

HMGT 540: Health Economics, Financing, and Reimbursement

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Instructor

Name: Patrick Gless

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Office Hours: Office hours are made by appointment.

Course Description & Prerequisites

The emphasis of this course is on concepts, models and trends in health economics and health financing and reimbursement in the United States and the application of health economics principles to developments and policies in the U.S. health care market.

By the end of the course, students should have achieved knowledge in the following areas:

- Health economics, financing and reimbursement concepts, models and programs.
- Basic health economic data and data sources.
- Key factors driving the health-care market.
- Key health financing and policy issues including health reform.

This course will incorporate and encourage discussion of current relevant market trends and developments and emerging health policy examples.

Course Learning Objectives

By the end of this course, you will be able to:

- Apply health economic concepts to current health care issues, policies and market developments.
 - Analyze the effect of current and emerging financing and reimbursement structures on supply and demand for health care.
 - Search for basic health economic data using authoritative sources.
 - Evaluate the impact of key factors driving the health care market.
 - Summarize health financing and policy issues.
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EMHA Program Learning Outcomes

The EMHA Program features an integrated approach focusing on five (5) curricular themes related to accountability in health services organizations. The program is uniquely designed to focus on the academic and leadership imperatives that enable highly talented mid-career professionals to excel in our rapidly changing health care delivery environment.

The curricular themes include:

- **Theme 1** Innovative Leadership Through Transformational Times: Developing executives who anticipate health care delivery system changes and create strategies to take advantage of these opportunities to maximize organizational potential.
- **Theme 2** Cost-Effective Care in Era of Value-Based Purchasing: Developing a cognitive and intuitive understanding of the fundamental factors driving health care delivery system evolution (cost and effectiveness) and how organizations can evolve aligning with these objectives.
- **Theme 3** Efficient Management and Administration [and Leadership]: Translating the fundamental factors of cost and effectiveness in the internal operations of the organization to improve productivity, clinical outcomes and patient experience.
- **Theme 4** Patient Safety and Quality of Care: Operationalizing outcomes that matter to payers, organizations and clinicians.
- **Theme 5** Organizational and Clinical Effectiveness Through Information Systems: Demonstrating how health information technology systems provide a foundation for the organization's strategic growth.

This course curriculum is uniquely designed to emphasize and address core objectives of **Theme Two: Delivering Cost Effective Care in an Era of Value-Based Purchasing**

The focus of this theme is to develop a cognitive and intuitive understanding of the fundamental factors driving health care delivery system evolution (cost and effectiveness) and how the organization can evolve to align with these objectives. The learning objectives for Theme Two

organization can evolve to align with these objectives. The learning objectives for Theme Two include:

- Developing the ability to conduct economic analyses of various health care issues.
- Acquiring competence in solving financial problems through the application of core financial skills.
- Understanding the principles and implications of various aspects of risk assumption by health care organizations with special emphasis on evolving financial reimbursement and utilization trends.

HMGT 540 Health Economics, Financing and Reimbursement Competencies (4 units)

Level Information:

- **(B) Beginning:** Recall facts and basic concepts and be able to explain their meaning.
- **(I) Intermediate:** Integrate ideas and draw connections between them. Use information in new situations.
- **(A) Advanced:** Justify a decision or position and produce new or original work.

Domain 1: Knowledge of the Healthcare Environment	
All EMHA students must demonstrate knowledge about established and evolving issues in healthcare and be prepared to apply this knowledge to diverse health care organizations.	
1.1 Demonstrate knowledge of established and evolving issues in healthcare and the ability to apply this to diverse healthcare organizations.	I
1.2 Use, understand, and apply the basic principles of economics and evidence-based techniques to healthcare.	I
Domain 2: Critical Thinking and Analysis	
All EMHA students must be proficient in critical thinking, having mastered the ability to conceptualize, analyze, synthesize, and evaluate information gathered from diverse sources.	
2.1 Demonstrate the ability to understand a situation, issue or problem by breaking it into smaller pieces and tracing its implications in a step-by-step manner.	A
2.2 Apply complex concepts, develop creative and innovative solutions, and adapt previous solutions in new ways.	A
2.3 Demonstrate the ability to consider the business, demographic, ethnocultural, political, and regulatory implications of decisions, and to develop strategies that improve the long-term success and viability of the organization.	A
Domain 3: Business and Management Knowledge	
All EMHA students must master core business and organizational management skills in a healthcare context.	
3.1 Understand and explain financial and accounting information, and understand and apply financial methods to set goals and measure organizational performance.	I
3.2 Understand and use administrative and clinical decision support tools in process and performance improvement.	
3.3 Understand and use the formal and informal decision-making structures in healthcare organizations and the healthcare industry and demonstrate the ability to analyze and	

