



**PBHL 853 - HEALTH ECONOMICS II (3 credits)**

**COURSE SYLLABUS**

**Winter 2016**

Wednesdays, 9 am - 11:50 am

Curtis 351

**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](mailto:gpkanter@drexel.edu)

**Office Hours:**

- By appointment on Tuesdays (9:00-11:45 am) - make appointments on-line: <http://professor-kanter-office.lattiss.com/>
  - 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.
- After class on Wednesdays (12 noon -1:30 pm) - 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). This course fulfills the HMP macro (policy) requirement.

## 2. Course Learning Objectives and Council for Public Health (CEPH) Core Competencies

### 2.1. 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

### 2.2. 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

## 3. Readings

The primary (required) text is:

- Hicks, Lanis L. 2014. *Economics of Health and Medical Care, 6<sup>th</sup> edition*. Jones and Bartlett.

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

The following books may be good supporting resources. Mankiw is recommended as an introduction to economics if you have not had previous coursework in economics. Feldstein is a more advanced health economics text.

- Mankiw, N. Gregory. 2014. *Principles of Microeconomics, 7<sup>th</sup> Edition*. Cengage Learning. On (Econ) reserve at Hagerty.
- Feldstein, Paul J. 2011. *Health Care Economics, 7<sup>th</sup> Edition*. Cengage Learning. On reserve at Hagerty.

#### 4. Evaluation

The course grade will be based on 4 problem sets, 4 quizzes, a midterm exam, a final project proposal, a final presentation, a final paper, 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	16% (4% each)
Quizzes #1-#4	12% (3% each)
Midterm Exam	25% (Part A 15%, Part B 10%)
Final Project Proposal	7%
Final Presentation	13%
Final Paper	25%
Class/Bonus Exercises	2%

##### 4.1. Problem sets

There will be 4 problem sets assigned during the first 5 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.

##### 4.2. Quizzes

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

##### 4.3. 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.

##### 4.4. Final project

Each student will undertake a final health economics project. 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, 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.

#### 4.5. Class/bonus exercises

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

#### 4.6. 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.

#### 4.7. 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.

#### 4.8. 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.

#### 4.9. 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

### 5. Class Policies and Expectations of Student Conduct

#### 5.1. 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.

#### 5.2. 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.

#### 5.3. 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.

#### 5.4. 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/](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.

#### 5.5 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. Drexel University Policies

### 6.1. Drexel University code of conduct

Drexel University strives to be a leader in the higher education world, and expects students' conduct to reflect the highest standards of global citizenship. Therefore, all students should conduct themselves responsibly and in a manner that reflects favorably upon themselves and the University. When students do not conduct themselves responsibly, fail to recognize or violate the rights and privileges of other individuals, or behave in a manner inconsistent with University policies, rules, regulations, or standards of conduct, formal disciplinary action may result. Adherence to the following guidance is particularly important to a professional code of behavior. Additional professional expectations include: (1) When describing your experience use general identifying descriptors (do not identify administrators/ professors/ students by name); (2) Be prepared to cite evidence (not just opinions) as you write up your findings for reports or class discussion. The online discussion board is our community for intellectual discourse. It needs to be a "safe place" to share, probe, challenge, and inquire in a respectful way so we all grow as learners.

### 6.2. Accommodation for disabilities

Student with disabilities requesting accommodations and services at Drexel University need to present a current Accommodation Verification Letter (AVL) to faculty before accommodations can be made. AVLs are issued by the Office of Disability Resources (ODR). For additional information, contact ODR at [www.drexel.edu/odr](http://www.drexel.edu/odr) (website); 3201 Arch St., Street, Suite 210, Philadelphia, PA 19104 (physical address); 3141 Chestnut Street, 81-210, Philadelphia, PA 19104 (mailing address); 215.895.1401 (tel), 215.895.2299 (TTY), 215.895.1402 (fax).

### 6.3. Course drop and withdrawal policies

The Friday of Week 2 is the last day for dropping a course. You may withdraw from a course until Week 7. You must first secure the instructor's signature on the Add/Drop/Withdraw form as verification of a discussion regarding your performance and progress in the course. You must meet with your academic advisor to discuss the performance in the course and program as well as to explore potential impacts of withdrawal on their program plan of study. The advisor's signature denotes that the decision to withdraw and the impacts of this action have been discussed with you. Withdrawal forms will not be considered complete without the advisor's signature.

## 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.