

JUN 15 2009

New Course Request

Indiana University

INDY

Campus

Check Appropriate Boxes:

Undergraduate credit

Graduate credit

Professional credit

96

1. School/Division Medicine/Public Health 2. Academic Subject Code PBHL

3. Course Number P619 (must be cleared with University Enrollment Services) 4. Instructor ~~XXXXX~~ Dube

5. Course Title Health Economics for Public Health Professionals

Recommended Abbreviation (Optional) HLTH Econ for Public Health Prof
(limited to 32 characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2009

7. Credit Hours: Fixed at 3 or Variable from - to -

8. Is this course to be graded S-F (only)? Yes No

9. Is variable title approval being requested? Yes No

10. Course description (not to exceed 50 words) for Bulletin publication: This is an introductory microeconomics course with applications to the public health and health care systems.

11. Lecture Contact Hours: Fixed at 3 or Variable from - to -

12. Non-Lecture Contact Hours: Fixed at - or Variable from 18 to 20

13. Estimated enrollment: 20 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: F, S Will this course be required for majors? Yes

15. Justification for new course: Necessary component for concentration curriculum in the MPH Program

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Approved by:

Carole Kacius Date 3/11/09
Department Chairman/Division Director

Ryan Geyman Date 3/18/09
Dean of Graduate School (when required)

SJ Queener Date 6/2/09
Chancellor/Vice-President

Jackie O'Palma Date 7/1/09
FUPUT Curriculum Subcommittee

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Final - White; Chancellor/Vice-President - Blue; School/Division - Yellow; Department/Division - Pink; University Enrollment Services Advance - White

**INDIANA UNIVERSITY SCHOOL OF MEDICINE
DEPARTMENT OF PUBLIC HEALTH
FALL 2009**

COURSE TITLE: Health Economics
COURSE NUMBER: P619
LOCATION:
DATE: Tuesday, 6-8:40p

FACULTY: Archana Dube, PhD
Associate Professor
714 N. Senate Ave EF 250
CA509C
317-278-7244
adobe@iupui.edu
4-6p Tuesday and Wednesday or by appointment

COURSE DESCRIPTION

This is an introductory microeconomics course with applications to the public health and health care systems. The course objectives are that the students develop an appreciation of economic theories and principles, exacting assumptions thereof, and how these theories and principles apply to the public health and health care markets, particularly how price drives resource allocation in addition to signaling value, substitution and technological innovation. Students will also be introduced to skills need to measure and interpret economic values and relationships including the interpretation of quantitative data analysis. We will examine how economic incentives affect the different actors in the health (care) system. The fundamental models of economic and organizational behaviors will be extended to describe the behaviors of the different health care players and the health (care) system as each tries to maximize utility and profits (or min costs), respectively, under different financial, regulatory and technological constraints. Most importantly, students will be able to explore the limits to markets and rationality, and develop an appreciation for how a variety of checks and balances—more so than unbridled competition—contribute to efficient and equitable functioning of and outcomes in a market.

MPH PROGRAM COMPETENCIES ADDRESSED IN THIS COURSE

PERSPECTIVES

- C. Distinguish among and characterize inputs, throughputs and outputs of the public health system.
- D. Demonstrate analytic and assessment proficiency when formulating hypotheses, evaluating the integrity and comparability of data, and identifying gaps in data resources.

SKILLS

- H. Describe environmental, social and biological determinants of health and disease and their political, economic and legal contexts.
- J. Make presentations in support of a particular public health proposal using demographic, statistical, programmatic and scientific information.
- K. Create learning environments for program management, policy proposals or intervention strategies.

M. Understand appropriate uses and limitations of both quantitative and qualitative data, and make relevant inferences from such data.

APPLICATIONS

- O. Advocate for public health programs and resources.
- P. Use the media, advanced technologies and community networks to communicate information.
- S. Apply systems approach to identification and solution of problems, incorporating strategic planning models and quality improvement tools.

LEARNING OBJECTIVES

1. Describe the link between health, economics and policy.
2. Describe the role of economics in development and implementation of health policy.
3. Demonstrate knowledge of the issues, research literature, conceptual frameworks and research tools of economic evaluation and policy.
4. Apply economic principles to analyze health and health care problems and policies
5. Apply economic evaluation tools to analyze health and health care problems and policies
6. Demonstrate knowledge and understanding of the principles and methods of economic evaluation.
7. Demonstrate advanced knowledge of health economic methods applied to health policy or decision analysis.
8. Identify, assess and critically synthesize relevant evidence from health economic research literature.
9. Select and apply appropriate, ethical and feasible study designs to answer questions in health care and health economic research.

REQUIRED READINGS

Phelps, Charles E. 2003. *Health Economics*, 3rd ed. New York, NY: Addison-Wesley.

You will be assigned supplemental readings each week. These will be posted on the course website. These are required.

The schedule and readings below is tentative. We may decide to spend more time on a topic than originally planned because you all might find it more interesting, important or timely. We may suggest alternative or additional materials, guest lecturers may be added or dates changed. There may be University emergencies, weather problems, etc. Therefore, we reserve the right to alter the schedule.

SUGGESTED READINGS

Students are encouraged to refresh or study basic microeconomics concepts.

