

Hyesung (Hace) Oh  
Teaching evaluations and materials

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<b>COURSES – As Main Instructor or Co-Instructor</b>			
<b>Course</b>	<b>Semester</b>	<b>Overall Instructor Rating</b>	<b>Summary Notes</b>
(p. 4) How did US healthcare become such a disaster? An investigative think tank (PH398) –  Wheaton College Massachusetts	Spring 2023	4.8 / 5	Served as the Instructor of Record for an advanced undergraduate seminar course discussing the complex and often uncomfortable dynamics between healthcare firm profits and patient welfare. I designed the syllabus, invited guest speakers, and taught the course at Wheaton College Massachusetts under the mentorship of Phoebe Chan, Associate Professor and Chair of the Economics department.
(p. 8) HSR PhD Stata Camp –  Hyesung (Hace) Oh, Meghan Bellerose, and Gray Babbs  Brown University	Summer 2022	10 / 10 (For main session 3)	Co-instructor with and teaching mentor to Meghan Bellerose and Gray Babbs. I taught applied statistical computing while providing overall administrative Stata Camp leadership. I also led an optional session on the beginner’s fundamentals of Stata and co-instructed an optional session with Meghan on flexible programming with Stata.  This was the fourth time I taught the very Stata Camp that I had initially co-designed and started with my colleague Derek Lake during Winter 2020. I also co-instructed the Winter 2021 (with Derek Lake) and Winter 2022 (with Hannah James) sessions. After receiving feedback, we decided to teach the Stata Camp during the summer instead of the winter.
<b>COURSES – As Teaching Assistant</b>			
(p. 14) Medicare: A data-based policy examination (PHP2410E) –  Brown University	Fall 2021	4.75 / 5	Taught and coordinated the applied data analytics and claims processing component of the course for ten students (PhD level). Led weekly coding labs/office hours to reinforce analytical techniques discussed in the course. Evaluated students’ Stata and SAS code submissions. Assisted students with research question development. I was awarded the School of Public Health’s “Excellence in Teaching Experiences Award” for my efforts as a teaching associate in this course.
(p. 17) Health Economics (ECON1360) –  Brown University	Fall 2021	4.9 / 5	Successfully delivered hybrid (Zoom + in-person) weekly discussion section to a class of 12 students.
(p. 20) Health Economics (ECON1360) –  Brown University	Spring 2021	5 / 5	Served as a TA during COVID-19 pandemic and successfully delivered online-only instruction to advanced undergraduate economics students. Led weekly discussion sections for seven students with heavy Stata programming instruction. Taught and clarified theoretical and empirical economic concepts from lecture sessions. Generated Stata solutions code, graded problem sets, and met individually with students upon request.
(p. 23) Health Care in the US (PHP0310) – Brown University	Spring 2020	4.94 / 5	Led two discussion sections of 40 undergraduate students without any additional TA assistance. Put emphasis on group work via discussion-based analytical activities.

SAMPLE TEACHING MATERIALS		
Course	Form	Brief Description
(p. 30) How did US healthcare become such a disaster? An investigative think tank (PH398) –  Wheaton College Massachusetts	Syllabus	The official syllabus used for the course that I designed and taught while a <a href="#">Brown-Wheaton Faculty Fellow</a> .
(p. 41) Health Care in the US (PHP0310) – Brown University	In-class exercise: Negotiation between a medical group and a managed care insurance organization	I designed an in-class case exercise simulating a business negotiation between a managed care insurance organization (MCO) and a medical group. I assigned half of the discussion section to be consultants for the MCO and the other half to be consultants for the medical group. All students received <b>Form 1</b> , which is public knowledge. Depending on whether a student was assigned to the MCO side or the medical group side, they received <b>Form 2</b> or <b>Form 3</b> , which is private information known only by each respective group.

How did US healthcare become such a disaster? An  
investigative thinktank

Wheaton College Massachusetts  
Spring 2023

## Wheaton College

Spring 2023, PH 398 Investigation Think Tank Section B01

Instructor: Oh, Hace (Primary)



There were: 5 possible respondents.

	Question Text	N	Avg	SD	PH Avg	Div Avg	Sch Avg	Str Agree	Agree	Neutral	Disagree	Str Disagree						
18	Instructor identifies relationships among topics	5	4.8	0.45	4.23	4.23	4.15	80%	20%	0%	0%	0%						
19	Instructor explains new ideas	5	4.8	0.45	3.95	3.95	3.97	80%	20%	0%	0%	0%						
20	Instructor assignments contributed to understanding	5	5	0	3.88	3.88	3.88	100%	0%	0%	0%	0%						
29	Instructor assignments stimulating	5	4.8	0.45	3.36	3.36	3.58	80%	20%	0%	0%	0%						
30	Self guiding	5	4.8	0.45	3.66	3.66	3.76	80%	20%	0%	0%	0%						
31	Instructor encouragement toward achievement	5	4.8	0.45	3.68	3.68	3.68	80%	20%	0%	0%	0%						
32	Instructor skillful in motivation	5	4.6	0.55	3.70	3.70	3.78	60%	40%	0%	0%	0%						
37	Instructor communication understandable	5	4.4	0.55	3.91	3.91	4	40%	60%	0%	0%	0%						
								<b>Most Favor</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>Least Favor</b>	<b>N/A</b>					
38	Fairness of student work evaluation	5	5	0	4.18	4.44	4.44	100%	0%	0%	0%	0%	0%					
39	Helpfulness of instructor feedback	5	4.8	0.45	3.68	4.28	4.28	80%	20%	0%	0%	0%	0%					
40	Clarity of instructor lectures	5	4.2	0.45	3.74	4.34	4.34	20%	80%	0%	0%	0%	0%					

41	Instructor availability outside classroom	5	4.8	0.45	3.51	4.38	4.38	80%	20%	0%	0%	0%	0%					
42	Instructor receptivity to alternate views	5	4.8	0.45	3.84	4.51	4.51	80%	20%	0%	0%	0%	0%					
43	Instructor intellectually stimulating	5	4.8	0.45	3.56	4.34	4.34	80%	20%	0%	0%	0%	0%					
44	Ability to facilitate class discussions	5	4.6	0.55	3.80	4.33	4.33	60%	40%	0%	0%	0%	0%					
45	Instructor respectful to students	5	5	0	4.44	4.71	4.71	100%	0%	0%	0%	0%	0%					
								Out-standing	4	3	2	Poor	N/A					
46	Overall instructor rating	5	4.8	0.45	3.69	4.48	4.47	80%	20%	0%	0%	0%	0%					
	Follow up --							Tangents	Too Much Lect	Impr. A/V	Read From Notes	Hands On	Group Work	Effect. Tech	Wasted Time	Chatting	Real Life Exp	Other
	Follow Up: How to improve teaching strategies	1						0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	100%

### Text Responses

#### Comments about instructor

Hace Oh will be an amazing professor! This course was most certainly the most beneficial, useful, challenging, invigorate course I've taken at Wheaton. Hace made significant efforts to establish relationships with me and my peers, and connected us with senior leaders within with network working across various sectors of health and healthcare.

Sharing the weekly agenda for our class discussions was very helpful to keep track of ideas and concepts. It could also be useful to have a notetaker or some way where we could access notes from the lectures - it was sometimes hard to understand/follow along with what was written on the whiteboard

Professor Hace is awesome. I think the small class was perfect for him because he really got to know each of us. I was conflicted at times because this class was not a requirement for me so I felt at sometimes I shouldn't prioritize it, but Hace somehow held us to such high standards that I really wanted to meet them. I think he will be a great professor, and I really hope he continues to build relationships with his students outside of classwork and gets to know their lives outside of it because I think it works in his favor.

The one thing I would improve for this instructor was that his handwriting was sometimes hard to read which made it hard to follow what was going on sometimes

I thought the instructor showed a lot of enthusiasm and passion for healthcare in this course. I think it transferred into the students motivation to want to be engaged and learn in class. I really enjoyed this course and learned a lot.

**Follow Up: Comments on teaching strategies**

I think handwriting was hard to read sometimes, maybe more power points? Then again, I think power points sometimes lose people's attention.

# Stata Programming Bootcamp

Brown University

Summer 2022





DEPARTMENT OF HEALTH SERVICES,  
POLICY, AND PRACTICE

September 20, 2022

Dear Ira, Theresa, Omar, David, Amal, and Cat,

I recently joined our terrific first-year cohort at HSPP's Stata Camp for HSR doctoral students taught by "peerless" peer instructors Hace Oh, Meghan Bellerose, and Gray Babbs. Although the camp is required only for first-year students, I chose to participate to refresh my Stata skills in advance of working with Center's Medicaid and Medicare data for my dissertation research. As the only HSR student (besides Hace, the camp co-founder and lead instructor) to participate in both the most recent camp *and* the inaugural camp, in January 2020, I was inspired to send this letter to express my gratitude to the department for continuing to support the camp; to share my unique perspective on the camp's remarkable evolution; and to urge the department to consider expanding its support for student-led Stata instruction and coaching.

I entered our doctoral program in Fall 2019 with little Stata experience, so I was eager to participate in the first Stata bootcamp that January. Hace and Derek Lake deserve tremendous credit for developing the curriculum from scratch and for being enthusiastic and caring instructors. However, while the camp was billed as one that assumed no prior experience with Stata, it was really geared toward the advanced user. The fundamentals were covered very quickly, with the bulk of the time spent working with claims, advanced code, and programming. It was like being asked to run before you can crawl, and at the time, was not that helpful for me. It was also truly a bootcamp: 8 hours per day for 3 days straight, which was not conducive for absorbing and consolidating so much new information.

Based on my experience last month, the camp has made great strides! The curriculum no longer tacitly assumes prior experience with Stata, and the instruction and assignments now focus on developing the fundamentals, ensuring students establish a strong foundation before layering on more advanced skills. Amazingly, this is accomplished without sacrificing much of the original camp's comprehensiveness. (By the end, we were writing our own Stata commands.) Spreading the instruction over multiple sessions and across two weeks with ample office hours also makes a world of difference. Further, moving the camp from winter break to August was a brilliant decision.

I do know, though, that overhauling the curriculum, preparing for the synchronous class sessions, providing one-on-one help to a steady stream of students both during and outside of office hours, and giving detailed feedback to each student on their assignments requires enormous amounts of time and energy on the part of the instructors—on top of the hours spent teaching the class. I am most grateful that Hace, Meghan, and Gray were willing to take on this challenge.

I realize that our department must balance many competing financial priorities, but I do hope the leadership will not only continue to support Stata Camp but consider expanding it. Many of our peer institutions, including Harvard, Yale, and UCLA to name only a few, offer coding workshops and regular walk-in "consulting" hours throughout the year. Currently, there is no similar resource that I am aware of either within the SPH or Brown as a whole. By contrast, individual and group writing support is freely available to all students at the Brown Writing Center. Providing support for additional student-led Stata instruction and coaching that could be accessed by all students in our program could go a long way to filling this void.

Thank you so much for your consideration, and again, for making Stata Camp possible!

