



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

HPM 884
Health Services/Health Policy Research Methods I
(Credit Hours: 3)
Department of Health Policy and Management
Gillings School of Global Public Health

Fall 2018

Class Location MC 2306
Meeting Time (Tuesday 5:00-7:30 pm)

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Office hours: By appointment, generally Friday afternoon.

Course Overview

This is the first course in a three-semester sequence designed to create a foundation of knowledge and skills for health services and health policy researchers. The course has three primary goals: (1) introduction to health services research, (2) exploring a wide variety of topics central to HSR, and (3) developing a literature synthesis on a topic of interest to you.

Learning Objectives

By the end of this course, you should have a broad knowledge base in health services research and health policy; gain basic understanding of different research designs common to health services research (HSR); be familiar with the interdisciplinary aspects of the HSR community; be able to confidently develop an interesting and relevant research question; and have the skills to design and complete a high-quality literature review.

The objectives will be approached concurrently. We will use various HSR topics to understand the interdisciplinary nature of HSR and issues related to research methods. This will allow you to analyze various health care issues, practice generating research questions using a disciplinary or multi-disciplinary perspective and learn research methods and apply them to important HSR areas.

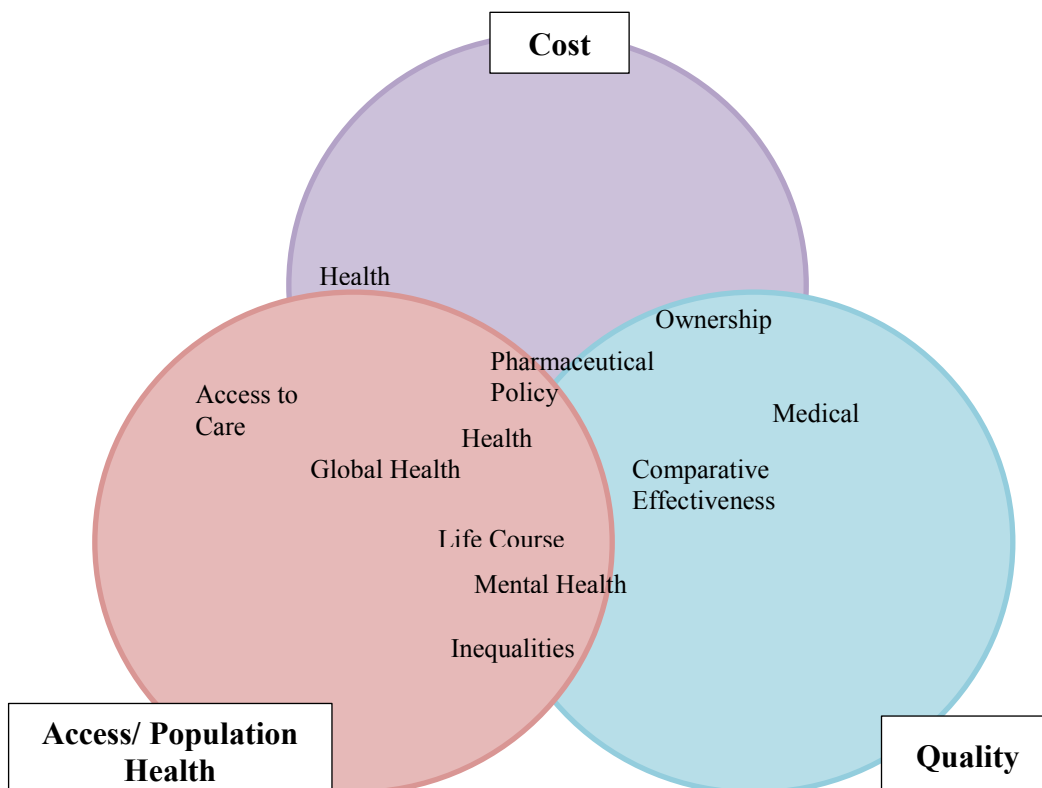
In addition to the substantive concerns of health services research, the course emphasizes **critical thinking**. It requires you to attend to the basic structure of reasoning (“knowing how”)

as much as acquiring a body of knowledge (“knowing what”). More important, it requires you to retain, or regain, curiosity—a quality that is best manifested in the learning and inquiring minds of children and that is usually lost as we grow old and as our mind becomes fixated on a single and rigid mode of understanding. To become curious means you have to shift the focus of your thinking from answering to questioning and to asking “why.” It also means you have to acquire the ability to detect ambiguities, to challenge the conventional wisdom, and to think creatively. These capabilities do not come easily. You have to work hard at developing them. But you are not expected to work alone. In fact, another objective of the course is to create an environment where you can collaborate with your classmates, observe and learn from each other’s strengths, and take advantage of the diverse background of the class. This collaborative, co-learning environment makes learning fun, challenging, rewarding, and effective.

Topics in Health Services Research

The range of topics covered in the course is selective. In selecting the topics, we have tried to stay current and broad while retaining some historically important research. However, the topics should not be considered as fully representative of issues currently, and traditionally, addressed by health services researchers. They merely serve to illustrate the kinds of issues examined in HSR and the typical study approaches that researchers have taken in the field.

