# JSGS 837 Health Economics

<table>
<thead>
<tr>
<th>UNIVERSITY OF REGINA CAMPUS</th>
<th>UNIVERSITY OF SASKATCHEWAN CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTOR:</td>
<td>Lihui Zhang</td>
</tr>
<tr>
<td>PHONE:</td>
<td>N/A</td>
</tr>
<tr>
<td>E-MAIL:</td>
<td>Please use course e-mail via URCourses.</td>
</tr>
<tr>
<td>OFFICE HOURS:</td>
<td>Please email for appointment.</td>
</tr>
<tr>
<td>OFFICE LOCATION:</td>
<td>Online</td>
</tr>
<tr>
<td>TERM:</td>
<td>Winter 2018 (January 8 – April 13) 13 weeks in total (excluding the winter break, Feb 19-25)</td>
</tr>
<tr>
<td>ROOM:</td>
<td>Online via URCourses</td>
</tr>
<tr>
<td>DATE AND TIME:</td>
<td>Online via URCourses &amp;</td>
</tr>
<tr>
<td></td>
<td>Six Synchronous Sessions via Zoom:</td>
</tr>
<tr>
<td></td>
<td>1) 6:00-7:00pm, Jan 16</td>
</tr>
<tr>
<td></td>
<td>2) 6:00-7:00pm, Jan 30</td>
</tr>
<tr>
<td></td>
<td>3) 6:00-7:00pm, Feb 13</td>
</tr>
<tr>
<td></td>
<td>4) 6:00-7:00pm, Mar 6</td>
</tr>
<tr>
<td></td>
<td>5) 6:00-7:00pm, Mar 20</td>
</tr>
<tr>
<td></td>
<td>6) 6:00-7:00pm, Apr 3</td>
</tr>
<tr>
<td></td>
<td>All schedules for this course are set according to Central Standard Time (Saskatchewan time).</td>
</tr>
</tbody>
</table>

*Please note: This syllabus may continue to be updated during the semester. Any such changes will be announced on URCourses.*

## CALENDAR DESCRIPTION

This course is a broad introduction to the economic perspective of health, health care, health systems, and health policies, with particular focus on the Canadian context. The economic behaviours of different actors in the health system and their interactions are discussed, including individuals, health care providers, insurers, and governments.

## LEARNING OBJECTIVES

- Having a sound understanding of economic concepts and tools that can be applied to analyze health-related issues
• Knowledgeable about the institutional arrangements in the Canadian health care system
• Capable of critical thinking and making policy recommendations using economic insight

ATTRIBUTES OF JSGS GRADUATES

1. Management, Governance, and Leadership: Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. Communication and Social Skills: Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.
3. Systems Thinking and Creative Analysis: Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
4. Public Policy and Community Engagement: Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.
5. Continuous Evaluation and Improvement: Commitment to on-going evaluation for continuous organizational and personal improvement.
6. Policy Knowledge: Ability to analyze and contribute content to at least one applied policy field.

COURSE CONTENT AND APPROACH

This course starts out by covering some fundamentals of economics. It then focuses specifically on how the economic way of thinking can be applied to health, health care and health care systems. Students will have opportunities to learn economic concepts, sharpen their understanding, and practice their skills with different types of exercises. It is expected that by the end of the course students will have developed a good grasp of the essentials of health economics and can effectively apply their knowledge to provide policy insights. This course is delivered online. It is the enrollee’s responsibility to regularly check the UR Courses site for all course related information.

REQUIRED READINGS


SUPPLEMENTARY READINGS

COURSE OUTLINE

Week 1 & Week 2 (Jan.8-21) Course Orientation and Introduction to Health and Health Care Systems

REQUIRED READING:

Ch.1, 6 & 16 of Hurley (2010)

Ch.1 & 2 of Marchildon (2012)


SUPPLEMENTARY READING:


Week 3 & Week 4 (Jan.22-Feb.4) Essential Economic Concepts

REQUIRED READING:

Ch.2 & 3 of Hurley (2010)

Canadian Institute for Health Information, 2014. Measuring the Level and Determinants of Health System Efficiency in Canada. Ottawa, ON.

