality of care, patient engagement, and equitable access to services</li> </ul>	Novice
6. Identify the pharmaceutical industry's impact on clinical quality and medical costs	<ul style="list-style-type: none"> <li>PLO 3: Influence and respond to policies that promote the performance and increase the equity of the U.S. healthcare system and healthcare organizations, based on understanding and analysis of the system's history, organization, and financing</li> </ul>	Novice
7. Evaluate the power dynamics and factors impacting the provider-patient relationship	<ul style="list-style-type: none"> <li>PLO 5: Manage and behave legally and ethically in a complex, highly-regulated healthcare environment</li> </ul>	Novice

Learning Objective	Competency	Level
	<ul style="list-style-type: none"> <li>PLO 9: Communicate effectively with diverse stakeholders using a variety of communication approaches</li> </ul>	

## Course Resources

All learning materials are provided to you and will be located on each module's "Learning Materials" page. Contact your instructor immediately if you are unable to access any materials.

## Learning Assessments and Evaluation

No student will receive a B or higher without demonstrating satisfactory progress toward mastery of each competency through assignments, exams, and class participation.

You should expect timely and regular feedback from your instructor within one week of each module ending.

### Policy on the use of Generative AI

**"To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution.** This includes in-text citations, quotations, and references. You are responsible for the information you submit based on a generative AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of generative AI tools must be properly documented and attributed in order to stay within university policies on academic honesty.

To indicate the use of a generative AI resource, a student should include the following statement in their assignments: **"The author(s) acknowledge the utilization of [generative AI tool Name], a language model developed by [generative AI tool Provider], in the preparation of this assignment. The [generative AI tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, specific section of the assignment]."**

### Discussion Assignments (10%)

Your active participation on the discussion boards is critical. Productive discussion depends on students reading and analyzing the materials beforehand and presenting their thoughts and analysis supported by evidence.

For this course, your instructor will randomly grade two discussion boards using the provided rubric. You will also be required to complete a self-evaluation in Modules 1, 3, and 7, which will influence your grade for the discussion assignments.

## Module Live Sessions (10%)

You should arrive at class on time. Any absence must be explained and justified beforehand; your grade will be lowered if you do not do so.

You are expected to be prepared for the live session and participate fully. You will be encouraged to share experiences relevant to the topics and cases being explored.

For this course, your instructor will randomly grade two module live sessions using the provided rubric. You will also be required to complete a self-evaluation in Modules 1, 3, and 7, which will influence your grade for the live sessions.

## Written Assignments (50%)

You'll complete different individual written assignments in each module, including memos, letters, reports, and proposals throughout the course.

Module 2: Staffing Shortage Memo—You will use the information you've learned about healthcare staffing problems and current trends to look into and create plans for improving staffing in a clinic.

Module 3: Dually Eligible Strategy Report—You will use your knowledge of healthcare costs and how reimbursement works to come up with a plan to lower expenses for the Dually Eligible population.

Module 4: Letter to U.S. Senator—You will apply what you learned about how health insurance is paid for and the different types of managed care to create a plan to reduce the number of people who don't have insurance coverage.

Module 5: Reducing Healthcare Expenses Memo—You will create a memo providing advice on lowering healthcare costs by identifying four main factors that drive healthcare expenses and choosing one to focus on in your memo.

Module 6: Quality Rating Strategy Memo—You will write a professional memo that outlines three strategies to improve the quality rating of the healthcare system in the United States.

Module 7: Letter to the Editor—You will write an editorial letter expressing your opinion on whether or not pharmaceutical companies are profit-driven villains who do not prioritize the well-being of the chronically ill, healthcare providers, or the healthcare industry.

Module 7: Annotated Bibliography—You and your team will make an annotated bibliography for your group project, listing the top five resources you have found and selected.

Module 8: Provider-Patient Relationship Letter—You will write a letter discussing the provider-patient relationship challenges with a rheumatologist to help the patient understand the issues and provide guidance on potential solutions.

Module 9: Demonstration Analysis Report—You will create a brief and well-organized analysis showcasing your division's possible partnership and a four-month demonstration initiative sponsored by a health insurance plan.

Module 10: Letter to New York City Health Commissioner—You will write a letter to the New York City Health Commissioner to inform him about the issues your patients face, especially regarding health disparities.

Module 12: Rural Health Strategy Report—You will write a proposal outlining a strategy for an advocacy association to work with state legislatures to address healthcare needs in rural communities.

