

**Semester:** Spring  
**Class Day/Time:** Thursday

**Year:** 2022  
**Class Location:** Online

**Instructor of Record:** Kimberly Elliott PhD

Assistant Professor

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**Course Description:** This course examines the dynamic nature of health economics and policy in addition to understanding the political process in the healthcare and public health context. This course uses foundational economic concepts to develop health economic applications and processes. The course will review important studies in medical research, epidemiology, public health and other fields as they relate to the economics of health care. An overview of the process of policymaking with excerpts from congressional testimony, proposed rules, and executive orders will be covered.

**Prerequisite:** None

**Co-requisite:** None

### **Course Goal:**

The goal of this course is to apply the theories of health economics to the existing policies and systems that encompass the U.S. Healthcare system.

### **Student Learning Outcomes (LO or “course objective”)**

**Upon completion of this course students will be able to:**

1. Evaluate healthcare market utilization phenomena by use of Basic Economics Tools.
2. Illustrate the tenets of Supply and Demand in healthcare and public health marketplace.
3. Determine the informative relationship between Information and Insurance Markets.
4. Relate the roles of Key Players in the Health Care Sector to the formulation of policy.
5. Support the rationale for the Social Insurance structure and financing.

### **Instructional Methods**

#### Readings

You are expected to complete all weekly assigned readings. Beyond the assigned readings students will be required to use various sources of information (e.g., print and online books, newspapers, peer-reviewed journal articles, relevant professional organization's websites, government websites and legal documents) in order to address the topics covered each week. This will provide you with a broader context of the concepts and principles presented in the course and allows for more meaningful dialogue in the online discussions. Please share your findings with the class and use them as references in your submitted assignments which include discussion board postings, presentations and research papers.

#### Video Reflection

Students will be divided into teams who will interact on our non-synchronous weeks to reflect on the course content.

#### Course Assignments

The course assignments will provide you with opportunities to enhance your written and verbal communication skills. You will also gain experience from collaborative interactions with a team. Please refer to the Assignments section in the Content area for writing and submission guidelines.

## Course Assessment/Methods of Evaluation

The assessments and methods of evaluation for this course are described in detail below:

Assessment/Evaluation	Description
Peer Assessment	<ul style="list-style-type: none"><li>• Each student will submit a peer assessment form to the participation of each member of your team for the semester.</li></ul>
Short answer/Computation Assignments	<ul style="list-style-type: none"><li>• Each student will submit a 2-3 page document with a response to a question or problem provided by the instructor. This assignment may require computation and/or drawing of graphs. A rubric for this assignment will be provided.</li></ul>
Audio/Video Reflection	<ul style="list-style-type: none"><li>• Teams will record a 10-minute video journal reflecting on any material that has been covered for that week. The instructor will provide questions or prompts that you will use to formulate your responses.</li><li>• Each team will post their video journal to the discussion board for that week.</li><li>• Students will watch and respond to each other's video journals.</li><li>• A rubric for this assignment will be provided.</li></ul>
Synchronous Discussion	<ul style="list-style-type: none"><li>• <b>The class will meet synchronously online every other week</b> for discussion. Meetings will be on Thursday evening from 6 to 9 pm CDT. The instructor will post the questions each week on Sunday at 11:59 pm CDT in advance of the meeting date. Each group will choose one question and prepare a response that they will share in the synchronous session.</li><li>• Teams will present their response by providing main points on one Executive slide. Responses must include <b>a minimum of one outside source</b> (peer reviewed article or textbook) cited in APA format. Your required textbook can be used but will not count as the external source. Any graphs, or figures must be appropriately cited as well.</li></ul>
Final Project: Policy Analysis paper and Presentation	<ul style="list-style-type: none"><li>• <b>This is a team assignment.</b> As a team you will write one paper based on a current health care issue.</li><li>• Your topic must be approved by the instructor before proceeding with the research.</li><li>• In addition to the paper, you will present to the class. Your presentation will be between 25-30 minutes with 10 minutes for Q &amp;A.</li><li>• Your paper should be approximately 15-20 double-spaced pages, 12pt New Roman font, with an abstract, title page, table of contents, and reference section. (Your prefatory pages will not count toward your total number of pages; consequently, your total number of pages might be as many as 24 pages. Regardless, your paper should not exceed 26 pages including all parts).</li><li>• Your paper must include at least 5 outside references using APA format.</li><li>• Although this paper is considered a research paper, you should present the issue along with an analysis of the problem, and subsequently, identify strategic alternatives/solutions to remedy or alleviate the problem.</li><li>• A rubric for this assignment will be provided.</li></ul>