improve an organization's processes.	
Domain 4: Policy and Community Advocacy	
All EMHA students must demonstrate knowledge of the policy process at various levels of government, the processes required to change organizational policy, and methods of engaging the community in multiple types of policy change.	
4.1 Understand the legislative environment and the organizational implications related to health policy at the local, state, and federal levels.	A
4.2 Align one's own and the organization's priorities with the needs and values of the community.	A
Domain 5: Communication	
All EMHA students must demonstrate interpersonal and communication skills that result in effective information exchange with key stakeholders. This includes the ability to listen, communicate clearly and effectively with faculty, peers, team members, and preceptors using appropriate nonverbal, verbal, and writing skills.	
5.1 Demonstrate ability to facilitate a group and to prepare and present cogent business presentations.	
5.2 Demonstrate ability to persuade others to support a point of view, position, or recommendation, while assessing and responding to the feelings and concerns of others.	
Domain 6: Leadership	
All EMHA students must demonstrate leadership that shows they possess the attributes, qualities, and skills to motivate others.	
6.1 Demonstrate leadership characteristics, including speaking and acting as an ethical professional and accepting accountability for the impact of decisions on others.	
6.2 Demonstrate ability to work as a team member and to support and value diverse opinions and perspectives.	I
6.3 Understand how to establish a compelling organizational vision and goals for an organization.	I

Textbooks and Materials

- **Books:**
 - Feldstein, P. J. (2019). *Health policy issues: An economic perspective*. Chicago: Health Administration Press. 7th Edition.
- **Articles:**
 - Access through USC Library or directly
- **Optional Supplement:**
 - You will need access to a microphone to narrate a PowerPoint presentation.

Grading and Coursework

Grade Categories

Component	Percentage of Final Grade
Chapter Review Questions	15%
Short Essay Review Questions	15%
Group Assignments	15%
Follow-up Discussions	5%
Midterm	25%
Final	25%
Total Percentage	100%

Grade Components

Chapter Review Questions

To review textbook readings, review questions (multiple choice and true/false) are presented. These questions are intended to reinforce the weekly readings at various points during the semester. Students will have one attempt and one hour to complete each set.

This assignment is for each student to complete on an individual, independent basis. However, students may use the course materials including the textbook in answering the review questions.

Short Essay Review Questions

- Week 03 Assignment 01: Short Essay 01
- Week 06 Assignment 02: Short Essay 02
- Week 11 Assignment 01: Short Essay 03
- Week 12 Assignment 01: Short Essay 04

Certain weeks will have a series of required essay review questions related to the textbook chapters covered in the specific week. The purpose of the essay review questions is to provide students with the opportunity to discuss and then, in their own words, summarize and apply what they have learned.

The instructor will explain what a good answer would be in an Instructor Announcement and/or Live Session discussion.

