

University of Wisconsin-Madison
PHS 876, Spring 2019 — Measuring Health Outcomes
Mondays, 1:15-3:45
Room 758 WARF
<https://canvas.wisc.edu/courses/139409>



Prof. John Mullahy
Contact: Prof. Mullahy at jmullahy@wisc.edu
Office Hours: By Appointment

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Course Overview

This course is devoted to exploring conceptual, analytical, and practical issues in health-outcome measurement and related domains. These issues arise across a broad spectrum of applications and explorations: clinical, public and health policy, statistical, economic, and many others. An overarching premise of the course is that *how* individual and population health is measured can contribute importantly to real-world decisions that affect people's health and well-being.

The course is a mix of seminar- and lecture-style learning environments. In most sessions, the first part of the session will be devoted to seminar-style discussion of topics raised in the previous week's class. The second part of most sessions will be lecture-style albeit with substantive discussion.

The sessions 1-3 will consider fundamental issues in measurement, the definition of health status, how considerations of valuing health relate to those of health status. Sessions 4-7 address four specific issues in health outcome measurement. Sessions 8-9 consider how health measurement issues figure prominently in a broad range of evaluation and public policy/regulatory contexts. Session 10 examines health outcome measurement issues involved in efforts to measure health care and healthcare quality. Session 11 considers population health and health disparity topics. Session 12 raises a set of important issues involved in undertaking empirical analysis related to health outcomes and their measurement. The final session, session 13, will be devoted to student presentations and some concluding discussion.

In sessions 3-10, one or two students will each present a summary and lead discussion of a paper assigned the previous week (approximately one-half hour).

Logistics

Reading assignments and pdf copies of the readings will be posted on the course webpage no later than the Wednesday morning that precedes the next Monday's session. Students leading a discussion of a paper in their assigned week should prepare and bring to class sufficient hardcopies to distribute to all participants in the class. Students should send me their one-slide (preferably pdf, otherwise Powerpoint) presentations for their paper #3 presentations no later than *April 27, 2019*.

Assignments and Grading

1. (25% of semester grade) A paper **not exceeding 1,000** words (excluding references) *that describes and critiques the health-measurement approaches* used in a published, peer-reviewed

paper *not* on the reading list. *Students are strongly encouraged to select a paper relevant to their own scholarly and/or professional pursuits.* The paper will be graded on the basis of the strength of its arguments and quality of exposition, not on the quality of the paper being critiqued, although students are encouraged to select papers that would reasonably be expected to be of high quality. The paper being should be a paper published (in print or electronically) in a peer-reviewed academic journal between 2016-2019. **Due no later than February 25, 2019. Grades will be penalized 5% for each day late.**

2. (25% of semester grade) A paper **not exceeding 1,000** words (excluding references) *that describes and critiques how particular health outcome measurements are used in some formal decision-making context (clinical, public policy, regulatory, etc.).* This may be based on a published paper(s), official reports, regulatory or legal requirements, etc. *Students are strongly encouraged to select a measurement issue relevant to their own scholarly and/or professional pursuits.* The paper will be graded on the basis of the strength of its arguments and quality of exposition. **Due no later than March 25, 2019. Grades will be penalized 5% for each day late.**

3. (30% of semester grade) A paper to be submitted to a peer-reviewed journal in the form of a commentary, perspective, letter, etc. This paper should be a reaction to and/or critique of health-measurement issues that arise in a published paper in that journal. *Students are strongly encouraged to select a paper relevant to their own scholarly and/or professional pursuits.* By their very nature, such contributions are time sensitive, so papers published in 2019 or perhaps 2018 will likely be most appropriate to critique. The length of this paper is not restricted, but should be dictated by the particular journal's requirements for such commentaries, etc. The paper will be graded on the basis of the strength of its arguments and quality of exposition. *A ten-minute, one-slide presentation of this paper will be made on April 29, 2019, and the presentation's quality will be a part of the grade.* **Due and submitted no later than April 29, 2019. Grades will be penalized 5% for each day late.**

NOTE: If in doubt about the suitability of any paper, or if you would like some guidance on selecting a paper, please contact Prof. Mullahy. *Students are particularly encouraged to discuss at an early date their ideas for paper #3 with Prof. Mullahy.*

For all three papers, please submit a hardcopy of your paper (1.5 or double spaced) and accompany this with a hardcopy of the paper you are analyzing/critiquing.

4. (20% of semester grade) Contributions to seminar discussion, and leadership of discussion on assigned papers (including one-page, single-spaced paper summary). These contributions include the quality of class participation, classroom citizenship, and regular attendance. Students are expected to read all papers assigned for a given session and to manifest their familiarity with these papers in their seminar discussions.

Use of Electronic Devices (Laptops, Smart Phones, Tables, etc.) in Class

Each student is expected to make decisions about electronic device use that will lead to an optimal learning environment for them and their colleagues.

Course Schedule

| Session/Date | Topic | Student Seminar Presentation | Notes |
|---------------------|--|-------------------------------------|--------------|
| 1. Jan. 28 | Introductions and Overview | | |
| 2. Feb. 4 | Health Measurement Fundamentals - I | | |
| 3. Feb. 11 | Health Measurement Fundamentals - II | 1 | |
| 4. Feb. 18 | Time Dimensions of Health Outcome Measures | 2 | |
| 5. Feb. 25 | Self-Rated and Related Health Status Measures | 3 | Paper 1 Due |
| 6. Mar. 4 | Health-Related Quality of Life Measures | 4 | |
| 7. Mar. 11 | Multiple Health Outcome Measures | 5 | |
| Mar. 18 | Spring Break | | |
| 8. Mar. 25 | Health Measurement in Evaluation & Policy - I | 6 | Paper 2 Due |
| 9. Apr. 1 | Health Measurement in Evaluation & Policy - II | 7 | |
| 10. Apr. 8 | Health Care and Care Quality Measurement | 8 | |
| 11. Apr. 15 | Population Health and Health Disparity Measures | | |
| 12. Apr. 22 | Empirical Considerations in Health-Outcome Measurement | | |
| 13. Apr. 29 | Student Presentations on Paper 3 | | Paper 3 Due |

Required Syllabus Components (in addition to above)

Instructional Mode: Face-to-Face

Credits: 3

Prerequisites: Consent of instructor

Learning Outcomes

Students successfully completing this course will have enhanced understanding of health-measurement issues, how such measurements are made, what alternatives exist for health measurement, and how and why such measurements are used in practice.

How Credit Hours are Met by the Course

On average over the 13 weeks of the course, students should expect to spend on average approximately nine hours per week in in-class and outside-of-class activities (approx. 120 hours over the semester) that includes time in lectures or class meetings, presentations, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Official Course Description (from Guide)

Provides a comprehensive understanding of health outcome measures, including generic health status measures, disease-specific measures, and consumer reports of the quality of care.

Partial Bibliography

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