HSR focuses largely on the intersection of three primary areas: cost, quality, and access/population health. In the diagram below, you can see roughly how course topics fit into these areas. Although most topics can be viewed primarily through the lens of one of these areas, they all play a role throughout health care and HSR.



HPM Competencies

Below are the specific course learning objectives and how they tie into the HPM Competencies.

	<i>Course Learning Objective</i>	<i>Competencies</i>
1	Understand the history and current use of health services research	Understand critical issues related to health policy in the United States
2	Understand a variety of topics critical to health policy in the United States	Understand critical issues related to health policy in the United States
3	Identify different research designs and understand their use in answering specific questions	Select appropriate research designs and methodologies (quantitative and qualitative) for health services/health policy research
4	Understand the ethical implications of research design decisions	Identify the ethical implications of research methods
5	Be able to develop a conceptual model	Identify and appropriately apply theoretical knowledge and conceptual models in support of health services/health policy research
6	Be able to develop a strong research questions	Develop hypotheses that can be supported in a research project
7	Become proficient at searching for and assessing published literature	Review and synthesize a body of research literature
8	Critically analyze the published literature	Review and synthesize a body of research literature; Critically evaluate articles from scholarly journals and research presentations
9	Synthesize findings of the published literature	Review and synthesize a body of research literature; Interpret and explain the results of research

Course Structure and Assignments

The class meets once a week. It is a seminar and you are expected to read the required readings before each class and fully participate in class discussions. Your contributions include, but are not limited to, evaluating and discussing readings based on your understanding and previous experience, and presentations. ***Starting in Week 3, you are expected every week to submit a brief written assignment***, based on the readings, of some combination of: a) questions and issues you would like to discuss in class; b) promising questions and issues for new research; c) reflections on the readings and topics of the week. It is not necessary to devote equal attention

to each of these three items. These assignments should be submitted on Sakai by 8am on Tuesday the day the class meets.

In addition to reading and class participation, ***you will each choose two class sessions for which you will be responsible for presenting and leading the discussion*** of assigned material. This involves especially careful reading of the required readings on a topic, giving a short introduction and overview that identifies key discussion points, and leading discussion. When preparing for your session, keep in mind that one of the central goals of this course is to identify promising research areas and questions. Your introduction and the ensuing discussion should be geared towards that goal. A handout should be prepared and distributed in the class to facilitate discussion. The handout should summarize key substantive and methodological points of the readings, highlight strengths and weaknesses, relate the readings to each other and to previous discussions, and outline points for discussion. You are encouraged to solicit assistance from faculty and advanced HPM students who have expertise on the session's topic.

In addition to the weekly assignments, there is ***one larger assignment*** that you are expected to develop over the course of the semester: ***a critical review of research on a topic of your interest***. The literature review should be between 15-20 pages (typed, double-spaced, 12-point), due by December 4. To help you make progress on this project throughout the semester, there will be two preliminary milestones: a topic proposal (1-2 pages) due in week 5 (September 18) and a preliminary outline due in week 10 (October 23). The purpose of the review is for you to start familiarizing yourself with a subject area and to explore a potential topic for your dissertation. We will discuss how to conduct and write research reviews during the third session, and we will come back to the topic throughout the semester.

Resources

Website

HPM 884 has its own website using Sakai software (<http://sakai.unc.edu>). This syllabus is on the website. Although I will not make major changes to due dates or course structure, you should consider this syllabus a dynamic document. We can add or remove readings, add goals for specific classes, and make clarifications to assignments. Please feel free to offer suggestions as the class progresses.

Online Resources

We will reference several articles in the *BMJ* publication *How to Read a Paper* (<http://www.bmj.com/about-bmj/resources-readers/publications/how-read-paper>) that explain how to read and interpret different kinds of research papers. Although these are written primarily for assessing papers in clinical journals, you will find them useful for all types of research papers.

Text

We will use *The Research Methods Knowledge Base, 3rd edition* by Trochim and Donnelly. This textbook has recently been discontinued, so you will need to purchase it from a third party (e.g., Amazon or Ebay).

Articles

Journal articles will be assigned throughout the semester, listed for each class date. I have tried to ensure that assigned articles are relevant to the day's class and have also tried to limit them to the most important articles. Therefore, it is **extremely** important you complete the readings before class. The majority of our classes will only function if everyone is prepared for discussion. The alternative is for you to listen to me talk for 2.5 hours, which I'm confident none of us want. I received feedback from the prior year class that more recent articles would be helpful for class topics. So, I will work to include relevant more recent articles in certain sections. I will add and remove articles as we progress through the semester. I plan to give the class notice of any articles being added/removed 2 weeks prior to that class date.

Most articles are available through E-Reserves:

<http://eres.hsl.unc.edu/eres/coursepage.aspx?cid=2491>. Sometimes I want to incorporate newer articles. Any articles not available at the E-Reserves link will be available electronically through UNC Libraries.

