

# Health Economics 3190-001 Fall 2015

Instructor: Dr. Anne Yeagle Office: OSH 366 Office Hours: T&Th 10:40- 11:40 am and by appointment  
Class time: T H 12:25-1:45 pm Room SFEBB 5130 Phone# : 801-581-7481(Econ office at U)  
801-581-7435 my office. Email [yeagle@economics.utah.edu](mailto:yeagle@economics.utah.edu)

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

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

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

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

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

## Texts

Required-- *There is one copy of each at the reserve desk*

1. ST--The Social Transformation of American Medicine by Paul Starr (Basic Books)  
ISBN-10: 0-465-07935-0 or ISBN-13: 978-0-465-07935-3
2. W--Who Shall Live 2<sup>nd</sup> Expanded Edition 2011 by Victor R. Fuchs, (World Scientific)  
ISBN 13-978-4354-88-2 or ISBN-10: 981-4354-88-0
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 e-reserve here at the University Library.

Reference book-- *There is one copy at the reserve desk*

H--Health Economics and Policy 3<sup>rd</sup> edition 2005 by James W. Henderson (South-Western Thompson Learning) ISBN 0-324-26000-8.

## 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 3 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. **Miss a group presentation**, you must complete a 3-pg makeup paper or lose 10 pts. See below
11. **Participation** in student group presentations 2 points. If arrive too late, then a 0. If you are **late** (5-7 min) for another groups' presentation, I will record a 0 on CANVAS. You can make up these points by bringing a small treat for the class on a TED talk day in retribution for disturbing the class.

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

2. For the **Abstract, Paper, Presentation** please look at those guidelines in packet.

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

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

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

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

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

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

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

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

Grading There is no curve.

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

## Health Economics Abstract Guideline

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

One abstract per group.

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

Abstract should include:

Title

Authors

And most, if not all of the following

Background/ History

State the Objective/ The problem

Conclusion/ Policy Recommendation

References

Learning objectives

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

The abstract, revised if necessary, is worth 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](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 11 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 not be accepted.

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

Medicaid Expansion

AIDS and Sexually Transmitted Diseases in Utah

Ebola

The Social Costs of Violence

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

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

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

The Pharmaceutical Industry

Climate Change-- Human and Animal Health

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 written quiz or participation exercise 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

## August 25 T **The Problem**

Go over the syllabus

Pick a Country

Fill out Questionnaire and discuss

- **Read** handout *Professors Who See No Evil*

## August 27 H

**Start** documentary *Escape Fire* (100 min total) (study guide in notespacket)

**Discuss** *Professors Who See No Evil*

2 countries

- **Read** *Mirror, Mirror on the Wall* (CANVAS files and e-reserve) for next class. Study guide in notespacket
- Next class please pick a seat

## September 1 T

**Seating chart**----pick a seat

3 countries

**Discuss** article *Mirror, Mirror on the Wall*

**Continue** *Escape Fire* (study guide in notespacket)

## September 3 H

3 countries

**Finish** *Escape Fire*

Group work: *Escape Fire* and *Mirror, Mirror on the Wall*

**Assign** groups and topics

## September 8 T

2 countries

**Discuss** US Medical Care History and Problem

- **Study** for Test *Professors Who See No Evil*, US Medical Care terms, *Escape Fire* and *Mirror, Mirror on the Wall*

## September 10 H

**Test** *Professors Who See No Evil*, US Medical Care terms, *Escape Fire* and *Mirror, Mirror on the Wall*

**Discuss** “Summary of the Affordable Care Act” and “Health Reform Implementation Timelines”

**Assignment** in packet due next class

- **Due** next class-- Assignment on above articles

September 15 T

**Assignment** on Health Reform due

**IBIS Guest Speaker Michael Friedrichs** Utah Department of Health Epidemiologist (there will be questions from his presentation on the next test)