## Assignments and Points

The course assignments and points are listed in the table below:

Activity	Possible Points
5 Short answer/Computation assignments (5 points each)	25
8 Audio/Video Reflections (5 points each)	40
5 Synchronous Discussions (5 points each)	25
Final Project: Policy Analysis paper (20 points) Assessment of Presentation (10)	30
Submit 2 Peer Assessment forms (2.5 points each) (Assessment of teammates)	5
Submit Assessment of Presentation forms	5
2 Peer Assessment scores (5 points each)	10
Extra Credit*	2
<b>Total</b>	<b>140</b> (+2) EXTRA CREDIT

Course Grade Scale (percentage):	
A	90-100%
B	80-89.9%
C	70-79.9%
F	<70%

## Grade Calculation Policy

Grades are recorded in the online grade book for all assignments. Grades are awarded as points which are then converted to a percentage of total points earned. Grades on any individual item and the final earned grade are not subject to rounding up. For example, at the end of the course when all grades are totaled and the final grade percentage is an 89.99%, the final course grade would be a B.

## Late Submission Policy

Late assignments will be accepted but deductions will be reflected in the grade. For each day that the assignment is late, 5% will be deducted from the total score. The instructor has the discretion to alter this policy in the event of an emergency or illness if the student notifies the instructor in a timely manner. In this event, documentation may be required.

Participating Effectively in Online Discussions:

## Your academic voice

Here are some examples of phrases that you may consider using to form responses to your classmates. These examples are not an exhaustive list or possible responses:

- I appreciated your point because...
- I disagreed with the point that you made about...
- Have you considered...?
- Could you please elaborate on what you meant by...?

MHA PLOs		Course LOs
• A.1	Identify appropriate sources and gather information, effectively and efficiently.	1
• A.5	Statistical analysis: Understand and apply basic statistical methods relevant to public health and health administration practice.	3
• A.6	Policy analysis: Understand the policy-making process and the role of public health politics; assess a problem and identify and compare potential policy solutions; and understand and critically assess methods to evaluate policy impact.	1,2,3,4,5
• A.7	Economic analysis: Use basic microeconomic theory to understand how the incentives of consumers, providers, and payers affect behaviors, costs, and other outcomes; understand and apply basic econometric tools for the empirical study of issues in health economics.	1,2,3,4,5
• A.10	Decision Making: Implement a decision-making process that incorporates evidence from a broad analysis that includes uncertainty, risk, stakeholders, and organizational values.	5
• B.1	Convey: Speak and write in a clear, logical, and grammatical manner in formal and informal situations; prepare cogent business presentations; facilitate an effective group process.	1,2,3,4,5
• B.2	Listen: Receive, process, and respond appropriately to information conveyed by others.	1,2,3,4,5
• B.3	Interact: Perceive and respond appropriately to the spoken, unspoken, or partly expressed thoughts, feelings, and concerns of others.	1,2,3,4,5
• C.6	Organizational awareness: Understand and learn from governance structures, formal and informal decision-making structures, and power relationships in an organization, industry, or community.	4
• D.3	Develop an understanding of healthcare state and federal legislation as it affects healthcare organizations.	2,3,4
• E.1	Actively seek feedback from others, reflecting and learning from successes and failures of professionals in public health and healthcare.	1,4,5

**Linked Program Learning Outcomes:**

The student learning outcomes listed above address the following MHA Program Learning Objectives (PLOs).

