

Credits:	3 hours
Meeting Days:	Tuesday and Thursday
Meeting Time:	10:10 – 11:40 am
Meeting Place:	Mayo A110
Course Website:	The course has a WebVista site (www.webct.umn.edu) which will have very useful information
Instructor:	Pinar Karaca-Mandic, PhD Division of Health Policy and Management
Office Address:	15-228 Phillips-Wangensteen Building (PWB)
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Office Hours:	Tuesday and Thursday 12:00-1:00 pm, or by appointment

I. Course Description

This course serves as an introduction to the role of economics in health care and health policy. It builds on microeconomic principles of supply and demand and covers topics such as the market for medical care, the market for health insurance, the role of government in health care, and health care reform.

II. Course Prerequisites

A course in introductory microeconomics, or consent of instructor

III. Course Goals and Objectives

The course aims to

- Enhance your understanding of the economic principles that drive the health care system
 - Supply and demand for health care and health insurance
 - Sources of market failures
 - Role of Government Intervention
- Introduce you to the use of economic analysis for evaluating reforms and proposals in health-care policy making
- Improve your research and presentation skills in general

IV. Methods of Instruction and Work Expectations

You are expected to come to class prepared to discuss the reading assigned for the day as the class time will be spent as a combination of lecture and discussion. The goal of the course is of course to learn about health economics and health policy, but at the same time, we will emphasize how to conduct research, work in teams, and present research. These are all important skills for your career development.

For most weeks, the course will be heavier on instructor's lecture, but will still involve significant student interaction. Some lectures will partially rely on a seminar-like setting in which students will be even more involved through discussions and presentations. For such weeks, students will be more responsible for additional reading that will be posted at the course website. Students can also volunteer to lead these discussions. I also welcome additional research article suggestions students may have for each week's topics. The key is to come prepared for each class. I encourage active class participation.

I strongly encourage you to read newspapers and magazines (such as *The New York Times* or *Newsweek*) to keep abreast of health-related news. Finally, *Health Affairs*, the policy journal of the health system, hosts a communal blog at <http://www.healthaffairs.org/blog/>.

V. Course Text and Readings

There is one required textbooks for the course.

1. *Health Economics: Theories, Insights, and Industry Studies*, Fourth Edition 2007, Santerre/Neun.
ISBN: 0-324-32068X ©2007

In addition, I will post additional readings at the course website.

VI. Course Outline/Weekly Schedule

Week	Date	Topic	Readings from Santerre & Neun	Other Assignments & Exams
1	Tu, Jan 20	Introduction		
1	Th, Jan 22	Overview & Economics Perspective	Ch.1 & Ch.2	
2	Tu, Jan 27	"Health Disparities" in-class discussion		Read the additional reading posted on the course web-site in folder "Health Disparities". There will be an in-class discussion in which you are expected to participate
2	Th, Jan 29	Cost-Benefit Analysis	Ch.3	Homework #1 handed out
3	Tu, Feb 3	Value of Health, Life, Technological Change		Read the additional reading posted on the course web-site in folder "Value of Life". There will be an in-class discussion in which you are expected to participate
3	Th, Feb 5	Demand For Medical Care	Ch.5	.

4	Tu, Feb 10	Demand For Medical Care	Ch.5	
4	Th, Feb 12	Demand For Health Insurance	Ch.6	Groups for Group Project assigned Homework # 1 due in class
5	Tu, Feb 17	Demand For Health Insurance	Ch.6	Homework # 2 handed out
5	Th, Feb 19	Market Models for Medical Care	Ch.8	Quiz #1
6	Tu, Feb 24	Market Models for Medical Care	Ch.8	
6	Th, Feb 26	Health Insurance Markets	Ch.11	
7	Tu, Mar 3	Health Insurance Markets	Ch.11	Homework # 2 due in class
7	Th, Mar 5	Economics of Physicians	Ch.12	
8	Tu, Mar 10	Economics of Physicians	Ch.12	One-page group project statement due in class
8	Th, Mar 12	Midterm in Class		
	Spring Break			
9	Tu, Mar 24	Economics of Hospitals	Ch.13	
9	Th, Mar 26	Economics of Hospitals	Ch. 13	Homework # 3 handed out
10	Tu, Mar 31	Pharmaceutical Industry	Ch.14	
10	Th, Apr 2	Long-term Care Industry	Ch.15	
11	Tu, Apr 7	The Case for Government Intervention	Ch.9	
11	Th, Apr 9	The Case for Government Intervention	Ch.9	Homework # 3 due in class
12	Tu, Apr 14	Government as Health Insurer	Ch.10	
12	Th, Apr 16	Government as Health Insurer	Ch.10	Quiz #2
13	Tu, Apr 21	Health Care Systems "U.S. versus other countries" in-class discussion	Ch. 4	Read the additional reading posted on the course web-site in folder "U.S versus Other Countries". There will be an in-class discussion in which you are expected to participate
13	Th, Apr 23	Health Care Reform	Ch.16	
14	Tu, Apr 28	Health Care Reform	Ch.16	

14	Th, Apr 30	Health Care Reform Lecture & “in-class discussion”	Ch.16	Read the additional reading posted on the course web-site in folder “Health Care Reform”. There will be an in-class discussion in which you are expected to participate
15	Tu, May 5	In-Class Group Presentations		Group paper due in class
15	Th, May 7 F, May 15 8 am- 10 am	Review Final exam		

VII. Evaluation and Grading

You will be evaluated on both individual and group activity as detailed below:

3 Homeworks:	15% (5% each)
2 Quizzes:	10% (5 % each)
Midterm:	15%
Final:	25%
Group Paper:	15%
Group Presentation:	10%
<u>Class Participation:</u>	<u>10%</u>
<u>Total</u>	<u>100%</u>

