



## **ECON 5190/6190-001: Health Economics**

Fall 2017: M/W 11:50a-1:10p, JFB, Room B-1

**Instructor:** Jacki Strenio

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**Course Website:** [utah.instructure.com](http://utah.instructure.com)

**Office:** Old Law Library (Bldg 72), Desk 16

**Office Hours:** Before and after class and by appointment

**Course Overview:** Likened to both saviors and elephants in a porcelain shop, health economists must walk a fine line between providing a useful economic lens and clumsily applying it. This course will act as a guide to navigating this balancing act by introducing you to health care markets and institutions in the United States from an economic perspective. To that end, we will examine how economic theory, key principles including supply and demand and competition, and tools such as outcomes analysis can offer insights into the production and distribution of health and health care. At times, we will also adopt a critical perspective on the ways such theories, principles, and tools have been applied. This course draws on a wide breadth of resources, authors, ideas, and presentation styles to give you broad exposure to the key themes in health economics, to be reflective of the heterogeneity in the health field in general, and to be accessible to the diverse set of students enrolled in this course.

**Note:** Graduate students should register for ECON 6190 and will be held to higher standards and/or additional work.

**Credit Hours:** 3

### **Texts and other course materials:**

There are no required texts for this class. Course readings, videos, and podcasts will come from a variety of sources including, but not limited to: peer-reviewed health economics and health policy journals, medical journals, reports, and newspaper articles. All materials will be posted on Canvas.

### **Course Outcomes:**

At the completion of this course, you will be able to:

1. apply economic principals, tools, and logic to discuss and examine health and health care issues, including health care systems, markets, and reform proposals.
2. describe the key components of the Patient Protection and Affordable Care Act (PPACA) and proposed repeal and replace efforts, as well as explain how they interact with and alter the existing health care system.
3. explain and critically evaluate media coverage on health care and health reform.

4. summarize, critically evaluate, and compare and contrast peer-reviewed academic articles from a variety of academic disciplines and journals.

### Assignments and Grading:

Assignments	20%
Article Summaries	10%
Yellowdig	10%
Current Event Presentation and Paper	10%
Midterm Exam	20%
Final Exam	30%

### Assignment and Exam Details:

- **Assignments:** This is my catch-all grading category and includes a mix of weekly low-stakes assessments designed to give you an opportunity to apply the theories, tools, and concepts we will be discussing. This includes individual and group in-class and take-home assignments as well as Canvas quizzes and discussions. You must be present to be awarded credit for in-class assignments. Some, but not all, of the take-home assignments can be completed on your own for credit. I will drop your lowest assignment grade. Details and information on these assignments will be posted on Canvas.
- **Article Summaries:** You will be required to complete two article summaries, one from an assigned reading of your choice during each half of the semester. Article summaries have two parts: an overview of the article in which you highlight the main point of the article and an analysis section in which you critically analyze some of the strengths and weaknesses of the argument. These are meant to help you gain practice teasing out the main point of an article and analyzing some of the assumptions of the author. A rubric and additional instructions are posted on Canvas.
- **Yellowdig:** You will be required to regularly pin web-based resources (articles, videos, etc.) related to either our weekly class topics and readings or health care reform more generally. The goal of using Yellowdig is to encourage you to start paying attention to the ideas we cover in class as they present themselves in the “real world.” You must activate grading in your Yellowdig board by following the directions outlined in the Yellowdig assignment on Canvas.
- **Current Event Presentation and Paper:** In addition to pinning current events on our Yellowdig board, I’d like you to choose one event of particular interest to you to explore in more depth. You will then be responsible for presenting a brief overview of the current event as well as explaining how it relates to or is informed by the ideas covered in this course. Secondly, you will write a brief 2-3 page paper. We will discuss potential sources of current events in the popular press as well practice critically analyzing such articles and op-eds in class. A rubric and additional instructions are posted on Canvas. Sign-ups for presentation days will occur in the first two weeks of class.
- **Midterm Exam:** In-class midterm exam on Wednesday October 4th. The exam will be comprised of short answer and short essay questions and you will be allowed one double-sided 4x6 inch notecard.
- **Final Exam:** In-class final exam on the last day of class, Wednesday December 6th. The exam will be comprised of short answer and short essay questions and you will be allowed one double-sided 4x6 inch notecard.

## Letter Grade Distribution:

$\geq 93.00$	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	$\leq 59.99$	F

*Note: I do not round and I do not curve grades.*

## Extra Credit:

Various opportunities will be announced in class and on Canvas.

## Course Policies:

You can expect me to:

- Grade and provide feedback on assignments within one week of the date they are submitted.
- Reply to emails/Canvas messages within 24 hours during the week and within 48 hours on weekends or holidays.
- Use Canvas to enhance student learning, communication, and convenience.
- Be readily available to meet with students, either before or after class or at any other time that works for both of us.
- Complete all grades and provide students with feedback on final grades within two weeks of the date the last course assignment is submitted.

I expect you to:

- Become familiar with Canvas. It will be heavily utilized in this course and all course material, including readings and assignments, will be outlined on a weekly page and organized by a weekly modules. I highly recommend you check Canvas often and turn on notifications. Log into Canvas and click Settings in the top right-hand corner. Double check that the registered email address is one you use. Then, click Notifications on the left-hand bar. I recommend choosing ASAP for Announcements and Conversations, at the very least.
- Attend class. While it is not a component of your grade, attendance is expected at all classes; you will be responsible for all material covered in class. You are not required to let me know if you will be missing class. In the event you do miss class, please check the day's Canvas page for an overview of the class period and any assigned readings and activities.
- Come to class prepared (having completed all assigned readings) and respectfully participate in-class discussions and activities.
- Immediately notify me in the event of an emergency that prevents you from submitting an assignment or completing the course.
- Ask questions if any expectations or assignments are unclear.

