

## Spring 2024 PPHA 58400 Syllabus

### PPHA 58400: Policy Analysis and Priority Setting in Health and Medicine

Class Meeting Time: Tuesdays and Thursdays, 9:30-10:50 am

Class Location: TBD

Course Website: CANVAS (<https://courses.uchicago.edu/>)

**Instructor:** David D. Kim, PhD

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Office: Gilman Smith Bldg. (Medical Campus), W312

Office Hours: Tuesday 11:00-12:00pm | Upon Request for Additional Meetings

#### Course Description

This course introduces evidence-based priority-setting in health and medicine and its key quantitative methods, with particular attention to economic evaluation for health policy assessment. The course assesses the state of current practice in national and global priority settings, describes new tools and methodologies to establish health policy priorities, and tackles important ethical and distributional issues that decision-makers must consider in allocating limited health resources. The course, involving didactic instruction, student-led discussion, policy debate, and a course project, helps students better understand priority-setting processes and research methodology.

#### Learning Objectives

Students who complete this course will be able to:

- Explain new tools and methodologies to establish health policy priorities
- Describe the advantages and weaknesses of various approaches
- Understand ethical and distributional issues in priority settings
- Analyze comparative benefits, costs, and distributional implications of health policies and interventions
- Foster intellectual debate and discussion skills

#### Course Texts and Reading Materials:

- Norheim, O. F., Emanuel, E. J., & Millum, J. (Eds.). (2019). Global health priority-setting: beyond cost-effectiveness. Oxford University Press. ([Available through UChicago Library](#)).
  - Get Access -> Institutional access (Sign in through your institution) -> "University of Chicago" -> CNetID/PW

Before each lecture, reading materials for lectures will be assigned and distributed through the CANVAS site.

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### Course Policies

The course will meet **in person** during the scheduled class time. While there will be conventional lectures, this course involves *activity-based learning*, including live discussions, debates, and presentations. The course is designed to provide opportunities for mutual engagement, critical reflection, and the development of ideas to address important issues related to policy analysis and priority setting in health and medicine. I expect every student to come to class prepared and be ready to engage with others respectfully. Everyone should feel comfortable expressing their view.

### Academic Integrity

You are expected to abide by the University's expectations regarding academic integrity. Please review this excerpt on Academic Honesty & Plagiarism from the [University's Student Manual](#):

It is contrary to justice, academic integrity, and the spirit of intellectual inquiry to submit another's statements or ideas as one's own work. To do so is plagiarism or cheating, offenses punishable under the University's disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously.

Proper acknowledgment of another's ideas, whether directly quoting or paraphrasing, is expected. In particular, if any written or electronic source is consulted and material is used from that source, directly or indirectly, the source should be identified by author, title, and page number, or by website and date accessed. Any doubts about what constitutes "use" should be addressed to the instructor.

These expectations apply to all assignments. Your submitted work represents your commitment that it is your own independent work and that you have relied on no other individuals or resources (e.g., the use of AI platforms, such as ChatGPT) except as explicitly specified in the assignment instructions.

### Diversity and Inclusion

Consistent with the University of Chicago's commitment to open discourse and free expression, we encourage students to respect and engage with others of different backgrounds or perspectives, even when shared ideas or insights may be considered unpopular or controversial. Thought-provoking discourse is facilitated when we not only speak freely but also listen carefully and respectfully to others.

### Americans with Disabilities Act

Students with disabilities needing academic accommodation should contact UChicago's Student Disability Services (SDS). Please see their webpage for contact information (<https://disabilities.uchicago.edu>). If SDS determines a disability accommodation is appropriate, you should inform the Harris Dean of Students office by the end of the first week of class. The Harris Dean of Students office will work with the student and instructor to coordinate the students' accommodations implementation. Harris students are not required to submit their

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accommodation letter to the instructor. Students who do not yet have formal accommodations in place but feel they need accommodations on a temporary or ongoing basis should contact the Harris Dean of Students Office or Student Disability Services.

### Mental Health Services

Students differ in how much they know about mental health services. Your use of UChicago's Student Health and Counseling Services (SHCS) is free, confidential, and not linked to your academic file. There are no gains from suffering in silence, so please do not hesitate to use the services provided by SHCS if you need them. Please see SHCS' mental health webpage for services and contact information (<https://wellness.uchicago.edu/mental-health/>). If you are having serious mental, physical, or other problems, immediately contact the urgent medical care line at (773) 834-WELL.

