

# Health Economics 3190-090/290 Fall 2023 Online Half Semester

Instructor: **Dr. Anne Yeagle**

Contact: Please use the **Canvas Inbox** tool (the 5<sup>th</sup> one down on the left of your Canvas menu).

**Economics office phone number** 801-581-7481 Online/Zoom office hours-- please check the calendar and by appointment.

TA: Eisen Ayixunbati Nuerlantai, is a graduate student in the Econ Ph.D. Program. Our TA will have weekly Online/Zoom Office hours--please check the calendar and by appointment. Contact: Please use the **Canvas Inbox** tool

Health Economics 3190 is a 3-credit course.

**Course Objectives** After initial familiarization with basic economic principles we will analyze the U.S. health care system and the problems associated with it. We will then become familiar with the new Health Reform Law, called The Affordable Care Act (with the nickname Obamacare). We will explore the mechanisms of health care delivery, the changing nature of health and medical care, medical technology, and analyze public policy concerning medical care delivery. Special emphasis will be placed on addiction and policies regarding drugs as well as Covid-19. Caring versus curing will be explored. We will also study costs of discrimination, socioeconomic disparities in relation to health care, as well as lifestyles choices. Mental health, end of life, and obesity will round out our survey of health economics.

**General requirements** Completion of all tests, assignments, abstract and paper on time and in the manner specified is required. It is also extremely important to keep up on course reading. **All tests count.**

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. Consequently, we have quite a diverse range of students with different scholastic experiences. I would like to emphasize the positive aspect of this diversity. You will have opportunities to chat and work collaboratively with other students during the course and I suggest you take the time to appreciate and learn from the experiences and differences in each person.

**“Student Names & Personal Pronouns:** Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

**Books and Readings**--Required--

1. **Who Shall Live 2<sup>nd</sup> Expanded Edition** 2011 by Victor R. Fuchs, (World Scientific) ISBN 13-978-981-4354-88-2 or ISBN-10: 981-4354-88-0
2. **Chasing the Scream** by Johann Hari (Bloomsbury) ISBN-13: 978-1620408902, ISBN-10: 1620408902
3. **FF--Fast Food Nation** by Eric Schlosser 2012(First Mariner Books) ISBN 978-0-547-75033-0 5.
4. **Readings** All of the required readings are on CANVAS or hyperlinked to CANVAS on the syllabus.

## Points

- |   |  |
|---|--|
| 1. <b>Tests—there are 3</b>                                       | 50-67 points each, approximately       |
| 2. <b>Documentaries, assignments, TED talks and worksheets</b>    | <b>3-5 points each possible</b>        |
| 3. <b>Abstract for Research Project</b>                           | 3 points possible each student         |
| 4. <b>Virtual meeting with Dr Yeagle</b>                          | <b>2 points extra credit</b>           |
| 5. <b>Research Paper</b>  | <b>20 points possible each student</b> |
| 6. <b>Research Presentation and Power Point Posted</b>            | 10 points possible each student        |
| 7. <b>Reviews of Presentations</b>                                | 3 points each Presentation             |
| 8. <b>Evaluation of you by your group</b>                         | 5 points possible                      |
| 8. Various points for syllabus, contributing to discussions, etc. | 1-3 points each                        |

**1. Tests will be taken online and will be open book with a time limit. Open book still means that you do your own work. No collaboration during tests.** Tests will vary in the number of points possible due to difficulty and length.

**2. Documentaries, assignments, TED talks and worksheets** We will be watching several documentaries and TED talks as well as having discussion assignments.

3, 4 and 5. For the **Abstract, Zoom Meeting, Research Paper** and **Research Presentation and Power Point Posted to Media Gallery**, please look at those guidelines below. **The abstract is worth 3 points and the optional, extra credit Zoom meeting with Dr. Yeagle is worth 3 points. The group leader will submit the abstract. Optional Zoom meeting times with Dr. Yeagle are here.** Your **paper** is due the day of your presentation being uploaded to CANVAS. The paper is worth 20 points for each student. The Power Point/Prezi **presentation** is worth 10 points for each student.

**6. Review of Presentations** On the days that the Research presentations are due, you are required to watch the video presentation that the group posts on CANVAS and participate in the review/discussion on Canvas. You do not need to review your own presentation, but you do need to submit something to Canvas on the review page, even just a smiley face 😊, so that I can record a grade.

This is worth 3 points for each of the 20 presentations.