**Textbook:**

Henderson, J. W. (2018). Health Economics and Policy. 7<sup>th</sup> Edition.  
Boston: Cengage

**Other Required Readings:** As assigned

**Course Content:**

Concept	Week	Learning Objectives	Learning Activities/Assessment
<p>Relevance of Economics in Health and Medical Care</p> <p>(Chapters 1–4)</p>	<p>1</p> <p><b>1/9 - 1/15</b></p> <p><b>Synchronous</b></p>	<ol style="list-style-type: none"> <li>1. Examine the nature of the health care crisis in America.</li> <li>2. Identify the important historical developments affecting health care delivery and finance in the U.S. system.</li> <li>3. Interpret the major reasons for the high and rising cost of medical care.</li> <li>4. Understand how the third-party payment mechanism and managed care affect health care delivery.</li> <li>5. Evaluate the impact of the current healthcare reforms</li> <li>6. Recognize the relevance of economics in studying health care issues.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Introduction video: Health Economists make the world a better place</li> <li>• Video: The Economics of Healthcare: Crash Course</li> <li>• Summary presentation 1</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Henderson Ch. 1</li> <li>• NPR article about the ACA</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• JAMA podcast interview, “Health Care Spending in the United States and Other High-Income Countries.”</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• <b>Attend Synchronous session on Thursday 1/13 at 6pm</b></li> </ul>
	<p>2</p> <p><b>1/16 - 1/24</b></p> <p><b>Asynchronous</b></p>	<ol style="list-style-type: none"> <li>1. Apply economics as a framework for studying health care issues.</li> <li>2. Examine the limits of economics in explaining behavior in medical care markets.</li> <li>3. Recognize the importance of incentives in explaining individual behavior.</li> <li>4. Apply the economic model of demand and supply to health care related phenomena.</li> <li>5. Analyze the model of firm behavior in medical markets.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• PBS “Healthcare: Supply and Demand” Video</li> <li>• Summary presentation 2</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Henderson Ch. 2</li> <li>• How COVID-19 shocked both supply and demand</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Team: Audio/Video Reflection 1</li> <li>• Individual: Short Answer/Computation 1</li> <li>• <b>Due on 1/24 at 11:59 pm CDT</b></li> </ul>
	<p>3</p> <p><b>1/23 – 1/31</b></p> <p><b>Synchronous</b></p>	<ol style="list-style-type: none"> <li>1. Apply the goals of a health care delivery system in terms of quality, access, and cost to relevant healthcare policy.</li> <li>2. Apply the economic models of perfect and imperfect competition to medical markets.</li> <li>3. Interpret the causes of market failure.</li> <li>4. Interpret the role of imperfect information in creating market failure.</li> <li>5. Evaluate arguments supporting government involvement in medical care.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Summary presentation 3</li> <li>• Video: Disrupting the health care industry: choice through competition</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Henderson Ch. 3</li> <li>• Article: Marketplace Competition &amp; Insurance Premiums in the First Year of the Affordable Care Act</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• <b>Attend Synchronous Session on 1/27 from 6-9 pm CDT</b></li> </ul>

		6. Appraise the costs of government regulation and the dangers of government failure.	
	4 <b>1/30 – 2/7</b> Asynchronous	<ol style="list-style-type: none"> <li>1. Evaluate the distinctive characteristics of economic evaluations as applied to health care.</li> <li>2. Analyze the roles of scarcity and choice in the execution of sound techniques of economic evaluation.</li> <li>3. Apply the techniques of economic evaluation to simple resource allocation decisions.</li> <li>4. Interpret the outcomes of economic modeling in the formulation a cost-effectiveness study.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Summary presentation 4</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Henderson Ch. 4</li> <li>• Article: Cost-of-illness studies: concepts, scopes, and methods</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• Pandemic Economics: The Value of a Life</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Individual: Short Answer/Computation 2</li> <li>• Team: Audio/Video Reflection 2</li> </ul> <p><b>Due on 2/7 at 11:59 pm CDT</b></p>

