

ECON-3980-01: Introduction to Health Economics
Fall 2016
Syllabus

Instructor: Jianjing Lin

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Lectures: **MonWedFri** 1: 00PM - 1: 50PM, 305 Tilton Memorial Hall

Office hours: **MonWed** 2:00PM - 3:00PM, 302 Richardson Hall (Murphy Institute Suite), or by appointment

Prerequisites: ECON 1010

Course description and objective

Health Economics has been a growing field and an important aspect of public policy in both developed and developing countries. In particular, the share of the economy devoted to health care spending was 17.5 percent in U.S. in 2014 (*CMS, National Health Expenditures 2014 Highlights*). The ability to think critically about health care issues is a necessity for today's college students, whether they plan to work in the health care sector, or contribute to public policy, or simply be well-informed citizens and taxpayers.

The aim of this course is to introduce students to basic aspects and core principles in health economics and policy. Economics has been emerging as one of the major tools in investigating health care issues. This course provides students with an overview about how to apply economic analysis in major aspects of health care. As the course progresses, students should gain a clear understanding of the importance of health and health care, and develop ability to analyze the core issues from an economic perspective.

Program outcomes

The completion of this course will contribute to the outcomes of the economics major/minor:

- Apply the basic market model to explain and predict price changes in individual markets.
- Apply the tools of economic analysis to specific policy issues at a level appropriate to both majors in Economics and the University community more generally.

Learning outcomes

After completing this course, students will be able to

- Demonstrate awareness of some current complex issues in contemporary health and health care policies

- Develop understanding of basic economic theories and models applied to health and health care
- Use key economic tools to understand and evaluate behaviors of economic agents in the health care sector
- Attain competence to describe, analyze and critically address economic aspects of health care organizations

Textbook and references

- *(Required)* Sherman Folland, Allen C. Goodman, Miron Stano, *The Economics of Health and Health care*, 7th edition, Pearson.
- Frank A. Sloan, Chee-Ruey Hsieh, *Health Economics*, 1st Edition, The MIT Press.

Assessment

There will be a total of 500 points possible for the semester:

Attendance and in-class participation (50 points): I will take attendance 10 times over the semester. Your absence each time will lose 5 points. In-class participation depends on your performance during the in-class discussion.

Problem sets (75 points): All problem sets are due **at the beginning of next class**. Late submission will not be accepted.

Group projects (100 points): All students will be responsible for one team-based project during the semester. Teams will be compromised of 3-5 students. I will provide a series of topics. Groups must choose one of these topics. Each group will give a *presentation* **and** submit a *paper* on the topic (5-10 pages excluding references and supplementary graphs). The group presentation is *tentatively* scheduled in **mid November**. More details about the group project will be sent out later on.

Midterm exam (125 points): The midterm is scheduled on **October 10** (Monday).

Final exam (150 points): The final exam is scheduled on **December 12** (Monday).

Note that all exams are closed-book. Make-up examinations will only be allowed for those students who cannot take the exam on the scheduled time and date due to extraordinary circumstances (accident, family emergencies, and etc.), and will require proper documentation.

Course topics (may be revised as the semester progresses)

- Basic economic tools
- Supply and demand of health care
- Asymmetric information and health insurance
- Health care organizations: hospitals, physicians and the pharmaceutical industry
- Government intervention and health care system reform
- Special topic

Honor Code

All students are responsible for knowing and adhering to Tulane University's Honor

Code, available at: <http://tulane.edu/college/code.cfm>.

I **HATE** cheating. I will make every effort to deter it, but what I can do is never perfect. If you find someone cheating, please let me know. Your name will be kept in complete confidence. Most importantly, **DON'T CHEAT!!**

In-class ethics

Please ensure that the whole class has a good environment for effective learning by refraining from chatting, texting, surfing the web, etc. I understand it is convenient to use a laptop or tablet for note-taking, but it is up to you to restrict its use to coursework.

Disability accommodations

The most frequent accommodations that students in this class require are note takers and extended time on midterms and finals. If you qualify for accommodations please bring me your paperwork as soon as possible. For questions regarding Tulane's policies please refer to <http://tulane.edu/administration/policies/disability.cfm>

One Wave

"Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As "One Wave," Tulane is committed to providing an environment free of all forms of discrimination based on race, ethnicity, creed, religion, gender, gender identity and sexual orientation, as well as all forms of sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences discrimination, domestic violence, sexual assault or sexual harassment, know that you are not alone. Resources and support are available. Learn more at onewave.tulane.edu. Any and all of your communications on these matters will be treated as either "Strictly Confidential" or "Mostly Confidential" as explained in the chart below."

Strictly Confidential	Mostly Confidential
<i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
Counseling & Psychological Services (CAPS) (504) 314-2277	Coordinator of Violence Prevention (504) 314-2161
Student Health Center (504) 865-5255	Tulane University Police (TUPD) (504) 865-5911
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Office of Institutional Equity (504) 862-8083