

Health Economics 3190-001 Spring 2018

Instructor: [Dr. Anne Yeagle](#) **Office:** Building 72 Room 111 **Office Hours:** T&Th 10:40- 11:40 am and by appointment **Phone#:** 801-581-7481(Econ office at U) 801-581-7435 my office.
Email yeagle@economics.utah.edu **Class time:** T H 2-3:20 Room Building 73 room 107

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. 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. Caring versus curing will be explored. We will also study costs of: the elderly, racism, sexism and socioeconomic status in relation to health care, as well as lifestyles choices. Mental health and obesity will round out our survey of health economics.

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. Reading the material prior to class will allow you to engage more meaningfully during class. There will be unannounced quizzes to “encourage” timely reading. Students are expected to participate in the course with class discussions, and presentations. **All tests count.**

Regular attendance is also of the utmost importance. The purpose of this requirement is to facilitate exposure to the course material through discussion and lectures. If you miss a class, please refer to the syllabus. If you take responsibility, it will affect your class performance positively. If you have reason to believe you will be unable to attend class regularly, I suggest you not take this class. **You are required to remain in the classroom during tests. Please use the restroom prior to 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-- *There is one copy of each at the reserve desk*

1. **Who Shall Live** 2nd Expanded Edition 2011 by Victor R. Fuchs, (World Scientific) ISBN 13-978-4354-88-2 or ISBN-10: 981-4354-88-0
2. **Chasing the Scream** by Johann Hari (Bloomsbury) ISBN- 9781620408919
3. **FF--Fast Food Nation** by Eric Schlosser 2012(First Mariner Books) ISBN 978-0-547-75033-0
4. **Notes packet** available at the University Book Store
5. **Readings** All of the required readings are on CANVAS or hyperlinked on the syllabus.

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

“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.

Grading

1. **Test** points will vary according to material 10-25 each
3. **Group Abstract** 2 points possible
4. **Paper** 10 points possible
5. **Presentation** 10 points possible
6. **Evaluation of you** by your group 10 points possible
7. **Documentaries** 2-5 points each
8. **Country Presentations** 3 points possible
9. **Attendance** ¼ point for being on time, ¼ point attendance
10. **Participation and Attendance** in student group presentations 2 points. If you are **late** (5-7 min) for another groups' presentation, I will record a 1 on CANVAS. You cannot make up these points.
11. **Miss a group presentation?** You must complete a 3-pg makeup paper or lose 10 pts. See below

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 the notespacket.

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. You will also earn 1- 2 points for participation for that date.

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 which is located in the back of the notespacket when you complete your presentation.

7. **Class structure.** Tests will usually 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.

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 -

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 2 points for each student

The Library has encourage me to share this course reserve "How to Guide" with all students. It provides a walkthrough that will explain searching courses, filtering courses and finally how to access copyrighted material from off campus. http://campusguides.lib.utah.edu/course_reserves_guide

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 10 groups with 4-5 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 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 sites 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 10 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 incur point penalties.

Since there are 4-5 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 have the opportunity to sign up for a topic. You may not get your first choice. My wish is 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.

Medicaid Expansion

AIDS and Sexually Transmitted Diseases in Utah

Ebola, Zika, and CMV Viruses

Accidents

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

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

Costs of Addiction—Smoking, Meth, Heroin and Pain Killers

Affluenza

Depression and Antidepressants in Utah vs. U.S.

Obesity—Fast Food Proximity and Food Deserts

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 or Prezi** presentation.
(Your presentation will be judged on content, organization, and clarity.)

The total Presentation should be 25-30 minutes. This gives 5 minutes per person to speak and then 5 minutes to conduct your student audience assignment or quiz. You will lose 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 with the topic)
Background/ History
Objective/ The problem
Data
Conclusion/ Policy Recommendation
References

Classmate quiz

Either during or after your presentation, please prepare a participation exercise or written quiz for your audience. It is up to the discretion of the presenters as to what this requirement entails. It should be worth 2 points for the student audience. I encourage creativity here ☺. It is also worth 2 points for you as well so please put some effort into [engaging your audience](#). **This is the most important part of public speaking.**

Grading

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.

Evaluation Guidelines for Presentations

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	0	1	2	3
6. Keeping within the time limit and starting on time	0	1		
7. (Preparing/conducting) Student audience assignment/quiz	0	1	2	

Total (10 possible) _____

Health Economics Syllabus/ Schedule of Events

Students are responsible to keep updated if this schedule changes

- Please read the article [Stressed Out? Try Being Less Competitive](#) before our first class

Jan 9 T Introduction, Pedagogy, and What is Health Economics?

