

Health Economics 5190/6190-01 Spring 2014

Class time 2:- 3:20 T TH Room MBH 302

Instructor Dr. Anne Yeagle OSH 366

Phone#s 581-7481 Econ office

Office hours Office Hours: T&TH 10:45-11:45, after our class, and by appointment

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Course Objectives After initial familiarization with basic economic principles and tools we will a look at the U.S. health care system and the problems associated with it. We will then become familiar with the new Health Reform Law. A history of American medicine will be included in this analysis. We will explore the mechanisms of health care delivery, the changing nature of health and medical care, medical technology, and take a look at public policy in regard to medical care delivery. Caring versus curing will be explored. We will also study health care and costs of the elderly, racism, sexism and socioeconomic status in relation to health care, as well as lifestyles choices that affect costs and care. Mental health and obesity will round out our survey of health economics. Students are expected to participate in the course with short individual presentations and a group presentation.

General requirements Completion of all tests, assignments, presentations, abstract and paper on time and in the manner specified is required. It is also extremely important to keep up on course reading. It is expected that you will come to each class prepared, that is, having read the assigned material. If you are not in class, please refer to the syllabus. If you take responsibility it will affect your class performance positively.

Regular attendance is also of the utmost importance. The purpose of this requirement is to insure that you get as much as possible from the course. All tests count. If you have reason to believe you will be unable to attend class regularly, I suggest you not take this class.

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

There are no prerequisites for this class (even though it is upper division). Consequently, we have quite a diverse range of students with different strengths and weaknesses. I would like to emphasize the positive aspect of this diversity, especially in your groups. Help one another with your strengths. Group work can be very rewarding personally and academically. Working with others is also a part of most "real " jobs, so I encourage you to take the time in order to make it a good experience for everyone.

Texts

Required

1. ST--The Social Transformation of American Medicine by Paul Starr (Basic Books)

ISBN 0465079350 *There is one copy at the reserve desk*

2. W --Who Shall Live Expanded Edition 2002 by Victor R. Fuchs, (World Scientific) ISBN 981-02-4183-6

3. FF--Fast Food Nation by Eric Schlosser (Perennial) ISBN 0-06-093845

Notes packet available at the University Book Store

Readings All of the required readings are on e-reserve here at the University Library.

Optional

4. H --Health Economics and Policy 3rd edition 2005 by James W. Henderson (South-Western Thompson Learning) ISBN 0-324-26000-8. *There is one copy at the reserve desk*

Grading

1. Test	points will vary according to material	10-25 each
3. Group Abstract		3 points possible
4. Paper		10 points possible
5. Presentation		18 points possible
6. Evaluation of you	by your group	3 points possible
7. Documentaries		2-5 points each
8. Country Presentations		3 points possible
9. Attendance		1/4 point for being on time, 1/4 point attendance

1. **Tests** will vary in the amount of points possible due to different lengths and difficulty. Points will range from 10-25 points per test. There is no final test. We will only use our "final time" if something disrupts the class, such as weather.

2. For the **Abstract, paper, presentation** please look at those guidelines in packet.

3. **"Individual" group evaluation** Each student will evaluate the members of their group based on contribution, and responsibility (being on time, doing what you said you would do). Due after your group presentation.

4. If you **miss a presentation**, you will be docked -10 points. To make up the 10 points you must complete a 3-page, single spaced, report on the topic you missed, using at least three sources, of which 1 must be a journal article. You can makeup only one presentation. The paper is due one week after the missed debate.

5. You will be given credit for **documentaries** either in assignments or test questions.

6. **Country Presentations** Each person will "pick" a country to report on. Summarize the info in the worksheet for the class in a 3 minute presentation. Hand in the worksheet in the back of the notespacket when you complete your presentation.

7. **Class structure.** Tests will be given at the beginning of class. If you come to class late, you will not be given extra time. Presentations will also be start at the beginning of class. Please be prepared.

8. **Electronic Devices** No electronic devices, such as computers, headphones or cellphones are allowed to be used in the classroom. You will have class notes and computers are very distracting to other students. If you have special needs for taking notes, you will need to speak to me.

