



**HPM 815**  
**Health Economics Workshop**  
(Credit Hours: 1)  
*Department of Health Policy and Management*  
School of Public Health

Class Location: varies  
Meeting Times: varies, often Fridays 12:00-2:00

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## Course Overview

This course is an introduction to current topics in Health Economics at the doctoral level. Students will be exposed to national research in a large variety of topic areas in health economics. Students should have completed doctoral level training in microeconomics or be taking such as course contemporaneously.

## Learning Objectives and HPM Competencies

	<i>Course Learning Objective</i>	<i>Competencies</i>
1	<b>To better understand current topics and approaches in health economics</b>	Analytical Thinking
2	<b>To be able to discuss extensions and critiques of current economics papers</b>	Analytical Thinking

## Resources

### *Website*

HPM 815 has its own website using Sakai software. (See <http://sakai.unc.edu>.) This syllabus is on the website.

Be sure to check that the email address Sakai has for you is correct. Click on the “My Workspace” tab in Sakai and then click on “Profile.” If you need to change your email address, click on “Edit” under “Contact Information” and follow the directions. Note that you may need to change your email address in both Sakai and the On-Line Campus Directory.

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## Requirements and Expectations

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### *Prerequisites:*

Students should have completed doctoral level training in microeconomics or be taking such as course contemporaneously.

### *Assignments:*

Students enrolled in HPM 815 should attend five or more seminars of their choice offered through the Triangle Health Economics Workshop (THEW). The THEW website (<http://thew.web.unc.edu/workshop-schedule/>) will contain all seminars offered during the academic year. This website is subject to change and should be checked frequently. Students taking HPM 815 should make sure they are enrolled in the THEW listserv (contact [domino@unc.edu](mailto:domino@unc.edu) to subscribe). Alternative seminars in health economics can be substituted with the advanced permission of the instructor. In order to receive credit for attendance at the five seminars, students must do the following:

1. Read the seminar paper in advance of the seminar. If no seminar paper has been circulated by the presented, students may propose a substitute paper on the topic presented by the seminar speaker.
2. Attend the full seminar.
3. Write up 1-2 pages of reflections on the seminar, referred to as a “reflections document.” Reflections *should not be summaries of the seminar or paper*, but rather be either thoughtful discussions of the extensions or implications of the work; or substantive critiques of the paper. Reflection papers are more effective if they focus on 1-2 themes, rather than provide a long list of thinly discussed issues.
4. Reflection write-ups should be submitted to the course instructor within two weeks of the date of the seminar.

Seminar reflections are graded on a pass/fail basis. Students receiving a score of fail will be allowed to revise their reflections statement one time, within one week of receiving comments by the course instructor.

### *Late Assignment Policy*

Late assignments will not be accepted, except in extreme circumstances with the approval of the instructor.

### *Course Format*

This is a lecture-based course.

## *Evaluation Methods*

This course is graded using the standard system for graduate students from UNC. Final grades are based on the number of completed reflections documents as follows:

Fail	Three or fewer passing reflections documents received by the last day of classes.
Low Pass	Four passing reflections documents received by the last day of classes.
Pass	Five passing reflections documents received by the last day of classes.
High Pass	Six or more passing reflections documents received by the last day of classes.

There is no final exam for this course.

### *Cell Phones and Laptops*

Turn off cell phones during seminars. Laptops may be used to take notes. Please be considerate when using laptops, typing can be quite noisy and distracting to others in the seminar.

## **UNC Honor Code**

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

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

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

### **Specific honor code guidelines for HPAA 815 are as follows:**

Students should not collaborate on reflections documents. Students are also reminded that they must at all times abide by the UNC Code of Student Conduct.

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## **Course Evaluation**

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The Department of Health Policy and Management is participating in the Carolina Course Evaluation System (CES), the university's online course evaluation tool, enabled at the end of each semester. Your responses will be anonymous, with feedback provided in the aggregate; open-ended comments will be shared with instructors, but not identified with individual students. Your participation in CES is a course requirement, as providing constructive feedback is a professional expectation. Such feedback is critical to improving the quality of our courses, as well as providing input to the assessment of your instructors.

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## **Valuing, Recognizing, and Encouraging Diversity**

Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that we expect in this program. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to "diversity of presence," including, *among others*, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position.

***This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.***

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### **Disability Accommodation**

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <http://accessibility.unc.edu>; phone 919-962-8300, email [accessibility@unc.edu](mailto:accessibility@unc.edu). Students must document/register their need for accommodations with ARS before accommodations can be implemented.

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