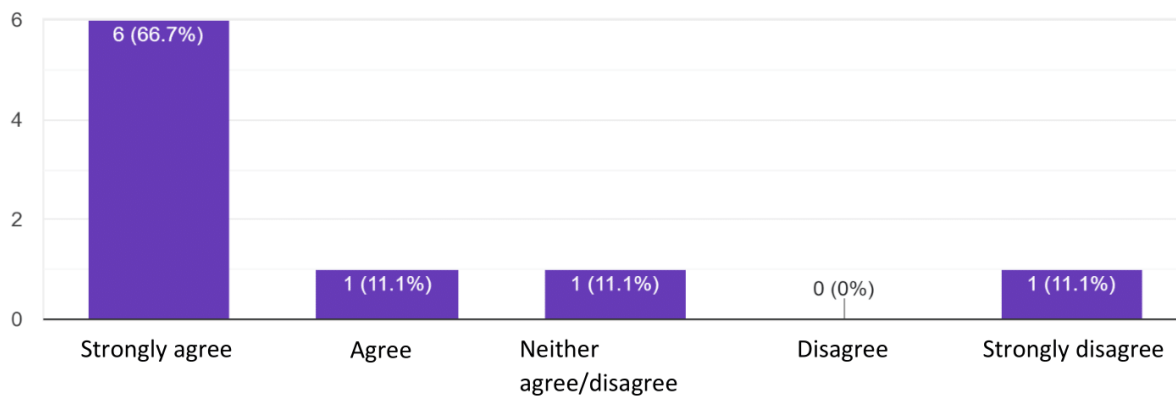
Sincerely,

Susan Hayes

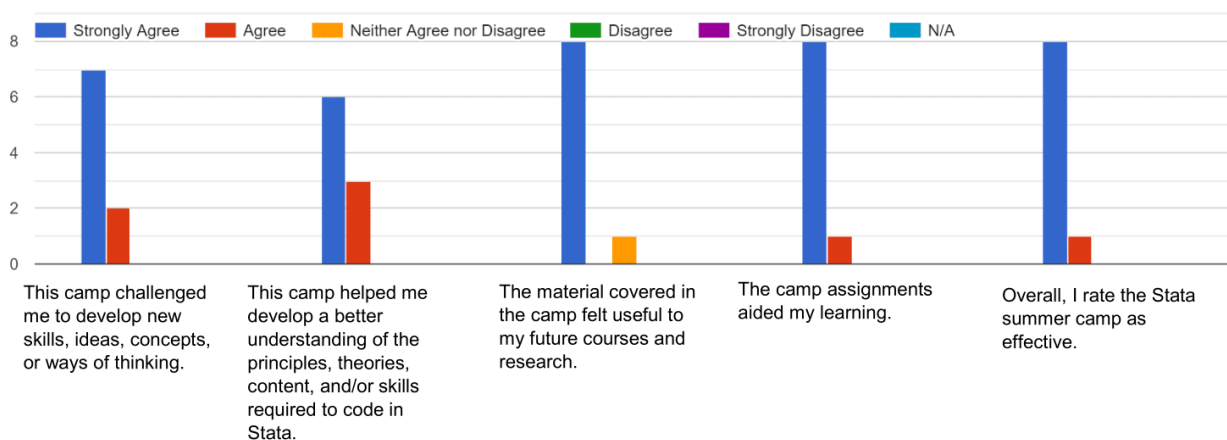
## Stata Summer Camp 2022 Feedback Survey Results

Reflecting on your efforts during the Stata workshop, to what extent do you agree with the statement: "I put in enough effort to learn from this workshop."

9 responses

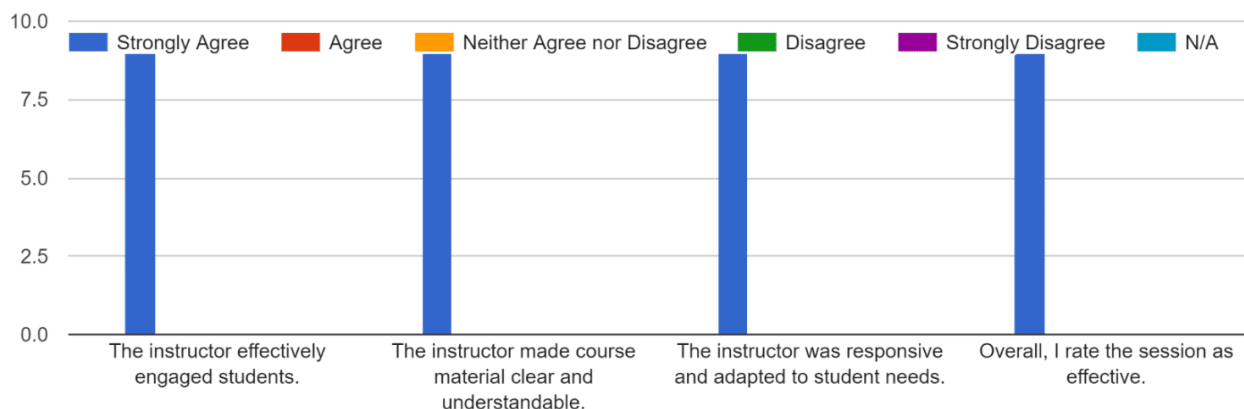


Reflecting on your overall experience during Stata camp sessions, please indicate the extent to which you agree with each of the following statements on a scale of "Strongly Agree" to "Strongly D...have the relevant experience with the course to make a selection.



## Stata Summer Camp 2022 Feedback Survey Results

Session 3 - Week 2: Reflecting on your experiences with Hace during Session 3, please indicate the extent to which you agree with each of the following ... with the instructors to provide informed feedback.

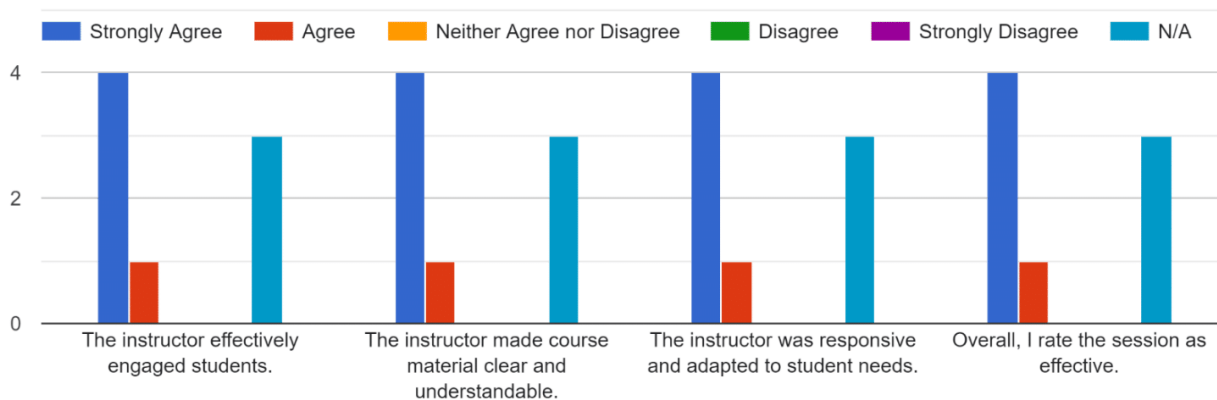


Please elaborate on any of the above for **Session 3**.

- I really appreciated the speed and time spent ensuring we understood the basics. I would encourage this type of basics demo be recorded and sent around for HW0 for those of us who have no experience with STATA. I know that Hace has taught this course multiple times but he still puts in the extra time and effort to make sure everyone understands the material as if it were his first time teaching.
- Hace covered some pretty challenging material but I really appreciated how slow he went and the clarity provided with each explanation. Asking us questions to get us to think about the material in different ways aided in my understanding.
- Instructors' passion was motivating participants!
- Hace did very well in presenting his materials. I wish all of it was presented during regular course hours rather than having to sit in on another "optional" session that ended up being more so necessary.
- I like how Hace helped us review the old material and providing us with the fundamentals for the new material

## Stata Summer Camp 2022 Feedback Survey Results

Optional Short Workshop on Fundamentals: Reflecting on your experiences with Hace during the short optional workshop on fundamentals, please indicate t...with the instructors to provide informed feedback.

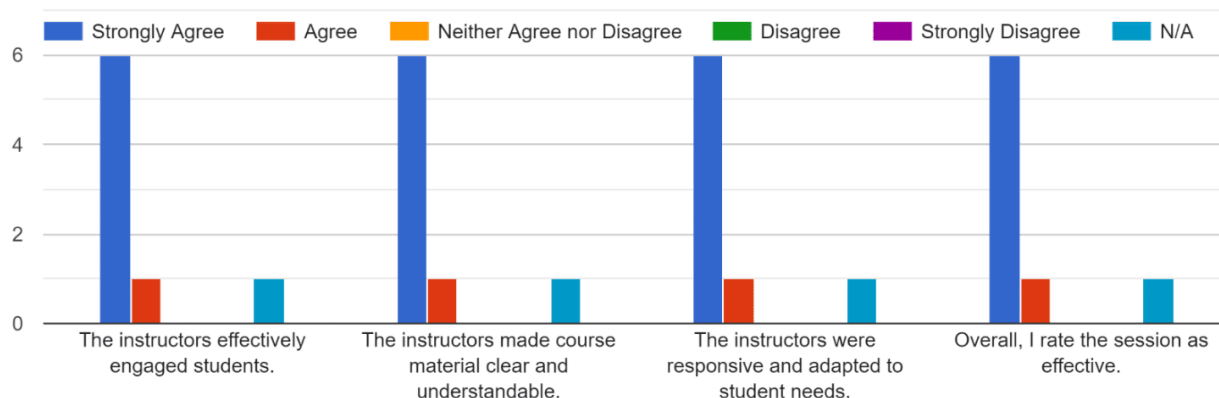


Please elaborate on any of the above for the **optional short workshop on fundamentals**.

- Really appreciated the time spent understanding why file paths are so important!
- I was not able to join properly due to personal reasons, but the instructor tried to spend enough time helping students understand the basic knowledge.
- I felt like this optional session moved at a very slow pace - perhaps because I was just watching the recording, but I felt this should have been presented in the beginning as many of my fellow classmates had a lot of confusion around file management in the beginning of the course.
- Very useful to review the basics

## Stata Summer Camp 2022 Feedback Survey Results

Optional Session on Flexible Programs and Syntax: Reflecting on your experiences Meghan and Hace, please indicate the extent to which you agree with ea... with the instructors to provide informed feedback.



Please elaborate on any of the above for the **optional session on flexible programs and syntax**.

- It's incredible that you all dedicate extra time to helping us learn relevant lessons/information that will contribute to our success in the program!
- I felt this material was helpful to review following the main sessions (even if it was out of order as originally planned) because it ensured we had a solid understanding of program define functions before getting into the different ways it could be utilized; Meghan and Hace explained material thoroughly with clear explanations, and it was helpful to see how the material covered was being used in their own work, as well!
- The instructors were very responsive and supportive. Examples and questions were relevant and helpful.
- Forgot about this session and will go back and review the recording.
- Challenging but useful

# Medicare: A data-based policy examination (PHP2410E)

## Brown University

### Fall 2021

#### Excellence in Teaching Experiences Award

Recognizes one exceptional doctoral student who completed a Teaching Assistantship or Teaching Experience within the last academic year. Nominees need not be graduating students.



#### Hyesung (Hace) Oh MPH, MBA, Ph.D. Health Services Research

"For his Teaching Experience for the specialized graduate course on Medicare Data and Policy, Hyesung (Hace) went above and beyond in every conceivable way. He offered extra time and sessions to students less experienced in conducting data analysis with complex databases and helped students work through their final projects, planning practice sessions and giving them confidence in their presentations. Hace is attentive, patient, available, and responsive. He sees when communication gaps are affecting students' understanding and makes appropriate clarifications. The lectures he delivered himself were masterful. Hace set a standard for future TEs that will be hard to meet. He will make a great teacher."