9. **Absence on test days:** One time only! If you know you will be unable to attend a class period on which a test takes place, you will need to submit a written request in advance to me (one time max). If you do not make prior such arrangements, tests taken late will receive 50% of the full grade points (unless absence is verified by doctor or police report). If you do not contact me by the next class, no makeup tests will be given.

10. **Extra Credit** No extra credit will be granted beyond that offered in class.

Grades There is no curve.

93-100%	A	76-73	C
92-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	59-	F

Health Economics Abstract Guideline

The Abstract of Paper/ Presentation is due at least one week prior to your presentation. I recommend completing it before then in order to get my feedback and to facilitate a timely paper.

One abstract per group.

Abstract should be under 300 words and fit on one page.

Abstract should include:

Title

Authors

And most, if not all of the following

Background/ History

State the Objective/ The problem

Conclusion/ Policy Recommendation

References

Learning objectives

If I recommend that you need to revise your abstract, points will be given after the revised abstract is complete.

The abstract, revised if necessary, is worth 3 points for each student

American With Disabilities Act 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 (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Health Economics Paper Guidelines

There will be approximately 14 groups with 5-6 people in each group.

Each group of students is required to write a 5 page paper (single spaced, regular margins, 11 or 12 pt font) on the subject your group is presenting to the class. Papers longer than 5 pages will be penalized.

The final paper should use at least 5 different reputable sources to be cited either with footnotes or include a bibliography. These references can include peer reviewed journals, text books, government institutions and non-profit agencies. Be careful on internet cites that may have a strong bias—check original sources used by these sites.

You can use either footnotes or a bibliography for your references.

The paper is worth 15 points for each student.

There will be **one paper** turned in for each group.

Papers are due the day of your group presentation. Late papers will not be accepted.

Since there are 5-6 people in each group, the group should decide as to how to divide the topic into research/work components. These components should form a coherent whole. This coherent whole should be reflected in your paper as well as your class presentation. Your analysis should be economic in nature. However, some papers may concentrate on "the numbers" more than others.

The following is a list of topics covered. You will be assigned a group and a topic. If your group has additional ideas pertaining to your assigned subject, please bring them forward. My wish is that the topic you are assigned is a topic that interests you, that you would like to learn more about it and share that information with the rest of the class. Also, it will give you the opportunity to meet some new people and experience working in a group—which is like many jobs that you will have in the future.

Medicaid Expansion

AIDS and Sexually Transmitted Diseases in Utah

The Social Costs of Violence

Costs of Air Pollution and Mercury Poisoning in Utah and U.S.

The Relationship between Racism, Classism and Health (Utah and/or U.S and/or World)

Costs of Smoking in Utah and U.S.

Drug Use—Methamphetamine and Painkiller Use in Utah

The Pharmaceutical Industry

Stem Cell Research

Organ Donation and Transplantation

Affluenza

Depression and Antidepressants in Utah vs. U.S.

Fast Food Proximity and Obesity

Obesity in Utah and U.S.

Health Economics Presentation Guidelines

Each group of students will be assigned (same as paper topic) to construct a presentation that will be given to the class as scheduled on the syllabus.

You are required to prepare a Power Point presentation.
(Your presentation will be judged on content, organization, and clarity.)

The total Presentation should be 30-35 minutes. This gives 5 minutes per person to speak and then 5 minutes to conduct your student audience assignment or quiz. You will loose points if you go over your speaking time of 5 minutes per person. Part of the assignment is to stay within your time limit.

You are expected to start on time. Thus, you will necessarily have to make sure your computer works with our particular classroom *in advance*.

I suggest that you have different sectors including (the appropriateness will vary will the topic)

Background/ History

Objective/ The problem

Data

Conclusion/ Policy Recommendation

References

Grading

During the presentation, I will grade presenters based on the evaluation guidelines listed below and return the evaluation sheet to you the next class period.

The presentation grade is worth 18 points for each individual.

