

Department Of Health Administration & Human Resources
University of Scranton

HAD 506 – HEALTH CARE ECONOMICS & POLICY
(3 credits)

Spring 2012

Thursday: 4:30-7:10 – McGurrin 402 & 7:20-10:00 – McGurrin 202

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COURSE DESCRIPTION

This required graduate course focuses on the theoretical foundations of economics and public policy and applies them to the health care sector. The course examines provider behavior, production, costs, supply, market structure, competition, access, demand, insurance, expenditure, utilization, health care reform and the health care public policy-making process including policy formation, implementation and modification. Particular attention is paid to linking economic theory to interpretations of health policy issues. *Pre-requisites are:* HAD519, or permission of the instructor.

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. Understand the fundamental principles, generalizations and theories of health care economics;
2. Understand the fundamental principles, generalizations and theories of health care policy;
3. Apply economics and policy to improve rational thinking, problem-solving and decision-making for health care issues;
4. Develop skills, competencies and viewpoints needed by health services administrators;
5. Analyze how and why health care policy is formulated, implemented, and modified (based on outcomes);
6. Relate the relevance of economics to public policy;
7. Understand the methodology and evaluation of various health programs and policies through the use of cost effectiveness and cost benefit analysis;
8. Identify and explain how to participate in the policy-making process;
9. Improve writing, speaking, listening and discussion skills.

COMPETENCY EVALUATION

HLA Competency Model

Domain #1: Communication and Relationship Management

Competency

- A. Apply principles of communication and demonstrate specific applications
- B. Present results of data analysis to decision makers
- C. Use factual data to produce and deliver credible and understandable results
- D. Facilitate group dynamics, process, meetings, and discussion
- E. Utilize effective interpersonal skills

Domain #2: Leadership

Competency

- A. Explain potential impacts and consequences of decision making in situations both internal and external
- B. Encourage a high level of commitment to the mission, and values of the organization

- C. Gain physician buy-in to accept risk and support new business ventures
- D. Accurately assess individual strengths and weaknesses

Domain # 3: Professionalism

Competency

- A. Understand professional standards and codes of ethical behavior
- B. Uphold and act upon ethical and professional standards
- C. Demonstrate professional norms and behaviors
- D. Engage in continued professional development including reflection and self-directed learning

Domain # 4: Knowledge of the Healthcare Environment

Competency

- A. Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community
- B. Prepare projects that are credible to government, regulatory, professional and accreditation agencies
- C. Use marketing and needs assessment techniques in support of healthcare program development and implementation
- D. Apply principles and methods of health policy analysis

Domain # 5: Business Skills and Knowledge

Competency

- A. Integrate information from various sources to make decisions and recommendations
- B. Demonstrate critical thinking, analysis, and problem solving
- C. Apply basic financial management and analysis principles
- D. Apply reimbursement principles, ramifications and techniques including rate setting and contracts
- E. Apply principles of operating, project, and capital budgeting
- F. Use project management techniques
- G. Use statistical and analytic tools to measure and improve performance

HAD 506 Course Specific Competencies

D1	ABC
D2	ACD
D3	AC
D4	ABCD
D5	ABCDEFG

Teaching Methods and Evaluation

Class Attendance & Participation	D1-ABCE D2-ACD D3-BC D4-ABCD D5-ABCDEFG WI-14 LI-3 CDI-5 ADI-14
Reaction Critiques	D1-ABCDE D2-AD D3-ABCD D4-ABD D5-ABG W4,9 LI-9 CDI-5 AD 13-15
Mid-Term & Final Examination	D1-AC D2-AD D3-CD D4-AD D5-ABC W6-15 LI-9 CD2-5 AD 13-15
Reading Assignments	D1-ABC D2-AB D3-ABD D4-AD D5-AD WI-14 LI-9 CDI-5 AD11-15
Oral Presentation	D1-ABCDE D2-AB D3-ABCD D4-ABD D5-AB W13-14 LI-9 CD 3-5 AD 12-15
Health Policy Analysis Project	D1-ABCE D2- ABC D3- ABCD D4- ABCD D5- ABCDEFG W13-14 LI-9 CDI-5 AD1-15

LEGEND

D = Domain	L = Learning Objective
A-G = Competency	CD = Cognitive Domain
W = Week	AD = Affective Domain

Academic Integrity: Students must familiarize themselves with the requirements of academic integrity and assure that all coursework meets those requirements. Students should have completed the Academic Integrity Tutorial prior to beginning the course. At a minimum, students should consult Academic Integrity at the University of Scranton at www.scranton.edu/academics/wml/acad-integ and should read related pages. Failure to comply with the principles of academic integrity will result in a lowering of the student's final course grade.

Behavioral Expectations:

TEACHING AND LEARNING METHODS

This course uses reading, lecture, discussion, group activity, student participation, exercise, handout, project, students' presentation, tests, faculty research, and faculty service as methods to enable students to achieve the course objectives. Other learning activities and methods may also be used.