Group Assignments

You will work in groups of 3-5 students on the following assignments:

- **Week 06 Group Assignment 01: Health Care Financing and Delivery in Other Advanced Countries**, which includes:
 - Each group will prepare a narrated Powerpoint presentation
 - Submit and post the presentation Week 6, Day 7
 - Each student will post a comment on one of the other groups' presentations by Week 07, Day 7
- **Week 13 Group Assignment 02: Health Care Reform Proposals**, which includes:
 - Each group will prepare a narrated Powerpoint presentation

- Each group will prepare a narrated Powerpoint presentation
- Submit and post the presentation by Week 13, Day 7
- Each student will post a comment on one of the other groups' presentations by Week 14, Day 7

Group Assignments ask you to explore a topic in depth with the group that you are assigned to. The focus is to understand a particular aspect of the health care sector. For both assignments, you will be assigned to groups of 3-5 students, with the number of groups depending on the size of the section. For both assignments, each group will prepare a narrated PowerPoint presentation of 10-12 slides (not counting the title slide or a slide of references) addressing most or all of the questions and present during Live Sessions in the respective weeks. These presentations will be submitted as an assignment and shared in the follow-up class discussion. Each group may decide to have a single or multiple narrators for their presentations. Instructor feedback will be provided as replies to the posts of the submissions.

Midterm Exam

The midterm exam will cover course materials from Weeks 1-7, but you will take this exam during Week 08. The exam will consist of multiple-choice questions and short essay questions. You will have one attempt and be given 2.25 hours (two hours and fifteen minutes) to complete the exam. *You can consult the textbook, but you cannot use any outside written or other materials in completing the exam and students are expected to complete all the questions without consulting anyone. Once you have started the exam, you must finish it.*

Final Exam

The final exam will cover course materials from Weeks 8-15. The exam will consist of multiple-choice questions and short essay questions. You will have one attempt and be given 2.25 hours (two hours and fifteen minutes) to complete the exam. *You can consult the textbook, but you cannot use any outside written or other materials in completing the exam and students are expected to complete all the questions without consulting anyone. Once you have started the exam, you must finish it. The final exam must be completed during Week 15.*

Grading Policy

USC's grading system uses both numbers and letters, ranging from 1.9 to 4.1, with letter-grade equivalents ranging from F to A+. "CR" is assigned as the satisfactory passing grade in courses that are not graded numerically or when a student has elected to take a numerically graded course on a CR/D/F basis.

Percentage/Course Total	Numerical Grade	Letter Grade
100	4.1	A+
95-99	4.0	A
90-94	3.7	A-
87-89	3.3	B+
83-86	3.0	B
80-82	2.7	B-
77-79	2.5	C+

73-76	2.4	C
70-72	2.2	C-
60-69	2.0	D
59 and below	1.9	F

Late Work

Late submissions may be downgraded at the discretion of the instructor depending on whether permission was requested before the due date and the nature of the reason for lateness.

Course Policies

Sessions and Days of the Week

The course is divided into fifteen weeks. Due dates for assignments and discussions are stated in day numbers. Day 1 is Wednesday, the first day of the beginning of each weekly session.

Class Day	Corresponding Week Day
Day 1	Wednesday
Day 2	Thursday
Day 3	Friday
Day 4	Saturday
Day 5	Sunday
Day 6	Monday
Day 7	Tuesday

Assignments are due no later than **11:55 p.m.** in the **Pacific Time zone** on the day that is stated in the assignment page.

Formatting Guidelines for All Written Work

- All documents should be in Microsoft Word format.
- Papers must be typewritten or word-processed, double-spaced, with 1-inch margins, in 12-point Times New Roman font.
- Make sure you keep a copy of all submitted papers.
- Remember to carefully proofread your work.
- Please cite to any non-assigned materials from which you're quoting or drawing information. You can use any known citation method. For example: APA or MLA

Live Sessions

During the Live Sessions, your instructor will review key concepts from the weekly material, address questions regarding the material, and work through sample problems. These sessions

will strengthen your understanding of the material and ability to apply the material. Student engagement and participation are expected as they enhance the efficacy of the Live Sessions. **This course will have weekly Live Sessions.**

Live session schedule and times can be located on **Live Session Information** page in Moodle. Please review the [USC Price Live Session Etiquette Tips video](#) before attending your first session.

Attendance at all Live Sessions is strongly encouraged and will be in your best interest, as topics covered during the sessions may be pertinent to projects and assignments.

Contact Hours

A contact hour includes engagement with instructors through presentation, discussion, and/or other exercises that foster critical engagement with lecture materials, course materials, or discussion with classmates. For asynchronous online class sessions, this may include question & answer, or other methods, sometimes referred to as Bidirectional Learning Tools (BLT).

This 2-unit course has a minimum of 1500 minutes or 25 hours (2 contact hours per week)

For more details, see [USC Guide on Contact Hours](#).

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in [SCampus in Part B, Section 11](#), "Behavior Violating University Standards." Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at the [Office of Student Accessibility Services \(OSAS\)](#). You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) – (213) 740-9355 – 24/7 on call

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Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[National Suicide Prevention Lifeline](#) - 1-800-273-8255 – 24/7 on call

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

[Relationship & Sexual Violence Prevention Services](#) (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-3340 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

USC Policies on Accessibility for Online Courses

The University of Southern California is dedicated to maintaining an environment that ensures

that all students with documented disabilities, including deafness, ADHD, dyslexia, visual impairments, learning disorders, physical/chronic health conditions and other disabilities, have equal access to its educational programs, activities and facilities. This policy covers all students at USC and in distance learning programs. The accommodations are designed to level the

playing field for students with disabilities, while maintaining the integrity and standards of USC's academic programs.

Accommodations are determined on a case-by-case basis. Examples of typical accommodations include assistance in providing note-takers, sign language interpreters, real-time captionists, readers, scribes, advocacy with faculty, accommodated exam proctoring, alternative text formats, adaptive technology, referrals to community resources, support groups and other support services for individual needs unique to a student's disability.

Therefore, any student requesting academic accommodations based on a disability is required to [register with the Office of Student Accessibility Services \(OSAS\)](#) each semester. OSAS will review all complete files with documentation; however, please know that additional follow-up steps may be necessary prior to final accommodation decisions. Once a decision has been made, access your approved accommodations from the [myUSC portal](#) and generate accommodation letters to provide to your instructor.

Technology Requirements and Technical Support

Check your System Compatibility

To verify that you have the appropriate hardware and software, please log in to the course to launch the [Browser Test Page](#).

Assistance to resolve technical problems is available 24 hours a day, every day of the year. Please note that this service is restricted primarily to problems associated with the functionality of the course delivery platform.

Contact the Help Desk staff for assistance to resolve problems you believe are not associated with the computer hardware and software you have purchased from a vendor.

Examples of problems that fall within this category are:

- Unable to view multimedia files.
- Unable to view responses to comments you have posted in the Discussion area.

If you are not sure whether the problem is due to your computer system, contact the Help Desk for guidance; otherwise, contact the vendor.

To talk to a live technical support agent, please call the following number:

Toll-free	877-646-1885
Support Center	http://usc.echelp.org

Weekly Activities and Readings

Week 01: Health Spending

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Chapters 1 and 2
- Cutler, D. [What is the US Health Spending Problem?](#) Health Affairs, 2018; 37(3).

Discussions

Week 01 Discussion 01: Introductions

Week 02: The Role of Medical Expenditures in Producing Health; In Whose Interest Does the Physician Act?

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Read Chapters 3 and 4
- Loewenstein, G et al. [Asymmetric Paternalism to Improve Health Behaviors \(PDF\)](#), JAMA, 2007; 298(20)

Discussions

Week 02 Discussion 01: Efficiency and Distribution

Assignments

Week 02 Checkpoint 01: Begin Work on Group Assignment 01

Week 03: Rationing Medical Services; How Much Insurance Coverage Should Individuals Have?

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Chapters 5, 6, and 7.
- National Institute for Health Care Management, [Concentration of Health Care Spending](#), July 2017.

Assignments

Week 03 Assignment 01: Short Essay 01

Week 04: Overview of the Medicare and Medicaid Programs; Medicare Payment to Physicians

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Skim Chapters 8, and 9,
 - Chapter 10
- Crosson, F et al. [MedPAC's Urgent Recommendation: Eliminate MIPS, Take A Different Direction](#), Health Affairs Blog
- Laugesen, M. [A Response to Berenson and Ginsburg: Good Governance is Essential for Payment Transformation](#), Health Affairs Blog, May 2, 2019

Assignments

Week 04 Chapter Review Questions: Chapters 1, 2, 3, 4, 5, 6, and 7

Week 05: Evolving Organization of the Practice of Medicine and Behavior of For-Profit Hospitals and Nonprofit Hospitals

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Chapters 13 and 15
-

Week 06: Competition among Hospitals and the Future of Hospitals

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Chapters 16 and 17.
- Pham, H and P Ginsburg. [Payment and Delivery-System Reform — The Next Phase](#). NEJM, 2018; 379:1594-6.

Assignments

- Week 06 Group Assignment 01: Health Care Financing and Delivery in Other Advanced Countries
 - Week 06 Assignment 02: Short Essay 02
-

Week 07: Price Discrimination, Cost Shifting and Price Controls

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Chapters 18 and 19
- Baker, L et al. [Vertical Integration: Hospital Ownership Of Physician Practices Is Associated With Higher Prices And Spending](#), Health Affairs 2014; 33(5): 756–763.
- Cooper, Z et al. [The Price Ain't Right? Hospital Prices and Health Spending on the Privately Insured](#), 2015. (Read executive summary).

Assignments

- Week 07 Group Assignment 01: Follow-Up
 - Week 07 Chapter Review Questions: Chapters 10, 13, 15, 16 and 17
-

Week 08: Evolution of Managed Care; Experience with Competition in the U.S. Health Care System

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).

- Health Administration Press (HAP).
- Chapters 20 and 21

Assignments

Week 08: Midterm Exam

Week 09: Comparative Effectiveness Research (CER); Who Bears the Costs of Employee Health Benefits?

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Chapters 22 and 23
- Timbie, J et al. [Five Reasons That Many Comparative Effectiveness Studies Fail To Change Patient Care And Clinical Practice](#), Health Affairs, 2002; 31(1):2168-75.
- Baicker K and A Chandra, [The Veiled Economics of Employee Cost Sharing \(PDF\)](#), JAMA Internal Medicine, 2015; 175(7):1081-2.

Assignments

Week 09 Checkpoint 01: Begin Work on Group Assignment 02: Health Care Reform Proposals

Week 10: High Prices for Prescription Drugs; Safety and Efficacy of New Drugs

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Chapters 25 and 26

Assignments

Week 10 Chapter Review Questions: Chapters 20, 21, 22, 23, 25, and 26

Week 11: International Drug Pricing; Public Policy Toward the Pharmaceutical Sector

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Chapters 27 and 28
- Atteberry, A et al. [Biologics are Natural Monopolies \(Part 1\): Why Biosimilars do not Create Effective Competition](#), Health Affairs Blog, April 15, 2019.
- Trusheim, M et al. [Biologics are Natural Monopolies \(Part 2\): A Proposal for Post-Exclusivity Price Regulation of Biologics](#), Health Affairs Blog, April 15, 2019

Assignments

Week 11 Assignment 01: Short Essay 03

Week 12: Considering Profits in Health Care and the Government's Role in Medical Care

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Chapters 30 and 31

Discussions

Week 12 Discussion 01: Role of For-Profit Enterprise in Health Services

Assignments

Week 12 Assignment 01: Short Essay 04

Week 13: Health Associations and the Political Marketplace; Medical Research, Medical Education, Alcohol Consumption and Pollution: Who Should Pay?

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Chapters 32 and 33

Assignments

Week 13 Group Assignment 02: Health Care Reform Proposals

Week 14: Approaches to National Health Insurance and Mandated National Health Insurance

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (7th ed.). Chicago, IL: Health Administration Press (HAP).
 - Chapters 36 and 38
- Fiedler, M et al, [Building on the ACA to achieve universal coverage](#), N Engl J Med, 2019; 380:1685-1688.

Assignments

- Week 14 Chapter Review Questions: Chapters 27, 28, 30, 31, 32, 33, 36 and 38
 - Week 14 Group Assignment 02: Follow-Up
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Week 15: Course Wrap Up

Live Session

Check Live Session Information page on Moodle for more details

Readings

No readings this week.

Assignments

Week 15: Final Exam

