



Course	ECON 5190 Health Economics 3 Credit Hours Spring 2015 Tuesday 3:30 - 5:00 pm Bountiful Campus
Professor	Rick Haskell Office: OSH 199M (149) Office Hours: Tuesday 2:30 – 3:15 pm Bountiful Campus Cell Phone: 801-209-3546 Email: rick.haskell@utah.edu
Course Text	A general textbook is not used in this course. Readings for this course consist of peer reviewed journal articles concerning health, health economics, and health care reform. The use of separate peer reviewed journal articles allows us to discuss a variety of viewpoints on each of our topics: course readings are posted in Canvas.
Course Overview	This course is designed to provide you with an introduction to the economics of health, health care, health care reforms, and the institutions which shape these areas from an economic and public policy perspective. Economic tools relevant to the material are introduced; however, economics is about more than curves and graphs; it is also a way of thinking; a way of analyzing society through the institutions and social structures which together determine our social and economic outcomes. In this framework everyone, despite your academic background or field of study, may excel in this class.
Course Objective	The theme of this course centers on using economic tools to examine health as a determinant of productivity and an input to human capital, and how health care resources are allocated and delivered. Institutions and culture play a large role in both health and health care.
Learning Approaches	This course employs a combination of lectures, readings, discussions, quizzes, exams and analysis. Attendance and participation are required and contribute towards your final grade. You are responsible for material covered if you miss class. The assigned readings should be completed before class and will be discussed in class. Quizzes and exam questions will come from both the assigned readings and class discussions.
Quizzes	Quizzes will be given during class most weeks and will include questions from recent readings and in-class discussions. If missed, quizzes will not be available for make-up.
Canvas Discussions	During the semester you will participate in five (5) separate Canvas Discussions for which there are various articles, blog posts, etc. posted in Canvas's Discussion forum for you comment on or discuss. You are required to review at least two of these items for each Canvas Discussion, enter into the discussion with specific and substantive comments in respect to the topic, separately comment (reply) to the posting(s) of at least one other student, and separately reply to comments made by at least one other student to one of your postings – <i>this will result in you having crafted 3 separate and unique posts</i> . The Canvas Discussions are not turned in

as file submissions or email attachments; they're turned in through the Canvas Discussion function and are due no later than **1/25, 2/16, 3/8, 3/29, and 4/19**.

Canvas Discussion #1 – Medicare, Medicaid and VA	1/25/2015
Canvas Discussion #2 – Healthcare as an input to Human Capital	2/16/2015
Canvas Discussion #3 – Immigration's effect on US Healthcare	3/8/2015
Canvas Discussion #4 – Health and Wealth	3/29/2015
Canvas Discussion #5 – Healthcare as a contributor towards inequality	4/19/2015

Exams

There will be one mid-term exam and a final. The mid-term exam will be held in class on **3/4/2015** and the final will be a take-home exam, the due **5/6/2015**. The exams will include a mixture of short-answer questions, quantitative problems, and one or two essay questions. Each of the exams (including the final) will be worth 20% of your grade. You are expected to be in class to take the Mid-Term Exam on the given date. If you anticipate any unavoidable scheduling conflict, please contact me immediately. Exams may be rescheduled only with express written permission provided in advance. Assigned readings from the text, additional required readings and topics discussed in class will be represented on the exams.

Research Project

At the beginning of the term you will be assigned to work on a research project with 1-2 other students, with each topic being specific to one of the various concepts addressed in this course. Your project will culminate in the formation of a short presentation and research poster to be presented in class on **Tuesday, April 20th**, and will be included in the CSBS Student Research Day competition to be held on **Wednesday, April 29th (11:00 am – 2:30 pm)**.

These projects should display the assigned topic using contemporary and relevant data, examples, methods, and models in such a way as to highlight the issues central to the course. Presentations and posters will be judged by a select group of professors and graduate students from the Economics Department, with the scores associated with the adjudication heavily influencing your overall score for the assignment. Each Research Group will meet with me at least twice during the term to assess progress and make sure you have the resources needed to create a successful research poster. The most difficult part of this assignment is to narrow your topic sufficiently. This assignment will comprise 20% of your grade for the course.

Reaction Papers

You will be required to write four (4) Reaction Papers due **2/1/2015, 2/22/2015, 3/16/2015, and 4/5/2015** to be submitted through the Canvas assignment submission function. These papers should be used to assist you in your research project. For *each paper* you are required to find published journal articles specifically associated with your research topic. These papers are to be no less than 750 words in length, must include appropriate economic graphic representation of the issue being addressed and will be graded on content, grammar, syntax and proper use of economic models and graphics as well as other informational tables and charts. It is important to note that economic graphics (models) are not simply charts, tables or graphs presenting values associated with the issue, but are specifically formatted graphs designed to present economic models with their temporal or equational dynamics. An excellent Reaction Paper (one that receives 18+ points) addresses a timely topic, points out strengths and weaknesses of the author(s) argument(s), includes at least one economic graphic representing the dynamics or effects of the issue being addressed, and offers your personal opinion, or reaction, in respect to the issue. Examples of excellent Reaction Papers can be found in Canvas.

