

# HEALTH ECONOMICS (ECNM10082)

UNIVERSITY of EDINBURGH  
SCHOOL of ECONOMICS

SEMESTER 2

2020-2021

Publication Date: December 2020

## Overview

The module aims to provide students with an introduction to the key concepts, methods and understanding of the application of economics to health and health care. Students will gain knowledge of the core theories underpinning health economics, but more importantly, it aims to stimulate students' critical thinking about the major challenges health care systems face and how health economics can play a role in understanding and mitigating those challenges. The module incorporates a combination of the core theory underpinning health economics and empirical research within health economics.

The module begins by introducing health economics and the economics of health, their importance and some of their unique characteristics. It will introduce students to the theory of demand for health care including the Grossman model and its empirical applications, as well as individual health behaviour and the role of behavioural economics in health. Following this, it considers the financing of health care including health insurance and then explores inequalities in both the distribution and financing of health care, drawing on empirical analyses. The latter part of the module focuses on economic evaluation (EE) and decision-making relating to resource prioritisation within health care. It covers the methods involved in EE and explores its application in mental health and the role it plays in decision making in practice.

## Learning Outcomes

On successful completion of the module, the student will have:

1. A knowledge and understanding of key concepts, issues and models in health economics, as well as empirical methodology and recent advances in research in health economics.
2. Research and investigative skills such as problem framing and solving and the ability to assemble and evaluate complex evidence and arguments.
3. Communication skills in order to critique, create and communicate understanding and to collaborate with and relate to others.
4. Personal effectiveness through task-management, time-management, teamwork and group interaction, dealing with uncertainty and adapting to new situations, personal and intellectual autonomy through independent learning.
5. Practical/technical skills such as, modelling skills (abstraction, logic, succinctness), qualitative and quantitative analysis and general IT literacy.

## Class Details

The course will be delivered through a series of pre-recorded online lectures, two live online sessions and six tutorials<sup>1</sup>.

Lectures: 10 pre-recorded online lectures. These will generally be split up into of 3-4, 10-20 minute chunks. Recordings will be made available on Learn on a weekly basis at least 12 hours before the allocated lecture slot of 9-11AM on Monday's.

Note that there will be no teaching during the flexible learning week which takes place between Weeks 5 and 6.

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<sup>1</sup> All tutorials will take place online unless government guidance changes.

Live online sessions: There will be a live online welcome session on **Monday 11<sup>th</sup> January at 10am**. There will also be a live online closing session on **Monday 5<sup>th</sup> April at 10am**. Both sessions will be around 30-40mins long and will be recorded for those who cannot attend.

Tutorials: 6 x 1 hour-long tutorials. Tutorials will take place in weeks 4, 5, 6, 7, 8 and 9 on Thursdays. Tutorials 1-5 will be student led discussions based on pre-specified topics/questions. All students will be required to submit a short answer/thought-piece prior to attendance at the tutorial. As well as attendance at the tutorial, submission of this short answer is compulsory in order to receive the grade for the week (Please see Assessment details below). Ongoing feedback on the written answers will be provided to each group but they will not be graded.

The 6<sup>th</sup> tutorial will be used to discuss essay and exam preparation. Further, the session will give students the chance to feedback and reflect on the course up until that point.

Tutorial groups and timings will be automatically assigned based on your timetable and ability to attend in person. All tutorials will be online (unless government legislation changes). One tutorial will be recorded and this recording will be made available on a case-by-case basis. If you have missed your session for a legitimate reason (i.e. illness, work clashes, Covid-19 related issues) then please contact the Course Secretary via [Economics.Honours@ed.ac.uk](mailto:Economics.Honours@ed.ac.uk) to request access to a particular week. However, it should be noted that only the whole group sessions will be recorded i.e. breakout rooms are not recorded.