7. After your group has turned in your paper and presentation, fill out the **group evaluation form** on Canvas.

**Grading** There is no curve.

A 100%-93

A- 92-90

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-73

C- 72-70

D+ 69-67

D 66-63

D- 62-60

F 59 -

## Class structure

1. First of all, I will be offering a **mindfulness exercise** for each class. This is optional as I want to offer these exercises in this online course just as I do in my face-to-face classes. Many students find that by practicing these mindfulness exercises that they increase their capacity to concentrate and gain better control over their thoughts. (I have also posted some music—just for fun 😊-- that I feel goes along with the topics that we are studying in the Module. If you have any suggestions, I would love to hear from you!)

Please be aware that all students have access to **mental health care** <https://counselingcenter.utah.edu/>

2. There are *some strict* **due dates for assignments and tests**, but the *reading due dates* are designed to help keep you apprised of what is going to be our next topic. I think if you follow the suggested due dates it will help you keep on track, take things one step at time, and enjoy the process of learning.
3. **Contact** our TA or me through the Canvas inbox located on the left side of your Canvas screen.
4. I have created many **study guides** for the books, readings and documentaries. If you fill out these study guides as you are reading the material then you are all set to go for review before a test.
5. We will be starting and ending the class with two great movies that I know you will love, **Escape Fire** and **Fed Up**. Both have **study guides** that can be found in the modules on Canvas.  
The free watch link to **Escape Fire** is: (comes with Ads) <https://tubitv.com/movies/300834/escape-fire-the-fight-to-rescue-american-healthcare?tracking=google-feed>  
It is also for on Amazon prime and for rent elsewhere  
The free watch link for **Fed Up** is <https://digitalcampus-swankmp-net.ezproxy.lib.utah.edu/utahdatabase/play/2a2dd148a4ce5435?referrer=direct> and it is also on [YouTube](#)
6. **For each “Module”** on Canvas I also have an outline in the syllabus. In Canvas “Modules” you have reading assignments and activities to complete.
7. There are **several activities to facilitate getting everyone involved and meeting a few new people** in the course.
  - a. The first is a **discussion introduction** that is divided into small groups so you can meet a few people in the class. Please **post a picture of yourself!**
  - b. Another is a **questionnaire about your hopes for the class** that I have asked you to fill out that I will share anonymously with the class.
  - c. And then there is a **group research project** with a paper and an audio/visual presentation.
  - d. We will also be having some **discussion boards** where we can all interact.
8. There are a variety of ways to earn **points** in the course that range from 3 tests, documentaries, presentations, paper and reviews of others work online.
9. There are **three online tests** as shown above in the Points section.

10. I will be available to **meet with groups, prior to their presentation, online via Zoom on August 26 and Sept 4**. . This is optional but encouraged and worth 3 points extra credit. Individual group outlines will be due on the date we meet- if you decide to meet with me. Otherwise the **abstract is due Sept 3** regardless if your group meets with me.
11. It is really important that you **check announcements** regularly for an online class. You want to keep up on those since we are online only.
12. You will notice that this course requires a lot of **reading**. Some of you may not read much and many teachers have moved away from assigning readings. However, much research has been done on how we learn and reading is one of the most important ways to learn.  
**Reading is one of the best ways that our brain grows and changes because it has to work.**  
Work is the way we transform anything: construct a building, write a book, make dinner, get ourselves dressed, build muscles, get smarter, start and maintain relationships, and basically engage in the world.
13. We do have a TA for this course who **I will be sharing the reading and grading of your assignments.**  
**Do your own work or you are cheating yourself** out of an opportunity to enhance your life.
14. Keep reminding yourself that you are **doing double time with this half semester class!** It is a lot of work to complete a whole semester class in half the time. If you remind yourself that each week is in actuality completing two weeks of course work it may help with your perception of the work load.
15. Lastly, with the **Covid-19 pandemic** looming and affecting all of our lives you may want to keep on current events in regard to developments. A source that I subscribe to, for free, is Stat News.  
<https://www.statnews.com/signup/>

Academic Honesty: Please note the definitions of cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information from the University Utah Student Handbook, available here: <https://regulations.utah.edu/academics/6400.php>

**“Plagiarism’** means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.”

**Using Artificial Intelligence Programs such as ChatGPT to write papers is definitely not your own work.**

There are many types of plagiarism, all are serious offenses and will be treated according to the University of Utah rules and procedures for student academic conduct outlined in Student Code - Policy 6-400: Code of Student Rights and Responsibilities.

Any incidents of cheating, misrepresentation, or plagiarism will result in a grade of zero for the assignment. All essays and assignments must be written in your own words with proper citations.