EVALUATION AND GRADING SCALE

Grades will be assigned on a proficiency basis, not on a curve. Every effort is made to provide clear expectations and criteria for successful completion of assignments, so you are expected to do well and not feel as if you are in competition with your classmates.

The grading system is:

A+ 97-100% B+ 87-89% C+ 77-79% D+ 67-69%

A	93-96%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
						F	< 60%

The course grade is generated from results of six inputs totaling 100%: (a) one research paper (20%); (b) the midterm and final examinations (25% each); (c) class participation (10%); and (d) weekly assignments (20%). Complete criteria for the paper assignments, class participation and the group presentation will be provided on the evening of the second class.

GUIDELINES

Students' grades will be determined by their participation in the course and by demonstrating their mastery of the concepts discussed.

Class participation (10 points)

Students are expected to come to class having read the assigned readings. The course, by design, is a structured dialogue, so students should be prepared to discuss the readings and course concepts in each class session. Full participation requires asking questions, providing answers and verbal input. All unexcused late assignments and missed classes will result in deduction of points. Missing classes requires additional work.

Research Paper (20 points)

Each student will participate on an interdisciplinary team, which will identify and define a health issue, analyze how that issue is produced and sustained at multiple ecological levels, identify points of intervention, and discuss what is required to implement an intervention. More detailed instructions will be provided on August 27th.

Exams (2 at 20 points each)

There will be a midterm and final written, in-class exam. The final exam will be comprehensive. Format of the questions will be multiple choices, true/false, problems and short essays. Exams must be turned in by the scheduled time. Makeup exam will be provided with university permissible excuse and prior approval of the faculty.

Assignments (10 at 20 points each)

Assignments and instructions to complete them will be handed in class and posted online. Students will typically have one week to complete the assignments from the date of receipt. Late submissions without faculty permission will result in point deductions, 10% for each additional day. In addition to problem sets, students will be required periodically review journal articles. The article reviews gives students an opportunity to examine the current peer reviewed scientific literature in health economics. The article reviews should be informative as well as critical in nature. Students are required to locate their own articles (if you have questions about the appropriateness of an article please consult with the faculty). Please see class schedule for due dates of article reviews. A 5-6 minute presentation will be required along with a 1 to 2 page summary (single spaced, 12 point font) of the articles and should include APA style references. A copy of the article should also be provided to the instructor. The following items should be addressed in your review: 1) background – literature review and research question, 2) procedure/methods – study design, data and analyses, 3) results, 4) discussion – implications of

the study, how does this help future research and the profession, and 5) implications/recommendations – what does this all mean.

ATTENDANCE

This is a professional preparation course that requires active participation in class activities designed to develop teaching knowledge, skills, and attitudes for effective health promotion and disease prevention. You are expected to attend all class sessions. If you know you have to be absent from a class session, please notify the faculty ahead of time and arrange to make up what you have missed.

STUDENTS WITH DISABILITIES

Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in CA 001E and you can reach the office staff by calling 274-3241.

STUDENT COURSE EVALUATION

The Department of Public Health evaluates all courses. Student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of respondents.

ACADEMIC INTEGRITY

Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Student Misconduct section of the IUPUI *Code of Student Rights*, <http://live.iupui.edu/dos/code/htm>.

CLASS SCHEDULE

Week	Date	Topics	Readings and Assignments
1	8/20	Course overview. Health and Public Health Basics. Fundamentals of Economics and Health Economics.	Chapter 1 Supplemental Readings I
2	8/27	Markets and production of health	Chapters 2 and 3 Supplemental Readings 2 <i>Assignment 1 due</i>
3	9/3	Demand for health and insurance	Chapters 4, 5 and 10 Supplemental Readings 3 <i>Assignment 2 due</i>
4	9/10	Supply I—Healthcare professionals	Chapters 6 and 7 Supplemental Readings 4 <i>Assignment 3 due</i>
5	9/17	Supply II—healthcare facilities	Chapters 8 and 9 Supplemental Readings 5 <i>Assignment 4 due</i> <i>Research paper abstract due</i>
6	9/24	Provision of Care I Midterm Review	Chapters 11 Supplemental Readings 6 <i>Assignment 5 due</i>
7	10/1	Midterm Examination (In Class) Provision of Care II	Supplemental Readings 7
8	10/8	Provision of Care III	Chapters 12 and 15 Supplemental Readings 8 <i>Assignment 6 due</i>
9	10/15	Economic Evaluation I Cost benefit analysis	Supplemental Readings 9 <i>Assignment 7 due</i>
10	10/22	Economic Evaluation II Cost Effectiveness	Supplemental Readings 10 <i>Assignment 8 due</i>
11	10/29	Economic Evaluation II Cost Utilization Analysis	Supplemental Readings 11 <i>Assignment 9 due</i>
12	11/5	Externalities	Chapters 13 and 14 Supplemental Readings 12 <i>Assignment 10 due</i>
13	11/12	Special topics health economics International comparisons and Systems evaluations	Supplemental Readings 13
14	11/19	Special topics health economics Health and development	Supplemental Readings 14 <i>Research Papers Due</i>
15	11/26	Special topics health economics Economics of Public Health	Supplemental Readings 15 <i>Research Papers Due</i>

16	12/3	Special topics health economics Economics of health policy	Supplemental Readings 16 <i>Research paper presentations</i>
17	12/10	Final Examination (In Class)	