2 countries

- **Read** (study guides are in packet) be prepared to engage in group work next class
- *Health Care Spending and the Use of IT in OECD Countries,*
- *Who Really Pays for Health Care?*
- *Income Inequality and Rising Health Care Costs*

September 17 H

**Discuss** *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*

2 countries

- **Read** (study guide is in the packet)
- Fuchs Who Shall Live? Preface-Ch 2

September 22 T

2 countries

**Discuss--** Fuchs *Preface-Ch 2*

- **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,* and Fuchs *Preface-Ch2*

September 24 H

**Test** Mr Friedrich's talk, articles *Health Care Spending IT, Who Really Pays for Health Care?, Income Inequality and Rising Health Care Costs,* and Fuchs *Preface-Ch2*

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

September 29 T

**Presentation** Medicaid Expansion

3 countries

Continue AIDS doc

- **Finish watching AIDS doc on your own. Fill out worksheet and turn in Oct 6**

October 1 H

**Presentation** Ebola

**Lecture** on Analysing Medical Markets

2 countries

- **AIDS doc worksheets due next class**
- **Read** *Social Transformation of American Medicine Intro* Starr for next class. Study guide in packet
- **Be prepared for group work on Starr Intro**

October 6 T

**Presentation** AIDs in Utah

*AIDS doc worksheets due*

**Discuss** *Social Transformation of American Medicine Intro Starr*

- *Study for Test* Analyzing Medical Markets and Starr Intro

October 8 H

**Test** Analyzing Medical Markets and Starr Intro

3 countries

**Watch** [https://www.ted.com/talks/leana\\_wen\\_what\\_your\\_doctor\\_won\\_t\\_disclose](https://www.ted.com/talks/leana_wen_what_your_doctor_won_t_disclose) 16 min

- **Read** the following articles about **Doctors and Profits** (study guides in notepacket):
  - *Utah Docs Reap Millions*
  - *How Medical Care is Being Corrupted*
  - *Detailing Financial Links of Doctors and Drug Makers*
- **Read** Fuchs Chapter 5

**Fall Break Yippeeeee!!!**

October 20 T

**Guest Speaker Dr. Mike Magill** Professor Family and Preventative Medicine----Care By Design (CBD)

Take notes, there will be test questions

*Discuss articles Docs Reap Millions, How Medical Care is Being Corrupted, Detailing Financial Links of Doctors and Drug Makers*

*Discuss Fuchs Chapter 5*

October 22 H

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

**2 countries**

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

—you don't have to read this article, just fill out worksheet.

**Start** *Demand for Health and Health Care*

- **Study for test** *Dr Magill's talk, Fuchs Ch 5, Docs Reap Millions, How Medical Care is Being Corrupted, Detailing Financial Links of Doctors and Drug Makers The Pricing of U.S. Hospital Services*

October 27 T

**Test** *Dr Magill's talk, Fuchs Ch 5, Docs Reap Millions, How Medical Care is Being Corrupted, Detailing Financial Links of Doctors and Drug Makers, The Pricing of U.S. Hospital Services*

**Finish** *The Demand for Health and Health Care*

- **Read** *Social Transformation of American Medicine Chapter 1 Starr* for next class. Study guide in packet



October 29 H

**Discuss** *Social Transformation of American Medicine Chapter 1* Starr

3 countries

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

**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

November 3 T

**Presentation** *The Social Costs of Violence*

2 countries

**Discuss** Fuchs Chapter 3—group work

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

- **Read** Starr Chapter 2 (study guide in packet)
- **Study for Test** – *Starr Ch 1, Demand for Health and Health Care, Fuchs Chapter 3*

November 5 H

**Test on Starr Ch 1, Demand for Health and Health Care, Fuchs Chapter 3**

**Discuss** Starr Chapter 2

5 countries

- **Read** *Under the Shadow of Tuskegee* (study guide in packet)
- Fuchs p 165-176 (study guide in packet)
- *The Effect of Patient Race and SES on Physician's Perceptions of Patients* (study guide in packet)
- *Stigma* for next class (study guide in packet)