Tutorial groups and timings are as follows:

Tutorial Group 1: Thursday 13:10-14:00 (Tutor- Elizabeth or Aileen)

Tutorial Group 2: Thursday 14:10 – 15:00 (Tutor- Elizabeth or Aileen)

Tutorial Group 3: Thursday 15:10 – 16:00 (Tutor- Elizabeth or Aileen)

Tutorial Group 4: Thursday 16:10 – 17:00 (Tutor- Elizabeth or Aileen)

Tutorial Group 5: Thursday 10:00 – 10:50 (Tutor- Alistair Bullen)

Tutorial Group 6: Thursday 11:10 – 12:00 (Tutor- Alistair Bullen)

## **Contact Information**

Course Organiser: Elizabeth Lemmon ([elizabeth.lemmon@ed.ac.uk](mailto:elizabeth.lemmon@ed.ac.uk))

Lecturers: Elizabeth Lemmon and Aileen Neilson ([aileen.neilson@ed.ac.uk](mailto:aileen.neilson@ed.ac.uk))

Tutors: Elizabeth, Aileen and Alistair Bullen ([alistair.bullen@ed.ac.uk](mailto:alistair.bullen@ed.ac.uk))

Office hours: Thursdays 11:00-12:00 via Teams. Please email either Elizabeth or Aileen to pre-book a slot. We will then set up a Teams meeting with you. We are also happy for you to email us at any time to arrange a meeting if you cannot attend during office hours.

Course secretary: [economics.honours@ed.ac.uk](mailto:economics.honours@ed.ac.uk)



Elizabeth



Aileen

## Schedule

Time permitting, we will aim to cover the following topics during the course, although we may alter or extend coverage of particular topics, so the following list is not binding:

Week	Week starting	Lecture Topics	Lecturer	Tutorials	Tutorial question submission deadline
1	11/01/21	Live Welcome session! Introduction to health economics	EL		
2	18/01/21	Demand for health care and health	AN		
3	25/01/21	Empirical evidence from Grossman model	EL		
4	1/02/21	Consumer choices about health behaviours	EL	Tutorial 1: Demand for health care	5PM 1/02/21
5	8/02/21	Health insurance and health care financing	AN	Tutorial 2: Behavioural issues in health	5PM 8/02/21
	15/02/21	<b>Flexible learning week</b>			
6	22/02/21	Health inequalities	EL	Tutorial 3: Financing health care	5PM 22/02/21
7	01/03/21	Economic evaluation in health care and public health	AN	Tutorial 4: Health inequalities	5PM 1/03/21
8	08/03/21	Applications of economic evaluation	AN	Tutorial 5: Economic evaluation	5PM 8/03/21
9	15/03/21	Economics and mental health	EL	Tutorial 6: Essay and exam preparation	
10	22/03/21	Use of economic evaluation in decision making	AN		
11	29/03/21	<b>Reading Week. No classes.</b>			
12	05/04/21	Essay due at <b>9am Monday 5<sup>th</sup> April</b> Live Closing session!			
13	12/04/21	N/A			

## Assessment

The overall grade for this course will be based on:

- Tutorial participation\*: 10%
- Essay: 30%
- Final exam: 60%

\* Tutorial participation involves two elements:

- (1) Submitting a relevant answer/thought piece prior to attendance at the tutorial session (200-250 words).
- (2) Attendance at the tutorial session.

Upon completion of these elements, the student will receive 100% of the mark for that week. There will be some leeway allowed for absence and special circumstances which you must report to the Module Organiser as soon as possible.

With the exception of tutorial 6 which is reserved for exam and essay preparation, students must attend at least four of the remaining five tutorials to receive full marks for the tutorial component. That is, attendance at four tutorials (plus submission of short answer beforehand) is worth 10% of the grade ( $2.5\% \times 4 = 10\%$ ).

## Tutorial Topics and Pre-tutorial questions

### Tutorial 1: Demand for health care

**Pre-tutorial question:** Is the market for health care special? Consider three reasons this might be the case.

### Tutorial 2: Behavioural issues in health

**Pre-tutorial question:** Think of a type of health behaviour that might suffer from present bias. What solutions could you recommend to policy makers to combat this present bias?

### Tutorial 3: Financing health care

**Pre-tutorial question:** How is health care financed in your country? Consider three pros and three cons of this system.

### Tutorial 4: Inequalities

**Pre-tutorial question:** Why would COVID-19 have a greater impact on individuals with a low socioeconomic status? Can you find any evidence that supports this hypothesis?