Requirements and Expectations

Course Conduct and Responsibilities

My philosophy is to assume we are all adults and can conduct ourselves as such. I have as much to learn from you as you do from me, so approach each class as an opportunity for mutual learning.

As the instructor, my role is to serve as guide, help create an effective learning environment, act as an expert resource, help students find additional resources, and facilitate learning.

Your role as class participants is to learn, and to help one another. You will do this by preparing for class, participating in class discussion, and completing required assignments. Most importantly, you are also expected to add value to the course by helping your fellow classmates and serving as a resource in any way that you can.

Grading

Grade Components

Deliverables		Cumulative %
Paper development assignments	2 assignments @ 10% each	20
Final Systematic Review	1 term paper	30
Class discussion lead		25
Participation		25

Participation

Class participation grades will be based on attendance, preparation for discussion, and participation in class activities. I take participation very seriously. Your future research careers will depend on your ability to engage in critical discussions, and your ability to work together as a team. Consider your classmates part of your team. I will offer an optional opportunity to submit 1-2 articles (not on the required reading list) that you find in your own research that most significantly add to your understanding of the course objectives for the week. I will select the top 2 articles from all submissions and supplement (10% of your participation grade for the week) the participation component for the individuals who submitted the 2 selected articles that week.

Term Paper

Your term paper will be a literature review on a topic of your choosing. The literature review should help you become more familiar with the work in the area, define the gaps in current knowledge, and potentially help you identify a possible line of research for your dissertation. I may ask that you share your topic with your faculty advisor for feedback.

YOUR FINAL TERM PAPER IS DUE DECEMBER 4 BY 5:00 PM.

Below is the grading scheme that will be used in assessing the final paper. You should refer to this when completing the final paper and the individual sections in the paper development assignments.

- I. Background
 - a. Background supports need for literature review *10 points*
 - b. Clearly stated research question/objective *15 points*

25 Points

 - II. Results
 - a. Studies are grouped into coherent themes or subjects *10 points*
 - b. Studies are clearly and objectively described *15 points*

25 Points

 - III. Discussion
 - a. Findings discussed and interpreted in order to develop a cohesive description of current knowledge *10 points*
 - b. Quality of the studies are discussed *10 points*
 - c. Study characteristics and quality are used to describe gaps in the current literature *5 points*
 - d.

25 Points

 - IV. General
 - a. Tables and figures are used appropriately *5 points*
 - b. Clarity of writing *20 points*

25 Points
- 100 Points total**

UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University, as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, as any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Please read "The Instrument of Student Judicial Governance" (<http://instrument.unc.edu>).

You are encouraged to collaborate on class assignments (unless instructed otherwise). To emphasize the importance of integrity and intellectual property in the profession, I reserve the right to require you to list each individual with whom you collaborated for each assignment. I will only do this if I observe a need to do so.

Course Evaluation

The statement below describes the official course evaluation process. I find formal evaluations critical to the ongoing development of my teaching. However, I also want you to feel that you can provide feedback to me at any point throughout the semester. You can do this in-person, by email, or you can drop an anonymous note in my mailbox. I want you to feel that you are getting the education you deserve; so please let me know of concerns while I still have a chance to remedy them. [There is no guarantee that I will teach this course again. Therefore, any feedback you wish to provide, or changes you wish to make, should occur as soon as possible.]

The Department of Health Policy and Management is participating in the university's new online course evaluation tool, known as the Carolina Course Evaluation System (CES). It will be enabled at the end of each semester. Your responses will be anonymous, with feedback provided in aggregate; all open-ended comments will be shared with the instructors but will not be identified by the individual student who gave the feedback. Your participation in the CES is a course requirement, as providing constructive feedback is a professional expectation. This feedback is critical to improving the quality of our courses, as well as my future class instruction.



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CLASS SCHEDULE

August 21	1	Introduction and History of Health Services Research
	Objectives	<ol style="list-style-type: none"> 1. Describe the field of health services research 2. Describe what is and is not studied in health services research 3. Discuss how health services research and health policy are connected 4. Examine the different kinds of organizations involved in health services research 5. Understand the different roles of various organizations, in funding, policy development, and conducting research 6. Overview of research ethics 7. Discuss the role of the IRB in research.
	Readings	<p>Brown, L. D. 1991. Knowledge and power: Health services research as a political resource. In E. Ginzberg (ed.), <i>Health Services Research: Key to Health Policy</i> (pp. 20-45). Cambridge, MA: Harvard University Press.</p> <p>Feder, J. 2003. Why truth matters: Research versus propaganda in the policy debate. <i>Health Serv Res</i> 38(3): 783-787.</p> <p>Lohr, K. N. and D. M. Steinwachs. 2002. Health services research: An evolving definition of the field. <i>Health Serv Res</i> 37(1): 7-9.</p> <p>Resnik, D.B. 2011. What is Research Ethics & Why is it Important? National Institute of Environmental Health Sciences. <i>National Institutes of Health (NIH)</i>. Retrieved from http://www.niehs.nih.gov/research/resources/bioethics/whatis/</p> <p>Resnik, D.B. 2014. Research Ethics Timeline (1932-Present). National Institute of Environmental Health Sciences. <i>National Institutes of Health (NIH)</i>. Retrieved from http://www.niehs.nih.gov/research/resources/bioethics/timeline/</p>
	Assignments	None.