READING

Required

1. Feldstein, PJ. Health Policy Issues: An Economic Perspective. (5th Edition). Health Admin. Press, 2011.
2. Lee, RH. Economics for Healthcare Managers. (2nd Edition). Health Administration Press. 2009

Expected

1. Current events and news related to the US health care system, health economics, and health policy
2. Health care economics and policy websites (e.g., <http://www.state.pa.us>; <http://www.legis.state.pa.us>, etc.)

Other reading may be assigned during the semester.

COURSE REQUIREMENTS AND GRADING

Class Attendance/Participation	10 Points
Reaction-Critique (10 pts. each)	20 Points
Midterm Examination	20 Points
Health Care Policy Oral Briefing	10 Points
Written Policy Analysis	20 Points
Final Examination	<u>20 Points</u>
Total	100 Points

Students are responsible for:

1. completing all reading assignments prior to scheduled classes
2. attending (on time) and actively contributing to all classes
3. getting all material presented and announcements made during any class
4. completing all course assignments and activities as scheduled
5. talking with the instructor regarding questions or concerns about assignments, grades, class activities or other aspects of the course
6. reading and following university policies on attendance, plagiarism, and other matters.
7. notifying the instructor of any need to accommodate disabilities, per university policies in this area.

Attendance Policy

The instructor assumes that students will make every effort to attend class promptly and regularly. Excused absences are for twice as many times as the class meets per week (i.e., no more than two excused absences, with notice to the instructor). If you have a work-related or personal situation that will result in problems complying with this attendance policy, it is your responsibility to inform the instructor as soon as possible.

Description of Assignments

1. For each of the Feldstein text assigned readings, you should be prepared to answer the discussion questions at the end of the assigned chapters.
2. Midterm and Final Examinations are given as take home or in-class exams and consist of short answer, and essay questions. Take-home exams are to be completed independently by each student without discussing it with anyone unless instructed otherwise.
3. The reaction-critique is explained in Appendix A to this syllabus. Each must be submitted by the date noted on the syllabus. The articles selected for the reaction-critiques should address the policy issue which the student has selected for the written analysis.

4. **Health Policy Analysis Project**

The major course project is the research and analysis of a major federal or state health policy issue. Students may work individually or in two person teams. The project requires a written analysis (10 pages minimum) of a major federal or state health policy question along with a 20 minute oral presentation to the class on the selected issue. Each student must take a position on the policy question pro or con (yes or no) and substantiate their position through research cited in the paper. If two students choose to work together each must take a different position on the same policy question, and each must produce their own written analysis and give their own oral presentation. The oral and written portions will be graded separately according to the following weighted criteria:

- (20 points) a. Statement of the policy question.
- (20 points) b. Clarity of student's position on the question.
- (20 points) c. Relevance of the question to federal or state health policy (Why is it important).
- (20 points) d. Economic analysis of the student's position.
- (20 points) e. Significance of research cited.

Each student will submit a one-page summary of the selected issue by the third class period. The one-page summary merely identifies the issue for the instructor and does not have to state the student's position on the issue. By the eighth class period, each student will submit a bibliography for the written paper. Oral presentations will be given during the final two class periods and the completed paper will be submitted during the final class period.

Grading scale: 100-95 = A 94-92 = A- 91-89 = B+ 88-86 = B
85-83 = B- 82-80 = C+ 79-74 = C Below 74 = F

Students with Disabilities

In order to receive appropriate accommodations, **students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current medical documentation.** Students should contact Mary Ellen Pichiarello (Extension 4039) or Jim Muniz (Extension 4218), 5th floor, St. Thomas Hall, for an appointment. For more information, see <http://www.scranton.edu/disabilities>.

Writing Center Services

The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged.

To meet with a writing consultant, stop by during the Writing Center's [regular hours of operation](#), call (570) 941-6147 to schedule an appointment, or complete the [Writing Assistance Request Form](#) online. You can also schedule an online appointment using [Google Docs and Google Talk](#).

COURSE OUTLINE

Date	Topic
February 2, 2012	Introduction to HAD 506 – Economics and Policy
	<p><u>Video:</u> “Rising Healthcare Costs”</p> <p>Focus on: Overview of economics as a social science, the application to the healthcare sector. The role of economics in the formulation of public policy in general and health policy significantly.</p> <p>Readings: Lee – Chapter 1</p>
February 9, 2012	Overview of healthcare economics
	<p><u>Videoconference</u></p> <p><u>Lecture:</u> “The difference in health economics” by Dr. Robert Friedland, Georgetown University, Videoconference, 5:00 PM, Location: TBA</p> <p><u>Video:</u> “The Medical Industrial Complex” from <u>Money-Driven Medicine</u></p> <p>Readings: Lee – Chapter 1 Feldstein – Chapters 1 and 2</p> <p>Focus on: Health care economics as a field of study: issues and approaches</p>
February 16, 2012	Healthcare Macroeconomics and Microeconomics
	<p>Readings: Lee – Chapters 6, 7, 9 and 13 Feldstein – Chapters 3 and 17</p> <p>Focus on: Macro and microeconomic theory in health care: concepts and principles. “Cost-Benefit, cost-effectiveness and cost-utility analysis” Project Proposals Due</p>
February 23, 2012	Government and Policymaking
	<p><u>Video:</u> “Uninsured Americans”</p> <p>Readings: Lee – Chapters 15 and 16 Feldstein – Chapters 8, 9 and 30</p> <p>Focus on: The role of government in market economies. The policymaking process.</p> <p>Reaction-Critique #1 Due</p>
March 2, 2012	Healthcare Labor Markets: Physicians, Nurses and Other Professionals.
	<p><u>Video:</u> “Foreign Country Doctors” and “Nurses Denied Training”</p> <p>Readings: Feldstein – Chapters 11, 12, 23 and 24</p> <p>Focus on: The functioning of the labor market for health care professionals.</p>

