PURPOSE AND OUTCOME

Course Overview
This course is intended to give you an understanding of and appreciation for the traditional issues in health economics. The topics to be covered are: the role of prices, the production of health, the demand for health care, health insurance theory, the demand for health insurance, production and cost of health care in hospitals and nursing homes, cost effectiveness analysis, equity and efficiency, role of government in the health economy. Note that this course is designed to provide you with the knowledge of fundamental principles of economic concepts and evaluation methods. This knowledge is intended to be applied in future coursework.

The course is an introduction to health economics and does not require a previous knowledge of economics. You will not be expected to know calculus.

Textbooks

Course reading distributed by instructor

Relation to Program Outcomes

Course Objectives and/or Goals
Upon completion of the course, students should complete the following objectives:

1. Understand current health economics issues, their historical origins, and their development.
2. Analyze health economics problems using rudimentary tools and show examples of how these tools are used by economists to analyze specific issues.
3. Appreciate the trade-offs inherent in almost all policy solutions.
4. Recognize the shortcomings and criticisms of the various models used to analyze the key health economics issues.
**Instructional Methods**
Lecture with class discussion

**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/09</td>
<td>Class Begin – Welcome and introduction to the class</td>
<td>--</td>
</tr>
<tr>
<td>Week</td>
<td>Date(s)</td>
<td>Topic(s)</td>
<td>Readings</td>
</tr>
<tr>
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</tr>
<tr>
<td>4</td>
<td>2/6</td>
<td>Economic Evaluation in Health Care</td>
<td>In class assignment</td>
</tr>
<tr>
<td>6</td>
<td>2/20</td>
<td>Non-preference-based measures of health status; quality—adjusted life years (QALYs)—theoretical foundation; utilities and methods to estimate utilities (the rating scale (RS) method, the standard gamble (SG) method, time trade-off (TTO) method, whose preference?; multi-attribute utility system; alternatives: disability-adjusted life years (DALYs)</td>
<td>Nyman J., et al. (2007). Quality of Life Weights for the U.S. Population: Self Reported Health Status and Priority Health Conditions, by Demographic Characteristics. Medical Care 45(7) 618-628.</td>
</tr>
<tr>
<td>Week</td>
<td>Date(s)</td>
<td>Topic(s)</td>
<td>Readings</td>
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<tr>
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</tr>
<tr>
<td>7</td>
<td>3/1</td>
<td>No Class – UAB Case competition</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/6</td>
<td>Spring break</td>
<td></td>
</tr>
</tbody>
</table>
Week | Date(s) | Topic(s) | Readings
---|---|---|---
10 | 3/20 | New Insurance Theory | Santerre and Neun, Ch. 6, pp. 167-174.
11 | 3/27 | No Class – ACHE Congress on Health Care | 3/29
12 | 4/3 | Pharmaceuticals | Santerre and Neun, Ch. 14.
| | | | Anderson GM, Juurlink D, Detsky AS. Newly Approved Does Not Always Mean New and Improved. *JAMA* 2008;299;13
12 & 13 | 4/5 & 4/10 | Student Presentations | 14
13 | 4/12 | Student Presentations | 14
14 | 4/17 | Student Presentations | 14
15 | 4/24 | Student Presentations | 15
15 | 4/26 | Student Presentations | 16
16 | 5/2 | No class | Final Paper Due

**Course Materials and Technology**

**Required Textbook**


*Applied Methods of Cost-effectiveness Analysis in Health Care*. Alastair M. Gray, Philip M. Clarke, Jane L. Wolstensolme, Sarah Wordsworth; *Oxford University Press*

**Required Readings**

Assigned journal articles and lecture notes are available on CANVAS. All listed readings are required unless otherwise noted. Students are expected to have read all required readings prior to each lecture and should understand the issues covered in each article.
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

ACADEMIC REQUIREMENTS AND GRADING

Assignments
Your grade will be based on your performance on quizzes (40%), an in-class exercise (5%), a project proposal (10%), a presentation of your project (10%), and a final paper (35%). There will be five quizzes during the semester and quizzes will take place at the beginning of the class period. The lowest quiz score will be dropped when calculating the final grade. If a student missed a quiz, then scores from the remaining four quizzes will be counted with no possibility of dropping the lowest score.

Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points or % of final grade (% must sum to 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal article presentation</td>
<td>Varies</td>
<td>10%</td>
</tr>
<tr>
<td>In-class assignment</td>
<td>2/06</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes (3 out of 4)</td>
<td>Varies</td>
<td>30%</td>
</tr>
<tr>
<td>Project Proposal</td>
<td>2/21</td>
<td>10%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>varies</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>5/02</td>
<td>30%</td>
</tr>
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</table>

The main outcome of this course is the final paper. The final paper is a project on a topic to be selected by students and related to the material of the course. The purpose is for student to examine a health care issue from an economic perspective. It should include a review of the literature as well as a critical analysis.

The project proposal which is due on February 21 is meant to present the topic of the final paper. The project proposal should be a maximum of 2 double space pages and include the following:

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

<table>
<thead>
<tr>
<th>Points earned</th>
<th>93-100</th>
<th>90-92</th>
<th>87-89</th>
<th>83-86</th>
<th>80-82</th>
<th>75-79</th>
<th>70-74</th>
<th>65-69</th>
<th>-</th>
<th>-</th>
<th>-</th>
<th>&lt;65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D-</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at:
Exam Policy
All exams will take place in-class during the scheduled class times as indicated on the syllabus.

Policy Related to Make up Exams or Other Work
There will be no makeup quizzes except for extreme circumstances (e.g. admitted to hospital) with valid evidence of the extreme circumstance.

Policy Related to Required Class Attendance
Students are expected to attend and participate in all class sessions and be in attendance prior to the beginning of the class period. Students should inform the instructor if they will miss a class. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
Students are expected to have read all required readings prior to each lecture and should understand the issues covered in each article.

Communication Guidelines
Students are expected to participate in class discussions. Cellphones must be turned off and put away during class time. Laptops are allowed for taking notes only.

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 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.

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.