August 28	2	Introduction to HSR Research Design & Literature Search
	Objectives	<ol style="list-style-type: none"> 1. Consider the concepts of validity and reliability 2. How to read a study 3. Describe different study designs commonly used in HSR 4. Consider the types of research questions that are appropriate for different study designs 5. Examine the ways study design influences the validity and reliability of a study 6. Effective strategies for literature search and review
	Readings	<p><i>The Research Methods Knowledge Base</i>. Chapter 1 and Chapter 7.</p> <p>Beecher HK. 1955. The powerful placebo. <i>JAMA</i>; 159(17):1602-1606.</p> <p>Dowd, Bryan E. 2011. Separated at birth: Statisticians, social scientists, and causality in health services research. <i>Health services research</i> 46, (2): 397-420.</p> <p>Greenhalgh Trisha. How to read a paper: getting your bearings (deciding what the paper is about) <i>BMJ</i> 1997; 315:243.</p> <p>Greenhalgh Trisha. How to read a paper: Assessing the methodological quality of published papers <i>BMJ</i> 1997; 315:305.</p> <p>Young, Jane M., and Michael J. Solomon. 2009. How to critically appraise an article. <i>Nature Clinical Practice Gastroenterology & Hepatology</i> 6, (2): 82-91/</p> <p>**The following do not need to be read in detail, but examine the study designs, which we will discuss in class.</p> <p>Carraway, M.E., Lutes, L.D., Crawford, Y., et al. 2014. Camp-based immersion treatment for obese, low socioeconomic status, multi-ethnic adolescents. <i>Childhood Obesity</i>, 10(2):122-131.</p> <p>St. George, S.M. and Wilson, D.K. 2012. A qualitative study for understanding family and peer influences on obesity-related health behaviors in low-income African-American adolescents. <i>Childhood Obesity</i>, 8(5): 466-476.</p> <p>Stovitz, S.D., Berge, J.M, Wetzsteon, R.J., Sherwood, N.E., Hannan, P.J., and Himes, J.H. 2014. <i>Childhood Obesity</i>, 10(1):50-57.</p> <p>Weedn, A.E., Hale, J.J., Thompson, D.M., and Darden, P.M. 2014. Trends in obesity prevalence and disparities among low-income children in Oklahoma. <i>Childhood Obesity</i>, 10(4): 318-325.</p>
	Assignments	None.

September 4	3	Research Questions
	Objectives	<ol style="list-style-type: none"> 1. Introduce the PICOT framework 2. Discuss how to formulate a research question 3. Develop a conceptual model for research questions 4. Consider the use of conceptual models in research 5. Compare conceptual, logic, and theoretical models 6. Examine how the Behavioral Model of Access has evolved over time 7. Use our previous lessons on research questions to develop literature review questions 8. Discuss the importance of a clear protocol for a systematic review 9. Learn how to develop inclusion criteria that match your question
	Readings	<p><i>The Research Methods Knowledge Base</i>. Chapter 16.</p> <p>Earp, J. and S. T. Ennett. 1991. Conceptual models for health education research and practice. <i>Health Educ Res</i> 6(2):163-171.</p> <p>Greenhalgh Trisha. How to read a paper: Papers that summarise other papers (systematic reviews and meta-analyses) <i>BMJ</i> 1997; 315 :672</p> <p>Lipowski, E. E. 2008. Developing great research questions. <i>American Journal of Health-System Pharmacy</i>, 65(17), 1667-1670.</p> <p>Riva, J. J., Malik, K. M. P., Burnie, S. J., Endicott, A. R., & Busse, J. W. 2012. What is your research question? An introduction to the PICOT format for clinicians. <i>The Journal of the Canadian Chiropractic Association</i>, 56(3), 167–171.</p> <p><i>**The below follow the Behavioral Model of Access to Care</i></p> <p>Aday, L. A. and R. Andersen. 1974. A framework for the study of access to medical care. <i>Health Serv Res</i> 9(3): 208-220.</p> <p>Andersen, R. 1995. Revisiting the behavioral model and access to medical care: Does it matter? <i>J Health and Soc Behavr</i> 36(1): 1-10.</p> <p>Philips, K. A., K. R. Morrison, R. Andersen, and L. A. Aday. 1998. Understanding the context of health care utilization: Assessing environmental and provider-related variables in the behavioral model of utilization. <i>Health Serv Res</i> 33(3): 571-596.</p>
	Assignments	None.