Go over the syllabus

Pick a Country

Fill out Questionnaire and discuss

Discuss [Stressed Out? Try Being Less Competitive](#)

- **Read** handout [Professors Who See No Evil](#)

Jan 11 H

Start documentary *Escape Fire* (100 min total) (study guide in notespacket) You can find the documentary online at :

<https://digitalcampus.swankmp.net/utahdatabase/watch?token=3bbe2d044830b60bc9f8f064771331d093d8c44fc1e3ecf719a04d13910fef27>

Discuss [Professors Who See No Evil](#)

4 countries

- **Read** [Mirror, Mirror on the Wall](#) (CANVAS) for next class. Study guide in notespacket
- **Read** [Addressing Addiction in the USA](#) (no study guide)
- Next class please pick a seat

Jan 16 T Problems and the Current Opioid Epidemic

Seating chart----pick a seat

4 countries

Continue *Escape Fire* (study guide in notespacket)

Discuss article *Mirror, Mirror on the Wall*

Discuss *Addressing Addiction in the USA*

- **Read** Introduction and Chapter 1 in [Chasing the Scream](#) (study guide in notes packet)
- **Read** [Costs Can Go Up Fast When ER is in Network But the Doctors Are Not](#) (no study guide)

Jan 18 H

3 countries

Finish *Escape Fire*

Discuss *Chasing the Scream* and *Costs Can Go Up Fast When ER is in Network But the Doctors Are Not*

Group work: *Escape Fire* and *Mirror, Mirror on the Wall*, *Chasing the Scream*, *Costs Go Up Fast...*

Assign groups and topics

- Get together with your group and make a plan!
- Read [Chasing the Scream](#) Chapters 2-4

Jan 23 T

3 countries

Lecture Economic Terms, Elasticities, Universal Coverage vs Access (notes are in your notes packet)


- **Study for Test** *Professors Who See No Evil*, Economic Terms, *Escape Fire*, *Mirror, Mirror on the Wall*, *Chasing the Scream* Chapters 1 -4 and *Costs Can Go Up Fast When ER is in Network but the Doctors Are Not*

Jan 25 H

Test *Professors Who See No Evil, Economic Terms...*, *Escape Fire and Mirror, Mirror on the Wall, Chasing the Scream Chapters 1-4* and *Costs Can Go Up Fast When ER is in Network but the Doctors Are Not*
Discuss [Health Article Summary of Affordable Care Act.pdf](#) and [Health Article Health Reform Implementation Timelines.pdf](#)

The assignment for ACA are in the notespacket [Health Article Summary of the Affordable Care Act and Timelines Questions.pdf](#)

The assignment for ACA are in the notespacket

- **Due** next class-- [Assignment on Summary of the Affordable Care Act and Health Reform Implementation Timelines articles](#)
- Take a look at <http://www.kff.org/health-reform/>
- **Read** [Health Article Immigrants, the Poor and Minorities Gain Sharply Under Obama Health Act.pdf](#)  (no study guide)

Jan 30 T

Assignment on *Summary of the Affordable Care Act and Health Reform Implementation Timelines* due
IBIS Guest Speaker Michael Friedrichs Utah Department of Health Epidemiologist (there will be questions from his presentation on the next test)
4 countries

- **Read for next class**
- [Health Care Spending and the Use of IT in OECD Countries](#) *study guide*
- [Who Really Pays for Health Care?](#) *Study guide*
- [Income Inequality and Rising Health Care Costs](#) *study guide*
- Be prepared to engage in **group work** on the above articles next class

Feb 1 H

Discuss and Group Work *Health Care Spending and the Use of IT in OECD Countries, Who Really Pays for Health Care?*, and *Income Inequality and Rising Health Care Costs*
4 countries

- **Read** (study guide is in the packet) Be prepared for group interaction
Fuchs [Who Shall Live? Introductions, Preface-Ch 2](#)—pages ix- 55

Feb 6 T

4 countries

Discuss and Group work-- Fuchs [Who Shall Live? Introductions, Preface-Ch 2](#) pages ix- 55

- **Study for test** on Mr Friedrich's talk, articles *Health Care Spending IT, Who Really Pays for Health Care?, Income Inequality and Rising Health Care Costs, Minorities and Poor Immigrants Gain Sharply Under Health Act* and Fuchs *Introductions, Preface-Ch2*