## Group Project (30%)

You and your group will work together to write a paper and create a presentation about a particular area in the healthcare system that requires improvement. The group project has four components that all members will collaboratively write and create.

Module 4: Group Project Topic Proposal—You and your group will choose a problem in the healthcare system that needs attention. The group will then submit the topic and reasons for selecting it as the final group project for instructor approval.

Module 7: Annotated Bibliography—You and your group will make an annotated bibliography for your group project, listing the top five resources you have found and selected.

Module 13: Project Paper—You and your group will write a paper about a specific area in the healthcare system that needs improvement. You must include suggested strategic solutions, consider opportunities and challenges, and analyze potential consequences or outcomes of the proposed solution.

Module 13: Project Presentation—You and your group will create and record a 10-minute presentation (8–10 slides) based on your group paper, with each member actively participating in the presentation.

All submitted papers, whether individual or group, are to be original works with full and complete citations in Chicago Style format of any materials drawn from other sources (articles, books, interviews, etc.).

All assignments must be submitted on the stated due dates unless I grant an extension prior to the due date.

## Live Sessions

The purpose of the live session in each module is to exchange views with your peers, engage in discussions related to issues and topics related to the course content, and personalize your learning experience so that you will feel part of a professional learning community.

During live sessions, the instructor will discuss, provide practice, and/or present problem questions that have proved especially challenging to the group. Students will then have the space to discuss and clarify concepts.

You should notify the instructor if you expect to miss a live session. Attendance is mandatory; course participation counts for 10 percent of your final grade.

You will access the live session via the Zoom link located in Brightspace. Click on the Zoom tab in the top navigation bar in Brightspace for all live session information.

## Expectations

You are expected to participate and conduct yourself as if taking this class in person while you engage in online courses at Wagner. The following expectations for participation in online learning (via Zoom, Google Hangouts, email, group chats, etc.) apply to all students:

- Attend all class meetings.
- Be involved and active in your courses.
- Join any online sessions (if required) from a quiet, private space free of distractions with a robust internet connection.
- Approach your course with academic rigor, commitment, and discipline.
- Treat each other, instructor(s), and all other staff members with courtesy and respect.
- Access course materials, lectures, group discussions, etc., in the online environment, and do not share course materials, including video meetings, with individuals who are not enrolled in the course unless you received explicit approval from the instructor.
- Be mindful of your language and tone, and do not use offensive, inappropriate language or images in communication (e.g., emails, discussion postings, group projects, submitted assignments, or background images and settings in Zoom and other video platforms).
- Post discussions related to coursework only. Postings of a personal or non-academic nature are not permitted.
- Talk privately to your instructor regarding grades and personal issues.
- Arrive early for in-person classes. If needed and as scheduled, it is recommended you access any live online sessions using a provided Zoom link five (5) minutes prior to the scheduled session.

## Letter Grades

**You earn letter grades for the entire course based on the completeness and quality of your work as follows:**

Letter Grade	Points
A	4.0 points
A-	3.7 points
B+	3.3 points
B	3.0 points
B-	2.7 points



<b>Letter Grade</b>	<b>Points</b>
<b>C+</b>	2.3 points
<b>C</b>	2.0 points
<b>C-</b>	1.7 points
<b>F</b>	0.0 points

Student grades will be assigned according to the following criteria:

- (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well-written. Work is of exceptional, professional quality.
- (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
- (B+) Good: Sound work for a graduate student; it is well-reasoned, thorough, and methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
- (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but the student has not been thorough or has shown other weaknesses or limitations.
- (B-) Borderline: Weak work for a graduate student; it meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in other graduate courses, would not suffice to sustain graduate status in “good standing.”
- (C/-/+) Deficient: Inadequate work for a graduate student; it does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstandings of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.

- (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

## Detailed Course Overview

Each module will run from Monday to Sunday. Your initial discussion posts are due on Thursday, and your responses to peers are due the following Monday---all before the scheduled class to which the discussion post is tied. All additional assignments are due the Monday before the respective class for which the assignment is due.

