HMGT540

Health Economics, Financing, and Reimbursement

Health Policy and Management

4 Units

FA23 | Section 51712

Content:

Course Overview

Course Description

The emphasis of this course is on concepts, models, and trends in health economics; 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

Upon successful complettion of the course, students 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.

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 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

Instructor and Communication Policy

Name: Patrick Gless

Email:- pgless@healthpolicy.usc.edu

Office Hours: Office hours are made by appointment.

Communication Policy: All course announcements and individual email are sent through Moodle, which only uses USC email accounts. Therefore, you MUST check your USC email on a regular basis (several times a week) for the duration of the course. Your professor will check in to the course at least three times a week and is easily reached by email.

Textbooks and Materials

Required Text(s)

- Feldstein, P. J., & Melnick, G. (2023) *Health policy issues: An economic perspective* (8th ed.). Health Administration Press.

Articles

Please refer to the [Course Calendar](#) at the end of this syllabus for a complete list of articles or other readings.

Optional Supplement:

You will need access to a microphone to narrate a PowerPoint presentation.

Grading and Coursework Policies

Grade Breakdown

This course uses a percentage-based grading schema, as shown below:

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

Grade Category Descriptions

The following categories comprise the final grade:

Chapter Review Questions

Review questions (multiple choice and true/false) are presented to help students review textbook readings. 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. Essays written by tools such as ChapGPT are not permitted.

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 06, 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
  - 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 to which you are assigned. 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 01–07, 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. Essays written by tools such as ChapGPT are not permitted. Once you have started the exam, you must finish it.*

Final Exam

The final exam will cover course materials from Weeks 08–15. 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. Essays written by tools such as ChapGPT are not permitted. Once you have started the exam, you must finish it. The final exam must be completed during Week 15.*

Weekly Course Structure

The course is divided into fifteen weeks. Due dates for assignments and discussions are stated on the assignment and discussion pages in Moodle. Wednesday is the first day of every week, and Tuesday is the last day of every week.

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

Assignment Submission Deadline

All assignments are due no later than **11:55 PM PT** on the indicated due date unless otherwise noted.

Extra Credit

There are no extra credit or make-up credit assignments available in this course.

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.

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 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

This course includes live sessions, or synchronous class meetings, designed to further your understanding of course content and provide an opportunity for class discussion on weekly readings. Live Sessions are mandatory and do factor into your grade. 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.

Live sessions occur weekly for 4 credit courses and biweekly for 2 credit courses. If you have a one-time pre-planned absence or unexpected emergency that arises, you should reach out

directly to your professors to arrange accommodations to make up any missed participation activities, discussions or presentations.

Students are expected to complete all readings and instructional materials prior to attending the live sessions. Live session schedule and times can be located on **Live Session Information** page in Moodle.

Synchronous sessions will be recorded and provided to students asynchronously. USC policy prohibits sharing any synchronous and asynchronous course content, including Zoom recordings, outside of the learning environment. (The USC Student Handbook, "Integrity and Accountability: Student Community Expectations," p. 13).

Please review the USC Price Zoom Etiquette Tips for Students video before attending your first session. You may find it helpful to periodically review this video throughout the semester.

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 4-unit course has a minimum of 3000 minutes or 50 hours (4 contact hours per week)

For more details, see USC Guide on Contact Hours.

Grading Ranges

USC's grading system uses both numbers and letters, ranging from 0 to 4.0, 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.

The minimum passing grade in courses for graduate credit is C.

Percentage/Course Total	Numerical Grade	Letter Grade
93-100	4.0	A
90-92.99	3.7	A-
87-89.99	3.3	B+
83-86.99	3.0	B
80-82.99	2.7	B-
77-79.99	2.3	C+
73-76.99	2.0	C
70-72.99	1.7	C-
67-69.99	1.3	D+

63-66.99	1.0	D
60-62.99	0.7	D-
59 and below	0	F

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Technology Requirements and Support

Platforms Used in this Class

Our class will be conducted on the following platforms:

Moodle - Learning Management System

- This is our main course site, where you will find learning materials, assignments, Zoom links, and other class materials.
- All students are automatically enrolled in Moodle courses before the start of the semester.
- If you are new to Moodle, please review Navigating Your Online Classroom to familiarize yourself with the platform.

Zoom - Video Conferencing

- Online synchronous sessions and virtual office hours will take place on Zoom.
- All students will access the Zoom meetings through our Moodle course.

- Please review [USC Price Zoom Etiquette Tips for Students](#) to be ready for our class sessions.