The last slide of your presentation should be a **short quiz** pertaining to the presentation in order to engage the student audience. It will be worth 2 points. You have a choice. Pick one of the following formats:

1. 4 multiple choice questions
2. 2 short answer questions
3. 1 longer answer question

Evaluation Guideline for Presentations

<u>1. Topic/ Problem stated clearly, engaging your audience</u>	1	2		
<u>2. Quality and relevance of information/data</u>	1	2		
<u>3. Facts Support Conclusion</u>	1	2		
<u>4. Policy or learning objective clearly stated.</u>	1	2		
<u>5. Visual presentation of information/ neatness/ effectiveness</u>	1	2		
<u>6. Your individual participation/ knowledge of topic</u>	1	2	3	4
<u>7. Keeping within the time limit of 5 minutes</u>	1	2		
<u>8. (Preparing/conducting) Student audience assignment/quiz</u>	1	2		

Total (18 possible) _____

Health Economics Syllabus/ Schedule of Events

If time constraints result in a change in the schedule, I will announce the *changes* in class. Students are responsible to keep updated.

Jan 7 T **The Problem**

Go over the syllabus
Pick a Country
Fill out Questionnaire and discuss

Read handout *Professors Who See No Evil*

Jan 9 TH

Start documentary *Escape Fire*
Discuss *Professors Who See No Evil*
4 countries

Read *Health Costs: How the US Compares with Other Countries* (e-reserve) for next class
Next class please pick a seat

Jan 14 T

Seating chart----pick a seat
Finish *Escape Fire*
Discuss article *Health Costs: How the US Compares with Other Countries*
4 countries

Jan 16 Th

Lecture on Ch 1 *H* Medical Care: Crisis or Conundrum and Ch 7 Managed Care
Assign groups and topics
3 countries

Study for Test *Professors Who See No Evil*, Ch1& 7H, *Escape Fire* and *Health Costs: How the US Compares with Other Countries*

Jan 21 T

Test *Professors Who See No Evil*, Ch1& 7H, *Escape Fire* and *Health Costs: How the US Compares with Other Countries*
Discuss “Summary of New Health Reform Law” and “Health Reform Implementation Guidelines”

Read: *Health Care Spending and the Use of IT in OECD countries* and *Who Really Pays for Health Care?*—see study guides in pkt

Jan 23 TH

IBIS **Guest Speaker Michael Friedrichs** Utah
Department of Health Epidemiologist
Discuss *Health Care Spending and the Use of IT in OECD Countries* and *Who Really Pays for Health Care?*
3 countries
Read Fuchs *Who Shall Live?* *Intro-Ch 2*

Jan 28 T

4 countries
Discuss Fuchs *Intro-Ch 2*
Lecture Ch 2 *H* Using Economics to Study Health

Study for test on Ch 2H, Fuchs *Intro-Ch2*, articles *Health Care Spending IT*, and *Who Really Pays for Health Care?* As well as *Mr Friedrich's* talk.

Jan 30 Th

Test Chapter 2 *H*, Fuchs *Intro-Ch2*, articles *Health Care Spending IT*, and *Who Really Pays for Health Care?* and *Mr Friedrich's* talk
Guest Speaker Dr. Mike Magill *Care By Design (CBD)*

Read *Social Transformation of American Medicine Intro* Starr for next class. Study guide in packet

Feb 4 T

Discuss Starr *Intro*
Lecture on Ch 3 *H* Analyzing Medical Mkts
5 countries

Read *Social Transformation of American Medicine Chapter 1* Starr for next class.

Feb 6 Th

Presentation Medicaid Expansion
Discuss Starr *Chapter 1*

Study for test Starr Ch 1 and Ch 3 *H*, *Dr Magill's talk*

Feb 11 T

Test Starr Ch1 Ch 3 H. Dr Magill

3 countries

Start AIDs doc (questions are in packet at end)

<http://www.pbs.org/wgbh/pages/frontline/aids/>

Feb 13 TH

Lecture Chapter 8 H

5 countries

Read Starr Chapter 2 and Fuchs Chapter 3.