### Assignments and Grading

<u>Assignments</u>	Assigned Points (Out of 100)
Discussion board and in-class participation <ul style="list-style-type: none"><li>• 5 discussion board questions: 6 points each [<i>mostly bi-weekly</i>]</li><li>• 1 short in-class activity: 10 points</li></ul>	40 points
Class debate and position paper <ul style="list-style-type: none"><li>• Class debate (Group): 15 points</li><li>• Position paper (Individual): 15 points</li></ul>	30 points
Final project: presentation and report <ul style="list-style-type: none"><li>• Final presentation (Group): 15 points</li><li>• Final project report (Group): 15 points</li></ul>	30 points

### Grading

Final Points	Letter Grade
94.0-100.0	A
90.0-93.9	A-
87.0-89.9	B+
84.0-86.9	B
80.0-83.9	B-
77.0-79.9	C+
74.0-76.9	C
70.0-73.9	C-
< 70.0	D

Group assignment: For every group assignment, I expect each person to “grade” the other individuals in the group. I will consider these self-evaluations when assigning individual grades for the group assignments. This means that not all people in the group will necessarily earn the same grade for the same assignment.

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Discussion board and in-class participation: The instructor expects each student to submit at least **one short response (about 150 words) to the discussion question** using the “Discussions” feature of the course website. The responses are due by **11:59 PM CT on the Wednesday of each week** that the instructor posts a prompt. In addition, we will have in-class discussions on the topic in Thursday’s sessions.

Class debate and position paper: Students will participate in a three-on-three (or four-on-four) debate on important health policy topics. The potential topics include:

- The United States should adopt “Medicare for All,” thus instituting a single-payer system of healthcare
- For pharmaceuticals, value-based pricing is the best way to improve people's health in the United States.
- The US federal government should implement a tax on all sugary drinks to reduce
- Based on what we know now, it is unethical to force mandatory COVID-19 vaccines among school-aged children in the United States.
- The US federal government should offer housing options to homeless people with active drug use problems.

**This year, the class debate will happen on April 18, 2024.** After the class debate, *each* student should submit a **position paper for the topic of their debate (1,000 words limit)**, which **will be due within one week. (i.e., 11:59 PM CT, April 25, 2024).** A position paper presents an arguable opinion about a topic. The goal of a position paper is to convince the audience that your opinion is valid and worth listening to. It is essential to ensure that you are addressing key components of the issue and presenting it in a manner that is easy for your audience to understand. It is essential to support your argument with evidence to ensure the validity of your claims and to address the main counterclaim(s) to show that you are well-informed about both sides. The position paper should be structured as follows:

- *Abstract:* The abstract contains the purpose of the paper. Give a very high-level overview of the content of the paper and include a clear case for action. The intent is to convey to the reader why this is important. Most abstracts are written in the future tense because the reader hasn’t read the paper yet, so explain what they will read, not what they already know.
- *Background:* describe the issue(s) and give any relevant background.
- *Position:* Include a description of the position focusing on the issue the paper addresses. Include two or three paragraphs describing the issue. Provide background details that are required to understand the scenario. This is one of the most important sections – work to convey thoughts and issues clearly.
- *Conclusion:* Conclude gracefully. If applicable, recommend one solution over another to solve the problem. Explain briefly why the association is taking this position.

Here are some helpful resources for writing a strong position paper:

- [https://omsa.ca/sites/default/files/webform/84/omsa\\_policy\\_and\\_position\\_paper\\_guidelines\\_2018.pdf](https://omsa.ca/sites/default/files/webform/84/omsa_policy_and_position_paper_guidelines_2018.pdf)
- <https://www.valdosta.edu/pa/documents/polpospa.pdf>

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- <https://sites.google.com/a/stcc.edu/english-101/english-composition-i/week11>

### Final project: Designing essential health benefits packages for universal health coverage

Three to four students will work in project groups to design essential health benefits packages in the choice of disease areas (e.g., infectious diseases, maternal health, child and adolescent health, cancer, cardiovascular diseases, and injury) and the choice of countries or settings. The group will review the most up-to-date evidence on health benefits, cost-effectiveness, and contextual considerations (e.g., evidence uncertainty, budget impact, ethical and distributional impacts, etc.) of various health policies and interventions to identify reasonable and necessary interventions that should be included in essential health benefits packages to help achieve universal health coverage. The projects may include grading schemes based on evidence certainty and contextual considerations.