### Tutorial 5: Economic evaluation

**Pre-tutorial question:** Read the economic evaluation by Edwards et al. 2013. *Cost-effectiveness of a national exercise referral programme for primary care patients in Wales: Results of a randomised controlled trial*. How generalizable are the findings from this study? How would you suggest improving or adding to this work?

## Essay Questions (Students must choose one)

### Essay Question 1

Discuss the effect of population ageing on the demand for health care.

### Essay Question 2

Should e-cigarettes be made available on the UK's National Health Service?

### Essay Question 3

The model of the UK's NHS is the best way to finance health care. Discuss.

### Essay Question 4

To what extent do inequalities in health lead to inequalities in wealth?

### Essay Question 5

Cost-benefit analysis and cost-utility analysis are too difficult to apply in the case of health care or public health. From your knowledge of case studies. Assess the validity of this statement.

## Essay Assignment

Students should choose their preferred essay question from the list provided. This essay will be due by **9am on Monday 5<sup>th</sup> April**. The essay will have a word limit of 2,000 words (excluding references and tables) and is worth 30% of the final mark. Students may choose their own referencing style as long as it remains consistent throughout. Essays should be clearly titled with the essay question and question number.

Essays need to be handed in electronically via Learn by the relevant deadlines. Further guidance on essays will be made available on Learn including an example essay and there will be time to discuss the essay during the final tutorial session in Week 9 (Tutorial 6).

If you require an extension, please apply via the University's Extensions and Special Circumstances Service website - <https://www.ed.ac.uk/student-administration/extensions-special-circumstances> . Please go to the New Students or Continuing Students page as appropriate, go through to "Extensions explained" page, and at the bottom of that page there is a big "Apply for an extension" link that will take you to the online application form.

For information and guidance concerning the School's coursework submission policy, which includes details of late submission penalties and extensions, please refer to the Economics Programme Handbook. The programme handbook will also give general guidance on word limits, referencing guidance, plagiarism, and appeals.

### **Final Exam**

The final exam will consist of a 2-hour written exam worth 60% of the final mark. All students will sit the exam in the May diet. The final exam will be split up into two sections as follows:

Section A (worth 30% of the final exam paper) will consist of a series of 6 statements which will cover the material delivered in Lectures 2,4,5,6 & 7. You must assess the validity of those statements in a short, written answer. Section B (worth 70% of the final exam paper) will consist of three short-essay questions of which students must answer two. These essay questions will come from the course material covered in Lectures 1,3,8,9 & 10. The essay questions can be either general understanding questions, applied research questions or a mixture of the two. There will be at least one general understanding question.

Further guidance on the final exam will be given in the assessment and marking criteria document as well as a practice exam paper. There will also be time during the tutorial session in Week 9 (Tutorial 6) to discuss the exam format and exam preparation.

The final exam date and location will be announced during the course of the semester.

### **Additional guidance on assessment and marking**

Students will be provided with further guidance on the assessment and marking criteria for each assessed component. This guidance will include an example tutorial thought-piece, essay and practice exam questions.

### **Reading and Other Sources**

There is no single resource for this course. The following weekly materials for the course include reading material in the form of book chapters, peer-reviewed journal papers and reports etc.

Resource Lists are provided on Learn via the library. All resources are available there in pdf. These lists may include additional readings that are not listed here and the reading lists are subject to change.

**Please check the online Resource List for the most up to date essential reading.**

Essential readings are denoted with an asterisk(\*).

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## **Week 1- Introduction to health economics (EL)**

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\*Morris, S; Devlin, N; Parkin, D; Spencer, A. Economic Analysis in Health Care. Second edition, Chichester: Wiley, 2012. Chapter 1: Introduction to economic analysis in health care.  
[https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE\\_ALMA51150280060002466](https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE_ALMA51150280060002466)

\*Arrow, K.J., 1963. Uncertainty and the Welfare Economics of Medical Care. The American economic review, 53(5), pp.941–973.  
[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_59223533](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_59223533)

Sherry Glied and Peter C. Smith. The Oxford Handbook of Health Economics. April 2011. Introduction.  
[https://discovered.ed.ac.uk/permalink/f/1njql8/44UOE\\_ALMA51155868460002466](https://discovered.ed.ac.uk/permalink/f/1njql8/44UOE_ALMA51155868460002466)