September 11	4	Population Health/Sampling
	Objectives	<ol style="list-style-type: none"> 1. Define external validity 2. Discuss the effects of sampling on generalizability 3. Discuss sampling strategies 4. Define population health
	Readings	<p><i>The Research Methods Knowledge Base</i>. Chapter 2.</p> <p>Greenhalgh Trisha. How to read a paper: Statistics for the non-statistician. I: Different types of data need different statistical tests <i>BMJ</i> 1997; 315:364.</p> <p>Hatzenbuehler, Mark L., Jo C. Phelan, and Bruce G. Link. 2013. Stigma as a fundamental cause of population health inequalities. <i>American Journal of Public Health</i> 103, (5): 813-821.</p> <p>Kindig, David, and Greg Stoddart. 2003. What is population health? <i>American Journal of Public Health</i> 93, (3): 380-383.</p> <p>Lantz, P. M., Lichtenstein, R. L., & Pollack, H. A. 2007. Health policy approaches to population health: The limits of medicalization. <i>Health Affairs</i>, 26(5), 1253-1257.</p> <p>Rosner, David. 2015. Criteria for action in population health: The hill criteria a half century later. <i>Milbank Quarterly</i> 93, (2): 259-262.</p> <p>Szreter, Simon. 2003. The population health approach in historical perspective. <i>American Journal of Public Health</i> 93, (3): 421-431.</p> <p>Sharfstein, Joshua M. 2014. The strange journey of population health. <i>Milbank Quarterly</i> 92, (4): 640-643.</p>
	Assignments	None.
September 18	5	Quality of Care/Measurement
	Objectives	<ol style="list-style-type: none"> 1. Define quality of care 2. Discuss how quality is associated with access and costs 3. Examine the Donabedian model of quality of care 4. Discuss methods used to improve quality of care

	Readings	<p><i>The Research Methods Knowledge Base</i>. Chapter 3.</p> <p>Dixon-Woods, M., S. McNicol, and G. Martin. 2012. Ten challenges in improving quality in healthcare: Lessons from the Health Foundation's programme evaluations and relevant literature. <i>BMJ Qual Saf</i> 21(10): 876-884.</p> <p>Donabedian, A. 1966. Evaluating the quality of medical care. <i>Milbank Meml Fund Q</i> 44: 166-203.</p> <p>Institute of Medicine (IOM). (2000). Executive Summary. In <i>To Err is Human: Building a Safer Health System</i>. Executive Summary. <i>Institute of Medicine</i> (pp.1-16). Washington, DC: National Academies Press.</p> <p>Wachter, R. M. 2010. Patient safety at ten: Unmistakable progress, troubling gaps. <i>Health Affair</i> 29(1): 165-173.</p> <p>Weingart, S. N., R. M. Wilson, R. W. Gibberd, and B. Harrison. 2000. Epidemiology of medical error. <i>BMJ</i> 320(7237): 774-777.</p>
	Assignments	Literature review topic (1-2 pages) due.
September 25	6	Access to Care/Measurement
	Objectives	<ol style="list-style-type: none"> 1. Measurement theory 2. Define access to care 3. Discuss factors that influence access to care
	Readings	<p><i>The Research Methods Knowledge Base</i>. Chapter 3 and Chapter 4.</p> <p>Aday, L. A. and R. Andersen. 1974. A framework for the study of access to medical care. <i>Health Serv Res</i> 9(3): 208-220.</p> <p>Agency for Healthcare Research and Quality (AHRQ). (2014). Chapter 10: Access to health care. In <i>National Healthcare Quality Report, 2013</i>. Rockville, MD: Agency for Healthcare Research and Quality.</p> <p>Carroll, A. E. (2014, July 14). Why improving access to health care does not save money. <i>The New York Times</i>.</p> <p>Greenhalgh Trisha. How to read a paper: Papers that report diagnostic or screening tests <i>BMJ</i> 1997; 315 :540</p> <p>Oliver, A. and E. Mossialos. 2004. Equity of access to health care: Outlining the foundation for action. <i>J Epidemiol and Community Health</i> 58(8): 655-658</p>

	Assignments	None.
October 2	7	Health Insurance/Experimental Design
	Objectives	<ol style="list-style-type: none"> 1. Review the basics of health insurance, including private insurance, Medicare, and Medicaid 2. Describe the RAND Health Insurance Experiment 3. Describe the Oregon Medicaid Experiment 4. Discuss the implications of the findings and the design of the two studies
	Readings	<p><i>The Research Methods Knowledge Base</i>. Chapter 9.</p> <p>Brook RH, Ware JE, Rogers WH, et al. 1983. Does free care improve adults' health? Results from a randomized controlled trial. <i>NEJM</i>; 309(23): 1426-1434.</p> <p>Baicker, K., S. L. Taubman, H. L. Allen, M. Bernstein, J. H. Gruber, J. P. Newhouse... and A. N. Finkelstein. 2013. The Oregon Experiment: Effects of Medicaid on clinical outcomes. <i>N Engl J Med</i> 368(18): 1713-1722.</p> <p>Kaiser Commission on Key Facts. (2012). <i>Medicaid and the uninsured: The uninsured and the difference health insurance makes</i>. Menlo Park, CA: The Henry J. Kaiser Family Foundation.</p> <p>Manning, W. G., A. Leibowitz, G. A. Goldberg, J. P. Newhouse, and W. H. Rogers. 1984. A controlled trial of the effect of a prepaid group practice on use of services. <i>N Engl J Med</i> 310(23): 1505-1510.</p> <p>Manning, W. G., J. P. Newhouse, N. Duan, E. B. Keeler, and A. Leibowitz. 1987. Health insurance and the demand for medical care: Evidence from a randomized experiment. <i>Am Econ Rev</i> 77(3): 251-277.</p> <p>McMorrow, Stacey, Genevieve M. Kenney, Sharon K. Long, and Nathaniel Anderson. 2015. DATAWATCH: Uninsurance among young adults continues to decline, particularly in medicaid expansion states. <i>Health affairs</i> 34, (4): 616-620.</p>
	Assignments	None.