**Absence on test days: If you miss the timeframe for a test you will need to contact me or our TA and if I allow you an extension, I will need to extend the test time for you.**

**Extra Credit** No extra credit will be granted beyond what is in the established course.

**See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

**Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

You will **receive important emergency alerts and safety messages regarding campus safety via text message**. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu)

- 1. *The Americans with Disabilities Act.*** 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 this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
- 2. *University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu).
- 3. *Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

## Step 1 for the Group Research Project—Abstract or Outline-- Guidelines

First—[sign up for a topic on Canvas](#) then check out [Contact Your Research Paper/Presentation Group and attend a Zoom meeting with Dr. Yeagle if you wish](#)

I have created [some suggestions for each of the Presentations to get you started on your research.](#)

The Abstract or Outline of your group's Paper/ Presentation is **due no later than Sept 3 or prior to the August 26** Zoom meeting with Dr Yeagle.

[Submit](#) on Canvas

The group leader, chosen by random in Canvas, will set up a Zoom meeting with me **that all of the group participants can attend. We will discuss the abstract and your presentation at this meeting.**

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

One Abstractor Outline per Group

**Abstract or Outline should include:**

Title

Authors

And most, if not all of the following:

Learning objectives

Background/ History

State the Objective/ The problem

Conclusion/ Policy Recommendation References

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

The abstract or outline is **worth 3 points** and the optional virtual meeting is **worth 2 extra credit points for each student.** Points will depend on contribution to the abstract as reported by classmates.

## Step 2 for Group Research Project – Paper-- Guidelines

There will be 15 groups with approximately 5 people in each group (depending on cap and enrollment).

- Each group of students is required to write a 5-page paper (12 pt. Times New Roman font, Double spacing, 1-inch margins) on the subject your group is presenting to the class.
- Please utilize APA style. The following link may be helpful [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- The paper should use at least 5 different reputable sources with proper APA referencing style. These references can include peer reviewed journals, text books, government institutions and non-profit agencies. Be careful on internet sites that may have a strong bias—check original sources used by these sites.
- The paper is worth 20 points for each student.
- The use of AI, Artificial Intelligent, such as Chat GPT is not allowed.
- There will be one paper turned in for each group.

Papers are due no later than the same date that your group presentation is due. [Submit paper here](#) You may also submit the paper earlier. Late papers may incur point penalties.

Since there are several 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 which includes statistics as well as behavioral aspects of the topic.

The following is a list of the research topics that will be presented during the semester. You will have the opportunity to sign up for a topic on Canvas. You may not get your first choice but I hope that the topic is something 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. If your group has additional ideas pertaining to your assigned subject, please bring them forward!

I have created some [suggestions for each of the Presentations](#) on Canvas to get you started on your research.

### The Social Determinants of Health

Medicaid Expansion

Ebola, Zika, and CMV Viruses

AIDS and Sexually Transmitted Diseases in Utah, U.S. and Worldwide

Coronavirus Covid-19 and Monkey Pox

Methamphetamines in Utah, U.S. and Worldwide

Screen Use Effects and Addiction—Phone, Social Platforms, Gaming, Internet

Costs of Air. Light and Noise Pollution

Climate Change and Health Consequences in Utah

The Relationship Between Racism, Sexism, Classism, Sexual Orientation and Health in Utah, U.S and Worldwide

Affluenza and Hedonic Reset

Loneliness, Depression and Suicide and Mental Health in Utah, U.S. and Worldwide

End of Life Issues in Utah, U.S. and Worldwide

Fast Food Proximity and Food Deserts in Utah, U.S. and Worldwide

Obesity and Undernutrition in Utah

## Step 3 for Group Research Project -- Presentation Guidelines

Each Project Group will be assigned to **construct a presentation on their topic that will be submitted to and published in Media Gallery for the class to watch and review in a discussion board.** The due dates are **scheduled here in the syllabus and on Canvas.**

You are required to prepare a **Power Point, Prezi or similar style** presentation. See below for the grading criteria.

**Use Zoom, Google Meet to create your One group video** that you upload to Media Gallery.

On Canvas I have instructions on how to create a video using **Kaltura Capture in How and When to Submit Your Group Presentation, Paper and Group Evaluation Plus Rubric** in Module 2

Since you will more than likely not be able to get together with your groupmates, you will need to **coordinate with your group members and record your One presentation during a Zoom meeting, Google Meet or similar platform and submit the One video for your group to Media Gallery.** We will talk about it during our Zoom meeting as well.