Frank A. Sloan and Chee-Ruey Hsieh. Health Economics. Second edition, Cambridge, Massachusetts: The MIT Press, 2016. Chapter 1: Introduction and overview  
[https://discovered.ed.ac.uk/permalink/f/1njql8/44UOE\\_ALMA51258799520002466](https://discovered.ed.ac.uk/permalink/f/1njql8/44UOE_ALMA51258799520002466)

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## Week 2- Demand for health and health care

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\*Morris, S; Devlin, N; Parkin, D; Spencer, A. Economic Analysis in Health Care. Second edition, Chichester: Wiley, 2012. Chapter 2: The demand for health care.  
[https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE\\_ALMA51150280060002466](https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE_ALMA51150280060002466)

\*Wagstaff, A. The Demand for Health: A Simplified Grossman Model. Bulletin of Economic Research, 1986, 38(1), 93–95.

Grossman, M. On the concept of health capital and the demand for health. Journal of Political Economy, 1972-03, Vol.80 (2), p.223-255  
[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_journals\\_1290585074](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_journals_1290585074)

McPake, B, Normand C, Smith Smith. Health Economics: An International Perspective. Third Edition, Oxfordshire, England; New York: Routledge, 2013. Chapter 2: The demand for health and health services.  
[https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE\\_ALMA51253780750002466](https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE_ALMA51253780750002466)

Olsen, JA. Principles in Health Economics and Policy. Oxford University Press. 2017. Chapter 3: What makes the market for healthcare different?  
[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_askewsholts\\_vlebooks\\_9780192513731](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_askewsholts_vlebooks_9780192513731)

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## Week 3- Empirical evidence for the Grossman model

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\*Albouy, Valerie ; Lequien, Laurent. Does compulsory education lower mortality? Journal of health economics, 2009, Vol.28 (1), p.155-168  
[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_66832306](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_66832306)

\*Bolin K & Lindgren B, 2002. Asthma and allergy: the significance of chronic conditions for individual health behaviour. Allergy (Copenhagen), 57(2), pp.115–122.  
[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_swepub\\_primary\\_oai\\_lup\\_lub\\_lu\\_se\\_15221efa\\_5357\\_4705\\_90b9\\_794a2d3a2bf6](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_swepub_primary_oai_lup_lub_lu_se_15221efa_5357_4705_90b9_794a2d3a2bf6)

Bolin, K. The Oxford Handbook of Health Economics. April 2011. Health Production.  
[https://discovered.ed.ac.uk/permalink/f/1njql8/44UOE\\_ALMA51155868460002466](https://discovered.ed.ac.uk/permalink/f/1njql8/44UOE_ALMA51155868460002466)

Kristian Bolin, Björn Lindgren & Stephan Rössner, 2006. The significance of overweight and obesity for individual health behaviour: An economic analysis based on the Swedish surveys of living conditions 1980-81, 1988-89, and 1996-97. Scandinavian journal of public health, 34(4), pp.422–431.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_swepub\\_primary\\_oai\\_lup\\_lub\\_lu\\_se\\_dd22ebdb76\\_4123\\_8d9c\\_cd335a07c4e3](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_swepub_primary_oai_lup_lub_lu_se_dd22ebdb76_4123_8d9c_cd335a07c4e3)

Lenhart, Otto. Do Higher Minimum Wages Benefit Health? Evidence From the UK. *Journal of policy analysis and management*, 2017-09, Vol.36 (4), p.828-852

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_crossref\\_primary\\_10\\_1002\\_pam\\_22006](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_crossref_primary_10_1002_pam_22006)

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#### **Week 4- Consumer choices about health behaviours**

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\*Sloan, F.A. & Hsieh, C.-R., 2016. *Health economics* Second, Cambridge, Massachusetts: The MIT Press. Chapter 2- introduction 2.1 and 2.6-2.8 Consumer Choices about Health Behaviors: A General Framework.