Concept	Week	Learning Objectives	Learning Activities/Assessment
Demand Side Considerations (Chapters 5–6)	5 <b>2/6 – 2/14</b> Synchronous	<ol style="list-style-type: none"> <li>1. Interpret the various measures and factors that contribute to the concept of health status.</li> <li>2. Analyze the role of the public health service in promoting a healthy environment.</li> <li>3. Determine the main factors that contribute to the demand for medical care.</li> <li>4. Evaluate the potential for and importance of physician-induced demand.</li> <li>5. Appraise the empirical literature measuring the demand for medical care.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Summary presentation 5</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Henderson Ch. 5</li> <li>• Article: The Main Factors of Induced Demand for Medicine Prescription: A Qualitative Study</li> <li>• Article: The Role of Public Health in COVID-19 Emergency Response Efforts from a Rural Health Perspective</li> <li>• Article: The Health Insurance Experiment A Classic RAND Study Speaks to the Current Health Care Reform Debate</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• <b>Attend Synchronous Session on 2/10 from 6-9 pm CDT</b></li> </ul>
	6 <b>2/13 – 2/21</b> Asynchronous	<ol style="list-style-type: none"> <li>1. Examine basic dimensions of population health</li> <li>2. Evaluate health outcomes and health disparities among certain ethnic groups.</li> <li>3. Apply the various measures population-based health outcomes</li> <li>4. Identify confounding risk factors associated with the</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Summary presentation 6</li> <li>• Video: Dr. Camara Jones Explains the Cliff of Good Health</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Henderson Ch. 6</li> </ul> <p><b>Listen:</b></p>

		<p>socioeconomics, the physical environment, and individual behaviors.</p> <p>5. Compare and contrast the U.S population health outcomes with other developed countries.</p>	<ul style="list-style-type: none"> <li>Advancing Health podcast - Using SDOH Data to Reduce Breast Cancer</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>Individual: Short Answer/Computation 3</li> <li>Team: Audio/Video Reflection 3</li> </ul> <p><b>Due on 2/21 at 11:59 pm CDT</b></p>
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Concept	Week	Learning Objectives	Learning Activities/Assessment
<p>Supply Side Considerations (Chapters 7-11)</p>	<p>7 2/20 – 2/28 Synchronous</p>	<ol style="list-style-type: none"> <li>Examine the development of the employer-based insurance system in the U.S. health care delivery system.</li> <li>Apply the theory of risk and insurance to the individual decision to buy health insurance.</li> <li>Analyze the difference between social and indemnity insurance.</li> <li>Identify the information problems that lead to market failure in health insurance markets.</li> <li>Identify the economic incentives that lead groups to self-insure.</li> <li>Identify the issues related to the uninsured in America.</li> <li>Apply the concept of asymmetric information to market failure in insurance markets.</li> <li>Analyze the concept of moral hazard.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Summary presentation 7</li> <li>Video: RAND and the Moral Hazard: Healthcare Triage</li> <li>Video: What do you mean I don't have health insurance?</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Henderson Ch. 7</li> <li>KFF Issue Brief: Analysis Examines the Affordable Care Act's Impact on Nearly All Americans</li> <li>Improving the Patient Protection and Affordable Care Act's Insurance Coverage Provisions: A Position Paper from the American College of Physicians</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li><b>Attend Synchronous session on 2/24 6-9 pm CDT</b></li> </ul>
	<p>8 2/27 – 3/4 Asynchronous</p>	<ol style="list-style-type: none"> <li>Summarize the historical development of managed care.</li> <li>Differentiate between the concepts of traditional fee-for-service insurance with deductibles and copayments and managed care with capitated payments.</li> <li>Understand the distinctions between retrospective and prospective payment.</li> <li>Critically analyze the major drawbacks of a fixed-budget system, such as managed care.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Summary presentation 8</li> <li>Going Ballistic on HMOs. As Good As It Gets (1997)</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Henderson Ch. 8</li> <li>KFF Issue Brief: 10 Things to Know About Medicaid Managed Care</li> <li>Article: To Control Costs Expand Managed Care and Managed Competition</li> <li>Article: Managed Care Plans Make Progress in Erasing Racial Disparities</li> </ul>