Course Checklist	Course Learning Objective	Estimated Time
<b>Module 0: Course Introduction</b>		
Module 0: Learning Material <ul style="list-style-type: none"> <li>• Read: Syllabus</li> </ul>	N/A	30 minutes
Module 0: Live Session	N/A	60 minutes
<b>Module 1: U.S. Healthcare System: Looking at the Continuum of Care</b>		
Module 1: Learning Materials <ul style="list-style-type: none"> <li>• Read: US Healthcare 101: An Overview of the US Healthcare System</li> <li>• Read: 28 Astonishing U.S. Healthcare Industry Statistics [2023]: U.S. Healthcare Industry Overview</li> <li>• Read: Fast Facts on U.S. Hospitals: 2022</li> <li>• Read: What Is Hospice Care?</li> <li>• Read: Home Care Industry Overview and Statistics</li> <li>• Watch: Post-Acute Care (7:25)</li> <li>• Watch: Sicko (02:03:00)</li> </ul>	CLOs 1 and 2	4 hours
Module 1: Live Session	CLOs 1 and 2	1 hour
Module 1: Discussion Board	CLOs 1 and 2	1.5 hours

Course Checklist	Course Learning Objective	Estimated Time
<b>Module 2: Healthcare Workforce: Composition and Trends Across the Continuum</b>		
<b>Module 2: Learning Materials</b> <ul style="list-style-type: none"> <li>• Read: 22 Million Employed in Health Care Fight Against COVID-19</li> <li>• Read: Public Health Workforce Gaps, Impacts, and Improvement Strategies from COVID-19</li> <li>• Read: Demand for Healthcare Workers Will Outpace Supply 2025</li> <li>• Read: C-Suite Check-in: The Health Care Workforce Crisis</li> <li>• Listen: Podcast: State of the Health Care Workforce</li> <li>• Read: Imbalance in the Health Workforce</li> <li>• Read: Impact of the COVID-19 Pandemic on the Hospital and Outpatient Clinician Workforce: Challenges and Policy Responses</li> </ul>	CLOs 1 and 2	4 hours
Module 2: Live Session	CLOs 1 and 2	1 hour
Module 2: Discussion Board	CLOs 1 and 2	1.5 hours
Module 2: Staffing Storage Memo	CLOs 1 and 2	3 hours
<b>Module 3: Governmental Reimbursement System: Medicare, Medicaid, and the Dually Eligibles</b>		
<b>Module 3: Learning Materials</b> <ul style="list-style-type: none"> <li>• Read: Medicare Primer pp. 5–33</li> <li>• Read: Medicaid: An Overview pp. 1–30</li> <li>• Read: 10 Things to Know about Medicaid Managed Care</li> <li>• Read: Trends in Medicaid Home and Community-Based Services Waivers for Older Adults</li> <li>• Read: A Profile of Medicare-Medicaid Enrollees (Dual Eligibles)</li> <li>• Watch: March 21 Web Event: Unpacking the</li> </ul>	CLO 2	4 hours

<b>Course Checklist</b>	<b>Course Learning Objective</b>	<b>Estimated Time</b>
Controversy over Medicare Advantage (52:53) <ul style="list-style-type: none"> <li>• Read: Definitions of Different Medicare Advantage Dual Eligible Special Needs Plan (D-SNP) Types in 2023 and 2025</li> <li>• Read: Medicare Advantage: A Primer</li> <li>• Read: Medicaid Managed Care's Effect on Outcomes</li> <li>• Read: Differences in Care Between Special Needs Plans and Other Medicare Coverage for Dual Eligibles</li> </ul>		
Module 3: Live Session	CLO 2	1 hour
Module 3: Dually Eligible Strategy Report	CLO 2	3 hours
<b>Module 4: Private Reimbursement Systems: Managed Care</b>		
Module 4: Learning Materials <ul style="list-style-type: none"> <li>• Read: Health Insurance: A Primer</li> <li>• Read: Health Insurance Coverage in the United States: 2020               <ul style="list-style-type: none"> <li>◦ pp. 1–40</li> <li>◦ Appendix</li> </ul> </li> <li>• Read: Managed Care: Low Reputation but Most Effective</li> <li>• Read: 12 Advantages and Disadvantages of Managed Care</li> <li>• Listen: Will Uncle Sam Be the Only Customer in Healthcare? (18:24)</li> </ul>	CLO 2	3 hours
Module 4: Live Session	CLO 2	1 hour
Module 4: Letter to U.S. Senator	CLO 2	3 hours
Module 4: Group Project Topic Proposal	CLO 2	2 hours
<b>Module 5: Healthcare System Cost Drivers</b>		
Module 5: Learning Materials <ul style="list-style-type: none"> <li>• Read: National Health Care Spending in 2021: Decline in Federal Spending</li> </ul>	CLOs 1 and 2	3 hours