SUPPLEMENTARY READING:

Ch.1, Appendix 2A, Ch.3 (including Appendix 3A), Ch.4, 5, 6 (including Appendix 6A), 7 & 9 of Krugman et al. (2014)

Week 5 (Feb.5-11) Health Care as an Economic Commodity

REQUIRED READING:

Ch.7 of Hurley (2010)


SUPPLEMENTARY READING:

Ch.13 & 16 of Krugman et al. (2014)

Week 6 (Feb.12-18) Economic Evaluation

REQUIRED READING:

Ch.4 of Hurley (2010)


SUPPLEMENTARY READING:


Winter break (Feb.19-25)

**Week 7 (Feb.26-Mar.4) Demand for Health and Health Care**

REQUIRED READING:

Ch. 5 & 8 of Hurley (2010)


SUPPLEMENTARY READING:


**Week 8 (Mar.5-11) Demand for Health Care Insurance**

**REQUIRED READING:**

Ch.9 & 10 of Hurley (2010)

Ch.20 of Krugman et al. (2014)


**SUPPLEMENTARY READING:**


**Week 9 (Mar.12-18) Health Care Financing and Funding**

**REQUIRED READING:**

Ch.11 & 12 of Hurley (2010)

Ch. 3, 6 & 7 of Marchildon (2012)

Canadian Institute for Health Information, 2013. Lifetime Distributional Effects of Publicly Financed Health Care in Canada. Ottawa, ON.


SUPPLEMENTARY READING:


REQUIRED READING:

Ch.13 of Hurley (2010)

Ch.4 & 5 of Marchildon (2012)


SUPPLEMENTARY READING:


**Week 11 (Mar.26-Apr.1) The Supply Side of Health Care Provision – Hospitals**

**REQUIRED READING:**

Ch.14 of Hurley (2010)

Ch. 4 &5 of Marchildon (2012)


Sutherland, Jason, 2011. Hospital Payment Policy in Canada: Options for the future. Canadian Health Services Research Foundation.

**SUPPLEMENTARY READING:**


**Week 12 (Apr.2-8) The Supply Side of Health Care Provision – Pharmaceuticals**

**REQUIRED READING:**

Ch.15 of Hurley (2010)

Ch.5 of Marchildon (2012)


**SUPPLEMENTARY READING:**


**Week 13 (Apr.9-15) Project presentations and discussions**
EVALUATION

Online Quizzes 20%

Practice Quiz (available immediately for practice purpose only; not marked)

Quiz 1 (Time limit: 1 hour; Available from 7pm, Jan 21 to 7pm, Jan 22, Central Standard Time)
Coverage: Ch 1, 6, & 16 of Hurley (2010)

Quiz 2 (Time limit: 1 hour; Available from 7pm, Feb 4 to 7pm, Feb 5, Central Standard Time)
Coverage: Ch 2 & 3 of Hurley (2010)

Quiz 3 (Time limit: 1 hour; Available from 7pm, Mar 4 to 7pm, Mar 5, Central Standard Time)
Coverage: Ch 4, 5, 7, & 8 of Hurley (2010)

Quiz 4 (Time limit: 1 hour; Available from 7pm, Mar 18 to 7pm, Mar 19, Central Standard Time)
Coverage: Ch 9, 10, 11 & 12 of Hurley (2010)

Quiz 5 (Time limit: 1 hour; Available from 7pm, Apr 8 to 7pm, Apr 9, Central Standard Time)
Coverage: Ch 13, 14, & 15 of Hurley (2010)

Assignments 20%

Assignment 1 (to be released on Jan 26; due on Feb 16)

Assignment 2 (to be released on Feb 16; due on Mar 9)

Project 40%

This is a group project consisting of two parts. Part I – online presentation – is due on Apr 8, and Part II – final report – is due on Apr 22. The description of requirements will be released on Feb 9.