**The total Presentation should be 20 minutes.** You will need to reasonably divide the time as evenly as possible for each speaker or else points could be lost! Incorporate your student audience engagement within this time frame. Please do not go over 20 minutes. You will lose your audience's attention. **Part of the assignment is to stay within your time limit!**

**No more than 1 minute of external video footage from an online source is to be used for your entire group presentation.**

As stated in Step 2 above, you will be **submitting your paper to me on Canvas on the day scheduled. You will also submit your presentation videos to Media Gallery. I will then post your group's presentation video to the class.**

I suggest that you have different sections including: (the appropriateness will vary with the topic)

Background/ History

Objective/ The problem

Data

Conclusion/ Policy Recommendation

References

**Dress up for your Presentation! Just the top up is needed, ha ha. It will make you feel confident! (And it is part of your evaluation) 😊**

**You must include visuals- in bullet form or otherwise to support your speaking.**

**Classmate engagement exercise**

Incorporate a participation exercise for your audience. This may mean asking them questions to consider or writing something down in the early part of your presentation and then comparing how they think or feel after the presentation. It is up to the discretion of the presenters as to what this requirement entails. I encourage **creativity** here 😊. It is also worth 2 points for you so please put some effort into **engaging your audience.** *Engaging your audience is a very important part of public speaking.*



## Step 4 for Group Research Project-- Group Peer Evaluation

After you complete your presentation, please fill out and submit the [group evaluation form](#) on Canvas. You will be evaluating your group members, as well as yourself, in regard to contribution, responsibility and cooperation.

### Grading of Presentations

During the presentation, I will grade each student based on the evaluation guidelines listed below. The presentation grade is worth 10 points for each individual student.

- |  |         |
|--|---------|
| 1. Topic/ Problem stated clearly.                              | 0 1     |
| 2. Quality of information/data                                 | 0 1     |
| 3. Policy or learning objective clearly stated.                | 0 1     |
| 4. Visual presentation of information/ neatness/ effectiveness | 0 1     |
| 5. Your individual participation. Professional appearance.     |         |
| <b>Camera on</b> so audience can see you.                      | 0 1 2 3 |
| 6. Keeping within the time limit/submitted on time             | 0 1     |
| 7. Preparing/conducting Student Audience Engagement            | 0 1 2   |

***Total (10 possible)***

## Health Economics Syllabus/ Schedule of Events

Students are responsible to keep updated if this schedule changes. **Check announcements** regularly!

**Make sure that your settings allow all forms of communication via CANVAS from this course!**

I have set the schedule on a **MTWHF** with some weekend due dates as well on a “To-Do” basis to facilitate organization.

**First of all**, check out the [Introduction to the Course](#) on Canvas.

I asked the Economics’ Librarian, Marie Paiva, to prepare two videos that I hope you find helpful.

One is about [Library Resources](#)

And the other is about [Researching Your Group Project](#)

**Click on the Module link** to take you to Canvas for that Module.

Here is the schedule for the semester by Modules and Dates:

### **Module 1 August 21,22 MT** [Introduction, Pedagogy, and What is Health Economics?](#)

Mindfulness Meditation for this Module is found in Lectures on Module 1 in Canvas.

#### **Monday’s To Do List:**

- Read over the [syllabus](#) and check off in Canvas that you did indeed read and understand where to find information on the class.
- Fill out **Questionnaire on Expectations and Hopes for the Class** and submit on Canvas.
- Create a free **Zoom account**, and submit that you have one, at <https://tlt.utah.edu/forms/zoom-pro-license-activation-instructions.php>

#### **Tuesday’s To Do List:**

- Please **read** the following articles:
  - *Stressed Out? Try Being Less Competitive*
  - [Online Discussions: Tips for Students](#)—check this out if you like
- Meet some of your peers with the **Icebreaker Discussion Post**
- **You could start watching the** documentary *Escape Fire* with **study guide** (100 min total) (it is due next module)

**Hint!** You may want to watch the documentary with the person you will interview in next week. You can watch the documentary *Escape Fire: The Fight to Rescue American Healthcare* for free (comes with Ads 😞) onTubi:

<https://tubitv.com/movies/300834/escape-fire-the-fight-to-rescue-american-healthcare?tracking=google-feed>

Or else I know it is on Amazon and several other places for about \$4.

Module 2 August 23,24, 26 WH [Problems with the Health Care System and the Opioid Epidemic](#)

- Mindfulness Meditation for this Module on Canvas

Wednesday's To Do List:

- Watch Group Project Information Video
- Take the **Quiz on Group Presentation Guidelines** available August 21 at 7:00 am- Aug 25, 10:00 pm
- [Sign up for a research/presentation topic on CANVAS](#)
- **Check out the presentation guidelines, abstract instructions in the syllabus above, and [How and When to Submit Your Group Presentation, Paper and Group Evaluation](#)**
- **Check out the My Media instructions for creating and posting videos in the How and When to Submit Your Group Presentation, Paper and Group Evaluation**
- **Contact your group through "People" in Canvas and make a plan!**
- **Decide if you and/or your group will [be Zoom meeting with Dr Yeagle for either August 26 or Sept 4](#)**
- **Please read the following articles:**
  - *Addressing Addiction in the USA (no study guide.)*
  - *Costs Can Go Up Fast When ER is in Network But the Doctors Are Not (no study guide)*
  - Lawmakers strike deal to end 'surprise' medical bills (**study guide**)