# Brown University

## Fall 2021 Course Feedback



**Course:** Fall2021PHP2410ES01: PHP2410E Fall21 S01 Medicare: A Data Based Policy Examination-S01  
**Instructor:** Vincent Mor  
**TA:** Hyesung Oh \*  
**Response Rate:** 8/9 (88.89 %)

1 - My teaching assistant (Hyesung Oh):																
was consistently prepared.																
Response Option		Weight	Frequency	Percent	Percent Responses	Means										
Strongly Agree		(5)	6	75.00%	<div><div></div></div>	4.75		4.62		4.66		4.58				
Agree		(4)	2	25.00%	<div><div></div></div>											
Neutral		(3)	0	0.00%												
Disagree		(2)	0	0.00%												
Strongly Disagree		(1)	0	0.00%												
N/A		(0)	0	0.00%												
					0	25	50	100	Question		Brown University		Division		Department	
Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median	
8/9 (88.89%)	4.75	0.46	5.00	14231	4.62	0.67	5.00	3609	4.66	0.67	5.00	1442	4.58	0.77	5.00	

1 - My teaching assistant (Hyesung Oh):																
effectively engaged students (e.g. encouraged student participation; was responsive to questions; offered opportunities for discussion in pairs or small groups).																
Response Option		Weight	Frequency	Percent	Percent Responses		Means									
Strongly Agree		(5)	6	75.00%	<div><div></div></div>		4.75		4.56		4.62		4.55			
Agree		(4)	2	25.00%	<div><div></div></div>											
Neutral		(3)	0	0.00%	<div><div></div></div>											
Disagree		(2)	0	0.00%	<div><div></div></div>											
Strongly Disagree		(1)	0	0.00%	<div><div></div></div>											
N/A		(0)	0	0.00%	<div><div></div></div>											
					0	25	50	100	Question		Brown University		Division		Department	
Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median	
8/9 (88.89%)	4.75	0.46	5.00	14162	4.56	0.73	5.00	3597	4.62	0.73	5.00	1434	4.55	0.82	5.00	

1 - My teaching assistant (Hyesung Oh):																
was responsive to students (e.g. was available during office hours; was responsive to questions; was responsive to requests to meet).																
Response Option		Weight	Frequency	Percent	Percent Responses	Means										
Strongly Agree		(5)	8	100.00%	<div><div></div></div>	<div><div>5.00</div><div>4.63</div><div>4.67</div><div>4.58</div></div>										
Agree		(4)	0	0.00%												
Neutral		(3)	0	0.00%												
Disagree		(2)	0	0.00%												
Strongly Disagree		(1)	0	0.00%												
N/A		(0)	0	0.00%												
					0	25	50	100	Question		Brown University		Division		Department	
Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median	
8/9 (88.89%)	5.00	0.00	5.00	14211	4.63	0.67	5.00	3607	4.67	0.67	5.00	1440	4.58	0.79	5.00	

1 - My teaching assistant (Hyesung Oh):																			
made content clear and understandable.																			
Response Option		Weight	Frequency	Percent	Percent Responses				Means										
Strongly Agree		(5)	4	50.00%	<div><div></div></div>				4.25		4.53		4.59		4.50				
Agree		(4)	2	25.00%	<div><div></div></div>														
Neutral		(3)	2	25.00%	<div><div></div></div>														
Disagree		(2)	0	0.00%	<div><div></div></div>														
Strongly Disagree		(1)	0	0.00%	<div><div></div></div>														
N/A		(0)	0	0.00%	<div><div></div></div>														
					0	25	50	100	Question		Brown University		Division		Department				
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division		Mean	STD	Median	Department		Mean	STD	Median
8/9 (88.89%)		4.25	0.89	4.50	14190		4.53	0.77	5.00	3608		4.59	0.76	5.00	1440		4.50	0.88	5.00

## Brown University

### Fall 2021 Course Feedback



**Course:** Fall2021PHP2410ES01: PHP2410E Fall21 S01 Medicare: A Data Based Policy Examination-S01  
**Instructor:** Vincent Mor  
**TA:** Hyesung Oh \*  
**Response Rate:** 8/9 (88.89 %)

#### 1 - My teaching assistant (Hyesung Oh):

provided clear feedback on assignments that improved my learning.

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly Agree				(5)	6	75.00%			4.38		4.51		4.56		4.44				
Agree				(4)	0	0.00%													
Neutral				(3)	1	12.50%													
Disagree				(2)	1	12.50%													
Strongly Disagree				(1)	0	0.00%													
N/A				(0)	0	0.00%													
							0	25	50	100	Question		Brown University		Division		Department		
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division		Mean	STD	Median	Department		Mean	STD	Median
8/9 (88.89%)		4.38	1.19	5.00	14180		4.51	0.82	5.00	3600		4.56	0.81	5.00	1439		4.44	0.95	5.00

#### 1 - My teaching assistant (Hyesung Oh):

Overall, I rate this teaching assistant as effective.

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly Agree				(5)	6	75.00%	<div><div></div></div>		4.75		4.58		4.62		4.53				
Agree				(4)	2	25.00%	<div><div></div></div>												
Neutral				(3)	0	0.00%	<div><div></div></div>												
Disagree				(2)	0	0.00%	<div><div></div></div>												
Strongly Disagree				(1)	0	0.00%	<div><div></div></div>												
N/A				(0)	0	0.00%	<div><div></div></div>												
							0	25	50	100	Question		Brown University		Division		Department		
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division		Mean	STD	Median	Department		Mean	STD	Median
8/9 (88.89%)		4.75	0.46	5.00	14130		4.58	0.71	5.00	3584		4.62	0.71	5.00	1432		4.53	0.83	5.00

#### 2 - What has been particularly effective about Hyesung Oh's approach to teaching in this course?

**Response Rate** 6/9 (66.67%)

- Hace is the best TA I've had. He brings so much joy, enthusiasm, and warmth to his lectures and office hours, and he never makes us feel silly for asking basic questions. He's very good at explaining challenging concepts, and he takes so much time to craft careful responses to student's questions on the discussion board. I appreciated his feedback on my code this semester and really felt that he wanted to see my work improve. He also made himself available as mentor to all of the first year PhD students in this class, providing guidance outside of the course material.
- Hace was great! He put a lot of time and effort into supporting students and was great at communicating.
- I deeply valued Hace as our TA for his constant positivity and willingness to help out where he could. While the course was so tough for me, it remained my favorite course and I was driven to do my best because of how much I valued the professor and TA, and how much I enjoyed learning from them! I think Hace is brilliant in how he pushes students to think of new ideas and try things on for size to improve their assignments. I also applaud him for how lighthearted he was throughout the server issues and through reading all our lines of code!
- Thank you Hace! Hace was such great help throughout the course and always made himself available. He also let us think for ourselves and let us ponder on our questions to learn better.
- Hace was hands-down the best TA I've had throughout my education. He was attentive, patient, available, and responsive. He has a great presentation style, and I learned a lot in the classes he delivered. It was clear that he put a great deal of time and care into the class, and it directly translated to a positive learning environment.
- Hace provided detailed powerpoint presentations at every office hours session. He always encouraged discussion and was prompt in answering student's questions outside of class.

#### 3 - What specific advice would you have for Hyesung Oh about changes that would enhance your learning?

**Response Rate** 5/9 (55.56%)

- In small classes, getting to know which students are visual vs. verbal learners might be useful. You're very good at explaining concepts visually, but some people don't benefit from the visuals.
- The only advice I would give, which he himself already corrected, was being a little "vague" about questions from students on assignments. I think it's definitely appropriate to engage students and provide them the opportunity to think through problems themselves (which helps them learn). The difficult part, which I myself struggle with, is determining which questions or aspects of assignments to engage them in this way. I think questions from students that relate to "what am I being asked to do" are questions that should always be answered clearly. As a student, I think there is universal frustration when it is confusing what a task is asking me to do, because I want to be working towards achieving or producing the desired outcome. The questions of "how do I do what am I being asked to do" are those that can be used to push students to think more.
- I totally valued and understood Hace's determination to have us think critically on our own about questions we had so that we could develop our critical thinking/research muscle. I also think that it is okay to directly answer a student's question about a coding technique or provide additional context for an assignment/clarification on an instruction because sometimes we either truly had never done something before and are totally at a loss, or the instructions were just worded in a confusing manner. As the semester went on, I think Hace did a great job of balancing when to be direct (often linking us to webpages that directly helped us work through a coding question/technique) and when to push us to think more independently, which was great -- the beginning of the semester felt just a bit rough at first because we were inundated with learning so many new things at once (what is Medicare, how do you code health care data/at all, what is the server), and needing to come up with our own conclusions about everything felt overwhelming.
- I honestly loved Hace's style of teaching all around.
- N/A. I think Hace did an awesome job at being a supportive TA throughout the entire semester!



# Health Economics (ECON1360)

Brown University

Fall 2021

**Brown University**  
**Fall 2021 Course Feedback**



**Course:** Fall2021ECON1360S01: ECON1360 Fall21 S01 Health Economics-S01  
**Instructor:** Daeho Kim  
**TA:** Hyesung Oh \*  
**Response Rate:** 12/14 (85.71 %)

1 - My teaching assistant (Hyesung Oh):																
was consistently prepared.																
Response Option	Weight	Frequency	Percent	Percent Responses	Means											
Strongly Agree	(5)	8	80.00%		4.80	4.62	4.60	4.57								
Agree	(4)	2	20.00%													
Neutral	(3)	0	0.00%													
Disagree	(2)	0	0.00%													
Strongly Disagree	(1)	0	0.00%													
N/A	(0)	0	0.00%													
				0 25 50 100	Question	Brown University	Division	Department								
Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median	
10/14 (71.43%)	4.80	0.42	5.00	14231	4.62	0.67	5.00	3973	4.60	0.68	5.00	1651	4.57	0.69	5.00	

1 - My teaching assistant (Hyesung Oh):																
effectively engaged students (e.g. encouraged student participation; was responsive to questions; offered opportunities for discussion in pairs or small groups).																
Response Option	Weight	Frequency	Percent	Percent Responses	Means											
Strongly Agree	(5)	9	90.00%		4.90	4.56	4.54	4.53								
Agree	(4)	1	10.00%													
Neutral	(3)	0	0.00%													
Disagree	(2)	0	0.00%													
Strongly Disagree	(1)	0	0.00%													
N/A	(0)	0	0.00%													
				0 25 50 100	Question	Brown University	Division	Department								
Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median	
10/14 (71.43%)	4.90	0.32	5.00	14162	4.56	0.73	5.00	3949	4.54	0.74	5.00	1638	4.53	0.73	5.00	

1 - My teaching assistant (Hyesung Oh):																
was responsive to students (e.g. was available during office hours; was responsive to questions; was responsive to requests to meet).																
Response Option	Weight	Frequency	Percent	Percent Responses	Means											
Strongly Agree	(5)	9	90.00%		4.90	4.63	4.61	4.61								
Agree	(4)	1	10.00%													
Neutral	(3)	0	0.00%													
Disagree	(2)	0	0.00%													
Strongly Disagree	(1)	0	0.00%													
N/A	(0)	0	0.00%													
				0 25 50 100	Question	Brown University	Division	Department								
Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median	
10/14 (71.43%)	4.90	0.32	5.00	14211	4.63	0.67	5.00	3969	4.61	0.68	5.00	1648	4.61	0.66	5.00	

1 - My teaching assistant (Hyesung Oh):																
made content clear and understandable.																
Response Option	Weight	Frequency	Percent	Percent Responses	Means											
Strongly Agree	(5)	7	70.00%		4.70	4.53	4.51	4.48								
Agree	(4)	3	30.00%													
Neutral	(3)	0	0.00%													
Disagree	(2)	0	0.00%													
Strongly Disagree	(1)	0	0.00%													
N/A	(0)	0	0.00%													
				0 25 50 100	Question	Brown University	Division	Department								
Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median	
10/14 (71.43%)	4.70	0.48	5.00	14190	4.53	0.77	5.00	3958	4.51	0.78	5.00	1644	4.48	0.81	5.00	

## Brown University

### Fall 2021 Course Feedback



**Course:** Fall2021ECON1360S01: ECON1360 Fall21 S01 Health Economics-S01  
**Instructor:** Daeho Kim  
**TA:** Hyesung Oh \*  
**Response Rate:** 12/14 (85.71 %)

#### 1 - My teaching assistant (Hyesung Oh):

provided clear feedback on assignments that improved my learning.