Students may choose to take this course S/N (Satisfactory or Not Satisfactory), in which case a grade of “S” will be received for earning C- or better (at least 70%)

Homeworks: The homework assignments are meant to give you an opportunity to practice using some of the tools and analytical techniques we will be studying throughout the course. In addition, homework assignments will aim to improve your research skills. You are encouraged to work on them individually. There will be 3 homework assignments which will be handed out in class, and you are required to turn them in at the end of class for the specified date. Each assignment will worth 100 points and account for 5% of your grade. You may turn in your assignment late for a maximum of one day at a cost of 20 points automatic deduction per day. Late assignments should be returned to me at my office. If I am not in, mark the date/time of return on it, and slip it under my door. For example, if the assignment is due at the end of class on February 7 at 11:40 am, and you return in by February 8, 11:40 am, you will receive a maximum score of 80 on it even if you got everything correct. If you have exceptional circumstances that will not enable you to submit your assignments on time, please contact me in advance and depending on the circumstance, your point deduction penalty for late work may be reduced or waved.

Quizzes: The quizzes will be in class, in the beginning of the class time, and will take 30 minutes to complete. The material will not be explicitly comprehensive, and will focus on material discussed or assigned since the previous test (either a quiz or the midterm). Students will be responsible for all material covered in class and assigned as readings (whether discussed or not in class).

Midterm: The midterm will include the material covered in class and assigned as reading (whether discussed in class or not) for the period January 22-March 5. It will be in-class, closed-book and closed-note.

Final: Final will be cumulative and will include the material covered in class and assigned as reading (whether discussed in class or not) for the period January 22-April 30. It will be in-class, closed-book and closed-note.

Group Project: You will complete a group project as a part of a team (4-5 individuals). Groups will be assigned by the instructor at random, and given out during Tuesday February 12's class. The goal of the group project is to give you an opportunity to use the tools and concepts learned in class to evaluate several health care reform proposals. At the end of the semester, you will be asked to peer review your team members. This is to give the instructor an idea on team participation of each team member, and to ensure that the group project is completed with joint effort of all team members. In addition, I will ask the teams to meet with me while preparing their project, and I encourage communication to make sure that each team member takes on a fair share of the group work.

Group Paper: Your group will choose several reform proposals and write a 10-15 page paper that debates the pros and cons of these proposals. The paper can be based on resources such as academic publications, presidential candidates' websites, debates, speeches, media and others. You are not required to pick a side. The key is the demonstration of critical thinking based on the economics tools acquired in class. You will be expected to evaluate economic arguments behind the reform proposals. Group papers account for 15% of your grade from the course. The quality of the paper will be the key for grading purposes, but team members may receive different grades on the paper depending on their team participation.

Key Dates:

- Th, March 5: Groups to hand-in a one-page statement specifying which reform proposals the analysis will emphasize.
- Tu, May 7: Group paper due in class.

Some useful websites

<http://content.healthaffairs.org/index.dtl>

http://www.commonwealthfund.org/General/General_show.htm?doc_id=670761

<http://www.nhpf.org/>

<http://www.kff.org/uninsured/reform.cfm>

<http://www.randcompare.org/options/>

<http://www.randcompare.org/proposals/>

<http://www.urban.org/health/index.cfm>

Group Presentation: Your group will prepare a twenty-minute presentation outlining the key points in your group paper. There will be a 10-minute question/answer session following your presentation. The presentation must be in MS Power point. Please hand me one printed copy of your presentation on the day of presentation. Overall, the group presentation will account for 10% of your grade from the course. This will be divided into two components: 5% representing overall group presentation, and 5% representing individual presentation. All team members will receive the same grade for the team performance component, but may receive different grades for the individual presentation component.

Class Participation: Please be on time, and ready to participate. An important component of class participation grade depends on your attending classes and on time. Reading non-course related materials and doing assignments from other classes are not acceptable in this class.

Here are other components of class participation:

- I will post additional reading on the course website that is meant to be additional material for discussions and student participation in class. In some lectures, we will have seminar-like active "in-class" discussions based on the additional reading. Your attention and participation in these discussions will improve your participation grade.
- You can volunteer to lead one of the "in-class discussions". I will of course provide help.

- Students can gain class participation points by finding news articles from newspapers such as the New York Times, Wall Street Journal, or some other major newspaper that are related to the topics we discussed in class up-to-that week. The students should e-mail me the source of the article on Friday before, so I can post it to other students. Students can then have a 5 minute presentation summarizing the article, and how it relates to what we have learned.
- I will announce interesting and related talks at the University, and you can gain points by attending them and providing me with a brief summary
- Finally, I welcome any suggestions you may have on additional reading material for each week (research articles, news articles, policy pieces etc)

Make-Up Exam policy: No make-up quizzes, midterm, or final exam will be given unless pre-approved by the instructor. Absence due to unavoidable or legitimate circumstances is understood with respect. Such circumstances may include verified illness, jury duty, military service, and religious observances. Students are responsible for providing documentation to the instructor to verify the reason for the absence as far in advance as possible.

Re-Grade policy: Students requesting that their exam must be re-graded have to submit their original exam with a written note explaining the reason for their re-grade request within 48 hours of the time the exams are returned. Any exam submitted for a re-grade will be subject to a complete re-grade by the instructor.

Incomplete Grade

An incomplete grade is permitted only in cases of exceptional circumstances and following consultation with the instructor. In such cases an "I" grade will require a specific written agreement between the instructor and the student specifying the time and manner in which the student will complete the course requirements. Extension for completion of the work will not exceed one year.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University's Student Conduct Code defines scholastic dishonesty as "plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades,

honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on “Citing Sources”.

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).