- Be courteous of your instructor and fellow classmates when using technology. Always give speakers your full attention and make sure that any use of technology during class enhances your learning and does not distract you or others from course content.

## **Institutional Policies and Procedures:**

### **Faculty and Student Responsibilities:**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee.

“Faculty . . . must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” PPM 8-10, II. A.

### **Wellness Statement:**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness: [www.wellness.utah.edu](http://www.wellness.utah.edu) 801-581-7776.

### **Academic Dishonesty:**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined in the University Student Code. Acts of academic dishonesty include but are not limited to:

- Cheating: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done individually;
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- Falsification: altering or fabricating any information or citation in an academic exercise or activity.
- Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as ones own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

**Sexual Harassment:**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. It is the policy of the University of Utah to maintain an academic and work environment free of sexual harassment for students, faculty, staff and participants. A claim under this policy may be brought by any faculty, staff member, student or participant based on the conduct of any University employee or student that is related to or in the course of University business. A claim may also be brought by an administrator acting on behalf of the University. The Office of Equal Opportunity and Affirmative Action (OEO/AA) will handle all alleged sexual harassment matters pursuant to the Procedures set forth in Policy 5-210.

Any student, staff, faculty member, or participant in university services or activities who believes that there is or has been sexual harassment should contact any of the following:

- the cognizant academic chair of the department or the dean of the college within which the conduct occurred;
- the immediate supervisor or director of the operational unit within which the conduct occurred;
- the Human Resources Division (Address: 420 Wakara Way, Suite 105, Salt Lake City, Utah 84108; Phone: 801-581-2169; TDD: 801-585-9070);
- directors or deans of Student Affairs and Services (Associate Dean- SW 108; Phone: 801-581-8828);
- or the Office of Equal Opportunity and Affirmative Action (201 South Presidents Circle, John Park Building, Room 135, Salt Lake City, Utah 84112; Phone/TDD: 801-581-8365).

Once informed, the supervisor, chair or dean shall consult with OEO/AA. Similarly, OEO/AA shall advise as appropriate the cognizant dean, staff director or administrator of any complaints of sexual harassment OEO/AA receives concerning a member of the faculty, staff or student body.

**Withdrawal Policy and "I" Grade Policy:**

Failure to withdraw from school results in a E or EU grade being recorded in all classes.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A W grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade of W is not used in calculating the students GPA.

An Incomplete grade can be given for work not completed due to circumstances beyond your control. You must be passing the course and have completed at least 80% of the required coursework.

Arrangements must be made between you and the instructor concerning the completion of the work. You may not retake a course without paying tuition. If you attend class during a subsequent term, in an effort to complete the coursework, you must register for the course. Once the work has been completed, the instructor submits the grade to the Registrars Office. The I grade will change to an E if a new grade is not reported within one year. A written agreement between you and the instructor may specify the grade to be given if the work is not completed within one year. Copies of the agreement are kept by the instructor and the academic department.

**Americans with Disabilities Act (ADA) Statement:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Additionally, the University endeavors to provide reasonable accommodations and to ensure equal access to qualified persons with disabilities. Inquiries concerning perceived discrimination or requests for disability accommodations may be referred to the Universitys Title IX/ADA/Section 504 Coordinator: Director, Office of Equal Opportunity and Affirmative Action, 201 South Presidents Circle, Rm.135, Salt Lake City, UT, 84112. 801-581-8365 (voice/tdd), 801-585-5746 (fax). [www.oeo.utah.edu](http://www.oeo.utah.edu)

**Tentative Course Outline:** The topics listed are those that we will be covering in class that day. A companion reading list to this set of topics will be posted on Canvas. This outline is tentative and may change. Check "Modules" in Canvas for most up-to-date topics, assignments, and readings.

<b>Week</b>	<b>Content</b>
1	<ul style="list-style-type: none"> <li>• Introductions; Why health economics?</li> </ul>
2	<ul style="list-style-type: none"> <li>• Comparative health systems</li> </ul>
3	<ul style="list-style-type: none"> <li>• 9/4 Labor Day – NO CLASS</li> <li>• 9/6 Current health care reform in the US</li> </ul>
4	<ul style="list-style-type: none"> <li>• Current health care reform, health expenditures and coverage in the US</li> </ul>
5	<ul style="list-style-type: none"> <li>• Health expenditures and coverage in the US</li> </ul>
6	<ul style="list-style-type: none"> <li>• "Production" of health</li> </ul>
7	<ul style="list-style-type: none"> <li>• 10/2 "Production" of health</li> <li>• <b>10/4 Midterm Exam</b></li> </ul>
8	<ul style="list-style-type: none"> <li>• Fall Break – NO CLASS</li> </ul>
9	<ul style="list-style-type: none"> <li>• Health insights and applications from behavioral economics</li> </ul>
10	<ul style="list-style-type: none"> <li>• Are recessions good for your health?</li> </ul>
11	<ul style="list-style-type: none"> <li>• Tools of economic assessment: cost of illness, cost-benefit, and cost-effectiveness analysis</li> </ul>
12	<ul style="list-style-type: none"> <li>• Tools of economic assessment in action: the opioid epidemic</li> </ul>
13	<ul style="list-style-type: none"> <li>• Health insurance</li> </ul>
14	<ul style="list-style-type: none"> <li>• Adverse selection and moral hazard</li> </ul>
15	<ul style="list-style-type: none"> <li>• Cost-sharing</li> </ul>
16	<ul style="list-style-type: none"> <li>• 12/4 Review</li> <li>• <b>12/6 Final Exam</b></li> </ul>