October 9	8	Comparative Effectiveness/Quasi-Experimental Designs
	Objectives	<ol style="list-style-type: none"> 1. Consider various quasi-experimental designs 2. Define comparative effectiveness 3. Define cost-effectiveness 4. Understand the history of the comparative effectiveness movement 5. Discuss priorities for comparative effectiveness studies
	Readings	<p><i>The Research Methods Knowledge Base</i>. Chapter 10.</p> <p>Bates, DW, S. Saria, L. Ohno-Machado, A. Shah, and G. Escobar. 2014. Big data in health care: Using analytics to identify and manage high-risk and high-cost patients. <i>Health affairs</i> 33, (7): 1123-1131</p> <p>Conway, P. H. and C. Clancy. 2009. Comparative-effectiveness research - Implication of the Federal Coordinating Council's Report. <i>N Engl J Med</i> 361(4): 328-330.</p> <p>Glick, Henry A., Sean McElligott, Mark V. Pauly, Richard J. Willke, Henry Bergquist, Jalpa Doshi, Lee A. Fleisher, et al. 2015. Comparative effectiveness and cost-effectiveness analyses frequently agree on value. <i>Health affairs (Project Hope)</i> 34, (5): 805-811</p> <p>Greenhalgh Trisha. How to read a paper: Papers that tell you what things cost (economic analyses) <i>BMJ</i> 1997; 315 :596</p> <p>Iglehart, J. K. 2009. Prioritizing comparative effectiveness research - IOM recommendations. <i>N Engl J Med</i> 361(4): 325-28.</p> <p>Institute of Medicine (IOM). (2009). <i>Initial National Priorities for Comparative Effectiveness Research</i> (Report Brief). Washington, DC: National Academies Press.</p> <p>Lauer, M. S. and F. S. Collins. 2010. Using science to improve the nation's health system: NIH's commitment to comparative effectiveness research. <i>J Amer Med Assoc</i> 303(21): 2182-2183.</p> <p>Slutsky, J. R. and C. M. Clancy. 2010. AHRQ's Effective Health Care Program: Why comparative effectiveness matters. <i>Am J Med Qual</i> 24(1):67-70.</p> <p>Sox, H. C. and S. Greenfield. 2009. Comparative effectiveness research: A report from the Institute of Medicine. <i>Ann Intern Med</i> 151(3): 203-205.</p>
	Assignments	None.
October 16	9	Public Health Policy/Other Designs
	Objectives	<ol style="list-style-type: none"> 1. Examine other types of research designs used in HSR. 2. Define public health policy.

		<ol style="list-style-type: none"> 3. Describe the role of evidence in developing policy. 4. Compare methods of assessing public health policy.
	Readings	<p><i>The Research Methods Knowledge Base</i>. Chapter 11.</p> <p>Public health policy-making in the presence of incomplete evidence. 1990. <i>American Journal of Public Health</i> 80, (6): 746-750</p> <p>Brownson RC, Fielding JE, Maylahn CM. 2009. Evidence-based public health: A fundamental concept for public health practice. <i>Annual Review of Public Health</i>; 30:175-201.</p> <p>Brownson, Ross C., Jamie F. Chriqui, and Katherine A. Stamatakis. 2009. Understanding evidence-based public health policy. <i>American Journal of Public Health</i> 99, (9): 1576-1583</p> <p>Camargo, Jr, Kenneth, and Roy Grant. 2015. Public health, science, and policy debate: Being right is not enough. <i>American Journal of Public Health</i> 105, (2): 232-235.</p> <p>David P, Howden-Chapman P. 1996. Translating research findings into health policy. <i>Social Science and Medicine</i>; 43(5):865-872.</p> <p>Long MW., Gotmaker SL, Ward ZJ, et al. 2015. Cost-effectiveness of a sugar-sweetened beverage excise tax in the US. <i>American Journal of Preventive Medicine</i>; 49(1):112-123.</p> <p>Mabry, Patricia L., Stephen E. Marcus, Pamela I. Clark, Scott J. Leischow, and David M'Endez. 2010. Systems science: A revolution in public health policy research. <i>American Journal of Public Health</i> 100, (7): 1161-1163</p> <p>Purola, T. 1972. A systems approach to health and health policy. <i>Medical Care</i>; 10(5):373-379.</p> <p>Waterlander WE, Mhurchu CN, Steenhuis IHM. 2014. Effects of price increase on purchases of sugar sweetened beverages. Results from a randomized controlled trial. <i>Appetite</i>; 78C:32-39.</p>
	Assignments	None.
October 23	10	Health Disparities/Qualitative Measures
	Objectives	<ol style="list-style-type: none"> 1. Understand role of qualitative measures 2. Examine racial, gender, and social inequalities in health care, health care access, and health outcomes 3. Discuss measurement of key concepts in social inequalities 4. Consider the differences between biological and social disparities