Thursday's To Do List:

- **Please read the following:**
  - Mirror Mirror 2017 Study guide
  - ***Chasing the Scream*** Introduction and Chapter 1--study guide
  - Optional article on the ***Cleveland Clinic***
- **Finish *Escape Fire* --study guide** **Keep the study guide to review for the test**
- Engage in the *Escape Fire* Discussion

Friday's To Do List:

- Remember to **submit** your rough draft Abstract or Outline Friday before your meeting with Dr Yeagle **if you have signed up to meet August 26**

Saturday

- First round of Zoom meetings for Groups with Dr Yeagle- especially for those Groups whose Projects are due early.

Interview/Reflections, Johann Hari, Covid 19, and Economic Terms

Mindfulness Meditation for this Module—on Canvas

Monday's To Do List:

- **Please read** Chasing the Scream Chapters 2-4
- Watch the Johan Hari TED Talk. You will love it!
- **Watch the Lecture** and read over the notes called **Economic Terms, Elasticities, Universal Coverage vs Access** – Complete your study guide! You can use it on the test!

Tuesday's To Do List:

- **Read and take a look** at the following information on **Covid-19 before you conduct your interview.** These are articles that came out soon after Covid-19 hit. You may be surprised to find that the majority of people were pro protection and staying at home which is indicative of the how the very focal minority got a lot of attention and gained traction. And then more current stats:
- **Disparities in Coronavirus 2019 Reported Incidence, Knowledge, and Behavior Among US Adults**  
JAMA June 18, 2020—study guide on Canvas
- **Public Attitudes, Behaviors, and Beliefs Related to COVID-19, Stay-at-Home Orders, Nonessential Business Closures, and Public Health Guidance — United States, New York City, and Los Angeles, May 5–12, 2020** MMWR June, 2020 Morbidity and Mortality Weekly Report Early Release / Vol. 69 June 12, 2020—no study guide.
- **Look at** <https://coronavirus.utah.gov/case-counts/> In the **interview and reflection assignment** there is a question about the stats and chart. Click on Demographics in the blue bar. Then scroll down to **Cases, Hospitalizations, Deaths, and Testing by Race/Ethnicity**  
Look at Case Rate/per 100,000, Hospitalization Rate per 1,000 and Mortality Rates per 100,000  
Also look at **Comorbidities by Race/Ethnicity**
- To check out the latest on Health Care in the US, including Covid-19 take a look at <http://www.kff.org/health-reform/>
- **Optional look is the 1918 Flu Epidemic Exhibit**

\* **Complete and submit Interview/Reflection Assignment. Due Saturday Sept 3**

## Module 4 August 30,31 W H Weekend

### IT History, Who Really Pays, Who Deserves to Be Healthy?, and Michael Friedrichs Epidemiologist Utah Dept of Health

- Mindfulness Meditation for this Module—on Canvas

#### Wednesday's To Do List:

- **Read** (study guides for the following are in packet)
  - Health Care Spending and the Use of IT in OECD Countries* study guide
  - Who Really Pays for Health Care?* Study guide
- **Read** Healthy because you deserve it, unhealthy because you don't? and study guide
- **Optional reading--**Your health is my health, how everyone's health is interconnected

#### Thursday's To Do List:

- **Watch** Videos from **Guest Speaker Michael Friedrichs** Utah Department of Health Deputy State Epidemiologist (there will be questions from his presentation on the next test so fill out the study guides as you watch the presentation!)
  - Utah Department of Health and IBIS
  - Utah Healthy Places Index Map

#### Weekend

- **Submit Interview/Reflection Assignment**

\*\*\*\*\*Extra Credit!!! Watch: The Health Care Divide

- The Health Care Divide study questions.
- There will be a few extra credit questions on the next test.

**Group Research Project Outlines/Abstract due Sept 3 for those who have not met with Dr Yeagle and already submitted it.**

**Module 5 Sept 4-10 M-Sun The Social Determinants of Health Presentation, Affordable Care Act Assignment, Who Shall Live, and Test 1**

- Mindfulness Meditation for the Module

**Sunday's To Do List (for SDOH Group only)**

- **Group Presentation and Paper due 5:00 pm for The Social Determinants of Health Presentation**
  - Group Evaluation Sheet- If you submitted your research today please complete the form.