Response Option				Weight	Frequency	Percent	Percent Responses		Means							
Strongly Agree				(5)	7	70.00%	<div><div></div></div>		4.70	4.51		4.46		4.48		
Agree				(4)	3	30.00%	<div><div></div></div>									
Neutral				(3)	0	0.00%	<div><div></div></div>									
Disagree				(2)	0	0.00%	<div><div></div></div>									
Strongly Disagree				(1)	0	0.00%	<div><div></div></div>									
N/A				(0)	0	0.00%	<div><div></div></div>									
							0	25	50	100	Question	Brown University		Division		Department
Response Rate		Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
10/14 (71.43%)		4.70	0.48	5.00	14180	4.51	0.82	5.00	3964	4.46	0.84	5.00	1640	4.48	0.81	5.00

#### 1 - My teaching assistant (Hyesung Oh):

Overall, I rate this teaching assistant as effective.

Response Option	Weight	Frequency	Percent	Percent Responses	Means											
Strongly Agree	(5)	9	90.00%	<div><div></div></div>	4.90			4.58			4.55			4.55		
Agree	(4)	1	10.00%	<div><div></div></div>												
Neutral	(3)	0	0.00%	<div><div></div></div>												
Disagree	(2)	0	0.00%	<div><div></div></div>												
Strongly Disagree	(1)	0	0.00%	<div><div></div></div>												
N/A	(0)	0	0.00%	<div><div></div></div>												
				02550100	Question	Brown University		Division		Department						
Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median	
10/14 (71.43%)	4.90	0.32	5.00	14130	4.58	0.71	5.00	3947	4.55	0.72	5.00	1639	4.55	0.71	5.00	

#### 2 - What has been particularly effective about Hyesung Oh's approach to teaching in this course?

**Response Rate** 7/14 (50%)

- Hace devoted a lot of time to answering student questions and providing feedback
- Hace is superbly communicative and provides great feedback. He is great at explaining content and welcomes all questions.
- Very clear and understanding, best TA I've ever had
- Hace is great at explaining what we need to know for psets and helping to guide us through them. Always very responsive to questions
- He's very welcoming and eager to answer questions and I never felt like any question was too dumb to ask.
- I appreciated how many Stata tools and commands he taught us, and the focus on empirical design in TA sessions and the problem sets was a nice complement to what was discussed in lecture.
- Very available to email and get accessible during hours

#### 3 - What specific advice would you have for Hyesung Oh about changes that would enhance your learning?

**Response Rate** 5/14 (35.71%)

- Some of the programming was a little complicated but I think he figured it out toward the end of the semester and scaled back a little bit. But the assignments still require Stata knowledge so maybe a more basic approach from the beginning?
- N/A
- None, he does a great job.
- Especially on the TA sessions before exams, it would be helpful to do kind of an open session where people can email questions ahead of time or ask during section. I felt like sometimes we would review content that most of us were already comfortable with.
- Office hours somewhere on the main campus might have been easier to attend, but not a big deal

# Health Economics (ECON1360)

Brown University

Spring 2021

**Brown University**  
**Spring 2021 Course Feedback**



**Course:** Spring2021ECON1360S01: ECON1360 Spring21 S01 Health Economics-S01  
**Instructor:** Daeho Kim  
**TA:** Hyesung Oh \*  
**Response Rate:** 5/7 (71.43 %)

**1 - My teaching assistant (Hyesung Oh):**

**was consistently prepared.**

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly Agree				(5)	4	100.00%			5.00		4.65		4.67		4.63				
Agree				(4)	0	0.00%													
Neutral				(3)	0	0.00%													
Disagree				(2)	0	0.00%													
Strongly Disagree				(1)	0	0.00%													
N/A				(0)	0	0.00%													
								0	25	50	100	Question		Brown University		Division		Department	
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division		Mean	STD	Median	Department		Mean	STD	Median
4/7 (57.14%)		5.00	0.00	5.00	12814		4.65	0.63	5.00	3972		4.67	0.63	5.00	1588		4.63	0.67	5.00

**1 - My teaching assistant (Hyesung Oh):**

**effectively engaged students (e.g. encouraged student participation; was responsive to questions; offered opportunities for discussion in pairs or small groups).**

Response Option				Weight	Frequency	Percent	Percent Responses	Means										
Strongly Agree				(5)	4	100.00%		5.00		4.60		4.61		4.58				
Agree				(4)	0	0.00%												
Neutral				(3)	0	0.00%												
Disagree				(2)	0	0.00%												
Strongly Disagree				(1)	0	0.00%												
N/A				(0)	0	0.00%												
							0	25	50	100	Question		Brown University		Division		Department	
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median	
4/7 (57.14%)		5.00	0.00	5.00	12770		4.60	0.70	5.00	3956	4.61	0.71	5.00	1581	4.58	0.71	5.00	

**1 - My teaching assistant (Hyesung Oh):**

**was responsive to students (e.g. was available during office hours; was responsive to questions; was responsive to requests to meet).**

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly Agree				(5)	4	100.00%			5.00		4.67		4.69		4.66				
Agree				(4)	0	0.00%													
Neutral				(3)	0	0.00%													
Disagree				(2)	0	0.00%													
Strongly Disagree				(1)	0	0.00%													
N/A				(0)	0	0.00%													
							0	25	50	100	Question		Brown University		Division		Department		
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division		Mean	STD	Median	Department		Mean	STD	Median
4/7 (57.14%)		5.00	0.00	5.00	12780		4.67	0.63	5.00	3969		4.69	0.62	5.00	1586		4.66	0.61	5.00

**1 - My teaching assistant (Hyesung Oh):**

**made content clear and understandable.**

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly Agree				(5)	4	100.00%			5.00		4.58		4.60		4.56				
Agree				(4)	0	0.00%													
Neutral				(3)	0	0.00%													
Disagree				(2)	0	0.00%													
Strongly Disagree				(1)	0	0.00%													
N/A				(0)	0	0.00%													
							0	25	50	100	Question		Brown University		Division		Department		
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division		Mean	STD	Median	Department		Mean	STD	Median
4/7 (57.14%)		5.00	0.00	5.00	12781		4.58	0.72	5.00	3961		4.60	0.71	5.00	1581		4.56	0.73	5.00

## Brown University Spring 2021 Course Feedback



**Course:** Spring2021ECON1360S01: ECON1360 Spring21 S01 Health Economics-S01  
**Instructor:** Daeho Kim  
**TA:** Hyesung Oh \*  
**Response Rate:** 5/7 (71.43 %)

### 1 - My teaching assistant (Hyesung Oh):

provided clear feedback on assignments that improved my learning.

Response Option	Weight	Frequency	Percent	Percent Responses	Means											
Strongly Agree	(5)	4	100.00%		5.00	4.56	4.56	4.56								
Agree	(4)	0	0.00%													
Neutral	(3)	0	0.00%													
Disagree	(2)	0	0.00%													
Strongly Disagree	(1)	0	0.00%													
N/A	(0)	0	0.00%													
					0	25	50	100	Question	Brown University			Division		Department	
Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median	
4/7 (57.14%)	5.00	0.00	5.00	12750	4.56	0.76	5.00	3949	4.56	0.76	5.00	1577	4.56	0.74	5.00	

### 1 - My teaching assistant (Hyesung Oh):

Overall, I rate this teaching assistant as effective.

Response Option	Weight	Frequency	Percent	Percent Responses	Means											
Strongly Agree	(5)	4	100.00%		5.00	4.62	4.64	4.61								
Agree	(4)	0	0.00%													
Neutral	(3)	0	0.00%													
Disagree	(2)	0	0.00%													
Strongly Disagree	(1)	0	0.00%													
N/A	(0)	0	0.00%													
					0	25	50	100	Question	Brown University			Division		Department	
Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median	
4/7 (57.14%)	5.00	0.00	5.00	12717	4.62	0.66	5.00	3947	4.64	0.65	5.00	1579	4.61	0.67	5.00	

### 2 - What has been particularly effective about Hyesung Oh's approach to teaching in this course?

**Response Rate** 3/7 (42.86%)

• I personally think Hyesung (Hace) effectively reinforced concepts relevant to the material discussed in lecture through weekly sections involving stata. In addition to providing examples of stata code to teach relevant concepts, he equips students with helpful resources to further encourage independent learning. During sections he encourages student participation, sharing of knowledge, and questions and comments so that he can provide assistance where/when necessary.

• So kind so informed and helpful

• His iPad and dual screen set up was very helpful with the nature of the course. He also provided a lot of useful additional reading material which helped with our research projects.

### 3 - What specific advice would you have for Hyesung Oh about changes that would enhance your learning?

**Response Rate** 3/7 (42.86%)

• I appreciate Hace's approach to facilitating sections less formally as it allowed me to participate without fear of being incorrect. I don't think I have any comments for change as Hace taught in way that took into account the different backgrounds of stata knowledge and he always allowed students to turn to him as an additional source for help.

• None

• N/A

# Health Care in the US (PHP0310)

Brown University

Spring 2020

## Brown University

### Spring 2020 Course Feedback




**Course:** Spring2020PHP0310S01: PHP0310 Spring20 S01 Health Care in the United States-S01

**Instructor:** Ronald Aubert,Ira Wilson

Swata Alagar,Navya Baranwal,Morgan Brinker,Jill Chen,Jessica Eskander,Shekinah Fashaw,Rahma Ibrahim,Nicholas Jones,Roshini Kalagara,Viknesh Kasthuri,Mauricio Lopez Mendez,Paige Martin,Maya Mundada,Hyesung Oh \*, Jasmine Powell,Sasha Raman,Grace Reed,Alyssa Rust,Cara Sammartino,Joshua Tharpe,Kathryn Thompson,Megan Tran

#### 1 - My Teaching Assistant (Hyesung Oh):

Was consistently prepared.

Response Option				Weight	Frequency	Percent	Percent Responses	Means									
Strongly Agree				(5)	60	93.75%		4.91		4.64		4.71		4.71			
Agree				(4)	3	4.69%											
Neutral				(3)	0	0.00%											
Disagree				(2)	1	1.56%											
Strongly Disagree				(1)	0	0.00%											
N/A				(0)	0	0.00%											
							02550100	Question		Brown University		Division		Department			
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division	Mean	STD	Median	Department			
64/551 (11.62%)		4.91	0.43	5.00	12711		4.64	0.63	5.00	3322	4.71	0.55	5.00	1108	4.71	0.55	5.00


#### 1 - My Teaching Assistant (Hyesung Oh):

Effectively engaged students (e.g. encouraged student participation; was responsive to questions; offered opportunities for discussion in pairs or small groups).