Participation 20%

Total 100%

LATE ASSIGNMENTS

Grade penalty applies to unauthorized late submissions. The penalty is 5% of your mark if delayed by one day, 15% if delayed by two days, and 30% if delayed by three days. No late submissions will be accepted after three days. In case of unusual circumstances, such as documented medical reasons or emergency situations, please discuss case-by-case with the instructor and an extension may be granted without penalty.
STUDENTS WITH SPECIAL NEEDS

University of Regina (U of R): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

U OF S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

STUDENTS EXPERIENCING STRESS

University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the attached document, visit this website: http://www.uregina.ca/student/counselling/contact.html, or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

STUDENT SUCCESS CENTRE SERVICES

Online workshops: http://www.uregina.ca/student/ssc/workshops-learning%20skills/index.html

Tutoring on writing and math/stats: http://www.uregina.ca/student/ssc/tutoring/index.html

ACADEMIC INTEGRITY AND CONDUCT

U of R: Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html#conduct) is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

U OF S: Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan’s Guidelines for Academic Conduct is vital to your success in graduate school (available at http://www.usask.ca/secretariat/governing-bodies/council/resources/guidelines-for-academic-conduct.php). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.
PARTICIPATION

You are expected to participate actively in the online discussion forums via URCourses. Please refer to the Discussion Forum Rubrics for details.

GRADE DESCRIPTORS

85+ excellent

A superior performance with consistent strong evidence of:

> a comprehensive, incisive grasp of the subject matter;
> an ability to make insightful critical evaluation of the material given;
> an exceptional capacity for original, creative and/or logical thinking;
> an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
> an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An excellent performance with strong evidence of:

> a comprehensive grasp of the subject matter;
> an ability to make sound critical evaluation of the material given;
> a very good capacity for original, creative and/or logical thinking;
> an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
> a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A good performance with evidence of:

> a substantial knowledge of the subject matter;
> a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
> some capacity for original, creative and/or logical thinking;
> a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
> some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory
A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.

HEALTH ECONOMICS RESOURCES

Websites

Canadian Association for Health Services and Policy Research (CAHSPR): [http://www.cahspr.ca](http://www.cahspr.ca)

Canadian Foundation for Healthcare Improvement (formerly known as Canadian Health Services Research Foundation): [http://www.cfhi-fcass.ca/Home.aspx](http://www.cfhi-fcass.ca/Home.aspx)

Canadian Institute for Health Information: [http://www.cihi.ca](http://www.cihi.ca)

Centre for Health Economics, York University, UK: [http://www.york.ac.uk/inst/che/](http://www.york.ac.uk/inst/che/)

Centre for Health Economics and Policy Analysis (CHEPA), McMaster University: [http://www.chepa.org/home](http://www.chepa.org/home)

Centre for Health Services and Policy Research (CHSPR), University of British Columbia: [http://www.chspr.ubc.ca](http://www.chspr.ubc.ca)

Health Evidence Network: [http://evidencenetwork.ca](http://evidencenetwork.ca)

International Health Economics Association (IHEA): [https://www.healtheconomics.org](https://www.healtheconomics.org)

Manitoba Centre for Health Policy: [http://umanitoba.ca/medicine/units/mchp/](http://umanitoba.ca/medicine/units/mchp/)

Journals of Interest for Health Economics

American Journal of Health Economics

Applied Health Economics and Health Policy

BMJ

Canadian Journal of Public Health
Canadian Journal on Aging
CMAJ
Canadian Public Administration
Canadian Public Policy
European Journal of Health Economics
Health Affairs
Health Economics
Health Economics, Policy and Law
Health Policy
Health Reports
Health Services Research
Healthcare Papers
Healthcare Policy
Inquiry
International Journal of Health Economics and Management
International Journal of Technology Assessment in Health Care
Journal of Epidemiology and Community Health
Journal of Health Economics
Journal of Health Politics, Policy and Law
Journal of Health Service Research and Policy
Journal of Human Resources
Journal of Patient-Reported Outcomes
Journal of the American Medical Association
Lancet
Medical Care
Medical Care Research and Review
Medical Decision Making
Milbank Quarterly
New England Journal of Medicine
Pharmacoconomics
Quality of Life Research
Social Science & Medicine
Value in Health