



PBHL 853 - HEALTH ECONOMICS II (3 credits)
COURSE SYLLABUS
Winter Quarter 2016-17
Mondays, 8 am - 10:50 am
Nesbitt 340

Instructor

Genevieve Pham-Kanter, PhD
Assistant Professor
Department of Health Management and Policy
Dornsife School of Public Health

Office Phone: 267-359-6163
Office Location: Nesbitt Hall, Room 352
Email: gpkanter@drexel.edu

Office Hours:

- By appointment on Fridays (8:45-11:45 am) - make appointments on-line:
<https://gpkanter.youcanbook.me>
 - To expedite scheduling, please do not e-mail with appointment requests.
 - If you can't be on campus during office hours, you can also schedule a telephone appointment during these office hour times. Just indicate that it is a telephone appointment and the best number to reach you.
 - Note that appointment scheduling closes 24 hours before scheduled office hours (i.e. Thursday 8:45 am).
- After class on Mondays (11 – 11:45 am) - no appointment necessary

1. Course Description

PBHL 853 (Health Economics II) is the second course in a 2-course sequence in health economics. Topics covered in this course include: competition and market power in health care markets, managed care, hospitals, the healthcare workforce, an introduction to cost-benefit and cost-effectiveness analysis, pharmaceuticals and health technologies, and an introduction to behavioral economics in health. Students will have an opportunity to do an independent health economics project. Prerequisite: PBHL 852 (Health Economics I).

2. Course Purpose

This course is an elective in the Department of Health Management and Policy. It is designed to further develop public health students' knowledge and skills in the application of economic principles that can be applied to analyzing public health and health care policies.

3. Course Learning Objective and Core Competencies

3.1. Course Learning Objectives

- Describe key features of competitive, oligopolistic, monopolistic competitive, and monopolistic markets
- Identify and mathematically analyze firm behavior and consequences for consumers in competitive, monopolistic competitive, and monopolistic health care markets
- Describe the structure and functioning of managed care systems
- Describe and analyze the organization of incentives facing hospitals
- Identify the factors affecting the supply of the healthcare workforce
- Conduct simple cost-benefit and cost-effectiveness analyses
- Describe the structure and functioning of pharmaceutical markets and the role of technological innovation in health care markets
- Describe empirical findings related to managed care, hospitals, the healthcare workforce, healthcare innovation, and behavioral economics in health
- Independently develop an empirical project that synthesizes key concepts in health economics

3.2. CEPH Core Competencies

- Identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the US
- Discuss the policy process for improving the health status of populations
- Apply "systems thinking" for resolving organizational problems
- Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health
- Identify unintended consequences produced by changes made to a public health system
- Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels

4. Textbooks

4.1. Required textbooks and readings

- Henderson, James W. 2015. *Health Economics and Policy, 6th Edition*. Cengage. ISBN 978-1285758497.
- Mankiw, N. Gregory. 2014. *Principles of Microeconomics, 7th Edition*. South-Western. ISBN 978-1285165905.

There will be additional readings that will be made available on-line through Blackboard.

4.2. Optional readings

Students who would like a more advanced treatment of health economics topics discussed in this class are encouraged to consult the following textbook:

- Feldstein, Paul J. 2011. *Health Care Economics, 7th Edition*. Cengage Learning. On reserve at Hagerty.

5. Evaluation

The course grade will be based on 4 problem sets, 4 quizzes, a midterm exam, a final project proposal, a final paper, a final presentation, a discussant presentation, and class (clicker) or bonus exercises. Students can expect to receive feedback for problem sets, quizzes, exams, and the project proposal within 2 weeks of submission.

Problem Sets #1-#4	12% (3% each)
Quizzes #1-#4	8% (2% each)
Midterm Exam	25% (Part A 15%, Part B 10%)
Final Project Proposal	8%
Final Presentation	13%
Discussant Presentation	8%
Final Paper	25%
Class/Bonus Exercises	1%

5.1. Problem sets

There will be 4 problem sets assigned during the first 6 weeks of class. They are due at the beginning of each class. You may consult with other students on your problem sets but each student must write up his or her own work.

One problem, not announced in advance, from each problem set will be selected for grading. Solutions to the problem sets will be posted weekly. Students are advised to review the solutions and check their answers for the problems that are not graded. Late problem sets will be accepted and graded but no points will be recorded.

5.2. Quizzes

There will be 4 quizzes which will be given at the end of class. There will be no makeup quizzes.

5.3. Midterm exam

There will be one midterm exam. The midterm exam will consist of two parts. Part A is the in-class portion of the exam. Part A will be conducted during class in the conventional way, with no notes or resources--electronic or otherwise--permitted during the exam. Part B is the take-home portion of the exam. Students are not allowed to consult with other classmates on Part B of the exams but are allowed to refer to class notes, library books, and web sources. Part B exams are due at the beginning of class on the day scheduled for the Part A exam (you turn in Part B before taking the in-class Part A exam). Late Part B exams will be accepted and graded, but penalties will be levied for lateness. Penalties for late Part B exams are as follows: (a) within 24 hours: 25% penalty; (b) more than 24 hours late but less than 48 hours late: 50% penalty; (c) more than 48 hours late: no points.

