

HEALTH POLICY ANALYSIS

UCLA – School of Public Health
HS M233/ CHS M252

Spring 2003

(April 2003 version)

Lectures: Fridays, 9:00 – 11:50 am, Room 61-269

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Course Overview:

We seek to provide the policy analysis learner a conceptual foundation of the rationales for, the tools for and limitations to public policy. We advance this through didactic lectures on economics and statistics reinforced by case-method learning from real-world decision dilemmas faced by public health practitioners and policy makers. Our discourse aims to produce advice in tackling aspects of current major US health policy issues---advice that is rooted in critical thinking, personal and professional ethics and savvy to at-the-moment political, economic and social forces.

Learning Objectives:

- Understand what policy analysis is and why we do it: students should be able to grasp concepts of what constitutes market failure, the meaning of social surplus and the limits to government intervention.
- Understand how to do policy analysis: describing the problem, developing a solution and communicating your analyses. Beyond a theoretical framework, the students will learn where to find data, assess how good the data is, how to critically consume other people's research, and how to think strategically about adoption and implementation of proposed "solutions".
- Write effective policy memos for clients on current public health issues. Create talking points for mock media briefings. Learn how to open a case, close a case and constructively critique a colleague's ideas.

Bag of tools you will get from this class:

Introduction to cost-benefit analysis

Valuation of future consequences: discounting & difference equations

Legislative and executive processes, federal and California levels

Interpreting regression analyses: what elasticities, odds ratios and relative risks mean

Decision analysis: a roadmap that sorts out mind-boggling choices and uncertainty

Pre-requisites:

HS 236, Microeconomic Theory of the Health Sector, or at least an undergraduate-level course on micro-economic theory and HS M287, Politics of Health Policy OR at least an undergraduate-level course on political science or public policy and consent of the instructors.

Assignments/Grading and Deadlines:

3 exercises		20%
#1	8 points	
#2	8 points	
#3	4 points	
4 policy memos	10 points each	40%
1 group presentation (power point), talking points		20%
Class participation (!!!)		20%

Required Readings:

Feldstein PJ (2002). *Health Policy Issues: An Economic Perspective on Health Reform, 3rd edition*. Chicago: Health Administration Press. **(F.)**

Health Services M233 Reader **(Reader)**

Includes material from:

Kennedy School of Government Case program, Harvard University

Stokey & Zeckhauser, A Primer for Policy Analysis (S & Z)

Wildavsky & Caiden, The New Politics of the Budgetary Process (W & C)

Weimer & Vining, Policy Analysis: Concepts and Practice, 3rd edition (W & V)

Schedule of Lectures:

Week	Date	Session/Case	Topic(s)	Readings
1	April 4	<p>Case: Ethical Problems in Public Careers: Lying</p> <p>Lecture: The Demand for Fixers vs. Dreamers: Policy Analysis as a Profession</p> <p>Skill drill: How to prepare a case and how to write a policy memo</p>	<p>Framework(s) for Policy Analysis (Includes discussion of market failures & ethics)</p>	<p>Reader: Learning by the Case Method <u>Weimer & Vining (W & V)</u> Ch. 2: What is Policy Analysis? Ch. 3: Toward professional Ethics; Appendix 10A: Gathering Information for Policy Analysis <u>Stokey & Zeckhauser (S & Z)</u> Ch 15: Putting Analysis to Work</p>
2	April 11	<p>Case: The Battle Over the Clinton Health Care Proposal</p> <p>Lecture: Hard choices: Kidneys or kids?</p> <p>Skill drill: Cost-benefit Analysis</p>	<p>Role of Government in Health Care; Agenda Setting; Private forces</p> <p>Measuring Social Surplus; Cost-Benefit Analysis</p> <p>Health Insurance</p>	<p>F: Ch 1: The rise in medical expenditures Ch 2: How much should we spend on medical care? Ch: 31 Employer-Mandated National Health Insurance Ch. 34: The Politics of Health care Reform</p> <p>Reader: The Battle Over the Clinton Health Care Proposal <u>Wildavsky & Caiden W& C</u> The Clinton Budget of 1993</p> <p>Assignment: Problem Set 1, due April 18:</p>
3	April 18	<p>Case: Matters of Life and Death: Defunding Organ Transplants in the State of Arizona:</p> <p>Lecture: Government's choices: tax, regulate, force, or do nothing?</p> <p>Skill drill: Decision Trees</p>	<p>Choice under uncertainty</p> <p>Decision Analysis</p> <p>Benefits package politics</p>	<p>F: Ch. 3. Do more medical expenditures produce better health? Ch. 5: Rationing medical Service</p> <p>Reader: Matters of Life and Death: Defunding Organ Transplants in the State of Arizona <u>S & Z</u> Ch. 3: The Model of Choice</p> <p><u>W & V:</u> Ch 12: Benefit-Cost Analysis</p> <p>Assignment: Memo on Recommendations for Mammograms as an HMO Benefit due COB April 22</p>
4	April 25	<p>Case: Swine Flu (A)</p> <p>Skill drill: Difference Equations & Discounting</p>	<p>Crisis decisions</p> <p>Combining Cost-benefit Analysis with Decision Analysis</p> <p>Difference equations/growth models</p>	<p>Reader: Swine Flu (A) <u>S & Z</u> Ch 12: Decision Analysis</p> <p>Assignment: Problem Set 2, due May 2</p>
5	May 2	<p>Case: Cabrini's Prodigal Daughters</p> <p>Lecture: Fixing the health care workforce problem—projecting supply and need; instituting quotas and/or minimum wages</p>	<p>Health Care Workforce</p> <p>Organizational change</p> <p>Labor supply theory</p>	<p>F: Ch. 21: The Shortage of Nurses</p> <p>Reader: Cabrini's Prodigal Daughters <u>S & Z</u> Difference Equations</p> <p>Assignment: Memo on the Nursing Shortage in California due COB May 6</p>