**The final presentations will happen on the last scheduled session (i.e., *May 16, 2024*). Each group is expected to give presentations for 10 minutes, followed by 5 minutes of Q&A with the audience. **Final reports from each group (3,000 words limit, excluding executive summary) will be due within one week. (i.e., 11:59 PM CT, May 23, 2024).** The final report should be structured as follows:**

- Executive Summary (350 words)
- Background/Introduction
- Methods/Approaches
- Final Recommendations
- Limitations/Future Directions

Here are some helpful resources for designing essential health benefits packages:

- <https://www.kff.org/wp-content/uploads/sites/2/2011/01/essentialhealthbenefits.pdf>
- <https://www.uspreventiveservicestaskforce.org/uspstf/about-uspstf/methods-and-processes/grade-definitions>
- <https://apps.who.int/iris/rest/bitstreams/1341931/retrieve>
- <https://dcp-3.org/resources/reports/dcp3>

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### Readings, topics, and schedules

#### Week 1 (March 19 & 21, 2024): Analytic Framework for Priority Settings

- Topics:
  - Course overview and introduction
  - Systematic Approaches for Priority Setting
- Class activities and discussion board:
  - *Discussion board question (Not Graded)*: Submit three choices of policy debate topics of your interest
  - *Class activity (Not Graded)*: Identifying policy debate topics and forming debate teams
- Reading materials:
  - *Global health priority-setting: beyond cost-effectiveness. Chapter 1. Introduction*
  - *Collins et al. (2005, Public Health) Health Policy Analysis - A Simple Tool for Policy Makers*
  - *Emanuel et al. (NEJM, 2020) Fair Allocation of Scarce Medical Resources in the Time of Covid-19*
  - *Kim and Basu (AMA J Ethics, 2021) How Does CEA Inform Health Care Decision*
  - *Ochalek, Revill, Drummond (Global Health Economics, 2020) Chapter 2 Allocating Scarce Resources -Tools for Priority Setting*

#### Week 2 (March 26 & 28, 2024): Measuring Value through Cost-Effectiveness Analysis I

- Topics:
  - Theoretical Foundations of Cost-Effectiveness Analysis
  - Designing a Cost-Effectiveness Analysis (identifying decision problem, relevant interventions/comparators, and analytic perspectives)
- Class activities and discussion board:
  - *Discussion board question #1: See the Canvas Page*
- Reading materials:
  - *Global health priority-setting: beyond cost-effectiveness. Chapter 5. Cost-Effectiveness Analysis*
  - *Williams A (1974, Brit Med Bull) Cost-Benefit Approach*
  - *MC Weinstein & WA Stason (NEJM, 1977) Foundations of CEA for Health and Medicine*
  - *Sanders et al. (2016, JAMA) Recommendations for Conduct, Methodological Practices, and Reporting of Cost-effectiveness Analysis.*
  - *Neumann and Sanders (NEJM, 2017) Cost-effectiveness analysis 2.0*

#### Week 3 (April 2 & 4, 2023): Measuring Value through Cost-Effectiveness Analysis II

- Topics:
  - Using an Impact Inventory framework to identify relevant outcomes

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- Measuring and valuing health outcomes
- Estimating costs and valuing non-health benefits
- Class activities and discussion board:
  - *Class activity*: Identifying health and non-health consequences of policy interventions using the Impact Inventory framework (Each student will give a 5-minute presentation on April 6, 2023)
  - *Example*: Kim DD, Neumann PJ. Analyzing the Cost Effectiveness of Policy Responses for COVID-19: The Importance of Capturing Social Consequences. *Medical Decision Making*. 2020;40(3):251-253. doi:[10.1177/0272989X20922987](https://doi.org/10.1177/0272989X20922987)
- Reading materials
  - *Musgrove and Fox-Rushby (DCP3 Chapter 15) Cost-Effectiveness Analysis for Priority Setting*
  - *Kim et al. (2017) Worked Example in Cost-Effectiveness in Health and Medicine, 2nd Ed.*
  - *Kim and Neumann (MDM, 2020) Analyzing Cost-effectiveness of Policy Responses for COVID-19*

### Week 4 (April 9 & 11, 2024): Other Considerations in Economic Evaluation

- Topics:
  - Dealing with evidence uncertainty
  - Assessing the transferability of cost-effectiveness evidence
  - Estimating affordability through the budget impact analysis
- Class activities and discussion board:
  - *Discussion board question #2: See the Canvas Page*
- Reading materials
  - *DM Eddy (JAMA, 1992) Cost-effectiveness analysis: Is it up to the Task*
  - *Neumann (AJMC, 2004) Why Don't Americans Use Cost-effectiveness Analysis*
  - *Thokala et al. (PharmacoEconomics, 2018) Cost-effectiveness thresholds, past, present, future*
  - *Kim and Basu (AMA J Ethics, 2021) How Does CEA Inform Health Care Decision*

### Week 5 (April 16 & 18, 2024): Economic Evaluation of Population-based Policies & Policy Debate

- Topics:
  - Evaluating policy interventions and accounting for behavioral responses in economic evaluation
  - Policy debate
- Class activities and discussion board:
  - *Class activity*: policy debate on April 18, 2024; An individual position paper will be due at 11:59 PM CST, April 25, 2024.
- Reading materials