Class

This course is designed to be highly participative and participation in class discussions may be

Participation the source of meaningful extra credit. We will take time during most classes to discuss current domestic and international health economic issues. **There will be material covered in class that will not be part of the reading or assignments, but for which students will be responsible on Mid-Term and/or Final exams.**

Grading	Quizzes	15%
	Canvas Discussions	10%
	Reaction Papers	15%
	Research Projects	20%
	Mid-Term Exam	20%
	Final Exam	20%

Grading Scale	A	> 93.9%	B-	80 - 83.9%	D+	67 - 69.9%
	A-	90 - 93.9	C+	77 - 79.9%	D	64 - 66.9%
	B+	87 - 89.9%	C	74 - 76.9%	D-	60 - 63.9%
	B	84 - 86.9%	C-	70 - 73.9%	E	<60%

Grades will be determined in accordance with the University of Utah's grading policies. Written feedback will be provided on all assignments, and more detailed feedback will be provided at any time upon request. If you believe you have received an incorrect grade on any assignment for this class, please bring it to my attention immediately.

- Policies**
- Quizzes and in-class assignments are generally not announced in advance and cannot be made up for those not in attendance when the quiz or assignment is given.
 - Late Reaction Papers, Research Project or Canvas Discussion assignments may not be accepted for credit unless advance permission is expressly granted via Canvas email.
 - If you anticipate missing a test due to a time conflict, please notify me in advance via Canvas email.
 - No make-up exams will be given if arrangements are not made before the exam dates.

- Expectations**
- You can expect me to:**
- Treat students and others with respect, expect that as adults we are each responsible for our decisions and actions, and ask "why" often.
 - Grade and provide feedback on assignments within one week of the date they are submitted.
 - Return email messages and phone calls within 24 hours.
 - Use Canvas to enhance student learning, communication, and convenience.
 - Follow the syllabus and hold each class session as scheduled. In the event of an unsolvable conflict or emergency, I will make every effort to arrange for a qualified substitute to teach the class.
 - Be readily available to meet with students, either during regularly-scheduled office hours or at any other time that works for both of us.
 - Complete final 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:**
- Actively communicate and use Canvas regularly.
 - Complete reading and homework assignments, take all quizzes and exams, participate in class discussions and ask "why" often.
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- Attend each class session. In the event that you must miss a class, please notify me in advance and assume responsibility for the material you missed.
 - Read the course syllabus, ensure you have a clear understanding of the course requirements and evaluation methods used in the course, and fulfill the course requirements.
 - Come to class prepared and participate fully, honestly, and professionally in class discussions and online class activities.
 - Learn about and abide by the University of Utah's academic honesty policy. Specifically, I expect you to not engage in cheating, plagiarism and furnishing false or misleading information to any faculty or staff member.
 - 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 others 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.

**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 Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. (www.hr.utah.edu/oeo/ada/guide/faculty/)

Week	Date	Discussion Topics (see reading schedule for details)
1	1/12 & 1/14	Why Health Economics? Introduction to Health Economics through Human Capital Theory and International Comparisons
2	1/19 1/21 1/25	Martin Luther King Day – no class Introduction to Research Projects Canvas Discussion #1 due
3	1/26 & 1/28 2/1	Introduction to Economic Models/Graphics Reaction Paper #1 due
4	2/2 & 2/4	Introduction to Health and Healthcare as a market good
5	2/9 & 2/11	Overview of Health Expenditures in the United States
6	2/16 2/18 2/22	President's Day – no class; Canvas Discussion #2 due Coverage Overview and Determinants of Health Reaction Paper #2 due
7	2/23 & 2/25	Overview of Consumer Theory, Evaluating on the Margin, and Outcomes Analysis
8	3/2 3/4 3/8	Outcomes Analysis in Practice and Outcomes Analysis in the PPACA Mid-Term Exam (in-class) Canvas Discussion #3 due
9	3/9 & 3/11 3/15	Health Care markets and evidence regarding market failure in health care Reaction Paper #3 due
10	3/16 & 3/18	Spring Break – no class
11	3/23 & 3/25	Insurance Markets, Moral Hazard, Cost Sharing and Employment Sponsored Coverage
12	3/30 & 4/1 3/29 4/5	Insurance Markets, Plans, Physician Compensation, and Supply of Medical Professionals Canvas Discussion #4 due Reaction Paper #4 due
13	4/6 & 4/8	Quality of Care, Medical Information Systems, and New Clinical Settings
14	4/13 & 4/15 4/19	Malpractice Insurance, Technology, and Prescription Drugs Canvas Discussion #5 due
15	4/20 4/22	Research Projects/ Posters In-Class Presentations The Future of Health Care under the PPACA
16	4/27 4/29	No class due to participation in CSBS Student Research Day 4/29 CSBS Student Research Day 11:00 am 2:30 pm
17	5/6	Final Exam Due (take home)