**Monday's To Do List:**

- **Read:** Fuchs **Who Shall Live?** *Introductions, Preface-Ch 2* pages ix- 55 – fill out study guide.
- **Group Zoom Meetings with Dr Yeagle if you have signed up to meet today, Sept 4**

**Saturday**

First round of Zoom meetings for Groups with Dr Yeagle-

**Tuesday's To Do List:**

- Read articles *Summary of the Affordable Care Act* and *Health Reform Implementation Timelines*.  
**Complete assignment and submit**

**Thursday To Do List:**

- Reviews of **The Social Determinants of Health Presentation** due today

**Thursday- Sunday To Do List:**

- [Watch](#) before you take your first test-- for fun! It is very silly.
- Maybe it will relax you 😊

**Test 1 is worth 55 points and you have 90 minutes**

- **Available from September 7 at 7:00 am until September 10 at 10:00 pm**
- The test will cover: *Escape Fire, Mirror Mirror, Chasing the Scream Intro-Ch4, Costs Go Up Fast..., Lawmakers strike deal to end 'surprise' medical bills, Mike Friedrichs' presentations on IBIS, Utah Dept of Health and Healthy Places Index, Health Care Spending and IT., Who Really Pays for Health Care, Healthy because you deserve it, unhealthy because you don't?, Covid-19 Articles: Public Attitudes..., Disparities, and Economic Terms, Elasticities, Universal Coverage, Who Shall Live Chapters Intro 1, 2, and extra credit for documentary *The Health Care Divide**

**Module 6** September 11,12 MT [Medicaid Expansion and Ebola, Zika and CMV Viruses Presentations, Who Shall Live, Chasing the Scream and AIDS Documentary](#)

- Mindfulness Meditation for the Module on the Canvas page

**Sunday's To Do List (only for Groups Presenting)**

- **Group Presentation and Paper due 5:00 pm: Medicaid Expansion**
- **Group Presentation and Paper due 5:00 pm: Ebola, Zika and CMV Viruses**
  - Group Evaluation Sheet-If you submitted your research today please complete the form.

**Monday's To Do List:**

**Read:**

**Who Shall Live.** *Fuchs Chapter 5* Fill out Study guide

**Chasing the Scream** *Chapters 5-7* Fill out Study guide

**Tuesday's To Do List:**

- **Reviews** of Medicaid Expansion Presentation due
- **Reviews** of Ebola, Zika and CMV Viruses due
  
- **Start AIDs doc** Fill out **worksheet** while you watch the documentary. It will be submitted in next module.

**Module 7 September 13,14 WH [AIDS and STDs, Covid-19 and Monkey Pox Presentations, Analyzing Medical Markets, Doctors, Profits, The Paris Commune, and The Global Syndemic](#)**

Mindfulness Meditation for the Module on Canvas

**Wednesday's To Do List:**

- **Group Presentation and Paper due 9:00 am AIDS and Sexually Transmitted Diseases in Utah**
- **Group Presentation and Paper due 9:00 am Covid-19 and Monkey Pox**
  - Group Evaluation Sheet- If you submitted your research today please complete the form.
- **Look over Lecture Notes and video on Analyzing Medical Markets**
- **Read:** (study guides on Canvas)
  - *Dollars for Doctors*
  - **Unpacking the Executive Order on Health Care Price Transparency and Quality**
- **Watch Dr Leanna Wen's Ted Talk**  
[https://www.ted.com/talks/leanna\\_wen\\_what\\_your\\_doctor\\_won\\_t\\_disclose](https://www.ted.com/talks/leanna_wen_what_your_doctor_won_t_disclose) 16 min
- Check out this [Open Payments Site](#)

**Thursday's To Do List:**

- Read **Who Shall Live**, Fuchs Chapter 3 and fill out study guide
- Read ***The Paris Commune and the Birth of American Medicine*** ( fill out study guide)
- **Read pages 1-6** (through the introduction) of *The Global Syndemic of Obesity, Undernutrition, and Climate Change* with study guide
- **AIDS Assignment due Sept 16. Finish watching AIDS doc**  
<http://www.pbs.org/wgbh/pages/frontline/aids/> **Complete the worksheet and submit on Canvas**

***Due over the weekend***

- **Reviews Due for AIDS and Sexually Transmitted Diseases in Utah Presentation**
- **Reviews Due for Covid and Monkey Pox Presentation**



**Module 8 September 18,19 MT Methamphetamine and Screen Addiction Presentations, The Demand for Health and Health Care, Countries, and Practical Wisdom**

- Mindfulness Meditation for the Module on Canvas.

**Sunday's Sept 17 To Do List (for presenting Groups only)**

- **Group Presentation and Paper due 5:00 pm:** Methamphetamine Use in Utah, US and Worldwide.
- **Group Presentation and Paper due 5:00 pm:** Screen Addiction—Phone, Social Platforms, Gaming, Internet
  - Group Evaluation Sheet-- If you submitted your research today please complete the form.