[https://discovered.ed.ac.uk/permalink/f/1njkl8/44UOE\\_ALMA51258799520002466](https://discovered.ed.ac.uk/permalink/f/1njkl8/44UOE_ALMA51258799520002466)

\* Matjasko, Jennifer L., PhD et al., 2016. Applying Behavioral Economics to Public Health Policy. *American journal of preventive medicine*, 50(5), pp.S13–S19

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_gale\\_infotracacademiconefile\\_A471166010](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_gale_infotracacademiconefile_A471166010)

Bavel, Jay J Van et al., 2020. Using social and behavioural science to support COVID-19 pandemic response. *Nature human behaviour*, 4(5), pp.460–471.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_2397665868](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_2397665868)

Dickie, Rachel et al., 2018. The effects of perceived social norms on handwashing behaviour in students. *Psychology, health & medicine*, 23(2), pp.154–159.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_1907325580](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_1907325580)

Hajek et al, 2019. A Randomized Trial of E-Cigarettes versus Nicotine-Replacement Therapy. *The New England Journal of Medicine*, 380;7.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_2179479498](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_2179479498)

Freakonomics, The Truth About the Vaping Crisis (Ep. 398) [http://freakonomics.com/podcast/vaping-nicotine/#disqus\\_thread](http://freakonomics.com/podcast/vaping-nicotine/#disqus_thread)

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#### **Week 5- Health insurance and health care financing**

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\*Morris, S; Devlin, N; Parkin, D; Spencer, A. *Economic Analysis in Health Care*. Second edition, Chichester: Wiley, 2012. Chapter 6: Health insurance and health care financing.

[https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE\\_ALMA51150280060002466](https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE_ALMA51150280060002466)

\*Global Burden of Disease Health Financing Collaborator Network. Past, present, and future of global health financing: a review of development assistance, government, out-of-pocket, and other private spending on health for 195 countries, 1995-2050. *Lancet*. 2019 Jun 1;393(10187):2233-2260.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_swepub\\_primary\\_oai\\_DIVA\\_org\\_miun\\_3979](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_swepub_primary_oai_DIVA_org_miun_3979)

McPake, B, Normand C, Smith Smith. *Health Economics: An International Perspective*. Third Edition, Oxon: Routledge, 2013. Part IV: The Economics of Health Systems. Chapter 9: Tax and social health insurance mechanisms, Chapter 20: Private financing mechanisms

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_askewholts\\_vlebooks\\_9781134118373](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_askewholts_vlebooks_9781134118373)

Fujii, T. Sources of health financing and health outcomes: A panel data analysis. *Health economics*, 2018-12, Vol.27 (12), p.1996-2015.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_2089287111](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_2089287111)

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## Week 6- Health inequalities (EL)

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\* Morris, S. et al., 2012. Economic analysis in health care Second., Chichester: Wiley. Chapter 7: Equity in health care.

[https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE\\_ALMA51150280060002466](https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE_ALMA51150280060002466)

\* Olsen, J.A., 2011. Concepts of Equity and Fairness in Health and Health Care. In The Oxford Handbook of Health Economics. Oxford Handbooks in Economics. Oxford University Press, pp. The Oxford Handbook of Health Economics, 2011–04-07.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_scopus\\_primary\\_2\\_s2\\_0\\_84923589363\\_txt](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_scopus_primary_2_s2_0_84923589363_txt)

Morris, Stephen, Sutton, Matthew & Gravelle, Hugh, 2005. Inequity and inequality in the use of health care in England: an empirical investigation. *Social science & medicine* (1982), 60(6), pp.1251–1266.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_67333535](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_67333535)

Doorslaer, Eddy van, Koolman, Xander & Jones, Andrew M, 2004. Explaining income-related inequalities in doctor utilisation in Europe. *Health economics*, 13(7), pp.629–647.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_66722920](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_66722920)

Whitehead, M., 1995. The Concepts and Principles of Equity and Health. *International journal of health services*, 22(3), pp.429–445.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_73115267](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_73115267)

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## Week 7- Economic evaluation of health care and public health

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\*Morris, S; Devlin, N; Parkin, D; Spencer, A. Economic Analysis in Health Care. Second edition, Chichester: Wiley, 2012. Chapter 10: Principles of economic evaluation in health care.

