



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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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

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

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:

Main text: Feldstein PJ. Health Policy Issues: An Economic Perspective, Sixth Edition Health Administration Press: Chicago, IL. 2015.

Thaler RH and Sunstein CR. Nudge: Improving Decisions About Health, Wealth, and Happiness, Penguin Books: New York, NY. 2008. (If you don't want to buy this book, just check it out of a library and read it sooner rather than later.)

Articles (all are available via Sakai):

1. Baicker, K, SL Taubman, HL Allen, et al. for the Oregon Health Study Group “The Oregon Experiment — Effects of Medicaid on Clinical Outcomes” N Engl J Med 2013; 368:1713-1722 May 2, 2013 DOI: 10.1056/NEJMsa1212321.
<http://www.nejm.org/doi/full/10.1056/NEJMsa1212321#t=article>
2. Bower, B. “Nudge Backlash.” Science News, March 18, 2017.
<https://www.sciencenews.org/article/nudging-people-make-good-choices-can-backfire>
3. Brook, RH, EB Keeler, KN Lohr, JP Newhouse, JE Ware, et al. “The Health Insurance Experiment: A Classic RAND Study Speaks to the Current Health Care Reform Debate.” http://www.rand.org/pubs/research_briefs/RB9174.html
4. Congdon WJ, Kling JR and Mullainathan S. Policy and Choice: Public Finance Through the Lens of Behavioral Economics, Brookings Institution: Washington DC. 2011. (Available online through UNC)
5. Folland S, Goodman AC and Stano M. “The Organization of Health Insurance Markets” Chapter 11 in The Economics of Health and Health Care. (6th ed.) Prentice Hall: Upper Saddle River, NJ. 2010.
6. Fuchs, VR. “Who Shall Live? Health, Economics, and Social Choice.” Chapter 1, Problems and Choices. World Scientific (Economic Ideas Leading to the 21st Century), 1998.
7. Glassman, A, D Duran, and M Koblinsky. 2013. “Impact of Conditional Cash Transfers on Maternal and Newborn Health.” CGD Policy Paper 019. Washington DC: Center for Global Development. (download at: www.cgdev.org/publication/impact-conditional-cash)
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

Database of Systematic Reviews 2009, Issue 4. Art. No.: CD008137. DOI:
10.1002/14651858.CD008137 (download at:
<http://onlinelibrary.wiley.com/doi/10.1002/14651858.CD008137/epdf>)

9. Roberts MJ, Hsiao W, Berman P, and Reich MR. "Behavior" Chapter 12 in Getting Health Reform Right: A Guide to Improving Performance and Equity Oxford University Press: New York, NY. 2008.

Web Sources

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

- <http://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/NationalHealthExpendData/NationalHealthAccountsHistorical.html>
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.

Component	% of Grade
Individual Performance	
Individual Readiness Assessment Tests (10 @ 3% each) Note: We will have 12; you can drop the two lowest scores	30%
Individual Discussion Questions (3 @ 10% each)	30%
Midterm Exam	20%
Team Performance	
Semester Project	20%
TOTAL	100%

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.