Week	Date	Session/Case	Topic(s)	Readings
6	May 9	<p>Case: Subject to Appropriations: funding for Tobacco Control in Massachusetts</p> <p>Lecture: Who Pays?</p>	<p>Externalities, Entitlement Policy</p> <p>Federal and State Policies</p> <p>Politics of budgets</p>	<p>F: Ch. 25: Medical Research, Medical Education, Alcohol Consumption, and Pollution: Who Should Pay?</p> <p>Reader: Subject to Appropriations <u>W & C</u> Ch. 12: A Budget of Opposites</p>
7	May 16	<p>Case: Catastrophic Care for the Elderly</p> <p>Case: Vaccines for the Developing World</p>	<p>Interest Groups/Political Movements Entitlements</p> <p>Medicare Prescription Drugs Tiered pricing Benefits Package Design</p> <p>Developing countries</p>	<p>F: Ch. 8: Medicare Ch. 23: The High Price of Prescription Drugs Ch. 25: Why Are Prescription Drugs Less Expensive Overseas? Ch. 26: How Should A Medicare Prescription Drug Benefit Be Designed?</p> <p>Reader: Catastrophic Care for the Elderly Vaccines for the Developing World <u>W & C</u> Ch. 8: The Politics of the Entitlement Process</p> <p>Assignment for Group Project: Due June 5 Assignment: Memo on the Medicare Prescription Drug Benefit due COB May 20</p>
8	May 23	<p>Case: Public Takes on Private: The Philadelphia Behavioral Health System</p> <p>Lecture: Medi-Cal Fraud</p> <p>Guest speaker: <u>Ms. Kimura Flores, MPP (scheduled)</u> California Senate Health and Human Services Committee</p>	<p>Federal and State Policies More entitlement policy Privatization, & Re-regulation</p>	<p>F: Ch. 9: Medicaid Ch. 7: Why Are Those Who Most Need Health Insurance Least Able to Buy It?</p> <p>Reader: Public Takes on Private: The Philadelphia Behavioral Health System Assignment: Memo on the Medi-Cal Fraud due COB May 28 (This assignment may be modified subject to Ms. Flores' topic and confirmed availability)</p>
9	May 30	<p>Case: From Research to Policy: The cigarette excise tax</p> <p>Lecture: Race/ethnicity, culture and health: does diversity lead to differential access and consequently disparate health outcomes?</p> <p>Skill drill: Knowing what statistics say and when they count</p>	<p>Referendums, voter's initiatives, "spin control"</p> <p>"Special populations" Measures of disparity</p> <p>Odds ratios, relative risks and elasticities</p>	<p>Reader: From Research to Policy: The cigarette excise tax Schulman et al. "The effect of race and sex on physician's recommendations for cardiac catheterization." Follow-up discussion articles on Schulman <u>W & V</u> When statistics count: revising the lead standard for gasoline</p> <p>IOM report , <u>Unequal Treatment</u>, 2002 summary and selected chapters (available @ http://www.nap.edu/books/030908265X/html/) Assignment: Problem Set 3, due June 10 (finals week):</p>
10	June 6	<p>Group Briefings on Evaluation of Initiative 933, aka Racial Information Ban or the Racial Privacy Initiative slated for March 2004 ballot</p>	<p>"Doing Well and Doing Good"</p>	