5.4. Final project

Each student will undertake a final health economics project. The final project will be assigned and details of the assignment will be made available Week 5. You may choose among the following types of projects: (1) comprehensive and critical review of the existing literature on a health economics topic; (2) a cost-benefit/cost-effectiveness analysis; (3) a quantitative (statistical) empirical health economics project. The objectives of the project are to: (1) apply the economic theories and analytical tools covered in class to a topic of the student's own choosing; (2) develop and display in-depth mastery of the material to provide economic insight into the chosen content area.

In the course of independently developing details of the project, you will be required to submit a proposal detailing your data collection and analysis plans (1-3 pages, single-spaced), give a final oral presentation on the project, and submit final written report on the project. Penalties for late proposals and final reports are as follows: (a) within 24 hours: 25% penalty; (b) more than 24 hours late but less than 48 hours late: 50% penalty; (c) more than 48 hours late: no points.

5.4.1. Final Paper

Students are expected to prepare a final paper (10-12 single-spaced pages, excluding tables, figures, references, and appendices). This report should be uploaded to Blackboard by 12 noon on Tuesday, March 14, 2017. Late papers will be accepted and graded, but penalties will be levied for lateness. Penalties for late reports are as follows: (a) within 24 hours: 25% penalty; (b) more than 24 hours late but less than 48 hours late: 50% penalty; (c) more than 48 hours late: no points.

5.4.2. Final Presentation

Students are expected to give oral presentations (10 minutes) of the highlights of their final project. The last class session (Monday, March 20, 2017) is reserved for oral presentations. Students should upload their presentation slides by 5 pm Sunday, March 19.

5.5. Discussant Presentation

Students are expected to give oral presentations (5 minutes) discussing and critiquing another student's paper/project. Discussant assignments will be made and final papers distributed by the end of the day, Tuesday, March 14, 2017. Discussant presentations will follow oral presentations of each project. Students should upload their discussant slides by 5 pm Sunday, March 19.

5.6. Class/bonus exercises

On occasion, you will be asked to participate in class exercises, complete surveys, or participate in presentation Q&A. A small number of points will be given for participation in these activities.

5.7. Blind grading

Every effort will be made to grade problem sets and exams blind, i.e. the instructor will not know the identity of the student submitting the work when she does the grading. For this reason, please include, with your assignments, a cover sheet or header with the assignment title and *only* your ID number (no names). Please use the following format for your ID number: xxx-xxx-xx.

5.8. Makeup exams

Makeup exams for this class are highly unusual and granted only under extenuating circumstances with extensive documentation (e.g. hospital discharge notice, obituary notice). In any case, you must notify the instructor within 24 hours of a missed exam.

5.9. Re-grades

Although care is taken in grading, mistakes in grading assignments and exams can on rare occasions occur. Errors typically take one of three forms: (1) a mathematical error was made in the calculation of points; (2) your answer was correct and consistent with the solutions, but the grader misinterpreted and misgraded your answer; (3) your answer was an alternative and reasonable answer even though it does not match the solutions.

Re-grades will take equity into account. Appeals based on "too many points" being deducted are usually unsuccessful if all students were graded in a similar way.

If you feel an error was made in grading, please do the following:

- (1) Make a photocopy of your graded assignment, as re-grades will only be examined at the end of the quarter, after the final exam, and you may need the graded assignment to study.
- (2) Submit a written explanation of why you believe an error was made and submit a hard copy of your explanation and the original graded assignment. These documents should be submitted (in-person or in my mailbox) by 12 noon on Friday of Week 10.
- (3) A request for a re-grade can result in a lower score based on your explanation or justification.

All appeals for re-grades must go through this formal process. To maintain blinding, no informal (i.e. in-person) appeals will be accepted.

5.10. Submission of Homework and Other Class Assignments

Because of the re-grade appeals process, all homework and miscellaneous class assignments must be typed or written in ink, and submitted as paper documents (in hard copy); a 25% penalty will be levied in the first instance that an assignment includes sections that are not typed or written in ink, and zero credit for an assignment will be given for any subsequent instance. No soft copies (sent by email or uploaded to Blackboard) of homework will be accepted. The only exceptions to the hard copy submission policy are the Final Paper, oral presentation slides, and discussant slides, all of which should be uploaded to Blackboard by the times specified.