Feb 18 T

Presentation AIDs in Utah

Discuss Starr Chapter 2

Discuss Fuchs Chapter 3

4 countries

Read *The Pricing of U.S. Hospital Services*

Feb 20 TH

Discuss *The Pricing of U.S. Hospital Services*

5 countries

AIDs doc

Study for Test Ch 8 H, *The Pricing of U.S. Hospital Services*, Starr Chapter 2 and Fuchs Chapter 3

Feb 25 T

Test Ch 8H, *The Pricing of U.S. Hospital Services*,

Starr Chapter 2 and Fuchs Chapter 3

3 countries

AIDS Doc

Read Starr Ch 3 for next class

Feb 27 Th

Presentation The Social Costs of Violence

Discuss Starr Chapter 3

4 countries

Read (handout) *The Road*, and *Levels of Racism*(e-reserve) articles for next class.

March 4 T

5 countries

Discuss *The Road* and *Levels of Racism*

AIDs doc—last day

Study for test Starr Chapter 3, *The Road, Levels of Racism*

March 6 TH

Test Starr Ch 3, *The Road, Levels of Racism*

A Class Divided documentary

3 countries

Read *Under the Shadow of Tuskegee* and *Fuchs* p 165-176 for next class

(You may want to read Veblen over the break)
Spring Break!!! Yippee!! Have fun!!

March 18 T

Presentation Racism, Classism and Sexism and How They Affect Health

Discuss *Under the Shadow of Tuskegee* and *Fuchs* p 165-176

4 countries

Read *The Effect of Patient Race and SES on Physician's Perceptions of Patients* and *Stigma* for next class

March 20 TH

Presentation Costs of Air Pollution and Mercury
4 countries

Discuss *The Effect of Patient Race and SES on Physician's Perceptions of Patients*

Discuss *Stigma*

Study for test *Under the Shadow of Tuskegee* and *Fuchs* 165-176. *The Effect of Patient Race and SES on Physician's Perceptions of Patients*, and *Stigma*.

March 25 T

Test on *Under the Shadow of Tuskegee* and Fuchs 165-176 *The Effect of Patient Race and SES on Physician's Perceptions of Patients*, and *Stigma*.
3 countries
Paradox of Choice TED Talk Barry Schwartz
Discuss Veblen *Conspicuous Consumption*

Read Handout *When It's All Too Much* and
Read Veblen's *Pecuniary Emulation and Conspicuous Consumption*.

March 27 TH

Presentation Affluenza
4 countries
Discuss *When It's All Too Much*

Read *Prices, Profit and Innovation*
Climate Change and Human Health
So Tired of Live and Attending Death With Dignity

April 1 T

Presentation Depression
Discuss *Climate Change and Human Health*
Discuss *Prices, Profit and Innovation*
Discuss *So Tired of Life, Attending Death with Dignity*
3 countries

Study for test on Veblen, It's all Too Much, Barry Schwartz TED talk, *Climate Change and Human Health*, *So Tired of Life*, and *Attending Death with Dignity*, *Prices Profits and Innovation*

April 3 TH

Test Veblen, *When It's All Too Much*, Barry Schwartz TED talk, *Climate Change and Human Health*, *So Tired of Life*, and *Attending Death with Dignity*, *Prices Profits and Innovation*
Discuss Happiness Research

April 8 T

Presentation Health Costs of Smoking
Lecture: Chapter 5 H

Read Fuchs Chapter 5 for next class

April 10 TH

Presentation Pharmaceutical Industry
Presentation Health Costs of Methamphetamine and Pain Killers
Discuss Fuchs *Chapter 5*

If you have time, you might want to start on Fast Food Nation this weekend.

April 15 T

Presentation Stem Cell Research
Presentation Organ Donation and Transplantation
Finish Ch 5 H

Read Fast Food Nation Chapters 1-8 study guide in pkt
Study for test on Fast Food Nation 1-8, Ch 5 H, Ch 5 Fuchs

April 17 TH

Test Chapters 1-8 in Fast Food Nation, Ch 5 H, Ch 5 Fuchs
Discuss *Financial Penalties for the Unhealthy, Years of Life Lost Due to Obesity*, etc.
Unnatural Causes documentary if we have time

Study for test FFNation 9-end

April 22 T

Test FFNation 9-end
Presentation Fast Food Proximity and Obesity
Presentation Obesity

This will be our last class. Remember there is no final and all tests count.