November 10 T

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

2 countries

*A Class Divided* doc

- **Read** *The Road*, and *Levels of Racism* (no worksheets on, summarize for yourself for studying)

November 12 H

**Presentation** *Racism, Classism and Sexism and How They Affect Health*

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

2 countries

- **Read** Handout *When It's All Too Much* and
- **Read** Veblen's *Pecuniary Emulation and Conspicuous Consumption*. (study guide in packet)

November 17 T

**Presentation** Affluenza

4 countries

**Discuss** Veblen *Conspicuous Consumption*

**Discuss** *When It's All Too Much*

- **Read** Starr Ch 3 for next class

November 19 H

**Discuss** Starr Ch 3

4 countries

**Paradox of Choice** TED Talk Barry Schwartz

[https://www.ted.com/talks/barry\\_schwartz\\_on\\_the\\_paradox\\_of\\_choice](https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice)

**Happiness Research**

- **Study for Test** *Under the Shadow of Tuskegee* and Fuchs 165-176. *The Effect of Patient Race and SES on Physician's Perceptions of Patients*, and *Stigma*, Starr Ch 2 and Ch3, *The Road*, *Levels of Racism*, Veblen, Barry Schwartz TED talk

November 24 T

**Test** *Under the Shadow of Tuskegee* and Fuchs 165-176. *The Effect of Patient Race and SES on Physician's Perceptions of Patients*, and *Stigma*, Starr Ch 2 and Ch3, *The Road*, *Levels of Racism*, Veblen, Barry Schwartz TED talk

**Happiness Research---** to watch if you like [https://www.ted.com/talks/daniele\\_quercia\\_happy\\_maps](https://www.ted.com/talks/daniele_quercia_happy_maps)

- **Read** *Prices, Profit and Innovation* (study guide in packet)
- *So Tired of Live* (no worksheet on, summarize for yourself for studying)
- *Attending Death With Dignity* (no worksheet on, summarize for yourself for studying)
- *Getting Mental- Health Care at the Doctor's Office* (study guide in packet)

December 1 T

**Presentation** Depression

**Discuss** *Prices, Profit and Innovation*, *So Tired of Live*, *Attending Death With Dignity*, *Getting Mental-Health Care at the Doctor's Office*

- **Read** *Climate Change and Human Health*
- If you have time, you might want to start on Fast Food Nation this weekend (study guide in packet)

December 3 H

**Presentation** Costs of Air Pollution and Mercury in Utah and U.S

**Presentation** Climate Change and Human Health

**Discuss** *Climate Change and Human Health* article

**Discuss** Fast Food Nation test

- **Study for Test** Fast Food Nation 1-8, *Prices, Profit and Innovation, So Tired of Live, Attending Death With Dignity, Getting Mental- Health Care at the Doctor's Office, Climate Change and Human Health*
- **Read** *Researchers Shed Light on Asthma's Mysteries*
- **Read** Fast Food Nation Chapters 1-8 study guide in pkt

December 8 T

**Presentation** Obesity—Fast Food Proximity and Food Deserts

**Test** Fast Food Nation 1-8, *Prices, Profit and Innovation, So Tired of Live, Attending, Death With Dignity, Getting Mental- Health Care at the Doctor's Office, Climate Change and Human Health*

**Start** FED UP doc

- **Read** book review *Lethal but lawful: holding corporations to account*
- **Read** article *Revised Food Labels Won't Be Much Improved*
- **Study** for test FFNation 9-epilogue, *Lethal but lawful: holding corporations to account* and *New Labels Won't Be Much Improved*

December 10 H

**Test** FFNation 9-epilogue, *Lethal but lawful: holding corporations to account* and *New Labels Won't Be Much Improved*

**Finish** FED UP doc

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