	Readings	<p><i>The Research Methods Knowledge Base</i>. Chapter 6 and Chapter 8.</p> <p>Berkman LF. 2009. Social epidemiology: Social determinants of health in the United States: Are we losing ground? <i>Annu Rev Publ Health</i> 30: 27-41.</p> <p>Braveman, P. 2006. Health disparities and health equity: Concepts and measurement. <i>Annu Rev Public Health</i> 27: 167-194.</p> <p>Bylander, Jessica. 2015. Civil unrest, police use of force, and the public's health. <i>Health affairs (Project Hope)</i> 34, (8): 1264.</p> <p>Gostin, Lawrence O., and Madison Powers. 2006. What does social justice require for the public's health? public health ethics and policy imperatives. <i>Health affairs</i> 25, (4): 1053-1060.</p> <p>Greenhalgh Trisha, Taylor Rod. How to read a paper: Papers that go beyond numbers (qualitative research) <i>BMJ</i> 1997; 315 :740</p> <p>Hurley, R. E., H. H. Pham, and G. Claxton. 2005. A widening rift in access and quality: Growing evidence of economic disparities. <i>Health Affair</i> W5 (web exclusive): 566-576.</p> <p>Ku, L. and S. Matani. 2001. Left out: Immigrants' access to health care and insurance. <i>Health Aff (Millwood)</i> 20(1): 247-256.</p> <p>Lantz, P. M., J. W. Lynch, J. S. House, J. M. Lepkowski, R. P. Mero, M. A. Musick, and D. R. Williams. 2001. Socioeconomic disparities in health change in a longitudinal study of U.S. adults: The role of health-risk behaviors. <i>Soc Sci Med</i> 53(1): 29-40.</p> <p>Macinko, J. A., L. Shi, B. Starfield, and J. T. Wulu. 2003. Income inequality and health: A critical review of the literature. <i>Med Care Res Rev</i> 60(4): 407-452.</p>
	Assignments	Literature review topic and outline due.
October 30	11	Special Populations/Life Course
	Objectives	<ol style="list-style-type: none"> 1. Discuss special considerations for HSR involving children, older adults, and other special populations 2. Discuss unique needs in financing health care for these special populations 3. Examine health issues as they relate to different points in the life span
	Readings	Anderson, L.A., R. A. Goodman, D. Holtzman, S. F. Posner, and M. E. Northridge. 2012. Aging in the United States: Opportunities and challenges for public health. <i>Am J Public Health</i> , 102(3): 393–395.

		<p>Braveman, A. and C. Barclay. 2009. Health disparities beginning in childhood: A life-course perspective. <i>Pediatrics</i> 124 (Supp 3): S163-S175.</p> <p>Forrest, C. B. and A. W. Riley. 2004. Childhood origins of adult health: A basis for life-course health policy. <i>Health Aff (Millwood)</i> 23(5): 155-164.</p> <p>Halfon, N. and M. Hochstein. 2002. Life course health development: An integrated framework for developing health, policy, and research. <i>Milbank Quarterly</i> 80(3): 433-479.</p> <p>Krahn, G. L., Reyes, M., and Fox, M. 2014. Toward a conceptual model for national policy and practice considerations. <i>Disability and Health Journal</i>, 7:13-18.</p> <p>Pawlecki, J. Brent. 2010. End of life: A workplace issue. <i>Health affairs</i> 29, (1): 141-146.</p> <p>Steedman, MR, T. Hughes-Hallett, FM Knaul, A. Knuth, O. Shamieh, and A. Darzi. 2014. Innovation can improve and expand aspects of end-of-life care in low- and middle-income countries. <i>Health affairs</i> 33, (9): 1612-1619.</p>
	Assignments	None.
November 6	12	Mental Health
	Objectives	<ol style="list-style-type: none"> 1. Define mental health services and distinguish them from other health services 2. Consider differences in financing for mental health services 3. Examine unique access issues in mental health

