

# Global Health Economics

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## Course Instructors



Carol Levin, PhD, Clinical Associate Professor, [clevin@uw.edu](mailto:clevin@uw.edu)

## Teaching Assistant:



Alfredo Effendy, PhD Candidate, Economics, [aeffendy@uw.edu](mailto:aeffendy@uw.edu)

## Course times and locations

Lecture: Tuesday and Thursdays, 12:30 to 2:20pm, DEN 303

Discussion sessions:

Wednesday AA, Morning session: 9:20-10:30am, LOWE 112

Wednesday AB, Afternoon session: 12:30-1:20pm, HST T639

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## Purpose and Goals

This 5-credit course will explore global health issues in low and middle-income countries (LMIC) from an economic perspective. Together, we will explore key concepts, terms, and current debates in global health economics. We'll walk through and understand measures of public health need based on burden of disease, explore the relationship between health and

economic development, identify individual, household and community factors that affect the demand for health services, explore factors affecting the supply of health services by looking at global health systems structure and financing; and address the roles of public and private sectors in the provision of health care. This course is designed to give you insights into how economic evaluation methods inform policy and program decisions for the efficient allocation of resources. While you won't be an expert in economic evaluation methods per se, you will learn how to conduct scholarly research and apply economic evaluation evidence to analyze a global health challenge at the country level. You will work individually and in groups to apply different types of information and data needed to identify a package of interventions to address one or more conditions that are effective, feasible and cost-effective. The perspective will be global, with some illustrations from high income countries when relevant for illustrating the varied ways that economics can foster improved health. Students should have an understanding of basic microeconomic concepts, as well as an understanding of the social and economic determinants of health in low- and middle-income countries. <sup>[L]</sup><sub>[SEP]</sub>

## **Learning Outcomes**

The course advances a core set of learning outcomes. As a result of attending on-line class and earnestly engaging the information and activities in the course modules, you should be able to:

1. Define fundamental concepts of health economics.
2. Explain the relationship between health and economic development.
3. Differentiate the factors that affect the supply and demand for health services.
4. Describe concepts of equity, financial risk protection and universal health coverage.
5. Differentiate between components of health economic evaluation, including costing, cost-effectiveness analysis and cost benefit analysis.
6. Find, assess and interpret empirical evidence on health economic research to defend a package of policies and interventions to improve health outcomes in a global setting.
7. Apply published evidence from scholarly journal articles to inform choices about efficient resource allocation for scaling up global health interventions and solutions.

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## **Structure and Pace**

We will use a mix of on-line classroom time and asynchronous learning to cover the materials each week. After the first week of class, we'll meet online on Tuesdays for a mix of lectures, peer-to peer interactions, including group work.

On Thursdays, we will use the scheduled time to do a variety of activities. At the beginning of the quarter, we will hold a series of workshops on topics related to the class assignments. These workshops are optional for you to attend. All Thursday plenary sessions will be recorded and posted to canvas. Toward the end of the quarter, the Thursday scheduled class time will be used to work on your group final project. Either the instructor or the TA will always be there on Thursdays.

There will be synchronous (online) discussion sessions on Wednesday. The discussion sessions will be used to cover topics covered in class or canvas, and they will be used to prepare for the four writing assignments. Lastly quizzes will take place during Wednesday's discussion session.

All students are expected to work through each weekly module, including podcasts, videos, recorded lectures, readings, ungraded assignments and informal assessments on Canvas. We will try to publish modules one or two weeks in advance, in order for all students to cover the materials at roughly the same pace. We hope this schedule offers students both structure and flexibility for a great learning experience. We will revisit the schedule after a couple weeks to see how it is working for everyone.

The graded writing assignments are scheduled to come due on Tuesdays. Quizzes will take place on Wednesdays. We will try to alternate quizzes and writing assignments, so they are not scheduled for the same week. Other Canvas assessments and ungraded assignments can be completed by Sunday. Please keep an eye on due dates through the course schedule (below) or the Course Calendar (available in the upper right corner on the Home Page) and pace your effort to complete each weekly module on time.

**Before our first meeting on March 29, 2022, please fill out this very [brief survey](#) so we can get a better understanding of your interests.**

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## Course Communication

### *Communication Standards*

Please read the [Course Netiquette Guidelines](#) for information on communication norms for this course.