**Monday's To Do List:**

- Look over notes on The Demand for Health and Health Care and the **two supplementary videos** to help explain the graphs and concepts. **Create your study guide**
- **Read:** *Why We Can't Look Away From Our Screens*
- Optional Read: Why the Tech Elite are Worrying about Technology

**Tuesday's To Do List:**

- **Reviews** due on the Presentation **Methamphetamines**
- **Reviews** due on the Presentation **Screen Use and Addiction**
- **Watch Ted Talk Practical Wisdom by Barry Schwartz and fill out study guide**

## Module 9 September 20,21 WH

### Human Impacts: Air, Light and Noise Pollution, Climate Change, Amazon People and Medicine. Continue Chasing the Scream, and Test 2

- Mindfulness Meditation for the Module on Canvas

#### Wednesday's To Do List:

- **Group Presentation and Paper due 9:00 am: Costs of Air, Light and Noise Pollution**
- **Group Presentation and Paper due 9:00 am: Climate Change and Human Health**
  - Group Evaluation Sheet-- If you submitted your research today please complete the form.
- Read **Chasing the Scream** Chapters 8- 13
- Read article ***Ancient Egyptian technology may be our first line of defense from hospital infections***
- Read Optional article **Dragon's Blood**

#### Thursday's and Weekend To Do List:

- Reviews due on the Presentations **Costs of Air, Light and Noise Pollution**
- Reviews due on the Presentations **Climate Change and Human Health**
- Read pages 6-20 of *The Global Syndemic of Obesity, Undernutrition, and Climate Change (study guide)*
- Watch **Mark Plotkin's TED talk** 17 minutes. Take a few notes to refresh your memory for the test.
- **Test 2 is worth 50 points and you have 90 minutes**
  - **Available Sept 19, 7:00 am – Sept 24, 10:00pm**
  - The Test will cover: Who Shall Live Chapters 3 and 5, Chasing the Scream 5-13, AIDS doc, Analyzing Medical Markets, Doctors and Dollars, *Unpacking the Executive Order on Health Care Price Transparency and Quality*, *The Paris Commune and the Birth of American Medicine*, Leanna Wen TED, pages 1-20 (through the introduction) of *The Global Syndemic of Obesity, Undernutrition, and Climate Change*, Demand for Health and Health Care, Practical Wisdom, *Ancient Egyptian technology* and Mark Plotkin Ted talk.

**Module 10** September 25, 26 MT

**The Global Syndemic and Chasing the Scream**

- Mindfulness Meditation for the Module is on Canvas

**Monday's To Do List:**

- Read **Chasing the Scream** 14-Conclusion
- After you have finished **Chasing the Scream**, please engage in the online **Discussion**

**Tuesday's To Do List:**

- Read 21-47 **The Global Syndemic of Obesity, Undernutrition, and Climate Change** with study guide

## Module 11 September 27, 28 WH

### Discrimination, Racism, Classism, Sexism, Sexual Orientation and Health, Happiness Research and Fast-Food Nation

- Mindfulness Meditation for the Module

#### Wednesday's To Do List:

- **Group Presentation and Paper due 9:00 am** Racism, Classism, Sexism and Sexual Orientation and How They Affect Health
  - Group Evaluation Sheet-- If you submitted your research today please complete the form.
- **Watch** *A Class Divided* documentary
- **Read**
  - **Levels of Racism (no study guide)**
  - *Under the Shadow of Tuskegee* (study guide)
  - *The Effect of Patient Race and SES on Physician's Perceptions of Patients* (study guide)
  - **Not All Patients with Diabetes are Treated Equally** (study guide)
  - **Optional Read** *Being Black in America can be Hazardous to Your Health* (study guide)
  - **Optional read** *Did Infamous Tuskegee Study Cause Lasting Mistrust of Doctors Among Blacks?*

#### Thursday's and Weekend To Do List:

- **Read**
  - *The Road* (no study guide)
  - **Who Shall Live**, Fuchs p 165-176 (study guide)
- **Reviews due** on the Presentation **Racism, Classism, Sexism and Sexual Orientation and How They Affect Health**
- **Watch** TED talk Robert Waldinger 13 minutes
- **Chasing the Scream, please** engage in the online **Discussion** final submission is due Saturday
- **Optional Happiness Index Questionnaire**
- Look over if you wish—optional articles regarding Happiness **14 Habits of Highly Miserable People** and **A Positive Outlook is Good for Your Health**
- **\*Optional TED talk—The lies our culture tells us about what matters—a better way to live/ David Brooks**
- **You may also want to start or continue reading** Fast Food Nation (study guide)
- **Optional Article** *How income, health, religion and lifestyle impact our happiness — and how that's changed over the years*