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly Agree				(5)	58	93.55%	<div><div></div></div>		<div>4.89</div>		<div>4.58</div>		<div>4.66</div>		<div>4.66</div>				
Agree				(4)	2	3.23%	<div><div></div></div>												
Neutral				(3)	1	1.61%	<div><div></div></div>												
Disagree				(2)	1	1.61%	<div><div></div></div>												
Strongly Disagree				(1)	0	0.00%	<div><div></div></div>												
N/A				(0)	0	0.00%	<div><div></div></div>												
							0	25	50	100	Question		Brown University		Division		Department		
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division		Mean	STD	Median	Department		Mean	STD	Median
62/551 (11.25%)		4.89	0.48	5.00	12653		4.58	0.70	5.00	3308		4.66	0.63	5.00	1104		4.66	0.64	5.00

#### 1 - My Teaching Assistant (Hyesung Oh):

Was responsive to students (e.g. was available during office hours; was responsive to questions; was responsive to requests to meet).

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly Agree				(5)	61	95.31%			4.97		4.66		4.72		4.73				
Agree				(4)	2	3.13%													
Neutral				(3)	0	0.00%													
Disagree				(2)	0	0.00%													
Strongly Disagree				(1)	0	0.00%													
N/A				(0)	1	1.56%													
							0	25	50	100	Question		Brown University		Division		Department		
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division		Mean	STD	Median	Department		Mean	STD	Median
64/551 (11.62%)		4.97	0.18	5.00	12681		4.66	0.63	5.00	3315		4.72	0.56	5.00	1106		4.73	0.55	5.00



## Brown University

### Spring 2020 Course Feedback



**Course:** Spring2020PHP0310S01: PHP0310 Spring20 S01 Health Care in the United States-S01

**Instructor:** Ronald Aubert,Ira Wilson

Swata Alagar,Navya Baranwal,Morgan Brinker,Jill Chen,Jessica Eskander,Shekinah Fashaw,Rahma Ibrahim,Nicholas Jones,Roshini Kalagara,Viknesh Kasthuri,Mauricio Lopez Mendez,Paige Martin,Maya Mundada,Hyesung Oh \*, Jasmine Powell,Sasha Raman,Grace Reed,Alyssa Rust,Cara Sammartino,Joshua Tharpe,Kathryn Thompson,Megan Tran

#### 1 - My Teaching Assistant (Hyesung Oh):

Made content clear and understandable.

Response Option				Weight	Frequency	Percent	Percent Responses		Means									
Strongly Agree				(5)	54	85.71%	<div><div></div></div>		4.84		4.58		4.66		4.67			
Agree				(4)	8	12.70%	<div><div></div></div>											
Neutral				(3)	1	1.59%	<div><div></div></div>											
Disagree				(2)	0	0.00%	<div><div></div></div>											
Strongly Disagree				(1)	0	0.00%	<div><div></div></div>											
N/A				(0)	0	0.00%	<div><div></div></div>											
							0	25	50	100	Question		Brown University		Division		Department	
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median	
63/551 (11.43%)		4.84	0.41	5.00	12679		4.58	0.71	5.00	3311	4.66	0.63	5.00	1102	4.67	0.62	5.00	

#### 1 - My Teaching Assistant (Hyesung Oh):

Provided clear feedback on assignments that improved my learning.

Response Option				Weight	Frequency	Percent	Percent Responses		Means									
Strongly Agree				(5)	55	85.94%	<div><div></div></div>		4.81		4.54		4.61		4.60			
Agree				(4)	6	9.38%	<div><div></div></div>											
Neutral				(3)	3	4.69%	<div><div></div></div>											
Disagree				(2)	0	0.00%	<div><div></div></div>											
Strongly Disagree				(1)	0	0.00%	<div><div></div></div>											
N/A				(0)	0	0.00%	<div><div></div></div>											
							0	25	50	100	Question		Brown University		Division		Department	
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division	Mean	STD	Median	Brown University		Mean	STD	Median
64/551 (11.62%)		4.81	0.50	5.00	12647		4.54	0.77	5.00	3304	4.61	0.69	5.00	1100		4.60	0.70	5.00

#### 1 - My Teaching Assistant (Hyesung Oh):

Overall, I rate this teaching assistant as effective.

Response Option				Weight	Frequency	Percent	Percent Responses		Means									
Strongly Agree				(5)	59	95.16%												
Agree				(4)	2	3.23%												
Neutral				(3)	1	1.61%												
Disagree				(2)	0	0.00%												
Strongly Disagree				(1)	0	0.00%												
N/A				(0)	0	0.00%												
							0	25	50	100	Question		Brown University		Division		Department	
Response Rate		Mean	STD	Median	Brown University		Mean	STD	Median	Division	Mean	STD	Median	Department		Mean	STD	Median
62/551 (11.25%)		4.94	0.31	5.00	12615		4.62	0.66	5.00	3302	4.69	0.60	5.00	1101		4.68	0.60	5.00

## Brown University

### Spring 2020 Course Feedback



**Course:** Spring2020PHP0310S01: PHP0310 Spring20 S01 Health Care in the United States-S01

**Instructor:** Ronald Aubert,Ira Wilson

Swata Alagar,Navya Baranwal,Morgan Brinker,Jill Chen,Jessica Eskander,Shekinah Fashaw,Rahma Ibrahim,Nicholas Jones,Roshini Kalagara,Viknesh Kasthuri,Mauricio Lopez Mendez,Paige Martin,Maya Mundada,Hyesung Oh \*, Jasmine Powell,Sasha Raman,Grace Reed,Alyssa Rust,Cara Sammartino,Joshua Tharpe,Kathryn Thompson,Megan Tran

#### 2 - What has been particularly effective about Hyesung Oh's approach to teaching in this course? How did this TA contribute to your learning after the course transitioned to remote learning?

**Response Rate** 45/551 (8.17%)

- He was very open with his own experiences and was clearly excited to teach students at Brown. We had a large section, so it was difficult to have complete engagement. Nonetheless, he was very supportive and encouraging.
- Hace Oh was particularly engaging and made sure to connect with each of his students in order to make sure that we all understood the material and were enjoying the course as a whole
- Even after transitioning to remote learning, he made himself very available by email and offered to meet with all of us whenever we needed to.
- he was very good
- Hace was a phenomenal TA - in section we went over that week's assignment and then usually did an activity he designed that was related to the concept. After we transitioned to remote learning, he still held office hours during section and emailed us important info and reminders.
- He was really nice and relatable! Made an effort to be funny and talk with the students.
- He was super open to questions and was very helpful. He responds to emails super fast and was very understanding about the transition.
- I thought Hace did a great job TAing this course because he presented everything clearly and was incredibly dedicated to the students. He was always accessible even after going online and I think that was valuable for many of us.
- He brought in content that he had learned through his own experiences/education, which reinforced our learning. He was always happy to answer questions and was always well-prepared for section.
- He was so nice and welcoming to all students. He tried to really make sure we learned the material and were enjoying the class. He made an effort to get to know each and everyone of us which I think is a testament to his passion for teaching others and for the subject!
- He is so inspirational and really made deep connections with his students. He even reached out a lot with remote. learning.
- He was the best TA, he made section engaging and informative.
- He brought his knowledge of health economics to our section and was highly prepared to answer any questions, he also motivated all of us.
- Hace was great!
- Amazing TA who was very knowledgeable about the subject.
- Unique ways to approaching the subject matter.
- He was very engaging during section and made sure every question, thought, or concern was addressed efficiently and effectively. He made sure that we understood the material and provided additional learning resources to help foster our learning throughout the course, which was very helpful. His positive and motivating attitude made learning the material that much more interesting!
- He is clearly so knowledgeable about the subject material; he is also very empathetic and understanding of students' extenuating circumstances throughout remote learning. VERY KIND TA.
- He was very passionate about the material and was engaging with students. He was very approachable and made it a point to get to know his students which was appreciated. He was very good at communicating once the course was online.
- Hace was great in OH as he was always able to explain complex topics very clearly. Hace also had very engaging sections before the pandemic happened.
- He did very well.
- He was such a great TA! Really made the material engaging and was a mentor and a TA for me.
- He has simply been one of the kindest, hardest working, and most helpful TAs I have had at Brown. I could not think of a single area where he could possibly improve.
- He was very enthusiastic and welcoming to group discussions and ideas. After the transition to online he sent constant emails with the reminder to contact him whenever we needed help
- It was extremely interesting to look at a lot of our healthcare topics through more of an economic lens. It was also nice having a TA that had a much broader background since as a PhD student as opposed to an undergrad TA. He was very relatable and connected information from outside of the course
- Always made sure to communicate clearly with students during section, was consistently available for office hours, answered all questions during section, stayed in touch via Canvas with updates, feedback on assignments, and reflections on section discussions
- Used lots of examples and made sure we understood
- Best TA Ever
- Hace was the best!! He made it clear that he cared about all of his students, and left nice personalized messages on all of our section assignments. He fostered a safe academic environment.
- Very passionate about material and very eager to help students
- He was an extremely nice person and was very knowledgeable about what he was teaching us.
- Hace was always prepared for section and he always asked very thought provoking questions. His consistent use group work helped me learn about other people and broaden my view of the world. He also made a point to personally know every individual in his section, which speaks to the fact that he was an excellent TA. I genuinely gained a lot from his feedback and I am glad I was in his section.
- Hace used his experience in both business and public health to create exercises that allowed us to practically apply what we were learning in class.
- He often emails us and was always there for us, offering help and explaining concepts
- Hyesung was great about relating the prompts in section (such as pharmaceuticals or advance healthcare directives) to his own personal experiences and often placing topics in a real world context is very helpful. He also offered a lot of really good advice and talked about his career quite a bit prior to Brown which was really insightful!
- He enjoyed the material
- He was really enthusiastic about the material and was genuinely happy to see us succeed and learn. After the course transitioned to online learning, he consistently checked in with us to make sure that our needs were accommodated.
- he was very helpful and patient
- Hace significantly improved my learning experience. He effectively engaged our discussion section every time we met and actively tried connecting with us throughout the semester (even during remote learning). He excelled at running discussions and encouraging a lot of different students to contribute, and he was also very eager to meet one-on-one. Having Hace as a TA really allowed me to understand the material and feel better supported in this huge lecture.
- He was extremely accommodating.
- He had very clear explanations for the concepts and often brought in real-world examples. His positive feedback and encouragement made it easier to contribute to the discussion in section.

**Brown University**  
**Spring 2020 Course Feedback**




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**Course:** Spring2020PHP0310S01: PHP0310 Spring20 S01 Health Care in the United States-S01

**Instructor:** Ronald Aubert,Ira Wilson

Swata Alagar,Navya Baranwal,Morgan Brinker,Jill Chen,Jessica Eskander,Shekinah Fashaw,Rahma Ibrahim,Nicholas Jones,Roshini Kalagara,Viknesh Kasthuri,Mauricio Lopez Mendez,Paige Martin,Maya Mundada,Hyesung Oh \* ,Jasmine Powell,Sasha Raman,Grace Reed,Alyssa Rust,Cara Sammartino,Joshua Tharpe,Kathryn Thompson,Megan Tran

- I loved how enthusiastic Hace was and how much he seemed to care about us. Our section on end of life care was particularly impactful when he shared a story about one of his friends, and I really appreciated him being open with us like that.
- Hace has been a great TA. During our in-person sections, he took time to explain concepts to us and was always open to questions. He was also understanding when people did not necessarily want to raise their hand, especially when discussing sensitive topics. I also think he did great as a guest lecturer, as his presentation was informative, but also incorporated jokes and first-hand experience.
- He went above and beyond by designing activities for section that enhanced our understanding of the course material. he was very encouraging and available throughout in person and remote learning. He also encouraged discussions, which greatly facilitated my learning.
- He was very engaging in discussion sections, which was very effective for my learning.