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- *SD Grosse (Annu. Rev. Public Health, 2007) Lessons from cost-effectiveness research from United States public health policy*
- *Kim, Paltiel, Neumann (2022, Health Affairs Forefront) Vaccines are not cost-effective; vaccinations are.*
- *Baig et al. (NEJM, 2023) Medicare Part D Coverage of Anti-Obesity Medications.*
- *ICER Report at A Glance – Amyotrophic Lateral Sclerosis (September 2022)* ([https://icer.org/wp-content/uploads/2022/09/ALS-RAAG\\_September-2022.pdf](https://icer.org/wp-content/uploads/2022/09/ALS-RAAG_September-2022.pdf))

### Week 6 (April 23 & 25, 2023): Ethical and Distributional Issues

- Topics:
  - Ethical and distributional issues in measuring value
  - Ethical and distributional issues in priority settings using cost-effectiveness evidence
- Class activities and discussion board:
  - *Discussion board question #3: See the Canvas Page*
- Reading materials
  - *Global health priority-setting: beyond cost-effectiveness. Chapter 11. Incorporating Distributional Concerns into Practical Tools for Priority-setting*
  - *A Williams (J Med Ethics, 1992) Is Cost-effectiveness Analysis Ethical*
  - *Ubel et al. (NEJM, 1996) Cost-Effectiveness Analysis in a Setting of Budget Constraints — Is It Equitable*
  - *Neumann and Cohen (JAMA, 2018) QALYs in 2018 - Advantages and Concerns*

### Week 7 (April 30 & May 2, 2024): Analytic Approaches for Distributional Concerns & Health Technology Assessment

- Topics:
  - Equity weighting, extended cost-effectiveness analysis, distributional cost-effectiveness analysis, multi-criteria decision analysis, social welfare function
  - Guest Lecture on May 2, 2024, by Daniel Ollendorf, Ph.D. (Chief Scientific Officer and Director of Health Technology Assessment Methods and Engagement, Institute for Clinical and Economic Review)
- Class activities and discussion board:
  - *Discussion board question #4: See the Canvas Page*
- Reading materials:
  - *Basu et al. (2022, Value in Health) Health Years in Total - A New Health Objective Function for Cost-effectiveness Analysis*
  - *Cookson et al. (2021, Value in Health) Distributional Cost-Effectiveness Analysis Comes of Age*
  - *Verguet et al. (Pharmacoeconomics, 2016) Extended Cost-effectiveness Analysis for Health Policy Assessment (You can also read Chapter 6, "Extended Cost-Effectiveness Analysis" in Global Health Priority-Setting")*



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- (Guest Lecture Readings) <https://www.americanprogress.org/article/congress-revive-office-technology-assessment/>
- (Guest Lecture Readings) *Health Technology Assessment in the US: A vision for the future* (<https://healthpolicy.usc.edu/research/health-technology-assessment-in-the-u-s-a-vision-for-the-future/>)
- (Guest Lecture Readings) Gellad and Hernandez (*JAMA*, 2022) *Pharmaceutical Spending in Fee-for-Service Medicare*

### Week 8 (May 7 & 9, 2023): Global Health Priority Setting and Universal Health Coverage

- Topics:
  - Setting priorities in the pursuit of universal health coverage
  - Case examples
- Class activities and discussion board:
  - *Discussion board question #5: See the Canvas Page*
- Reading materials:
  - *Global Health Priority Setting Chapter 17. Setting Priorities in the Pursuit of Universal Health Coverage*
  - *Evans et al. (WHO Bulletin, 2013) Universal Health Coverage and Universal Access.pdf* Download *Evans et al. (WHO Bulletin, 2013) Universal Health Coverage and Universal Access.pdf*
  - *Koplan et al. (Lancet, 2009) Towards a standard definition of global health*
  - *WHO & World Bank (2021) Tracking Universal Health Coverage*
  - *NIPH & World Bank (2023) Fair Processes for Financing UHC*

### Week 9 (May 14 & 16, 2024): Future Directions and Final Project Presentation

- Topics:
  - Guest Lecture on May 14, 2024, by A. Mark Fendrick, MD. (University of Michigan)
  - Emerging issues and future directions
  - Final project on designing
- Class activities and discussion board:
  - *Class activity:* Final presentation on May 16, 2024; Final reports from each group are due at 11:59 PM CT, May 23, 2024.
- Reading materials:
  - (Guest Lecture Readings) Please visit <https://vbidcenter.org/> to learn more about the vital work around value-based insurance design