5.11. Grading scale

A+	98-100
A	94-97
A-	90-93
B+	88-89
B	84-87
B-	80-83
C+	78-79
C	74-77
C-	70-73

6. Class Policies and Expectations of Student Conduct

6.1. Class attendance

Attendance will not be taken. Nevertheless, it is strongly recommended that you attend class and be well-prepared to engage in class discussions and activities because attendance in class will be crucial in preparing you for the exams and assignments. In addition, there may be in-class quizzes and activities that count towards your course grade. If you have to miss class for any reason, you are responsible for reviewing the material covered and for turning assignments in when they are due. If what you need is not available on Blackboard, please request materials and information from a fellow student.

6.2. E-mail guidelines

- Please e-mail me about any typos or errors you see on slides, problem sets, exams, and solutions, and any clarifications you need for assignments.

- Clarifying questions related to assignments or exams should be sent by (12 noon) the Friday before the assignment is due or by (12 noon) the day before the exam is scheduled.
- You *do not* need to e-mail me on issues related to class attendance (e.g. if you are unable to attend) or to confirm appointment scheduling.
- If you have substantive questions about or difficulty with specific topics, these are better addressed in-person (after class or during office hours) rather than e-mail.
- Try not to be offended if you do not receive a response; this is because of the volume of e-mails rather than intended neglect (please remind me of your question next time you see me).

6.3. Holidays

Please inform the instructor at the beginning of the quarter of any anticipated (exam) absences because of religious holidays, and we will negotiate reasonable accommodations for those absences.

6.4. Civility in discourse and courtesy towards fellow classmates

Please respect each person and his/her ideas and questions. Please turn off all cell phones and do not listen to music, play games, web-surf, or read outside materials during class.

6.5. Academic conduct

Students are expected to know, understand, and abide by the academic integrity policy as specified in the Code of Conduct in the Drexel University Official Student Handbook, pp. 110-113:

http://www.drexel.edu/studentaffairs/community_standards/studentHandbook/

Unless otherwise instructed, all of your work in this course should represent your own completely independent work. Any student found to have committed acts of misconduct (including but not limited to cheating, plagiarism, misconduct of research, breach of confidentiality, or illegal or unlawful acts) will be subject to the sanctions and procedures outlined in the Code of Conduct.

6.6 Drexel e-mail

Announcements and other course information will be sent to you via Blackboard to your Drexel e-mail account, so please be sure to check that account regularly.

6.7. Syllabus changes

Course content and policies described in the syllabus are subject to change, and written notice and dates for when these changes will be put into effect will be provided prior to any change.

7. Drexel Academic Policies

7.1. Technology Policy

It is up to the discretion of the instructor to decide the use of technology in the classroom. This is related to the use of hand held devices, laptops and cell phones. The policy will be communicated to the students by the instructor.

7.2. Drexel University Policy on Plagiarism

http://www.drexel.edu/provost/policies/academic_dishonesty.asp#plagiarism

Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the

student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

- Quoting another person's actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source
- Using another person's ideas, opinions, or theory, even if it is completely paraphrased in one's own words without acknowledgment of the source
- Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgment of the source
- Copying another student's essay test answers
- Copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own
- Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's own individual work
- Students are urged to consult with individual faculty members, academic departments, or recognized handbooks in their field if in doubt regarding issues of plagiarism.

7.3. Drexel University Policy on Cheating

http://www.drexel.edu/provost/policies/academic_dishonesty.asp#cheating

http://drexel.edu/studentlife/community_standards/overview/

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise that he/she has not mastered. Examples include, but are not limited to:

- Copying from another student's test paper
- Allowing another student to copy from a test paper
- Unauthorized use of course textbook or other materials, such as a notebook to complete a test or other assignment from the faculty member
- Collaborating on a test, quiz, or other project with any other person(s) without authorization
- Using or processing specifically prepared materials during a test such as notes, formula lists, notes written on the students clothing, etc. that are not authorized
- Taking a test for someone else or permitting someone else to take a test for you

7.4. Disability Statement

Students with disabilities requesting accommodations and services with the Office of Student Conduct and Community Standards need to present a current accommodation verification letter (AVL) before accommodations can be made. AVL's are issued by the Office of Disability Resources (ODR). For additional information, contact ODR at www.drexel.edu/odr, 3201 Arch St., Street, Suite 210, Philadelphia, PA 19104, 215.895.1401 (V), or 215.895.2299 (TTY).

<http://drexel.edu/oed/disabilityResources/overview/>

7.5. Course Change Policy

It is the discretion of the faculty member to change aspects of the course during the term. It is the responsibility of the faculty member to articulate how, and when these changes will occur and be communicated to the students.

7.6. Course Add/Drop Policy

<http://drexel.edu/provost/policies/course-add-drop/>

7.7. Additional Questions on Drexel Academic Policies

If you have additional questions or need further clarification, please refer to the Academic Policies from the Office of the Provost:

<http://www.drexel.edu/provost/policies/grades.asp>