## Brown University

### Spring 2020 Course Feedback



**Course:** Spring2020PHP0310S01: PHP0310 Spring20 S01 Health Care in the United States-S01

**Instructor:** Ronald Aubert,Ira Wilson

Swata Alagar,Navya Baranwal,Morgan Brinker,Jill Chen,Jessica Eskander,Shekinah Fashaw,Rahma Ibrahim,Nicholas Jones,Roshini Kalagara,Viknesh Kasthuri,Mauricio Lopez Mendez,Paige Martin,Maya Mundada,Hyesung Oh \*,Jasmine Powell,Sasha Raman,Grace Reed,Alyssa Rust,Cara Sammartino,Joshua Tharpe,Kathryn Thompson,Megan Tran

#### 3 - What specific advice would you have for Hyesung Oh about changes that might enhance your learning? Do you have any advice specific to this teaching assistant regarding teaching in the remote learning context?

**Response Rate** 34/551 (6.17%)

- Given the size of our section, I think that he did the best that he could do.
- Hace did a fantastic job engaging all of his students - the only change might be to tweak some of the activities in section to make them more understandable for students with all levels of background knowledge (some were kind of confusing to learn in a short amount of time).
- Not really much to say here. He was always available, responded quickly, and overall a really awesome person.
- Nothing really, he was great!
- I have no advice; he did a great job.
- I do not have any specific advice, he's a great TA!
- N/A
- No advice, his hours spent helping us were amazing
- Literally nothing, I learned so much from him.
- Slightly more structured discussions
- Nothing particular!
- None. Well done.
- Focusing more on specific course content.
- I believe he did a great job!
- None--I thought he led section meetings flawlessly. He also gave fantastic feedback on section assignments.
- He did very well.
- N/A
- No he was perfect
- I would not advise changing anything. I loved when he would give personal feedback on our section assignments as opposed to just reading them. It made me feel like he actually knew every one of us, despite having 2 sections.
- Nothing. He was a great teacher
- None
- I don't have any. Hyesung was so helpful, and listened to every request I had.
- I would have liked to use a bit more of section time to review confusing class concepts.
- I do not have any advice, as he was a great TA.
- I think that maybe going over the section assignments more thoroughly in the class period may increase topic understanding.
- Nothing
- I don't have anything specific to add. Perhaps group people into smaller groups of 3-4 instead of larger ones so that everyone can speak?
- Restructure sections in a way that would make our learning more effective. Because there were always so many people in my sections, participation was difficult.
- please do not make us move seats in a small classroom just let us work with people around us it would be much more effective
- Nothing for in person! I wish we had had more opportunities for keeping up the regular discussion section during remote learning, but I understand how that was not feasible with everyone being in such different situations.
- N/A
- Sometimes, the exercises we did in section weren't explained as well as they could have, like when we drew DAGs.
- He could send out more readings directly relevant to the section material
- I don't have any recommendations.

## Teaching materials

## **PH 398 - How did US health care become such a disaster? An investigative think tank**

Wheaton College, MA, Spring 2023

Hyesung (Hace) Oh, MBA, MPH, PhD Candidate, Brown University School of Public Health

On-campus Office: Knapton 007A (Tuesdays and Fridays)

Office Hours: Fridays 12:30 – 2:30 pm @ Knapton 007A and on Zoom

### **Course description**

Despite being the wealthiest nation in the world, the US has a health care system that ranks dead last among that of eleven high-income countries (including Norway, the Netherlands, Australia, the UK, Germany, New Zealand, Sweden, France, Switzerland, and Canada). Why does the US spend the most money on health care but have a life expectancy that ranks around fortieth in the world? Why is the price of insulin almost ten times higher in the US than in Canada? Why are my hospital bills seemingly harder to understand than ancient hieroglyphic texts? In this advanced seminar-style course, we will hunt for answers to such puzzling questions by critically examining the historical and economic determinants that shaped (and are still shaping) the US health care system. We will devise potential solutions through intensive reading, writing, and research; critical thought and discussion; and interaction with real healthcare leaders who are doing their part to improve the health of their communities. There will be heavy emphasis on persuasive writing and group project work simulating what it's like to operate in a high-stakes industry or policy environment.

### **Prerequisites:**

- PH 101 (Introduction to Public Health)
- Please email me ([oh\\_hace@wheatoncollege.edu](mailto:oh_hace@wheatoncollege.edu)) if:
  - o You are an advanced student who plans to take PH 101 concurrently, or
  - o You do not meet this course prerequisites but have evidence for sufficient academic and/or experiential background to take this course

### **Good background courses (not required):**

Working in the intersection of public health, economics, policy, and business requires critical and interdisciplinary thought. The following courses are NOT required, but will be helpful if you do not have much background in public health.

- ECON 102 (Intro to Microeconomics) or ECON 112 (Intro to Microeconomics with BioPharma Applications)
- MGMT 111 (Fundamentals of Business)
- MGMT/PSY/SOC 141 (Statistics for the Social Sciences) or MATH 141 (Introductory Statistics)
- ECON 262 (Health Economics)

### **Required books/readings:**

- **(R)** Elisabeth Rosenthal. *An American sickness: How healthcare became big business and how you can take it back*. New York, NY: Penguin Press, 2017. This is our main textbook.
- **(HS)** Marya W. Holcombe & Judith K. Stein. *Writing for decision makers: Memos and reports with a competitive edge*. Belmont CA: Lifetime Learning Publications, 1981. This is the text that we will reference to write concise and persuasive memos.

- Various academic papers, news articles, and videos from the health economics and public health fields.

### Recommended references:

- Leiyu Shi & Douglas A. Singh. *Delivering Health Care In America: A Systems Approach* (Eighth Edition). Burlington, MA: Jones and Bartlett Publishers, 2022. This is a helpful reference for those who would like a comprehensive text on the US health care system.
- N. Gregory Mankiw. *Principles of Microeconomics* (Seventh Edition). Cengage Learning, 2014. This is a helpful reference for basic microeconomic principles.

### Course objectives

This course has the following aims:

- 1) Build a foundational understanding of the key components of the US health care system and study the historical and economic factors that shaped it.
- 2) Analyze and evaluate the methods and arguments constructed by past and current economic and public health literature.
- 3) Develop persuasive writing skills that involve intensive research, sound reasoning, and the synthesis of multiple stakeholder perspectives. Apply these skills in a policy or business-oriented workplace.
- 4) Interact and problem-solve with current leaders in the health care industry.

### Guest speakers for this course

Name	Role in the course	Role in the health care system
Mark Cassidy	Industry case presenter	CEO, <a href="#">Westside Children's Therapy</a>
Emerson Song	Industry case presenter	Senior Manager, <a href="#">Integrated Healthcare Association</a>
Niyati Shah	Industry case presenter	Senior Manager, <a href="#">Scipher Medicine</a>
Adam Zoellner	Industry case presenter	Group Leader, Mission analysis and operations research, <a href="#">MITRE</a>
Dr. Scott Rivkees	Guest lecture on the post-COVID future of the health care system	Vice Chair of Health Services, Policy, and Practice; Professor of the Practice, <a href="#">Brown University</a> and former State Surgeon General and Secretary of Health of Florida
Dr. Avril Kaplan	Guest lecture on comparative health systems	Senior Health Specialist, <a href="#">World Bank</a>

### Course requirements and expectations:

I expect students to read and digest all assigned readings before class and to attend all class sessions. Class participation is an essential component of this course and will determine a significant portion of your grade. While some of the readings are quite complex, please do not worry: we will clarify and reinforce the material during class discussions. For a particularly complex reading, I will likely assign a subset of the reading and ask you guiding questions to aid your digestion of the material. In addition to the readings, there will be writing assignments that require you to synthesize the material in the course. Each student is required to give a short individual oral presentation on three of their memos during the semester, including the required presentation of a different country's health care system. We will discuss the assignments centered on the prior week's discussion material

during the first hour of each class. **Late homework submissions will not be accepted unless arrangements were made at least three days in advance of the due date. That said, please email me if unforeseen personal circumstances or health-related issues arise—I will always lean toward listening and understanding!**

This course is akin to what you would encounter at a graduate school setting: you are expected to take full ownership of your learning. You thus may have to engage in independent learning and research to fill in any gaps in knowledge that you encounter. When you step into full-time jobs, graduate school, and/or entrepreneurial ventures after your time at Wheaton, you will find that most real-life professional scenarios involve situations that you have never encountered before. You will be expected to “figure it out”, often with vague instructions from your supervisor or from your market environment. If you ever get stuck, I encourage you to come to office hours and/or contact me, sooner rather than later! Seeking help and advice is an important channel of learning.

After we cover the material from Rosenthal and the accompanying papers, students will be expected to work in groups to develop policy or business recommendations based on the industries of real leaders who are currently working in health care organizations.

### **Attendance, participation, & absence policies**

A sizeable chunk of your learning from this course will come from in-depth discussion with your colleagues. It is thus critical that you show up for class sessions and contribute to our conversations (one course session is equivalent to a week’s worth of content). That said, I understand that life can throw us some major curveballs at inconvenient times. If you have a personal and/or health-related emergency arise, please let me know asap so that I can support you as best as I can. To make up for a missed class session and earn your points for that session, we will schedule a one-on-one meeting to discuss the content that you missed and you will be required to submit an additional assignment based on our discussion. Depending on how much time you need to process your emergency, we will keep the deadlines flexible for these make-up assignments. If, due to an emergency, you miss a class session where you are scheduled to present, you will be required to either give a make-up presentation on a new topic or submit a 2000-word paper (depending on your preference) that we can discuss during our one-on-one meeting. For each course session, I will assign “discussion leaders” based on the random drawing for oral memo presentations. I expect these discussion leaders to drive the conversation (with my help).

### **The use of Canvas**

I will post readings (excluding book readings), links to videos, and announcements on the course Canvas site. Students will also submit all of their assignments and project deliverables on Canvas. Please familiarize yourself with the course Canvas site and let me know asap if there are any questions and/or concerns!

### **Course grading:**

Class participation	28% for attendance, leading discussion, and active participation 2% for introduction to yourself assignment
Weekly one-page policy memos	25% (eight required – will keep seven for final grading: The highest six scores + the score on the comparative health systems memo. The comparative health systems memo cannot be dropped from



	grading). Students can choose to do an optional ninth creative extra credit assignment for up to 2% toward their final grade.
Oral memo presentations	10% (three required, including comparative health systems memo)
Final group project	25% (group members' strengths report, memo outline, summary of conference call, presentation slides, final paper)
Final group presentation	10%

### Grading scale:

A – 88 - 100%

B – 76 – 87.99%

C – 64 – 75.99%

D – 52 – 63.99%

F – Below 52%

### Accessibility and accommodations statement:

Wheaton is committed to ensuring equitable access to programs and services and to prohibit discrimination in the recruitment, admission, and education of students with disabilities. Individuals with disabilities requiring accommodations or information on accessibility should contact Accessibility Services at the Filene Center for Academic Advising and Career Services at [accessibility@wheatoncollege.edu](mailto:accessibility@wheatoncollege.edu) or (508) 286-8215.