[https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE\\_ALMA51150280060002466](https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE_ALMA51150280060002466)

\*Drummond, M.F., O'Brien, B., Stoddart, G.L., Torrance, G.W. (2015) *Methods for the Economic Evaluation of Health Care Programmes*. Oxford: Oxford University Press. **Chapter 8. Using clinical studies as vehicles for economic evaluation.** pp 267-305.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_askewshots\\_vlebooks\\_9780191643583](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_askewshots_vlebooks_9780191643583)

Guinness, L. (2011) 'Counting the costs'. In L. Guinness & V. Wiseman (Eds.), *Introduction to Health Economics*. Open University Press: Berkshire, pp. 201-217.

[https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE\\_ALMA51176327870002466](https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE_ALMA51176327870002466)

Yeung, S., Hansen, K., & Guinness, L. (2011) 'Identifying, measuring and valuing consequences'. In L. Guinness & V. Wiseman (Eds.), *Introduction to Health Economics*. Open University Press: Berkshire. pp. 217-234

[https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE\\_ALMA51176327870002466](https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE_ALMA51176327870002466)

Whitehead, S. J & Ali, S, 2010. Health outcomes in economic evaluation: the QALY and utilities. *British medical bulletin*, 96(1), pp.5–21.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_815545609](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_815545609)

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## Week 8- Applications of economic evaluations

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\*Drummond, M.F., O'Brien, B., Stoddart, G.L., Torrance, G.W. (2015) *Methods for the Economic Evaluation of Health Care Programmes*. Oxford: Oxford University Press. **Chapter 9: Economic** evaluation using decision analytic modelling pp 311-339.  
[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_askewsholts\\_vlebooks\\_9780191643583](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_askewsholts_vlebooks_9780191643583)

**\*Read three primary research studies from the literature. One from each of the main forms of economic evaluations in health care (i.e. CEA, CUA, CBA) paying particular attention to the study design used – e.g. based on a clinical study, a modelling study, other study design/methods.**

**Either from the list of economic evaluation studies below**

**OR** if you wish, you are welcome to identify one CEA study, one CUA study **and** one CBA study from the literature that you find of interest yourself.

### **CEA**

Homer, Tara et al., 2020. Cost-effectiveness of child caries management: a randomised controlled trial (FiCTION trial). *BMC oral health*, 20(1), p.45.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_doaj\\_primary\\_oai\\_doaj\\_org\\_article\\_72e3e4ad8f8448bdabfe22a0743a5355](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_doaj_primary_oai_doaj_org_article_72e3e4ad8f8448bdabfe22a0743a5355) (

Powell, Emilie S et al., 2012. Cost-effectiveness of a novel indication of computed tomography of the coronary arteries. *Critical pathways in cardiology*, 11(1), pp.20–25.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_922215208](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_922215208)

### **CUA**

Iveson, Timothy et al., 2019. 3-month versus 6-month adjuvant chemotherapy for patients with high-risk stage II and III colorectal cancer: 3-year follow-up of the SCOT non-inferiority RCT. *Health technology assessment (Winchester, England)*, 23(64), pp.1–88.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_doaj\\_primary\\_oai\\_doaj\\_org\\_article\\_4215111445164519a465163178fd46e0](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_doaj_primary_oai_doaj_org_article_4215111445164519a465163178fd46e0)

Barton, Garry R., BA, MSc, PhD et al., 2017. Economic Evaluation of Complete Revascularization for Patients with Multivessel Disease Undergoing Primary Percutaneous Coronary Intervention. *Value in health*, 20(6), pp.745–751.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_1906140087](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_1906140087)

### **CBA**

Fawsitt, Christopher G et al., 2017. A Cost-Benefit Analysis of Two Alternative Models of Maternity Care in Ireland. *Applied health economics and health policy*, 15(6), pp.785–794.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_pubmedcentral\\_primary\\_oai\\_pubmedcentral\\_nih\\_gov\\_5701951](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_5701951)

Park, Minah, Jit, Mark & Wu, Joseph T, 2018. Cost-benefit analysis of vaccination: a comparative analysis of eight approaches for valuing changes to mortality and morbidity risks. *BMC medicine*, 16(1), p.139

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_doaj\\_primary\\_oai\\_doaj\\_org\\_article\\_3a982b9ab7a24016912a7e998568de9e](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_doaj_primary_oai_doaj_org_article_3a982b9ab7a24016912a7e998568de9e)

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## **Week 9- Economics and mental health**

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\*Knapp M, Lemmi V, 2016. Mental health. In: Scheffler RM (ed). *World scientific handbook of global health economics and public policy*, Vol. 2. Singapore: World Scientific, 1-41.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_1786821149](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_1786821149)

\* Knapp, Martin & Wong, Gloria, 2020. Economics and mental health: the current scenario. *World psychiatry*, 19(1), pp.3–14.

