HPM 748
Economic Principles, Health Insurance & Behavioral Economics in Health
(Credit Hours: 3)
Department of Health Policy and Management
School of Public Health

Summer 2017 Syllabus
Class Location: On-line (except May 1st and August 13th)
Meeting Times: Tuesdays 7:30 – 9:30 PM

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Office Hours: By appointment
Office Hours: By appointment.

Course Overview
The course provides an introduction to health economics, health insurance and behavioral economics as viewed by economists. The course also emphasizes the role and use of cost effectiveness analysis. The course presents an overview of microeconomic theory as it applies to health care, describes the market for health insurance and examines the role of behavioral economics as a way of understanding and influencing health behaviors.

Learning Objectives and HPM Competencies

<table>
<thead>
<tr>
<th>Course Learning Objective</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>1  Understand the U.S. health insurance market from a structural perspective</td>
<td>Analytical thinking</td>
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<tr>
<td>2  Become conversant in current health policy issues, and understand policies from an economic perspective</td>
<td>Analytical thinking, Political savvy</td>
</tr>
<tr>
<td>3  Identify economic issues relevant to the health care policy debate and be able to assess claims made in support of policy positions</td>
<td>Analytical Thinking</td>
</tr>
<tr>
<td>4  Have a basic understanding of health economics for other developed and developing nations</td>
<td>Analytical thinking, Political savvy</td>
</tr>
<tr>
<td>5  Be able to identify the economic arguments for public health and health policy legislation</td>
<td>Public health, orientation and ethics</td>
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<tr>
<td>6  Be able to communicate observations and positions clearly to colleagues</td>
<td>Communication skills</td>
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Resources

Website
HPM 748 has its own website using Sakai software. (See https://www.unc.edu/sakai/) The course is listed as: HPM748.967.S117. This syllabus is on the website.

Texts:


Articles (all are available via Sakai):
8. Lagarde M, Haines A, Palmer N. The impact of conditional cash transfers on health outcomes and use of health services in low and middle income countries. Cochrane

Web Sources

Relevant websites will be identified under specific topics throughout this syllabus. An excellent resource for National Health Expenditure Data is:


Look at sections on 2014 National Health Expenditures

Requirements and Expectations

Overview:
In addition to the weekly readings, students are expected to do the following:

- 12 Individual Readiness Assessment Tests (I-RATs); one for each session (Individual)
- Participation in Team Discussion Questions (Count for the participation grade)
- 3 Individual Discussion Questions; one from each module (Individual)
- Midterm Exam (Individual)
- 1 Semester Team project with briefing paper and presentation (Team)
- 2 Team member assessments (Count for the participation grade)

I-RATs Individual Readiness Assessment Tests (20%)
You will be given twelve short assessments to complete prior to every online session except July 11th. The questions will cover material in the readings for the week and the prior lecture. The two lowest scores will be dropped from the grade calculation.

Participation in Team Discussion Questions (10%)
Class members are expected to participate in team discussion questions each week.

3 Individual Discussion Questions (30%)
Each person will be required to answer one discussion question from each module. You can choose the question from a list that will be provided for each module two weeks before the due date. Each written response is expected to be ~ 1 page.

Midterm Exam (20%)
A midterm exam will be given in Sakai between July 4-11th. There will not be a final exam.

Semester Team Assignment Briefing Paper and Presentation (20%)
There will be a semester long team project. The final presentation will be given in the seminar on-campus in August. Details for the team assignment are posted on Sakai.
Team Member Assessment
In keeping with a Team Based Learning model, students will have the chance to assess the contributions that team members are making to team performance at two points: the end of June, and prior to the last day of class. The assessment will include a ranking of the contributions made by other team members and enable identification of any problems with team participation.

Class Participation
Students are expected to attend each on-campus class session and to come to on-line class sessions prepared to participate in discussions. The course is designed to encourage interaction and debate by students in class.

Evaluation Method

Grade Components
The grade for this course will come from these assignments. Scores on individual readiness assessment tests; written responses to discussion questions, a mid-term exam, a team-based semester long project.

<table>
<thead>
<tr>
<th>Component</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td><strong>Individual Performance</strong></td>
<td></td>
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<tr>
<td>Individual Readiness Assessment Tests (10 @ 3% each)</td>
<td>30%</td>
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<tr>
<td>Note: We will have 12; you can drop the two lowest scores</td>
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<tr>
<td>Individual Discussion Questions (3 @ 10% each)</td>
<td>30%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td><strong>Team Performance</strong></td>
<td></td>
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<tr>
<td>Semester Project</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
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Grading Scale
90 to 100 (H)
70 to 89 (P)
60 to 69 (L)
Below 60 (F)

NOTE: The quality (not quantity) of a student’s in-class comments and questions can move anyone near a grade border up into the next level (from, say, a P+ to an H-).
**Evaluation Criteria**
- Logical, appropriate, evidence-based conclusions, analyses, and recommendations in team assignment.
- Effective, appropriate application of course materials and other resources in the on-line discussion questions
- Other evaluation criteria.

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

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, 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).

Read “The Instrument of Student Judicial Governance” (http://instrument.unc.edu).

**Course Evaluation**
The Department of Health Policy and Management is participating in the Carolina Course Evaluation System (CES), the university's new 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.