<b>Course Checklist</b>	<b>Course Learning Objective</b>	<b>Estimated Time</b>
<p>Outweighs Greater Use of Health Care</p> <ul style="list-style-type: none"> <li>• Read: A Dozen Facts about the Economics of the U.S. Healthcare System</li> <li>• Watch: How to Understand U.S. Healthcare? Follow The Money (16:56)</li> <li>• Read: It's Still the Prices, Stupid: Why the US Spends so Much on Health Care, and a Tribute to Uwe Reinhardt</li> <li>• Read: How Has U.S. Spending on Healthcare Changed over Time?</li> </ul>		
Module 5: Live Session	CLOs 1 and 2	1 hour
Module 5: Discussion Board	CLOs 1 and 2	1.5 hours
Module 5: Reducing Healthcare Expense Memo	CLOs 1 and 2	3 hours
<b>Module 6: Quality and Performance</b>		
<p>Module 6: Learning Materials</p> <ul style="list-style-type: none"> <li>• Read: Brief History of Quality Movement in US Healthcare</li> <li>• Read: Six Challenges in Measuring the Quality of Health Care</li> <li>• Read: 2022 Scorecard on State Health System Performance</li> <li>• Watch: How to Achieve More Quality Hospital Care (With Less Noise) (9:14)</li> <li>• Read: Six Steps towards Meaningful, Ongoing Healthcare Performance Improvement</li> <li>• Read: The Top Five Essentials for Quality Improvement in Healthcare</li> <li>• Read: U.S. Health Care from a Global Perspective, 2022: Accelerating Spending, Worsening Outcomes</li> </ul>	CLO 5	3 hours
Module 6: Live Session	CLO 5	1 hour
Module 6: Discussion Board	CLO 5	1.5 hours
Module 6: Quality Rating Strategy Memo	CLO 5	3 hours

Course Checklist	Course Learning Objective	Estimated Time
Module 7: The Pharmaceutical Industry's Impact on Clinical Quality and Medical Costs		
Module 7: Learning Materials <ul style="list-style-type: none"> <li>• Read: 25+ Incredible U.S. Pharmaceutical Statistics [2023]: Facts, Data, Trends and More</li> <li>• Read: Are Pharmaceuticals Cost-Effective? A Review of the Evidence</li> <li>• Watch: The Whistleblower (27:19)</li> <li>• Listen: Pharma: Friend or Foe—Patient and Pharma Perspectives (34:05)</li> </ul>	CLOs 1, 5, and 6	3 hours
Module 7: Live Session	CLOs 1, 5, and 6	1 hour
Module 7: Letter to the Editor	CLOs 1, 5, and 6	3 hours
Module 7: Annotated Bibliography	CLOs 1, 5, and 6	2 hours
Module 8: The Provider-Patient Dynamic		
Module 8: Learning Materials <ul style="list-style-type: none"> <li>• Watch: The Key to Solving the Doctor-Patient Relationship (17:11)</li> <li>• Read: Improving Patient-Provider Relationships to Improve Health Care</li> <li>• Read: Four Models of the Physician-Patient Relationship</li> <li>• Read: I'm Not Feeling Like I'm Part of the Conversation" Patients' Perspectives on Communicating in Clinical Video Telehealth Visits</li> <li>• Read: What Is Consumer-Directed Health Care?</li> <li>• Read: Health Literacy and Communication Quality in Health Care Organizations</li> </ul>	CLOs 1, 3, and 7	4 hours
Module 8: Live Session	CLOs 1, 3, and 7	1 hour
Module 8: Discussion Board	CLOs 1, 3, and 7	1.5 hours
Module 8: Provider-Patient Relationship	CLOs 1, 3, and 7	3 hours