### How to Ask a Question

If you have questions about the course or an assignment, please follow these steps:

- First, carefully reread this syllabus and any relevant assignment instructions to see if the answer to your question lies there.
- If you can't find an answer to your question after rereading the syllabus and any relevant instructions, post your question in the "**Community Forum**" (see link in the Course Navigation Menu to the left). Posting your question here means that it can be answered by any of the course instructors and that its answer will be visible to other learners who may have the same question. You can expect responses to questions posted in the Community Forum by the next business day.
- If you have a question or issue of a personal nature, please don't hesitate to contact the instructor or TA email. We will try to respond within 24 hrs.
- If you have a question of a technical nature, click into the "Tech Support" link in the Course Navigation Menu to the right.

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## Grading

### Grading Policy

Activity	Weight
Final group project	40%
4 writing assignments	30%
4 quizzes	10%
Participation	20%

### Final Group Project

Students will be assigned in groups for a group project that will be carried out over the course of the quarter in separate phases and culminate in a final group project. Groups will select a global health disease or condition for one country, identify the economic burden of disease for that condition, and recommend a set of policies and interventions to reduce the health and economic impacts using evidence on effectiveness, cost-effectiveness, financial risk protection and equity. Groups will also consider the affordability of their recommendation given the country's current resource availability. Peer evaluation will be a component of the group project, and assessed by the instructor, as part of your group project grade.

- **Grade for Final Group Project:** In most cases, all group members will receive the same grade on the final group project. Group members may receive different grades, however. For example, if a group member does not contribute/communicate/collaborate with the team, that member will not receive the grade shared by other members.

### Writing assignments

There will be four individual writing assignments that are used to help prepare for the final group project. These assignments will be peer reviewed, but not graded, by the members of your group. The topics will be related to the syllabus and cover topics related to health and development and conducting short literature reviews on mechanisms to increase demand and supply of health services and summarizing evidence on effectiveness and costs for a set of global health interventions for a specified disease or condition. Details for each assignment will be given during class and posted on the course Canvas website. You will also use the course website to submit your assignments.

### Quizzes

There will be 5 short quizzes throughout the term. Quizzes will usually be multiple choice and relate to the content, readings and activities covered since the previous quiz. The purpose of the

quizzes is to ensure that you are keeping up with class content and to assess your learning. You will be able to either drop your lowest score or miss one quiz without penalty.

## Participation

Your voice matters: participate! You'll get more out of the class if you do the readings, complete the assignments and engage with other classmates through our community forum, peer to peer interaction and other discussion opportunities. I welcome your questions, since this is a new topic for many of you and one I'm excited to discuss.

Students are strongly encouraged to participate in class activities, such as electronic polling questions, short individual assignments and small group activities, to receive credit. These are points given for short activities done during lectures, online through Canvas or during discussion session. There will also be ungraded assignments on canvas and informal assessments to support your learning experience. Examples of participation activities will include:

- **Worksheets:** these are brief assignments done during ZOOM class sessions.
- **PollEverywhere classroom response system (CRS) questions:** These require you to use your cell phone, laptop, or tablet to answer questions during lecture. To earn points, you must first set up a PollEverywhere account using your UW NetID and the instructions on the UW PollEverywhere setup site. If you do not have access to one of those devices, write your responses in the chatbox on ZOOM. Zoom lectures that have CRS question are worth one point.
- **Short individual assignments and small group activities:** these activities may be assigned during lectures, on canvas or during discussion section.
- **Informal assessments** (ungraded)

## Learning Together and What To Do If You Fall Behind

Often learners perceive deadlines with trepidation, as if they're meant to trip learners up. But, in reality, deadlines ensure that we're all thinking and sharing about particular concepts in the same time frame. This is especially important in assignments and discussion where sharing is crucial to the learning of others. In these contexts, your participation provides others the opportunity to learn from your experience and benefit from your insights on topics. Deadlines also help us (the instructional team) focus and provide you with timely feedback. If you can, try to meet the deadlines in this course.

Having said that, we know that life happens. We've all experienced instances where we (or our learners) have fallen behind. If you fall behind, here are some strategies to help you re-engage:

1. **Reach out** to us and let us know what's going on – don't just disappear. If you don't want to share all the details of your situation, that's OK. Our sole purpose in offering this course is to help you learn. Let us work with you to find a path forward.
2. **Read through recent course communications and Community Forum posts.** This will help bring you up to speed on critical issues related to the course.

3. **Try to block off 30 minutes a day** to focus exclusively on the course. If you can do more, great! But being intentional about setting aside time is a good first step.
4. **Connect with someone you know and/or admire in class.** Peers can often share strategies for success or chat with you about difficult course concepts.

### Course Topics and Module Schedule

The below schedule lists the due dates for writing assignments, quizzes and the final project only. We have not listed due dates for Canvas assignments, as these will typically be due the Sunday of each week.