[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_pubmedcentral\\_primary\\_oai\\_pubmedcentral\\_nih\\_gov\\_6953559](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_6953559)

**\*One CEA study in mental health. This can be EITHER:**

Dickerson, John F et al., 2018. Cost-effectiveness of cognitive behavioral therapy for depressed youth declining antidepressants. *Pediatrics* (Evanston), 141(2), p.e20171969.  
[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_pubmedcentral\\_primary\\_oai\\_pubmedcentral\\_nih\\_gov\\_5810604](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_5810604)

OR

+You may choose another CEA if you wish- this must come from the list of references in Knapp and Wong 2020.

Frank, R.G., 2011. Economics and Mental Health: an International Perspective. In *The Oxford Handbook of Health Economics*. Oxford Handbooks in Economics. Oxford University Press, pp. The Oxford Handbook of Health Economics, 2011–04-07.  
[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_scopus\\_primary\\_2\\_s2\\_0\\_84923586694\\_txt](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_scopus_primary_2_s2_0_84923586694_txt)

Frank RG and McGuire, 1999. *Economics and Mental Health*, Cambridge, Mass: National Bureau of Economic Research.  
[https://discovered.ed.ac.uk/permalink/f/1njkl8/44UOE\\_ALMA51158405950002466](https://discovered.ed.ac.uk/permalink/f/1njkl8/44UOE_ALMA51158405950002466)

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## Week 10- Use of economic evaluation in decision making

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\*Morris, S; Devlin, N; Parkin, D; Spencer, A. *Economic Analysis in Health Care*. Second edition, Chichester: Wiley, 2012. Chapter 13: The use of economic evaluation in decision making.  
[https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE\\_ALMA51150280060002466](https://discovered.ed.ac.uk/permalink/f/gfso8q/44UOE_ALMA51150280060002466)

\*Eichler et al, 2004. Use of Cost-Effectiveness Analysis in Health-Care Resource Allocation Decision-Making: How Are Cost-Effectiveness Thresholds Expected to Emerge. *Value in Health*, 7:5.

Cowles, Emma ; Marsden, Grace ; Cole, Amanda ; Devlin, Nancy. *A Review of NICE Methods and Processes Across Health Technology Assessment Programmes: Why the Differences and What is the Impact?* Cham: Springer International Publishing. *Applied health economics and health policy*, 2017-08, Vol.15 (4), p.469-477.  
[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_journals\\_1973390847](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_journals_1973390847)

Owen, Lesley et al., 2018. The cost-effectiveness of public health interventions examined by NICE from 2011 to 2016. *Journal of public health* (Oxford, England), 40(3), pp.557–566.  
[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_1947618748](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_1947618748)

van Exel, Job et al., 2015. Public views on principles for health care priority setting: Findings of a European cross-country study using Q methodology. *Social science & medicine* (1982), 126, pp.128–137.  
[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_proquest\\_miscellaneous\\_1738477058](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_proquest_miscellaneous_1738477058)

Culyer, Anthony J & Chalkidou, Kalipso, 2019. Economic Evaluation for Health Investments En Route to Universal Health Coverage: Cost-Benefit Analysis or Cost-Effectiveness Analysis? *Value in health*, 22(1), pp.99–103.  
[https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN\\_cdi\\_pubmedcentral\\_primary\\_oai\\_pubmedcentral\\_nih\\_gov\\_6347566](https://discovered.ed.ac.uk/permalink/f/1s15qcp/TN_cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_6347566)

### Feedback

Weekly tutorial group feedback will be provided at the end of tutorial sessions. This will cover the written answers submitted before the tutorial.

Feedback on the essays will be provided electronically within 15 days from the essay deadline.

Equally, we would welcome feedback from you at any point during the semester. Please always feel free to drop us an email.

**Accessibility**

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