Feb 8 H

Test Mr Friedrich's talk, articles *Health Care Spending IT, Who Really Pays for Health Care?, Income Inequality and Rising Health Care Costs, Minorities and Poor Immigrants Gain Sharply Under Health Act* and Fuchs *Preface-Ch2*

Start AIDS doc (questions are in packet at end) <http://www.pbs.org/wgbh/pages/frontline/aids/>

- **Read Fuchs Chapter 5**
- **Be prepared for class interaction**

Feb 13 T

Presentation Medicaid Expansion

Discuss Fuchs Chapter 5

Continue AIDS doc

- **Finish watching AIDS doc on your own.** <http://www.pbs.org/wgbh/pages/frontline/aids/>
- Read *CMV Is a Greater Threat to Infants Than Zika, but Far Less Often Discussed*

Feb 15 H

Presentation Ebola, Zika and CMV Viruses

Lecture on Analysing Medical Markets (notes are in your notes packet)

2 countries

- *AIDS doc worksheets due next class. Finish watching AIDS doc on your own.* <http://www.pbs.org/wgbh/pages/frontline/aids/> **Fill out worksheet and turn in next class**
- **Read *Chasing the Scream* Chapters 5-7.** Study guide in packet
- **Be prepared for group work on *Chasing the Scream***

Feb 20 T

Presentation AIDS and Sexually Transmitted Diseases in Utah

AIDS doc worksheets due

2 countries

Discuss and Group Work *Chasing the Scream* Chapters 5-7.

- **Study for Test** Analysing Medical Markets, Fuchs Chapter 5 and *Chasing the Scream* Chapters 5-7, with CMV article as extra credit
- **Read** the following articles about **Doctors and Profits** (study guides in notes packet):
 - *Utah Docs Reap Millions*
 - *How Medical Care is Being Corrupted*
 - *Detailing Financial Links of Doctors and Drug Makers*

Feb 22 H

Test Analysing Medical Markets, Fuchs Chapter 5, and *Chasing the Scream* Chapters 5-7, with CMV article as extra credit

Watch https://www.ted.com/talks/leana_wen_what_your_doctor_won_t_disclose 16 min

Look at https://www.cms.gov/openpayments/?utm_source=STAT+Newsletters&utm_campaign=6a19eb9d3f-EMAIL_CAMPAIGN_2017_10_16&utm_medium=email&utm_term=0_8cab1d7961-6a19eb9d3f-149626981

Discuss articles

- *Utah Docs Reap Millions*
- *How Medical Care is Being Corrupted*
- *Detailing Financial Links of Doctors and Drug Makers*
- For next class *Read What Are a Hospital's Costs? (no study guide, just read)*

Feb 27 T

2 countries

Discuss *What Are a Hospital's Costs?*

Discuss *The Pricing of U.S. Hospital Services*—you don't have to read this article, just fill out worksheet during lecture and the notes are on CANVAS.

Lecture *The Demand for Health and Health Care* (notes are in notes packet)

- **Read** **Chasing the Scream** *Chapters 8- 10* for next class. Study guide in packet
- **Be Prepared for group work**

March 1 H

Presentation *Costs of Addiction—Smoking, Meth, Heroin and Pain Killers*

Discuss and group work **Chasing the Scream** *Chapters 8- 10*

Finish *The Demand for Health and Health Care*

- **Study for test** *Docs Reap Millions, How Medical Care is Being Corrupted, Detailing Financial Links of Doctors and Drug Makers, The Pricing of U.S. Hospital Services, What Are a Hospital's Costs?, Chasing the Scream Chapters 8- 10, The Demand for Health and Health Care*

March 6 T

Test *Docs Reap Millions, How Medical Care is Being Corrupted, Detailing Financial Links of Doctors and Drug Makers, The Pricing of U.S. Hospital Services, What Are a Hospital's Costs?, Chasing the Scream Chapters 8- 10, The Demand for Health and Health Care*

Watch **Mark Plotkin's TED talk** 17 minutes Assignment in packet

https://www.ted.com/talks/mark_plotkin_what_the_people_of_the_amazon_know_that_you_don_t?language=en

- **Due next class** **Complete Plotkin assignment**
- **Read** Fuchs Chapter 3 (study guide in packet)
- **Read** article *Ancient Egyptian technology may be our first line of defense from hospital infections* Study questions in packet

March 8 H

Presentation *The Costs of Accidents*

Plotkin assignment due

4 countries

Discuss Fuchs Chapter 3—group work

Discuss article *Ancient Egyptian technology may be our first line of defense from hospital infections*