### Tentative student presentations schedule

\*\* Students will be randomly assigned to two of these five possible oral memo presentations

Date	Presentation topic
Feb 14**	Implementing Medicare for all?
Feb 21**	Implications of a health insurance payment structure change for a vertically-integrated hospital/physician practice
Feb 28**	Taming drug prices
Mar 7**	Medical devices, testing, and ancillary services
Mar 21**	What kind of health care contracting company would you start?
<b>Apr 11</b>	Comparative analysis of another country's healthcare system. <b>Required for all students.</b>
<b>May 2</b>	Final presentation. <b>Required for all students.</b>

### Tentative course schedule and readings

Date	Readings & content covered	Homework due	Homework assigned
Jan 31	<b>Course introduction</b> <ul style="list-style-type: none"> <li>Overview of the major stakeholders in the US health care system</li> <li>How to critically analyze research literature</li> <li>How to write a policy memo</li> </ul> Videos <ul style="list-style-type: none"> <li>Khan Academy – “Healthcare system overview” (<a href="https://www.youtube.com/watch?v=LMHxxvbzFqc">https://www.youtube.com/watch?v=LMHxxvbzFqc</a>)</li> <li>Kaiser Family Foundation – “Health of the healthcare system”</li> </ul>	None	<b>Assigned:</b> <ol style="list-style-type: none"> <li>Introduction to yourself (due Feb 7)</li> <li><b>Memo #1</b> - Critique of research paper</li> </ol>

	<p>(<a href="https://www.youtube.com/watch?v=kIR7TCPQh0c&amp;t=3s">https://www.youtube.com/watch?v=kIR7TCPQh0c&amp;t=3s</a>)</p> <p>Readings</p> <ul style="list-style-type: none"> <li>- (R), Introduction, pages 1-8</li> <li>- (HS), pages 1 – 22</li> <li>- Popper, Karl (1963) “Science: Conjectures and Refutations,” in <i>Conjectures and Refutations: The Growth of Scientific Knowledge</i>, 33-39, Routledge &amp; Kegan Paul.</li> <li>- Freedman, David A. (1991) “Statistical Models and Shoe Leather,” <i>Sociological Methodology</i>, 21(2):291-313.</li> <li>- UChicago Harris Public Policy Leadership Programs. “How to write a policy memo that matters” (<a href="https://harris.uchicago.edu/files/how_to_write_a_policy_memo_that_matters_0.pdf">https://harris.uchicago.edu/files/how_to_write_a_policy_memo_that_matters_0.pdf</a>)</li> <li>- SBAR (Situation; Background; Assessment; Recommendation) <a href="https://asq.org/quality-resources/sbar">https://asq.org/quality-resources/sbar</a></li> </ul>		
Feb 7	<p><b>The age of health insurance and hospitals</b></p> <ul style="list-style-type: none"> <li>- The three different types of health insurance (Medicare, Medicaid, Private Health Insurance)</li> <li>- Hospital payment</li> <li>- Health insurance models</li> <li>- Fee-for-service versus managed care</li> <li>- Hospital/Insurer bargaining</li> </ul> <p>Videos</p> <ul style="list-style-type: none"> <li>- Kaiser Family Foundation – “Health insurance explained” (<a href="https://www.youtube.com/watch?v=-58VD3z7ZiQ">https://www.youtube.com/watch?v=-58VD3z7ZiQ</a>)</li> <li>- Khan Academy – “Medicare overview” <a href="https://www.youtube.com/watch?v=VpLKdKkpg68">https://www.youtube.com/watch?v=VpLKdKkpg68</a>)</li> </ul> <p>Readings</p> <ul style="list-style-type: none"> <li>- (R), pages 1-54</li> <li>- (HS), pages 23-43</li> <li>- Landon et al. (2004) “Comparison of performance of traditional Medicare vs Medicare managed care,” <i>JAMA</i>, 291(14): 1744-1752.</li> </ul>	<p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to yourself</li> <li>2. <b>Memo #1</b> - Critique of research paper</li> </ol>	<p><b>Assigned:</b></p> <ol style="list-style-type: none"> <li>1. <b>Memo #2</b> – What are the biggest barriers to implementing “Medicare for All”? Where should we start?</li> <li>2. Oral presentation (for those randomly assigned)</li> </ol>

	<ul style="list-style-type: none"> <li>- Roberts et al. (2018) "Changes in hospital utilization three years into Maryland's global budget program for rural hospitals," <i>Health Affairs (Millwood)</i>, 37(4): 644-653.</li> </ul>		
Feb 14	<p><b>The age of physicians</b></p> <ul style="list-style-type: none"> <li>- The evolution of physician priorities in the US.</li> <li>- Physician payment.</li> <li>- Profit-generation strategies</li> <li>- Vertical integration with hospitals</li> </ul> <p>Videos</p> <ul style="list-style-type: none"> <li>- Khan Academy – "Paying doctors" (<a href="https://www.youtube.com/watch?v=4J-dRA3MGc8">https://www.youtube.com/watch?v=4J-dRA3MGc8</a>)</li> </ul> <p>Readings</p> <ul style="list-style-type: none"> <li>- (R), pages 55-86</li> <li>- (HS), pages 45-64</li> <li>- La Forgia A, Bond AM, Braun RT, Kjaer K, Zhang M, Casalino LP. Association of Surprise-Billing Legislation with Prices Paid to In-Network and Out-of-Network Anesthesiologists in California, Florida, and New York: An Economic Analysis. <i>JAMA Intern Med.</i> 2021 Oct 1;181(10):1324-1331. doi: 10.1001/jamainternmed.2021.4564. PMID: 34398193; PMCID: PMC8369382.</li> <li>- Post B, Norton EC, Hollenbeck BK, Ryan AM. Hospital-physician integration and risk-coding intensity. <i>Health Econ.</i> 2022 Jul;31(7):1423-1437. doi: 10.1002/hec.4516. Epub 2022 Apr 23. PMID: 35460314.</li> </ul>	<p><b>Due:</b></p> <ol style="list-style-type: none"> <li><b>Memo #2</b> – What are the biggest barriers to implementing "Medicare for All"? Where should we start?</li> <li>Oral presentation (for those randomly assigned)</li> </ol>	<p><b>Assigned:</b></p> <ol style="list-style-type: none"> <li><b>Memo #3</b> – Analysis of the potential impact of changing a health insurance payment structure for a vertically-integrated hospital and physician group</li> <li>Oral presentation (for those randomly assigned)</li> </ol>
Feb 21	<p><b>The age of pharmaceuticals</b></p> <ul style="list-style-type: none"> <li>- The evolution of the pharmaceutical firm</li> <li>- Key players in the modern world</li> <li>- Key policies that transformed the pharma business</li> <li>- "Pharma Bro"</li> <li>- Ads and patent plays</li> <li>- Pharmacy benefit managers</li> <li>- Generics</li> </ul> <p>Videos</p>	<p><b>Due:</b></p> <ol style="list-style-type: none"> <li><b>Memo #3</b> – Analysis of the potential impact of changing a health insurance payment structure for a vertically-integrated hospital and physician group (due Feb 21)</li> </ol>	<p><b>Assigned:</b></p> <ol style="list-style-type: none"> <li><b>Memo #4</b> – How do we tame drug prices?</li> <li>Oral presentation (for those randomly assigned)</li> </ol>

	<ul style="list-style-type: none"> <li>- Wall Street Journal – “How Drug Prices Work” (<a href="https://www.youtube.com/watch?v=aeG2IWxYO_Y">https://www.youtube.com/watch?v=aeG2IWxYO_Y</a>)</li> <li>- CBS News – “Mark Cuban launches affordable online pharmacy” (<a href="https://www.youtube.com/watch?v=WWdoG6H2XrE">https://www.youtube.com/watch?v=WWdoG6H2XrE</a>)</li> </ul> <p>Readings</p> <ul style="list-style-type: none"> <li>- (R), pages 87-127</li> <li>- (HS), pages 65-83</li> <li>- Kang SY, Bai G, DiStefano MJ, Socal MP, Yehia F, Anderson GF. Comparative Approaches to Drug Pricing. Annu Rev Public Health. 2020 Apr 2;41:499-512. doi: 10.1146/annurev-publhealth-040119-094305. Epub 2019 Dec 24. PMID: 31874070.</li> <li>- The Commonwealth Fund. “Paying for Prescription Drugs Around the World: Why Is the U.S. an Outlier?” <a href="https://www.commonwealthfund.org/publications/issue-briefs/2017/oct/paying-prescription-drugs-around-world-why-us-outlier">https://www.commonwealthfund.org/publications/issue-briefs/2017/oct/paying-prescription-drugs-around-world-why-us-outlier</a></li> <li>- The Commonwealth Fund. “Are pharmacy benefit managers the next target for prescription drug reform?” (<a href="https://www.commonwealthfund.org/blog/2022/are-pharmacy-benefit-managers-next-target-prescription-drug-reform">https://www.commonwealthfund.org/blog/2022/are-pharmacy-benefit-managers-next-target-prescription-drug-reform</a>)</li> <li>- <a href="https://www.scientificamerican.com/article/martin-shkreli-who-raised-drug-prices-5-000-percent-heads-into-fraud-trial/">https://www.scientificamerican.com/article/martin-shkreli-who-raised-drug-prices-5-000-percent-heads-into-fraud-trial/</a></li> <li>- <a href="https://www.npr.org/2022/05/19/1100019063/pharma-bro-martin-shkreli-been-released-from-prison">https://www.npr.org/2022/05/19/1100019063/pharma-bro-martin-shkreli-been-released-from-prison</a></li> </ul>	<p>2. Oral presentation (for those randomly assigned)</p>	
Feb 28	<p><b>The age of medical devices, testing, and ancillary services</b></p> <ul style="list-style-type: none"> <li>- The history of the medical device industry and their regulation</li> <li>- How ancillary services became big business</li> <li>- Billing strategies</li> </ul> <p>Videos</p>	<p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. <b>Memo #4</b> – How do we tame drug prices?</li> <li>2. Oral presentation (for those randomly assigned)</li> </ol>	<p><b>Assigned:</b></p> <ol style="list-style-type: none"> <li>1. <b>Memo #5</b> – What problem do you want fixed and how would we start fixing it?</li> <li>2. Oral presentation (for those randomly assigned)</li> </ol>

	<ul style="list-style-type: none"> <li>- U.S. Food and Drug Administration – “Medical Device Clinical Trials” (<a href="https://www.youtube.com/watch?v=SApXnmZlgFE">https://www.youtube.com/watch?v=SApXnmZlgFE</a>)</li> <li>- CBS News – “Are prostate cancer PSA screenings necessary?” (<a href="https://www.youtube.com/watch?v=EzW1l2nCjxQ">https://www.youtube.com/watch?v=EzW1l2nCjxQ</a>)</li> </ul> <p>Readings</p> <ul style="list-style-type: none"> <li>- (R), pages 128-165</li> <li>- (HS), pages 85-99</li> <li>- <b>The Brookings Institution – “Private equity-owned air ambulances receive higher payments, generate larger and more frequent surprise bills.”</b> (<a href="https://www.brookings.edu/essay/private-equity-owned-air-ambulances-receive-higher-payments/">https://www.brookings.edu/essay/private-equity-owned-air-ambulances-receive-higher-payments/</a>)</li> <li>- Pace LE, Keating NL. A Systematic Assessment of Benefits and Risks to Guide Breast Cancer Screening Decisions. <i>JAMA</i>. 2014;311(13):1327–1335. doi:10.1001/jama.2014.1398</li> </ul>		
Mar 7	<p><b>The age of contractors, research, and good works for profit</b></p> <ul style="list-style-type: none"> <li>- What do contractors in the industry do?</li> <li>- Medical codes</li> <li>- “Research” paid by organizations with a lot to gain</li> <li>- The political game</li> </ul> <p>Videos</p> <ul style="list-style-type: none"> <li>- CNBC – “How Lobbying Became A \$3.5 Billion Industry” (<a href="https://www.youtube.com/watch?v=FZVfTCBUkgM">https://www.youtube.com/watch?v=FZVfTCBUkgM</a>)</li> <li>- Contempo Coding – “Introduction to Medical Coding” (<a href="https://www.youtube.com/watch?v=iBkLbXhFOJE">https://www.youtube.com/watch?v=iBkLbXhFOJE</a>)</li> </ul> <p>Readings</p> <ul style="list-style-type: none"> <li>- (R), pages 166-204</li> <li>- (HS), pages 101-116</li> <li>- Groß M, Jürges H, Wiesen D. The effects of audits and fines on upcoding in neonatology. <i>Health Econ</i>. 2021 Aug;30(8):1978-1986. doi:</li> </ul>	<p><b>Due:</b></p> <ol style="list-style-type: none"> <li><b>Memo #5</b> – What problem do you want fixed and how would we start fixing it?</li> <li>Oral presentation (for those randomly assigned)</li> </ol>	<p><b>Assigned:</b></p> <ol style="list-style-type: none"> <li><b>Memo #6</b> – What kind of health care contracting company would you start? (Due Mar 21)</li> <li>Oral presentation (for those randomly assigned)</li> </ol>

