

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6436 Health Economics (3 credits)

Semester: 2022 Spring
 Class time: Tuesdays, 9:35 – 12:35 PM
 Classroom: TBD
 Delivery Format: In-person lectures
 Course Website available in Canvas

Instructor Name: Santanu K. Datta, PhD, MBA, MS
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 Office Hours: Tuesdays, 3:00-3:50 & by appointment
 Teaching Assistant: Roxanne Wang, PhD candidate
 Preferred course communications: Canvas email

PURPOSE AND OUTCOME

Course Overview

This course introduces the student to economic theories and concepts and microeconomic analysis and some of its empirical applications including analyses of the demand for and supply of healthcare goods and services. This course also introduces the concepts and methods for the economic analysis of health care decision alternatives. Topics will include demand and supply for health and healthcare, health insurance, information economics, economics of health innovation, health policy, public health economics, behavioral health economics, cost-benefit, cost-effectiveness, and cost-utility analyses. It emphasizes the application of these methods to the evaluation of alternative health programs.

Relation to Program Outcomes

This course prepares students to apply economic concepts to the US healthcare system and its various stakeholders and prepare them to address the multitude of tasks, challenges, and problems that arise in practice from an economic perspective.

Course Objectives and Competencies

Upon successful completion of the course, students will be able to:

- Use microeconomic theory to better understand issues associated with the organization, financing and delivery of health care.
- Understand the motivations and incentives behind the provision and purchase of health insurance.
- Better comprehend and critically read the literature in health economics and health services research.
- Describe the major economic dimensions and trends of the U.S. health care system.
- Understand the economic forces that influence the economic dimensions and trends in the health care sector.
- Describe and critique the leading economic theories of consumer and producer behavior in the health care sector.
- Examine major health policy issues from an economic perspective.
- Understand and describe the conceptual bases and the application of cost-benefit analysis (CBA), cost-effectiveness analysis (CEA), cost utility analysis (CUA), and cost-of illness studies.

Instructional Methods

This course is taught through lectures, homework assignments that are reviewed in class, and a semester project. Reading assignments are to be read and homework assignments completed **before** class and be prepared for discussion in class. Your participation in the class is vital to its success.

DESCRIPTION OF COURSE CONTENT

Outline/Course Schedule

All reading assignments, including textbook chapters and papers, should be read **before class** to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and a summary of the lesson/class activities from the missed class. The syllabus and course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

Week	Thurs.	Topic
1	Jan. 11	INTRODUCTION TO THE COURSE - Introductions - Review syllabus - General discussion of economics and how it applies to health care - Ch. 1: Why Health Economics
2	Jan. 18	DEMAND FOR HEALTH AND HEALTH CARE - Ch. 2: Demand for health care - Ch. 3: Demand for health: the Grossman model
3	Jan. 25	- Ch. 4: Socioeconomic disparities in health - Ch. 7: Demand for Insurance
4	Feb.1	SUPPLY OF HEALTH CARE - Ch. 5: The labor market for physicians - Ch. 6: The hospital industry - Review exam 1 study guide
5	Feb. 8	** Exam 1 via HonorLock**
6	Feb. 15	INFORMATION ECONOMICS - Ch. 10: Adverse selection in real markets - Ch. 11: Moral hazard
7	Feb. 22	ECONOMICS OF HEALTH INNOVATION - Ch. 12: Pharmaceuticals and the economics of innovation - Ch. 13: Technology and the price of health care
8	Mar. 1	CONDUCTING ECONOMIC ANALYSES - Ch. 14: Health technology assessment - Cost-Effectiveness/Cost-Utility Methodology readings assigned in Canvas
9	Mar. 8	SPRING BREAK!
10	Mar. 15	HEALTH POLICY - Ch. 15: The health policy conundrum - Ch. 16: The Beveridge model: nationalized health care - Review exam 2 study guide
11	Mar. 22	** Exam 2 via HonorLock**
12	Mar. 29	- Ch. 17: The Bismarck model: social health insurance - Ch. 18: The American model
13	Apr. 5	PUBLIC HEALTH - Ch. 19: Population aging and the future of health policy - Ch. 22: Obesity
14	Apr. 12	BEHAVIORAL ECONOMICS - Ch. 20: The economics of health externalities - Ch. 23: Prospect theory - Review exam 3 study guide
15	Apr. 19	** Exam 3 via HonorLock**
16	Apr. 26	Semester project due

Caveat: The above schedule is my current plan and objectives for the course. However, as we progress through the semester, the plan may change to enhance learning opportunities or due to extenuating circumstances. Any changes will

be announced in class and notified via Canvas. Students are personally responsible for obtaining updated information regarding these changes.

Course Materials

Required Textbook:

Bhattacharya J, Hyde T, and Tu P. *Health Economics*. Macmillan International, London, UK. ISBN-13: 978-1-137-02996-6

Other Readings:

Additional readings may be assigned throughout the semester. Please be sure to refer to the Canvas website for assigned readings. The readings will be discussed in class as time allows but may also be assessed via quizzes and on exams.