Course Checklist	Course Learning Objective	Estimated Time
Module 9: Models of Care: Traditional vs. Innovative Delivery Models		
Module 9: Learning Materials <ul style="list-style-type: none"> <li>• Read: Traditional Models of Care Delivery What Have we Learned?</li> <li>• Read: The Veterans Health Administration: Quality, Value, Accountability, and Information as Transforming Strategies for Patient-Centered Care</li> <li>• Read: Setting Value-Based Payment Goals — HHS Efforts to Improve U.S. Health Care</li> <li>• Read: “Goal-Directed Health Care: Redefining Health and Health Care in the Era of Value-Based Care</li> <li>• Read: Principles for a Framework for Alternative Payment Models</li> <li>• Read: The Impact of Medicare’s Alternative Payment Models on the Value of Care</li> <li>• Read: Home-Based Care Reimagined: A Full-Fledged Health Care Delivery Ecosystem Without Walls</li> <li>• Read: Urgent Need for Improved Mental Health Care and a More Collaborative Model of Care</li> <li>• Read: The Burgeoning Role Of Venture Capital In Health Care</li> <li>• Read: Disruptive Innovation in Health Care Delivery: A Framework for Business-Model Innovation</li> <li>• Read: A Policy Framework for the Growing Influence of Private Equity in Health Care Delivery</li> </ul>	CLOs 1, 2, 3, and 5	5 hours
Module 9: Live Session	CLOs 1, 2, 3, and 5	1 hour
Module 9: Demonstration Analysis Report	CLOs 1, 2, 3, and 5	3 hours
Module 9: Group Paper Outline	CLOs 1, 2, 3, 4, 5, 6, and 7	2 hours

Course Checklist	Course Learning Objective	Estimated Time
Module 10: Perspectives and Issues: Health Equity and Disparities		
Module 10: Learning Materials <ul style="list-style-type: none"> <li>• Read: The Social Determinants of Health: Coming of Age pp. 1–13</li> <li>• Read: The Social Determinants of Health? Time to Focus on the Political Determinants of Health!</li> <li>• Read: Disparities in Health and Healthcare</li> <li>• Watch: Hiding in Plain Sight: What's Missing in Health Equity (19:13)</li> <li>• Read: Five Inequities in Healthcare</li> <li>• Watch: Health inequity: America's Chronic Condition? (12:01)</li> <li>• Read: Creating the Business Case for Achieving Health Equity</li> <li>• Read: Working to Advance Health Equity</li> </ul>	CLOs 1, 3, and 5	4.5 hours
Module 10: Live Session	CLOs 1, 3, and 5	1 hour
Module 10: Letter to the New York City Health Commissioner	CLOs 1, 3, and 5	3 hours
Module 10: Work on Group Project	CLOs 1, 2, 3, 4, 5, 6, and 7	2 hours
Module 11: Ethical Perspectives: Access and Rationing		
Module 11: Learning Materials <ul style="list-style-type: none"> <li>• Read: Ethical Issues and Access to Healthcare</li> <li>• Read: The Ethics and Reality of Rationing in Medicine</li> <li>• Read: Underinsurance in the United States: An Interaction of Costs to Consumers, Benefit Design, and Access to Care</li> <li>• Read: Rationing Limited Healthcare Resources in the COVID-19 Era and Beyond: Ethical Considerations Regarding Older Adults</li> </ul>	CLOs 3, 4, and 5	3 hours



<b>Course Checklist</b>	<b>Course Learning Objective</b>	<b>Estimated Time</b>
Module 11: Live Session	CLOs 3, 4, and 5	1 hour
Module 11: Discussion Board	CLOs 3, 4, and 5	1.5 hours
Module 11: Work on Group Project	CLOs 1, 2, 3, 4, 5, 6, and 7	2 hours
<b>Module 12: Rural Health</b>		
Module 12: Learning Materials <ul style="list-style-type: none"> <li>• Read: A Qualitative Study of Rural Healthcare Providers' Views of Social, Cultural, and Programmatic Barriers to Healthcare Access</li> <li>• Watch: Exploring the Healthcare Challenges Rural Americans Face Across 5 States (9:20)</li> <li>• Read: The Growing Divide in the Composition of Public Health Delivery Systems in U.S. Rural and Urban Communities</li> <li>• Read: How to Improve Health Care in Rural Areas</li> <li>• Read: What Works? Strategies to Improve Rural Health</li> <li>• Read: US Health Care Reform and Rural America: Results from the ACA's Medicaid Expansions</li> </ul>	CLOs 3 and 4	2 hours
Module 12: Live Session	CLOs 3 and 4	1 hour
Module 12: Rural Health Strategy Proposal	CLOs 3 and 4	3 hours
Module 12: Work on Group Project	CLOs 1, 2, 3, 4, 5, 6, and 7	4 hours
<b>Module 13: Trends in Healthcare</b>		
Module 13: Learning Materials <ul style="list-style-type: none"> <li>• Read: Investing in the New Era of Value-Based Care</li> <li>• Read: What to Expect in U.S. Healthcare in</li> </ul>	CLOs 2, 3, and 5	3 hours

Course Checklist	Course Learning Objective	Estimated Time
2023 and Beyond <ul style="list-style-type: none"> <li>Listen: The Hidden Revolution Set to Turn U.S. Healthcare on its Head (19:06)</li> <li>Listen: How to Fix the Hot Mess of U.S. Healthcare (49:50)</li> <li>Listen: The Business of Healthcare Podcast, Episode 101: The Hospital-at-Home Healthcare Delivery Pathway (36:37)</li> </ul>		
Module 13: Live Session	CLOs 2, 3, and 5	1 hour
Module 13: Group Project	CLOs 1, 2, 3, 4, 5, 6, and 7	4 hours

## NYU Classes

All announcements, resources, and assignments will be delivered through the NYU Classes site. The instructor may modify assignments, due dates, or other aspects of the course throughout the term. Notification of such modifications will be provided as soon as possible **through the Announcements tool** on the course website. **Please note that the Announcements tool is for the instructors use only.**

## Academic Integrity

Academic integrity is a vital component of New York University and New York University's Robert F. Wagner Graduate School of Public Service. All students enrolled in this class are required to read and abide by **NYU Wagner's Academic Code**. All Wagner students have already read and signed the **NYU Wagner Academic Oath**. Plagiarism of any form will not be tolerated, and students in this class are expected to report violations to the instructor. Any student in this class who is unsure about course expectations or how to abide by the academic code should immediately consult the instructor.

### Turnitin Syllabus Statement

This course uses Turnitin to audit student work for authenticity. Turnitin is a plagiarism detection tool that has an expansive database of student work, websites, and articles. The originality of student submissions is compared against the content in the database to check for similarity. Each student assignment receives a "similarity report" which is a percentage of how similar the submission is to other submitted works within the database. While not exact, the Turnitin tool can help faculty see where students retrieve their content and sources for their work and can

outline areas that may need further investigation for potential violations of the NYU Wagner Academic Integrity policy.

## 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](mailto: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 Wellness Exchange

[NYU's Wellness Exchange](#) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns. Or, you can chat 24 hours a day in six languages through the Wellness Exchange app for [iPhone](#) or [Android](#). Or send an email to [wellness.exchange@nyu.edu](mailto:wellness.exchange@nyu.edu) during business hours; responses may take one business day.

## 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 your instructor in advance of religious holidays that coincide with assignment due dates or exams to arrange mutually acceptable alternatives.

## Class Policies

### Policy on the use of Generative AI

**"To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution.** This includes in-text citations, quotations, and references. You are responsible for the information you submit based on a generative AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of generative AI tools must be properly documented and attributed in order to stay within university policies on academic honesty.

To indicate the use of a generative AI resource, a student should include the following statement in their assignments: **"The author(s) acknowledge the utilization of [generative AI tool Name], a language model developed by [generative AI tool Provider], in the**

**preparation of this assignment. The [generative AI tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, specific section of the assignment]."**

Why an AI policy?

While we encourage the utilization of AI tools to enrich the educational process, it's essential to maintain a balance that fosters genuine learning and critical thinking. Feedback from faculty indicates that AI, such as ChatGPT, can be incredibly beneficial for brainstorming sessions, offering new perspectives, and generating ideas. However, relying solely on AI to compose complete papers can detract from the core objectives of education.

Deep learning often stems from active participation and overcoming challenges. Therefore, **we encourage faculty to guide students in leveraging AI tools thoughtfully**. Rather than passively accepting AI-generated outputs, students should be prompted to assess and challenge these critically. This could involve discussing the limitations of AI in class or devising strategies to augment AI-generated content with their insights and analysis.

**To ensure academic integrity, it is imperative that students transparently disclose any AI-generated material used in their assignments.** This includes proper attribution of AI-generated content in accordance with university policies.

We believe that by fostering a culture of responsible AI usage and critical thinking, we can maximize the benefits of AI tools while ensuring the integrity and quality of our academic programs.

Attendance

You are required to attend all live sessions. Any absence must be explained and justified beforehand, or your participation grade will be lowered.

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). An assignment may be resubmitted 1 time until the end of the term, but a 1-point deduction will be applied.