

**Course Title:** Health Economics

**Instructor:** Ali Jalali, Office: Bldg. 72 No. 30, Email: ali.jalali@economics.utah.edu

**Office Hours\*:** Tuesday 1:00 - 3:00pm or by appointment

**Prerequisites:** See University General Catalog: <http://www.catalog.utah.edu>

**Textbook:** There is no required textbook for this course. Those who prefer to have a textbook on hand as a reference the following are recommended: [1]Sloan, F. A., & Hsieh, C. R. (2012). *Health Economics*. MIT Press; [2 - for a more advanced students] Zweifel, P., Breyer, F., & Kifmann, M. (2009). *Health economics*. Springer Science & Business Media.

**Course Outline<sup>†</sup>:**

Introduction and Basics of US Health Care .....	week 1
Topic 1 [Health Care Expenditures] .....	week 2 - 3
Topic 2 [Health Care Markets and Institutions] .....	week 4 - 5
Topic 3 [Economic Valuation of Life and Health] .....	week 6 - 7
First Exam (take home) .....	approx. week 8
Topic 4 [Decision Models for Health Care Evaluation] .....	week 8 - 9
Topic 6 [Health Care Delivery and Reform] .....	week 10 - 12
Topic 5 [Political Economy of Health] .....	week 13 - 14
Review & Catch-up .....	week 15
Final Exam (Apr. 28 <sup>th</sup> , 10:30-12:30 PM) .....	1 day

**Course Description:** This course is designed to provide an introduction to health care markets and institutions in the United States from an economic perspective. Diagrammatic and mathematical tools of economic analysis will be introduced during lectures to assist in student's understanding of such markets. Our aim in the course is to apply foundational theories, key concepts and ideas from relevant economic literature on the ongoing debates over recent changes in the finance and delivery of medical care in the U.S., with special attention on empirical methods of evaluating health care programs and medical decisions. Our provisional aim is to develop students' critical thinking capacity and ability to apply opposing economic perspectives in analyzing health care issues. Constructive debates through directed discussion led by the instructor along with the use of a variety of resources for each topic, including academic articles, news articles and selected chapters from texts will be utilized. All readings will be posted on CANVAS. Students are encouraged to read course materials for each week prior to class meeting. Not all technical concepts from the assigned readings will be important for class performance, however part of the mission of the course is for students to synthesize material covered in these readings in order to retain a profound understanding of the course subject.

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<sup>†</sup>The 'Course Outline' is tentative and subject to change. We may or may not cover all topics listed.

\*If the scheduled office hours conflict with your course schedule, you are encouraged to email me in advance (minimum 24hrs prior) to set up an appointment.

**Grading & Policy:** Course grades will be determined by a weighted average of the following: [5190 students] Midterm Exam (40%), Final Exam (50%), Article Summaries (10%). [6190 Students] Midterm Exam (30%), Research Paper (20%), Final Exam (40%), Article Summaries (10%).

**Article Summaries:** All students are required to submit 5 article summary for selected readings throughout the semester. Articles must be chosen from readings posted on CANVAS. The instructor will provide advance notice and instruction online via CANVAS announcements. The length should not exceed one page single-spaced or two pages double-spaced. The purpose of these summaries are to allow the instructor to assess students' comfort in retaining the main ideas from the readings. Therefore, students are encouraged to indicate what was confusing or difficult to understand in order to help inform guided discussions during lecture.

**Term Paper: [6190 students only]** A 10 to 12 page double spaced paper on an approved topic is required. You are not expected to conduct your own original research, but rather synthesis previous research to answer an important question relevant to the course topics. The paper guideline and a list of suggested topics will be posted on CANVAS. You are encouraged to meet with the instructor to discuss a paper topic or send your topic proposal by email. Students must attain instructor approval of their paper topic no later than Mar. 1<sup>st</sup>. All papers are due on the final week of class. Please do not hesitate to submit a draft paper for my comments prior to the due date.

**MHA Student Competencies Addressed:** This is a core course in the first year MHA program.

Competency	Level of Learning	Assessment Method
Strategic & Analytical Thinking: Analyze situations taking into consideration diverse controllable and uncontrollable factors	Novice	Students will demonstrate analytic skills in oral discussion, article summaries, and term paper
Communication: Ability to speak and write clearly and effectively	Advanced Beginner	Students will demonstrate effective written communication skills through term paper, article summaries, and exams
Business Knowledge & Skills: Understand and use financial and accounting information	Competent	Questions on Midterm and Final exams related to C/B and C/E methods
Business Knowledge & Skills: understand the fundamental principles of health care organization	Advanced Beginner	Midterm and Final exam questions related to these principles
Leadership & Ethics: Ability to be flexible and adaptable, and think creatively in a changing environment	novice	Align financial incentives for ethical practice; think creatively and lead change by engaging in crucial conversation in class

**Communication:** Students are responsible for keeping up-to-date on class announcements and material posted on CANVAS. Failing to read course announcements and assignments posted online is not a valid excuse for incomplete tasks or assignments.

**Academic Conduct:** As a University of Utah student, you have agreed to abide by the University's academic policy [Policy 6-400: Code of Student Rights and Responsibilities], the Student Code of Conduct and the University's Scholastic Standards. All academic work and behavior must meet the standards described in the Student Code and the Scholastic Standards found at: <http://www.deanofstudents.utah.edu/conduct> and <http://regulations.utah.edu/academics/6-400.php> Lack of knowledge of the Student Code is not a reasonable explanation for a violation. Questions related to course assignments and the Scholastic Standards should be directed to the instructor.

**Extra Help:** Do not hesitate to come to my office during office hours or by appointment to discuss a topic from a lecture or any aspect of the course. You also may want to consider the ASUU tutoring services. Information is available at: <http://www.tutoringcenter.utah.edu>. If you need writing assistance, you are encouraged to visit the University Writing Center. The Writing Center is located on the 2<sup>nd</sup> floor of the Marriott Library in room 1171. For more information visit: <http://www.writingcenter.utah.edu>.

**Students with Disabilities:** The Department of Economics is dedicated in providing equal opportunities for success and reasonable accommodations to Disabled Students as guided by Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and University policy. 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. Please visit the Center for Disability Services' website for more information: <http://www.disability.utah.edu>.

**Addressing Sexual Misconduct:** Please read the following University statement on 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, veterans 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)."

**Attendance Policy:** Students are expected to attend classes regularly. A student who incurs an excessive number of absences without prior notification or medical documentation may be withdrawn from the course at the discretion of the Instructor or receive an incomplete.

**Important Dates:**

Class Begins .....	January 9 <sup>th</sup>
Class Ends .....	April 25 <sup>th</sup>
First Exam .....	February 28 <sup>th</sup>
Martin Luther King Jr. Day .....	January 16 <sup>th</sup>
Spring Break .....	March 12 <sup>th</sup> – 19 <sup>th</sup>
President's Day .....	February 20 <sup>th</sup>
Final Exam .....	April 28 <sup>th</sup>