Technology

Required Equipment: Computer with high-speed internet access and use of a supported browser. To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

**** Note: Lectures will be recorded to the Zoom Cloud and made available to students for future viewing.**

ACADEMIC REQUIREMENTS AND GRADING

Exams (60% weight)

60% of your overall grade will be based on your performance on the 3 exams (20% each), each covering 6 chapters of the textbook as well as assigned readings. The exams will be taken in-class and will be closed-book/notes exams. Study guides will be provided and time will be taken during the lecture sessions prior to the exam dates to review materials. However, these are “guides” and question may involve more detail and information than what is in the guides. The goal as graduate students is to be able to think critically and not to just “learn to the test.”

Homework (20% weight)

It is extremely important that you keep up with your reading assignments and participate in class discussions. Thus, you will be asked to answer certain questions from the end of each chapter that you will submit before the lecture for that chapter. After lecturing on the chapter materials, we will review the answers to the homework questions in class. Homeworks will be graded based on completion with reasonable responses given rather than the correctness of the answers.

Semester Project (20% weight)

Each student will identify a real case or issue regarding the health care system or health care policy that interests them. They will apply health economics theories and concepts that were learned in the course (e.g., value of technology and innovation, pharmaceuticals, health system reform, competition and collaboration, etc.) in discussing the topic they chose. Students can choose health care cases from the news media (Reuters, CNN, BBC, The New York Times, Fox news, Yahoo news, UF Health news, etc.) or papers published in numerous health and healthcare journals. The semester project can be in the form of a term paper, approximately 5-pages in length, double-spaced, and 11 point font. Or it can be in the form of narrated Powerpoint slides up to ~8 minutes in length. Both the paper or Powerpoint presentation should have the following structure: 1) Introduction/case background of the news article(s) and/or journal publication(s) for the topic area chosen; 2) Description of the pertinent issues, causes, and factors to be addressed; 3) Apply **at least 5** relevant economic theories and concepts to discuss and explain the issues and factors at play for the topic chosen; 4) If applicable, identify possible solutions and explain which of these options you believe is the best solution and its implications; 5) Conclusion—what are the salient points you want the reader to take away? 6) Reference list.

Grading

Point system used (i.e., how do course points translate into letter grades).

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	70-76.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

A greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process. Students are expected to arrive for class on time, be prepared and ready to participate in class discussions. Students are expected to be present for all classes, since much of the material will be covered only once in class. Students are responsible for obtaining notes, handouts, and summary of the lesson/class activities if a class is missed. The syllabus and course schedule is subject to revision so remember to always check Canvas for updates if you missed class. Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Unless an emergency, please inform me ahead of time regarding your upcoming absence so that any necessary accommodations can be made.

Make-up Tests

Unless an emergency, you must contact the instructor and teaching assistant at least 24 hours in advance if you will miss an exam and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to the single exam only. It does not allow you to delay future assignments. Make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. For excused absences students will be permitted a reasonable amount of time to make up the material or activities covered in their absence. If you miss a test and a make-up test is approved, the test will be made up during the earliest date possible, ideally during office hours.

Late Submission of Homeworks and Semester

Because homework assignments will be covered in class, late homework will not be accepted. You will be allowed to miss a maximum of 4 homework assignments out of 19 for any reason and still received full marks for homework. Graders will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to Canvas on time.

For the semester project, 10% will be further deducted from the final grade for each 24-hours that it is late for a maximum of 48 hours of tardiness. Semester projects after this late period cannot be accepted in order for the projects to be graded and course grades to be submitted in time.

Technical Issues

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me or the TA within 24 hours of the technical difficulty if you wish to request a make-up.

Policy on Collaboration

You are welcome to collaborate on homework assignments and encouraged to form study teams for exam preparation.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Electronic Device Policy:

Use of electronic devices (laptops, tablets, and cell phones) unrelated to the course is not permitted during lectures. The necessity of classroom interaction in this course negates the usefulness of electronic devices as a note-taking device. The use of your electronic device during class can also prove distracting to your classmates, so please refrain from using your electronic device during class.

When use of electronic devices is permitted, please adhere to the following-

- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Remember to always keep your laptop closed during presentations and other specific in-class activities.
- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) either by laptop or smartphone during class unless it is part of the lesson.
- The expectation is any use of technology will be conducted in a professional and appropriate manner.

Online Etiquette

For further clarification about appropriate emails, threads, chats and online collaborations, please visit *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Guest Lecturers

If we have a guest lecturer this semester, please be respectful and participant, make sure to arrive on time, and refrain from staring at your phone.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.



Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On-line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter, We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

College of Public Health and Health Professions Inclusive Learning Environment:

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and

respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu