

PPD 514: ECONOMIC CONCEPTS APPLIED TO HEALTH
SPRING 2023 (4 UNITS)
INTENSIVE (DATES AND TIMES BELOW)

Instructor: Genevieve Kanter, PhD

CLASS DATES AND TIMES	
Introductory Session (virtual via Zoom)	Saturday, Jan 14: 9 – 10 am
Intensive Session 1 (in-person, location TBA)	Saturday, Feb 4: 8:30 am – 5:30 pm Sunday, Feb 5: 8:30 am – 5:30 pm
Intensive Session 2 (in-person, location TBA)	Saturday, Mar 4: 8:30 am – 5:30 pm Sunday, Mar 5: 8:30 am – 5:30 pm
Midterm Exam (virtual via Zoom)	Saturday, Mar 11: 9 – 10:30 am
Intensive Session 3 (in-person, location TBA)	Saturday, Apr 15: 9 am – 1 pm Sunday, Apr 16: 9 am – 5 pm
Final Exam (in-person, location TBA)	Saturday, May 6: 9 – 11 am

Office Hours:

- Mondays 1:30-3:00 pm and Tuesdays 9-10 am, in-person or by Zoom (make appointments [here](#)). Appointments are in 15-minute blocks. You may book multiple blocks if you need additional time.
- After in-person sessions (no appointment required).

Email: gkanter@usc.edu

Office: TBA

COURSE DESCRIPTION

This course builds on the material presented in PPD 506 (Introduction to Microeconomics: Applications in Health) by providing an overview of the US health care system and the known drivers of costs in it, and then applies economic concepts to analyze how the organization, operation, and markets are affected by health policies aimed at these market and health outcomes. The course will examine the medical and non-medical determinants of health, health insurance, payment methods and incentives, provider behavior, markets for delivering health services, and quality of care issues.

COURSE LEARNING OBJECTIVES

Upon completing this course, students will be able to:

COURSE LEARNING OBJECTIVES	COGNITIVE/AFFECTIVE DOMAIN	LEVEL
1. Apply micro-economic concepts and methods to describe how health care markets operate	Cognitive	Application
2. Identify the economic structure and functioning of sub-markets within the health care market.	Cognitive	Comprehension
3. Apply health economic concepts to current health care issues, policies and market developments, and analyze the implications for specific markets (including health organizations)	Cognitive	Application
4. Develop and evaluate strategies using microeconomic concepts that optimize performance within the sub-markets for health care	Cognitive	Evaluation
5. Evaluate when and where “competitive markets” fail in health care sub-markets	Cognitive	Evaluation

Course emphasis will be placed on analyzing the health economics literature and the application of health economics principles to developments and policies in the health care market.

PREREQUISITE(s): PPD 506. Open only to graduate students.

COURSE NOTES

The course consists of a virtual Zoom session, 3 intensive 2-day in-person meetings, a midterm exam proctored virtually via Zoom, and an in-person final exam. Students are expected to complete weekly assignments and quizzes and should come to the intensive sessions ready to discuss and engage in group work.

REQUIRED READINGS AND SUPPLEMENTARY MATERIALS

Required readings and materials are described in the class schedule below. They will either be publicly available, available through USC Libraries, or posted on Blackboard. The one exception is a required Harvard Business Review (HBR) case study, which will be used in a Policy Team Exercise and can be purchased at the [HBR store](#). The cost to purchase is \$8.95. (You will need to create an account and pay before being able to download the case.)

OPTIONAL READINGS AND SUPPLEMENTARY MATERIALS

HEALTH POLICY, MICROECONOMICS, AND HEALTH ECONOMICS REFERENCES

- Introductory health policy topics textbook
 - Feldstein P. *Health Policy Issues: An Economic Perspective, 7th Edition*. Health Administration Press, 2019. [Available as [Ebook through USC Libraries](#)]
 - Bodenheimer T, Grumbach K. *Understanding Health Policy: A Clinical Approach, 8th Edition*. McGraw-Hill Education, 2020. (ISBN-10: 1260454266; ISBN-13: 978-1260454260). [Available as [Ebook through USC Libraries](#)]
- Principles of economics concepts
 - Mankiw, NG. *Principles of Economics*, [any edition]. Cengage, [any year]. Or Mankiw, NG. *Principles of Microeconomics*, [any edition]. Cengage, [any year].
 - Gruber J. 14.01 [Principles of Microeconomics lecture videos](#). MIT Open Courseware.
- Health economics textbooks
 - Bhattacharya J, Hyde T, Tu P. *Health Economics*. Red Globe Press, 2013. [Used in PPD 506]

PPD 514 – ECONOMIC CONCEPTS APPLIED TO HEALTH

KANTER – SPRING 2023

- Feldstein P. *Health Care Economics*, [any edition]. Cengage, [any year]. [Available in print editions through USC Libraries]
- See also the **GENERAL RESOURCES** section near the end of this syllabus for additional health policy resources like health policy briefs.

MHA COMPETENCY OUTLINE

MHA COMPETENCY	LEVEL (B/I/A)	COURSE OBJECTIVE(S)	ASSESSMENT METHODS
Domain 1: Knowledge of Health Care Environment			
1.1 Demonstrate knowledge of established and evolving issues in health care, and the ability to apply this knowledge to diverse health care organizations.	A	1-5	Team projects, quizzes, exams, class participation
1.2 Use, understand, and apply the basic principles of economics and evidence-based techniques to healthcare.	I	1-5	Team projects, quizzes, exams, class participation
Domain 2: Critical Thinking and Analysis			
2.1 Demonstrate the ability to understand a situation, issue or problem by breaking it into smaller pieces and tracing its implications in a step-by-step manner.	I	1-3	Team projects, quizzes, exams, class participation
2.2 Apply complex concepts, develop creative and innovative solutions, or adapt previous solutions in new ways.	A	4-5	Team projects, quizzes, exams, class participation
Domain 4: Policy and Community Advocacy			
4.1 Understand the legislative environment and the organizational implications related to health policy at the local, state and federal levels	I	2-3	Team projects, quizzes, exams
Domain 5: Communication			
5.1 Demonstrate ability to facilitate a group and to prepare and present cogent business presentation	I	1-5	Team projects and presentations
5.2 Demonstrate ability to persuade others to support a point of view, position, or recommendation, while assessing and responding to the feelings and concerns of other people	A	1-5	Team projects and presentations, class participation

COURSE REQUIREMENTS AND EVALUATION

The course grade will be based on performance on 8 quizzes, 2 policy team exercises, 1 shark tank team exercise, a midterm exam, a final exam, and participation in class discussions and bonus exercises. The distribution of assignment weights is as follows:

ASSIGNMENT	% OF GRADE
Quizzes	16%
Policy Team Exercises	16%
Shark Tank Team Exercise	8%
Midterm Exam	20%
Final Exam	30%
Class Participation	8%
Bonus Exercises	2%
TOTAL	100%

DESCRIPTION OF CLASS ASSIGNMENTS

1. QUIZZES

There will be 9 quizzes, 8 of which will count towards the course grade (the quiz with the lowest score will automatically be dropped). Each quiz is worth 2% of the course grade. Quizzes are given approximately weekly and cover material in the readings for the week. **Quizzes must be completed by Sunday, 11:59 pm, of each week they are assigned.** Penalties for late quizzes 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.

2. POLICY TEAM EXERCISES

There will be 2 policy team exercises. For each exercise, students will be assigned to teams to evaluate a health policy issue or case. Each team will be assigned a different role for the policy issue—e.g., policymaker, pharmaceutical firm, patient advocate. Teams will prepare a PowerPoint presentation and give a brief oral presentation to the class providing their perspective on the health policy issue. Teams will be given in-class time to meet and prepare their presentation. The grade for the assignment will consist of a team grade based on the quality of the analysis and presentation (90%) and a peer evaluation (10%). Peer evaluation subscores will be based on the average of confidential team member assessments of other members' contributions. Each policy team exercise will count for 8% of the course grade.

3. SHARK TANK TEAM EXERCISE

There will be 1 shark tank team exercise. Students will be assigned to teams and given a budget to pitch a program or service to address a health system high-priority goal. Teams will prepare a PowerPoint presentation and give a brief oral presentation, pitching their idea to the class. Teams will be given in-class time to meet and prepare their presentation. The grade for the assignment will consist of a team grade based on the quality of the proposal and presentation (90%) and a peer evaluation (10%). Peer evaluation subscores will be based on the average of confidential team member assessments of other members' contributions. Students will vote for their preferred idea, and the winning team will receive a nominal prize. The shark tank team exercise will count for 8% of the course grade.

4. MIDTERM EXAM

There will be midterm exam, worth 20% of the course grade, administered and virtually during class on **Saturday, March 11, 9-10:30 am**. Exam questions will be a combination of true-false, multiple choice, and short answer questions.

PPD 514 – ECONOMIC CONCEPTS APPLIED TO HEALTH
KANTER – SPRING 2023

5. FINAL EXAM

There will be a final exam, worth 30% of the course grade, administered in-person on **Saturday, May 6, 9-11 am**. Exam questions will be a combination of true-false, multiple choice, and short answer questions. The final exam is cumulative, with an emphasis on material covered in the second half of the class.

6. CLASS PARTICIPATION

Students will receive credit for participation in discussions related to cases and topics covered in lecture. Credit is based on the quality of the contribution, not just the quantity, and courtesy towards other classmates (please see the section on **CLASSROOM NORMS**).

7. BONUS EXERCISES

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

USC GRADING POLICY

Satisfactory performance in this class requires that you read all materials assigned; effectively participate in team discussions and presentations, as well as the class discussions; and engage with and gain competency with the material in the lectures and readings.

GRADE	CRITERIA
A	Work of excellent quality
B	Work of good quality
C	Minimum passing for graduate credit
D	Failed in courses for graduate credit
F	Failed

CLASSROOM NORMS

Students are asked to maintain a respectful, constructive classroom environment. To this end, please remember to listen actively and attentively; ask questions if you do not understand a point raised or are curious about a related issue; and engage respectfully with the ideas presented in class, with the speakers, and your classmates.

COURSE-SPECIFIC POLICIES

BLIND GRADING

Every effort will be made to grade quizzes, the midterm exam, and the final exam blind, i.e., the instructor will not know the identity of the student submitting the work when it is being graded. Anonymous grading is enabled in Blackboard for the quizzes and midterm exam. For the final exam, you will be given a number to include with your exam to ensure anonymity.

E-MAIL GUIDELINES

- Please e-mail me about any typos or errors you see on slides and any clarifications you need about the course.
- If you have substantive questions about or difficulty with specific topics, these are better addressed person-to-person (after class or during office hours) rather than by 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 in class).

TECHNOLOGICAL PROFICIENCY AND HARDWARE/SOFTWARE REQUIRED

Students will need access to and proficiency in the use of Blackboard and PowerPoint (or similar slide presentation software).

USC TECHNOLOGY RENTAL PROGRAM

If you need technology resources—such as a laptop or an internet hotspot—to successfully participate in this course, you may be eligible for the university’s equipment rental program. For further information, please see: [USC Computing Center Laptop Loaner Program](#).

USC TECHNOLOGY SUPPORT LINKS

- [Zoom information for students](#)
- [Blackboard help for students](#)
- [Software available to USC Campus](#)

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

ACADEMIC INTEGRITY

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university’s mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the Student Handbook](#) or the [Office of Academic Integrity’s website](#), and university policies on [Research and Scholarship Misconduct](#).

In this course, 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, mis-representing AI-generated text as your own work, misconduct of research, breach of confidentiality, or illegal or unlawful acts) will be subject to the sanctions and procedures as decided by Student Judicial Affairs and Community Standards.

PPD 514 – ECONOMIC CONCEPTS APPLIED TO HEALTH
KANTER – SPRING 2023

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an assignment, or what information requires citation and/or attribution.

STUDENTS AND DISABILITY ACCOMMODATIONS

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

SUPPORT SYSTEMS

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710