	Readings	<p>Glied, S. A and R. G. Frank. 2009. Better but not best: Recent trends in the well-being of the mentally ill. <i>Health Affair</i> 28(3): 637-648.</p> <p>Mechanic, D. 2012. Seizing opportunities under the Affordable Care Act for transforming the mental and behavioral health system. <i>Health Affair</i> 31(2): 376-382.</p> <p>Olfson, M., C. Blanco, S. Wang, G. Laje, and C. U. Correll. 2014. National trends in the mental health care of children, adolescents, and adults by office-based physicians. <i>JAMA Psychiatry</i> 71(1): 81-90.</p> <p>Perry, G. S., L. R. Presley- Cantrell, and S. Dhingra. 2010. Addressing mental health promotion in chronic disease prevention and health promotion. <i>Am J Public Health</i> 100(12): 2337-2339.</p>
	Assignments	None.
November 13	13	Pharmaceutical Policy
	Objectives	<ol style="list-style-type: none"> 1. Discuss the unique role of pharmaceuticals in health care 2. Examine the process of drug development 3. Consider political issues related to pharmaceutical drugs
	Readings	<p>Choudry, N. K. and W. H. Shrank. 2010. Four-dollar generics – increased accessibility, impaired quality assurance. <i>N Engl J Med</i> 363(20): 1885-1887.</p> <p>Jorgensen, P. D. 2013. Pharmaceuticals, political money, and public policy: A theoretical and empirical agenda. <i>J Law Med Ethics</i> 14(3): 561-570.</p> <p>Juliano, R. D. 2013. Pharmaceutical innovation and public policy: The case for a new strategy for drug discovery and development. <i>Science and Public Policy</i> 40(3): 393-405.</p> <p>Reinhardt, U. E. 2001. Perspectives on the pharmaceutical industry. <i>Health Aff (Millwood)</i>, 20(5): 136-149.</p> <p>Sampat, B. N. and F. R. Lichtenberg. 2011. What are the respective roles of the public and private sectors in pharmaceutical innovation? <i>Health Affairs</i>; 30(2): 332-339.</p>
	Assignments	None.
November 20	14	Global Health
	Objectives	

		<ol style="list-style-type: none"> 1. Define global health 2. Consider the importance of a global perspective in health services 3. Examine inequalities in health on a global scale
	Readings	<p>De Cock, K. M., P. M. Simone, V. Davison, and L. Slutsker. 2013. The new global health. <i>Emerg Infect Dis</i> 19(8): 1192-1197.</p> <p>Kim, J. Y., P. Farmer, and M. E. Porter. 2013. Redefining global health-care delivery. <i>The Lancet</i> 382(9897): 1060-1069.</p> <p>Koplan, J. P., T. C. Bond, M. H. Merson, K. S. Reddy, M. H. Rodriguez, N. K. Sweankambo, and J. N. Wasserheit. 2009. Towards a common definition of global health. <i>Lancet</i> 373(9679): 1993-1995.</p> <p>World Health Organization (WHO) Commission on Social Determinants of Health. (2008). Executive Summary. In <i>Closing the Gap in a Generation: Health Equity through Action on the Social Determinants of Health</i>. Geneva, Switzerland: World Health Organization Press.</p>
	Assignments	None.
November 27	15	Health Reform
	Objectives	<ol style="list-style-type: none"> 1. Examine the history of health reform efforts in the United States 2. Discuss the current state of health reform
	Readings	<p>Birn, A., T. M. Brown, E. Fee, and W. J. Lear. 2003. Struggles for national health reform in the United States. <i>Am J Public Health</i> 93(1): 86-91.</p> <p>Carroll, A. E. and A. B. Frakt. 2013. New evidence supports, challenges, and informs the ambitions of health reform. <i>J Amer Med Assoc</i> 309(24): 2600-2601.</p> <p>Henry J. Kaiser Family Foundation, The. (2009). <i>National Health Insurance: A Brief History of Reform Efforts in the U.S.</i> Menlo Park, CA: The Henry J. Kaiser Family Foundation.</p> <p>Henry J. Kaiser Family Foundation, The. (2013). <i>Summary of the Affordable Care Act</i>. Menlo Park, CA: The Henry J. Kaiser Family Foundation.</p> <p>Oberlander, J. 2011. Long time coming: Why health reform finally passed. <i>Health Affairs</i> 29(6): 1112-1116.</p> <p>Williams DR, McClellan MB, Rivlin AM. 2010. Beyond the Affordable Care Act: Achieving real improvements in Americans' health. <i>Health Affairs</i>, 29(8):1481-1488.</p>

	Assignments	None.
December 4	16	Ethics
	Objectives	<ol style="list-style-type: none"> 1. Understand the history underlying ethics in research. 2. Discuss ethical implications of research design. 3. Discuss ethical issues unique to public health. 4. Discuss emerging ethical challenges in public health and HSR.
	Readings	<p>Buchanan, D. R. and F. G. Miller. 2006. A public health perspective on research ethics. <i>J Med Ethics</i> 32(12): 729-733.</p> <p>Corbie-Smith, G. 1999. The continuing legacy of the Tuskegee Syphilis Study: Considerations for clinical investigation. <i>Am J Med Sci</i> 317(1):5-8.</p> <p>Peddicord, D., AB Waldo, M. Boutin, T. Grande, and L. Gutierrez. 2010. A proposal to protect privacy of health information while accelerating comparative effectiveness research. <i>Health Affairs</i> 29, (11): 2082-2090.</p> <p>Shuster, E. 1997. Fifty years later: The significance of the Nuremberg Code. <i>N Engl J Med</i> 337(20): 1436-1440.</p> <p>Verweij, M. and A. Dawson. 2009. Public health research ethics: A research agenda. <i>Public Health Ethics</i> 2(1): 1-6.</p>
	Assignments	None.