## Module 12 October 2,3 M T

### Affluenza and Hedonic Reset, Diseases of Despair: Loneliness, Social Isolation, Depression and Suicide, Veblen's Conspicuous Consumption, The Paradox of Choice, and Fast-Food Nation

- Mindfulness Meditation for the Module

#### Sunday, Oct 1, To Do List (only for presenting Groups):

- **Group Presentation and Paper due 5:00 pm** Affluenza and Hedonic Reset
- **Group Presentation and Paper due 5:00 pm** Loneliness, Depression and Suicide and Mental Health in Utah, U.S. and Worldwide
  - Group Evaluation Sheet-- If you submitted your research today please complete the form.

#### Monday's To Do List:

- **Read:**
  - Veblen's *Pecuniary Emulation and Conspicuous Consumption*. (study guide)
  - The Tyranny of Choice* (study guide)
- **Watch** The Paradox of Choice TED Talk Barry Schwartz – (study guide)  
[https://www.ted.com/talks/barry\\_schwartz\\_on\\_the\\_paradox\\_of\\_choice](https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice)

#### Tuesday's To Do List:

- **Group Presentation and Paper due 9:00 am:** End of Life
- **Group Presentation and Paper due 9:00 am:** Fast Food Proximity and Food Deserts
  - Group Evaluation Sheet-- If you submitted your research today please complete the form.
- **Read:** *Addressing Loneliness in the Era of COVID-19* (study guide)
- **Review** due for Presentation **Loneliness, Social Isolation, Depression and Suicide**
- **Review** due for Presentation **Affluenza and Hedonic Reset**
- Continue reading **Fast Food Nation**—or start, if you haven't started already! (study guide)

## Module 13 October 4,5 W H

### End of Life, Fast Food Proximity and Food Deserts Presentations, Ageism, Fast Food Nation and Fed-Up Documentary.

- Mindfulness Meditation for the module

#### Wednesday's To Do List:

- Read *So Tired of Life* (no study guide, summarize for yourself)
- Read Ageism: a social determinant of health (study guide)

Optional Read Stop Force Feeding the Elderly

Optional Read Australia Passes Euthanasia Law

Optional Read I'm A Doctor With End-Stage Cancer. I Support Medical Aid In Dying

#### Thursday's To Do List:

- **Review** of the End of Life presentation due.
- **Review** of the Fast-Food Proximity and Food Deserts presentation due.
- **Finish reading** Fast Food Nation and complete study guide
- **Watch** FED Up documentary (92 minutes total) with **Study Guide**. The link to watch it for free is: (it takes a minute for it to load)
- <https://digitalcampus-swankmp-net.ezproxy.lib.utah.edu/utahdatabase/play/2A2DD148A4CE5435>
- **Group Presentation and Paper due 9:00 am: Obesity and Undernutrition in Utah.**
  - Group Evaluation Sheet-- If you submit your research today please complete the form.

## Module 14 October 6-12 F-H

### Obesity and Undernutrition in Utah, Test 3 and The Summing Up of Our Course

- Mindfulness Meditation for the module is on Canvas

#### Friday's To Do List

- \* **Review due** of the **Obesity and Undernutrition in Utah** presentation due.
- **Go through your grades** in Canvas—e.g. Do you have grades for everything you submitted?
- Optional Article Oh America: The reason we are fat....

#### Friday-Sunday's To Do List:

- **Test 3 is worth 67 points and you have 120 minutes**
- **Available Oct 6, 7:00 am- Oct 12 10:00 pm**— Chasing the Scream 14-conclusion, *The Global Syndemic of Obesity, Undernutrition, and Climate Change* pgs. 21-47, *Under the Shadow of Tuskegee*, Fuchs p 165-176, *The Effect of Patient Race and SES on Physician's Perceptions of Patients*, *Not All Patients with Diabetes are Treated Equally*, *The Road*, *Levels of Racism*, Robert Waldinger Ted, Veblen *Conspicuous Consumption*, *The Tyranny of Choice*, *The Paradox of Choice* TED, *So Tired of Life*, *Ageism: a social determinant of health*, *Addressing Loneliness in the Era of COVID-19*, Fed Up documentary, and *Fast Food Nation*.

A few more things if you are interested. Totally optional!

- So that you don't have a regretful life.... Regrets of the dying
- For a great talk on [Life Advice from Oprah Winfrey](#)
- Keep on pursuing your goals. Take risks and don't be afraid of failure! Please watch this TED talk for inspiration— **Denzel Washington**

**Thank you for taking Health Economics 3190! I wish you all an engaged, fulfilled and happy life. 😊**