- **Read**
 - **Chasing the Scream** Chapters 11-16 (study guide in packet)
 - *The Effect of Patient Race and SES on Physician's Perceptions of Patients* (study guide in packet)
- **Be prepared for group work**

March 13 T

Discuss and group work Chasing the Scream Chapters 11-16

4 countries

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

A Class Divided doc

- **Read** *Under the Shadow of Tuskegee* (study guide in packet)
- Fuchs p 165-176 (study guide in packet)
- *Stigma* for next class (study guide in packet)

March 15 H

Presentation Racism, Classism and Sexism and How They Affect Health

Discuss and group work *Under the Shadow of Tuskegee*, Fuchs p 165-176, and *Stigma*

5 countries

- **Read** *The Road*, and *Levels of Racism* (no worksheets on, summarize for yourself for studying)
- **Read** Chasing the Scream Chapters 17-18 for next class
- **Study for Test** – Fuchs Chapter 3, *Chasing the Scream 11-18*, *Under the Shadow of Tuskegee*, Fuchs p 165-176 *The Effect of Patient Race and SES on Physician's Perceptions of Patients* and *Stigma*, *The Road*, and *Levels of Racism*, Ancient Egyptian technology may be our first line of defense from hospital infections

Spring Break Yippee!!!

March 27 T

Discuss and group work Chasing the Scream Chapters 17-18

Discuss *The Road*, and *Levels of Racism*

Test – Fuchs Chapter 3, *Chasing the Scream 11-18*, *Under the Shadow of Tuskegee*, Fuchs p 165-176, *The Effect of Patient Race and SES on Physician's Perceptions of Patients* and *Stigma*, *The Road*, and *Levels of Racism*, Ancient Egyptian technology may be our first line of defense from hospital infections

Paradox of Choice TED Talk Barry Schwartz

https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice

- **Read** *The Tyranny of Choice*
 - **Read** Veblen's *Pecuniary Emulation and Conspicuous Consumption*. (study guide in packet)
- Be prepared for group work**

March 29 H

Presentation Affluenza

4 countries

Discuss and group work Veblen *Conspicuous Consumption*

Discuss *The Tyranny of Choice*

- **Study for Test** Veblen, *The Tyranny of Choice* Barry Schwartz TED talk Paradox of Choice, .
Chasing the Scream conclusion
- **Read** Chasing the Scream Conclusion

April 3 T

Test *Veblen*, Barry Schwartz TED talk Paradox of Choice, *The Tyranny of Choice*, *Chasing the Scream*
Conclusion

Happiness Research--- to watch if we have time

https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness

Discuss Fast Food Nation

- **Read** *Prices, Profit and Innovation* (study guide in packet)
- *So Tired of Life* (no worksheet on, summarize for yourself for studying)
- *Attending Death With Dignity* (no worksheet on, summarize for yourself for studying)
- *Start reading Fast Food Nation this week* (study guide in packet)

April 5 H

Presentation Suicide/ Depression and Antidepressants

4 countries

Discuss *Prices, Profit and Innovation*, *So Tired of Life*, *Attending Death With Dignity*.

- Read *The Lancet Countdown: tracking progress on health and climate change*
- Read up through chapter 8 **Fast Food Nation** (study guide in packet)

April 10 T

Presentation Air Pollution and Mercury in Utah and U.S and Climate Change and Human Health

Discuss *The Lancet Countdown: tracking progress on health and climate change*

Discuss Fast Food Nation

- **Read** *Researchers Shed Light on Asthma's Mysteries*
- **Read Fast Food Nation Chapters 9-epilogue**

April 12 H

3 countries

Discuss Fast Food Nation and next test

Guest speaker--Rocky Anderson former Mayor of Salt Lake City

- **Study for Test** Fast Food Nation, *Prices, Profit and Innovation*, *So Tired of Life*, *Attending Death With Dignity*, *The Lancet Countdown: tracking progress on health and climate change*, Rocky Anderson, *Asthma Article a extra credit*

April 17 T

Test Fast Food Nation, *Prices, Profit and Innovation*, *So Tired of Life*, *Attending Death With Dignity*, *The Lancet Countdown: tracking progress on health and climate change*, Rocky Anderson, *Asthma Article extra credit*

Start FED Up doc

- **Read** book review *Lethal but lawful: holding corporations to account*
- **Optional** Article Big and Deadly Foodborne Outbreaks
- **Optional** Article Study Tied to Food Industry Tries to Discredit Sugar Guidelines