Technology Requirements

Before classes begin, students must be certain that the hardware, software, and internet capabilities being utilized for online classes and coursework meet the minimum standards to access Zoom and Moodle, listed below.

Technology	Requirement
Computer	Mac or PC made within the last four years
Hardware	Webcam with microphone (headset with microphone recommended)
Operating System	Windows 7+ or OSX 10.6+
Memory	4GB+ memory
Browser	Chrome/Firefox (current version of either)
Internet Speed	>1.5Mbps+ up/down for internet speed

Technology Support

[Moodle Support](#)

- Students can visit the [USC Moodle HelpDesk](#) as well as contact Moodle HelpDesk via [live chat](#) and phone, 1-877-646-1885.

[NetID and Zoom](#)

- Students can contact the USC Customer Support Center at (213) 740-5555 to obtain help with NetID or Zoom.

[USC Information Technology Services Student Services](#)

- Includes information about USC Student Computing Resources.

Academic Policies and Student Conduct Code

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [USC Student Handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

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 [osas.usc.edu](#). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](#).

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.

USC Price Student Resources

Please see the [comprehensive list of all resources available to students enrolled in the Price school](#).

Support Systems

[Counseling and Mental Health](#) - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - *988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services (RSVP)](#) - *(213) 740-9355(WELL) – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[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 for Equity, Equal Opportunity, and Title 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.

Course Calendar

Week 01: Health Spending

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). 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. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). 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: Exercise on 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. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). Health Administration Press (HAP).
  - Chapters 5, 6, and 7.
- National Institute for Health Care Management, [Concentration of Health Care Spending](), July 2017. Updated October 2020.

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. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). 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, March 16, 2018.
- 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. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). 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. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). Health Administration Press (HAP).
    - Chapters 16 and 17.
- [Health Affairs Council on Spending and Value, A Road Map for Action (PDF)](.).

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. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). Health Administration Press (HAP).
    - Chapters 18 and 19

- Cooper, Z et al. [The Price Ain't Right? Hospital Prices and Health Spending on the Privately Insured](#), 2015. (Read executive summary).
- Berenson, R. A. and R. B. Murray, "[How Price Regulation is Needed to Advance Market Competition](#)," Health Affairs, January 2022.

Assignments

- Week 07 Group Assignment 01: Follow-Up
- Week 07 Chapter Review Questions: Chapters 10, 13, 15, 16, 17, 18, and 19

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. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). Health Administration Press (HAP).
    - Chapters 19, 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. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). Health Administration Press (HAP).
    - Chapters 22 and 23
- [Health Technology Assessment in the U.S.: A Vision for the Future](#). USC Schaeffer Center, February 9, 2021.
- 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

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Week 10: High Prices for Prescription Drugs; International Drug Pricing

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). Health Administration Press (HAP).
  - Chapters 24 and 26

Assignments

Week 10 Chapter Review Questions: Chapters 19, 20, 21, 22, and 23

Week 11: Public Policy Toward the Pharmaceutical Sector; the Role of Profits in Health Care

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). Health Administration Press (HAP).
  - Chapters 27 and 29
- 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: Governments Role in Medical Care; 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. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). Health Administration Press (HAP).
  - Chapters 30 and 32

Discussions

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

Assignments

Week 12 Assignment 01: Short Essay 04

Week 13: Employer-Mandated National Health Insurance; National Health Insurance: Which Approach and Why

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). Health Administration Press (HAP).
  - Chapters 34 and 35

Week 14: Financing Long-Term Care: Did the Affordable Care Act Achieve Its Goals?

Live Session

Check Live Session Information page on Moodle for more details

Readings

- Feldstein, P. J. and G. Melnick (2023). *Health policy issues: An economic perspective* (8th ed.). Health Administration Press (HAP).
  - Chapters 36 and 37
- Cohen, M. A. and S.M. Butler, "The Middle Ground for Fixing Long-term Care Costs: The WISH Act," *Health Affairs Forefront*. August 9, 2021.
- Fiedler, M et al, Building on the ACA to achieve universal coverage, *New England Journal of Medicine*, 380:1685-1688.

Assignments

- Week 14 Chapter Review Questions: Chapters 24, 26, 27, 29, 30, 32, 34, 35, 36, and 37
- Week 14 Group Assignment 02: Health Care Reform Proposals

Week 15: Course Wrap Up

Live Session

Check Live Session Information page on Moodle for more details

Readings

No readings this week.

Discussions

Week 15 Group Assignment 02: Follow-Up

Assignments

Week 15: Final Exam