Date	Module	Assignments
Week 1 3/29 & 3/31	<p><i>Welcome Module</i></p> <ul style="list-style-type: none"> <li>• <i>Welcome and overview of course</i></li> </ul> <p><i>Module 1: Health and Development</i></p>	
Week 2 4/5 & 4/7	<p><i>Module 2: Introduction to Global Health Economics</i></p> <p>Module 3: Global Health Policies, interventions and platforms</p>	Formal Quiz # 1 4/6
Week 3 4/12 & 4/14	<p><i>Module 4: Market failure and why we have public health interventions</i></p> <p>Module 5: Role of the private sector in global health</p>	Writing assignment # 1 due 4/14
Week 4 4/19 & 4/21	<p><i>Module 6: Universal Health Coverage to promote Equity and Financial risk protection</i></p> <p>Module 7: Health Care Financing</p>	Formal Quiz # 2 4/20

<p>Week 5 4/26 &amp; 4/28</p>	<p><b>Module 8: Demand and Supply for Health services</b></p> <ul style="list-style-type: none"> <li>• <b>Demand for Health Care and mechanisms for increasing demand</b></li> <li>• Health systems and the supply of health services</li> </ul>	<p>Writing Assignment # 2 due 4/28</p>
<p>Week 6 5/3 &amp; 5/5</p>	<p><b>Module 9: Economic Evaluation Part 1</b></p> <ul style="list-style-type: none"> <li>• <b>Overview and Introduction</b></li> <li>• <b>Case study:</b> economics of preventing and treating chronic disease. <ul style="list-style-type: none"> <li>◦ Guest lecturer: Rachel Nugent, PhD, RTI</li> </ul> </li> </ul>	<p>Formal Quiz # 3 5/4</p>
<p>Week 7 5/10 &amp; 5/12</p>	<p><b>Module 9: Economic Evaluation Part 2</b></p> <ul style="list-style-type: none"> <li>• <b>Cost effectiveness analyses</b> <ul style="list-style-type: none"> <li>◦ Guest lecturer: Mercy Mvundura, PhD, PATH</li> </ul> </li> <li>• Guest lecturer: David Watkins, PhD, UW</li> </ul>	<p>Writing assignment # 3 due 5/12</p>
<p>Week 8 5/17 &amp; 5/19</p>	<p><b>Module 10: Intervention costs, patient costs and affordability</b></p> <ul style="list-style-type: none"> <li>• Case study: Uses of cost data in global health</li> </ul>	<p>Formal Quiz # 4 due date 5/18</p>
<p>Week 9 5/24 &amp; 5/26</p>	<p><b>Module 11: Game changers</b></p> <ul style="list-style-type: none"> <li>• <b>Global Health Pandemics</b></li> <li>• Investments in global health R&amp;D</li> </ul>	<p>Writing assignment # 4 due 5/25</p>
<p>Week 10 5/31 &amp; 6/2  (June 3rd, last day of instruction)</p>	<p><b>Final project group online presentations on May 31<sup>st</sup> and June 2<sup>nd</sup></b></p>	<p>Formal Quiz # 5 due date 6/1</p>

Final Exam Week 6/4-6/10	No final	Final project due Thursday 6/10
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## Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance our self from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

Reporting Learning Environment Concerns: *The Office of the Dean has a [student concern policy](#), a [faculty concern policy](#) and standard HR procedures for staff concerns. Students are encouraged to report any incidents of bias in any of the following ways:*

- Report the incident to someone they feel comfortable with (including teaching staff, adviser or department staff) or directly inform the SPH Assistant Dean for Equity, Diversity & Inclusion Dr. Victoria Gardner at [vg@uw.edu](mailto:vg@uw.edu).
- Email [dcinfo@uw.edu](mailto:dcinfo@uw.edu) to file a non-anonymous, confidential report (tracked by Director of Student and Academic Services and Assistant Dean of Equity, Diversity & Inclusion)
- Send an anonymous and confidential report using the bias concern form here. Report is received by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for investigation and/or resolution. Reporter can remain completely anonymous but will not receive a response.

## Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington [Student Conduct Code](#) (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the [SPH Academic Integrity Policy](#). Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington [Community Standards and Student Conduct](#) website.



*“Notice: The University has a license agreement with VeriCite, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by VeriCite. The VeriCite Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.”*

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## **Inclusion and Diversity**

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, we are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender identity and expression, citizenship and immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse world views and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.

On our first day of class we will create community norms together to follow in promoting a productive learning environment for all members of the class. I am committed to making this class an equitable learning environment. Please talk with me right away if you experience disrespect in this class from other students and/or from me, and I will work to address it in an educational manner.

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## **Access and Accommodations**

Your experience in this synchronous and asynchronous course is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

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## Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).”

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*The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.*