	<p>10.1002/hecl.4272. Epub 2021 May 5. PMID: 33951233.</p> <ul style="list-style-type: none"> <li>- Boetto E, Golinelli D, Carullo G, <i>et al.</i> Frauds in scientific research and how to possibly overcome them <i>Journal of Medical Ethics</i> 2021;<b>47</b>:e19.</li> </ul>		
Mar 14	<b>NO CLASS – SPRING BREAK</b>		
Mar 21	<p><b>The age of conglomerates and gaming policies for profit</b></p> <ul style="list-style-type: none"> <li>- Horizontal and vertical integration</li> <li>- Assessing mergers from the consumer's and firm's perspectives</li> </ul> <p>Readings</p> <ul style="list-style-type: none"> <li>- (R), 205-238</li> <li>- Attorney General Denies Application for Merger of Lifespan and Care New England Health Systems: <a href="https://riag.ri.gov/press-releases/attorney-general-denies-application-merger-lifespan-and-care-new-england-health">https://riag.ri.gov/press-releases/attorney-general-denies-application-merger-lifespan-and-care-new-england-health</a></li> <li>- Gaynor, Antitrust Applied: Hospital Consolidation Concerns and Solutions: <a href="https://www.judiciary.senate.gov/imo/media/doc/Gaynor%20Senate%20Judiciary%20Hospital%20Consolidation%20May%2019%202021.pdf">https://www.judiciary.senate.gov/imo/media/doc/Gaynor Senate Judiciary Hospital Consolidation May 19 2021.pdf</a></li> <li>- Paul J Eliason, Benjamin Heebsh, Ryan C McDevitt, James W Roberts, How Acquisitions Affect Firm Behavior and Performance: Evidence from the Dialysis Industry, <i>The Quarterly Journal of Economics</i>, Volume 135, Issue 1, February 2020, Pages 221–267, <a href="https://par.nsf.gov/servlets/purl/10180446">https://par.nsf.gov/servlets/purl/10180446</a>.</li> </ul>	<p><b>Due:</b></p> <ol style="list-style-type: none"> <li><b>Memo #6</b> – What kind of health care contracting company would you start?</li> <li>Oral presentation (for those randomly assigned)</li> </ol>	<p><b>Assigned:</b></p> <ol style="list-style-type: none"> <li><b>Memo #7</b> – Analysis of the tradeoffs of hospital mergers</li> </ol> <p>(No oral presentation assignment for Memo #7)</p>
Mar 28	<p><b>Industry guest speakers</b></p> <ul style="list-style-type: none"> <li>- Emerson Song, Senior Manager, <a href="#">Integrated Healthcare Association</a></li> <li>- Adam Zoellner, Mission analysis and operations research, <a href="#">MITRE</a></li> </ul> <p>Readings</p> <ul style="list-style-type: none"> <li>- (HS), pages 143-162</li> </ul>	<p><b>Due:</b></p> <ol style="list-style-type: none"> <li><b>Memo #7</b> – Analysis of the tradeoffs of hospital mergers</li> </ol> <p>(No oral presentation)</p>	<p><b>Assigned:</b></p> <ol style="list-style-type: none"> <li><b>Memo #8</b> – Comparative analysis of another country's health system (<b>due Apr 11</b>)</li> </ol>

	<ul style="list-style-type: none"> <li>- For MITRE: <ul style="list-style-type: none"> <li>o <a href="#">A National Strategy for Digital Health</a></li> </ul> </li> <li>- For IHA: <ul style="list-style-type: none"> <li>o TBD</li> </ul> </li> </ul> <p><b>Optional</b> (if you plan to do extra credit assignment):</p> <ul style="list-style-type: none"> <li>- (R), pages 280-330</li> </ul>	assignment for Memo #7)	<b>2. Oral presentation of Memo #8 (everybody – due Apr 11)</b>
Apr 4	<p><b>Industry guest speakers</b></p> <ul style="list-style-type: none"> <li>- Niyati Shah, Senior Manager, <a href="#">Scipher Medicine</a></li> <li>- Mark Cassidy, CEO, <a href="#">Westside Children's Therapy</a></li> </ul> <p>Readings</p> <ul style="list-style-type: none"> <li>- Industry-specific readings TBD</li> <li>- Rochester Institute of Technology. “10 Tips for Writing Professional Emails” (<a href="https://www.rit.edu/behindthebricks/content/10-tips-writing-professional-emails">https://www.rit.edu/behindthebricks/content/10-tips-writing-professional-emails</a>)</li> </ul>	<b>Due:</b> No assignments due this day	See Mar 28 assignments
Apr 11	<p><b>I) Comparative health systems</b></p> <ul style="list-style-type: none"> <li>- Guest lecture by Dr. Avril Kaplan, Senior Health Specialist at the <a href="#">World Bank</a></li> </ul> <p><b>II) What aspects of another country's health system would you want for the US?</b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>- TBD</li> </ul>	<p><b>Due:</b></p> <ol style="list-style-type: none"> <li><b>1. Memo #8 –</b> Comparative analysis of another country's health system</li> <li><b>2. Oral presentation of Memo #8 (everybody)</b></li> </ol>	<p><b>Assigned:</b></p> <ol style="list-style-type: none"> <li><b>1. (Extra credit):</b> Develop a five-criteria tool for selecting a hospital for your grandparents (<b>due Apr 25</b>)</li> <li><b>2. Final project packet</b> <ul style="list-style-type: none"> <li>- Outline of memo (per HS) (<b>due Apr 18</b>)</li> <li>- Summary of call with guest speaker (<b>due Apr 25</b>)</li> <li>- Final paper (<b>due May 2</b>)</li> </ul> </li> <li><b>3. Final presentation (due May 2)</b></li> </ol>
Apr 18	<p><b>What hospital would you choose?</b></p> <p><b>What can we expect “post”-COVID?</b></p> <ul style="list-style-type: none"> <li>- Guest lecture by Dr. Scott Rivkees, Professor of the Practice, <a href="#">Brown</a></li> </ul>	<p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. Outline of memo following (HS)</li> </ol>	See Apr 11 assignments

	<a href="#">University</a> School of Public Health (former State Surgeon General and Secretary of Health of Florida)  Readings - TBD		
Apr 25	<b>Guided group work</b> <ul style="list-style-type: none"> <li>- Discuss call summaries with guest speakers</li> <li>- Protected time for final projects</li> </ul>	<b>Due:</b> <b>1.</b> Summary of call with guest speaker  <b>2. (Extra credit):</b> Develop a five-criteria tool for selecting a hospital for your grandparents	See Apr 11 assignments
May 2	<b>Final presentations</b>	<b>Due:</b> <b>1.</b> Final paper  <b>2.</b> Final presentation	



## FORM 1 (Distributed to all students)

### Group exercise – Consultants

*Publicly Known Information: Please read each prompt carefully—as these give you publicly-known information about your counterpart's motives.*

#### *Consultants for ABC HMO*

Your client, ABC HMO, wants to engage XYZ Medical Group and have them agree to get on their provider network. XYZ Medical group is an attractive business partner because it consists of providers who have shown to be cost efficient in their inpatient care for fee-for-service patients. XYZ Medical Group also has strong technological staff and infrastructure. Assume that your client, ABC HMO, holds the second-most market share in the local insurance market, overall.

#### *Consultants for XYZ Medical Group*

Your client, XYZ Medical Group, needs your expertise to engage with ABC HMO who is about to approach with an offer for negotiations. While your clients are interested, they are a bit skeptical about a reimbursement mechanism that is not a Fee-For-Service model. They are also concerned about the potential staffing needs that come with taking on more patients through a controlled network. Assume that 100% of XYZ 's current patients are on fee-for-service plans.

### Objectives

As consultants, it is your job to prepare your clients for the upcoming negotiation. Use the publicly available information above, the general questions below, and your handout of *privately known* information to guide your analysis. As a first step, your client CEO wants to get a summary of the **Strengths** of their own organization, its **Weaknesses**, what potential **Opportunities** there are in engaging with their counterpart, and potential external **Threats** there are ahead. The best SWOT analyses not only lists these things, but projects what outcomes could result and deeply seek to understand other party's perspective and priorities.

### General questions for both consultant groups

- (1) What are 2-3 pros and 2-3 cons for managed care from the Insurer's side?
- (2) What are 2-3 pros and 2-3 cons for managed care from the Provider's side?
- (3) How does ABC's market share for beneficiaries' factor into your SWOT analysis?
- (4) How does XYZ's composition of 100% FFS patients factor into your SWOT analysis?
- (5) How does XYZ Medical Group's strong technology capabilities factor into your SWOT analysis?
- (6) List all points of negotiating leverage that your clients might have when engaging in negotiations. Think of what "prizes" your client has that the other party might want.

**FORM 2 (Distributed to ABC HMO's consultants)****Known only to ABC HMO's consultants.**

Shareholders for ABC HMO have signaled that they expect ABC HMO to become the dominant player in the local insurance market. They have slowly been pressuring your client's Board of Directors to make a splash deal to get to the top of the market. ABC HMO does not want to reveal this information to XYZ Medical Group when getting to the negotiating table.

**Questions for ABC's consultants, only**

You have this information that you do not want to share with XYZ Medical Group.

- (1) What sort of pressure does this situation bring to your client?
- (2) Why would you not want to share this information right away during a business negotiation?
- (3) How would you advise your client and how would this affect your SWOT analysis?

**FORM 3 (Distributed to XYZ Medical Group's consultants)****Known only to XYZ's consultants**

XYZ Medical Group is currently engaged in “corporate judo” with their local rival QRS Medica, who has been developing a scheme to “poach” anywhere from 10-15% of XYZ's highest performing (and most popular) doctors. It doesn't help that 50% of XYZ's doctors consistently have 1-3 empty slots on their daily patient schedule. XYZ's C-suite is strongly considering increasing benefits for their doctors to counteract QRS, but they will need an infusion of new steady cash flow to make the plan financially viable.

**Questions for XYZ's consultants, only**

You have this information that you do not want to share with ABC HMO.

- (1) What sort of pressure does this situation bring to your client?
- (2) Why would you not want to share this information right away during a business negotiation?
- (3) How would you advise your client and how would this affect your SWOT analysis?