Date	Topic
March 9, 2012	Mid Term Exam
March 23, 2012	Pricing, costs and profits
	Readings: Lee – Chapters 5, 10 and 11
	Focus on: The interrelationship of Price, Costs and Profit
March 30, 2012	Private Healthcare Insurance
	Readings: Lee – Chapters 3, 4 and 12 Feldstein- Chapters 6, 7 and 19
	Focus on: The system of private health insurance and the role of managed care.
April 13, 2012	Market Structure and Analysis
	Readings: Lee – Chapter 17 Feldstein – Chapters 15 and 20
	Focus on: How markets are organized and how they function
	Reaction-Critique #2 Due
April 20, 2012	The High Cost of Pharmaceuticals
	<u>Video:</u> “Pricing Drugs”
	Readings: Feldstein – Chapters 25,26, 27 and 28
	Focus on: The pharmaceutical industry: why drug prices keep increasing.
	Bibliography Due
April 27, 2012	Malpractice Insurance
	Focus on: The cyclicalty of the professional liability insurance markets. The problems of availability and affordability.
	Healthcare Reform and International Comparisons
	Readings: Feldstein – Chapters 13,36 and Appendix
	Focus on: The healthcare reform initiative: issues and proposed solutions. Lessons to be learned from other national systems.
May 4, 2012	Student Presentations
May 11, 2012	Student Presentations Written Policy Analyses Due

BIBLIOGRAPHY

Books

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Articles

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APPENDIX A

A. Introduction:

A reaction-critique is a critical estimate of a written work and a personal reaction to this analysis. Experience in making critiques of written works is required for the following reasons:

1. Extensive critical reading helps the student achieve a more comprehensive understanding of the concepts included in the course.
2. Critical analysis of what is read aids one in becoming a more discerning consumer of the literature in the field.
3. Evaluations of what is read assist the student in the comprehension of the implications of the reading content of his particular course of interest and concerns.
4. The written critique helps the student develop the art of effective oral and written communication.

B. General Requirements:

Each student is required to review and present two (2) articles from professional journals. Each article should relate to the policy question which the student is addressing in his or her Health Policy Analysis Project and should be cited in the bibliography of the paper.

C. Guidelines for Review Format:

1. All papers are to be typed and double spaced. The paper is to be clear and concise; does not contain errors in spelling, punctuation, or syntax.
2. All papers are to be submitted on time to meet specific due dates.
3. At the top of the first page, and on a 3x5 inch index card, the following information must be provided using the listed headings in sequence:
 - a. Applicable General Topic:
 - b. Title of Article:
 - c. Authors Name: **IMPORTANT**
 - d. Name of Journal:
 - e. Date of Journal: You are required to submit
 - f. Volume: a copy of the original article
 - g. Number: with the reaction-critique
 - h. Pages (on which article appears):
 - i. Publisher of Journal:
4. Synopsis and Summary:
100-200 word description of the articles basic content.
5. General Theme:
A brief statement about what you felt was the author's general theme of the article.
6. Point of View:
A brief statement about what you felt concerning the author's point of view - Was the presentation objective and factual or was the presentation subjective and lacking of facts? Explain your opinion.

7. Issue Analysis:
Provide a list of the issues presented in the article.
8. Conclusions and Recommendations:
List of author's conclusions and/or recommendations.
9. Agreement or Disagreement:
Based on the author's conclusions and/or recommendations, do you agree or disagree; provide a brief justification regarding your opinion concerning your agreements and disagreements.
10. Professional Projections:
A 50-75 word statement on what you learned from the article and how you may apply this experience (negative or positive) in your professional future career.

D. Guide to Grading of the Reaction-Critique:
Critique will be graded on a competency basis as follows:

- a. Appropriate article (2 points)
- b. Identifying information on first page and 3x5 index card (3 pts.)
- c. Synopsis and Summary (10 points)
- d. General theme stated (1 point)
- e. Point of view stated (2 points)
- f. Issue analysis stated (2 points)
- g. Conclusions and recommendation stated (5 points)
- h. Agreement or disagreement stated (5 points)
- i. Professional projections stated (5 points)

E. Penalties:
Failure to submit reviews on specific due dates may result in the deduction of one full grade for each successive class period that the review is not submitted. Failure to submit one or more reviews may result in an "incomplete" given at the time of final grades.

Special circumstances requiring an extension of the due dates will be handled on an individual basis via written justification explanation and/or request stating the particulars and forwarded to the instructor for approval and appropriate determination.