			<ul style="list-style-type: none"> <li>National Council on Disability page: A Brief History of Managed Care</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>Podcast: How to Improve Quality of US Health Care: Dr Patricia Salber Interviews Dr Elizabeth McGlynn</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>Team: Audio/Video Reflection 4</li> <li>Submit Peer Assessment forms</li> </ul> <p><b>All assignments for week 8 must be completed by Friday, March 4<sup>th</sup> at 11:59 pm CDT</b></p>
<b>Spring Break 3/5 – 3/13</b>			
	<p style="text-align: center;">9 <b>3/13 – 3/21</b> <b>Asynchronous</b></p>	<ol style="list-style-type: none"> <li>Examine the central role of physicians to controlling cost in medical care.</li> <li>Analyze the major supply-side issues in medical care delivery.</li> <li>Identify the major institutional factors affecting medical education in the U.S.</li> <li>Investigate the impacts of alternatives for reforming medical education.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>TedX: What If We Paid Physicians to Keep People Healthy?</li> <li>Summary presentation 9</li> <li>Money for Nothing, John Q (2001)</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Henderson Ch. 9</li> <li>Article: Healthcare Transformation and Changing Roles for Nursing</li> <li>Article: Affordable Care: Harnessing the Power of Nurses</li> <li>Article: The ‘invisible hand’ and the market for dental care</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>Podcast: Managed Care Cast – Keeping Physicians Independent</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>Team: Audio/Video Reflection 5. <b>Due on 3/21 at 11:59 pm CDT</b></li> </ul>
	<p style="text-align: center;">10 <b>3/20 – 3/28</b> <b>Synchronous</b></p>	<ol style="list-style-type: none"> <li>Examine the key institutional features affecting hospital care.</li> <li>Support the importance of the not-for-profit sector in health care delivery and finance.</li> <li>Analyze the role of not-for-profit hospitals and nature of competition in the not-for-profit sector.</li> <li>Describe the various models of hospital behavior.</li> <li>Explain the importance of the merger movement in the hospital industry and the implications for the</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>TedX: The hospital of the future will be your own home</li> <li>Summary Presentation 10</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Henderson Ch. 10</li> <li>Article: Hospital-ownership status and cesareans in the United States: The effect of for-profit hospitals</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li><b>Attend Synchronous session on 3/24 from 6-9 pm CDT</b></li> <li>Team: Topic approval for group paper. <b>Due on 3/28 at 11:59 pm CDT</b></li> </ul>



		future delivery of hospital services.	
	11 <b>3/27 – 4/4</b> <b>Asynchronous</b>	<ol style="list-style-type: none"> <li>1. Examine the role of pharmaceutical research in medical care.</li> <li>2. Analyze the role of patents in encouraging innovation and protecting intellectual property rights.</li> <li>3. Relate the structure of the industry to drug prices.</li> <li>4. Explain the oversight responsibility of government through the Food and Drug Administration.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Summary presentation 11</li> <li>• Video: Why are drug prices so high? Investigating the outdated US patent system, Priti Krishtel</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Henderson Ch. 11</li> <li>• Article: Expanded FDA regulation of health and wellness apps</li> <li>• Article: Cost-Effectiveness of the US Food and Drug Administration Added Sugar Labeling Policy for Improving Diet and Health</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• Pandemic Economics: How to price a vaccine?</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Individual: Short Answer/Computation 4</li> <li>• Team: Audio/Video Reflection 6.</li> </ul> <p><b>Due on 4/4 at 11:59 pm CDT</b></p>

Concept	Week	Learning Objectives	Learning Activities/Assessment
Public Policy in Medical Care Delivery (Chapters 12-15)	12 <b>4/3 – 4/11</b> <b>Synchronous</b>	<ol style="list-style-type: none"> <li>1. Explain the development of the government's role in medical care by improving access to certain segments of the population.</li> <li>2. Assess the provision of medical care to the elderly through Medicare.</li> <li>3. Analyze the benefit structure, financing issues, and future of Medicare.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Summary presentation 12</li> <li>• CNBC: What Medicare does and doesn't cover</li> <li>• What is Medicare?</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Henderson Ch. 12</li> <li>• KFF Issue Brief: An Overview of Medicare</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• <b>Attend Synchronous session on 4/7 from 6-9 pm</b></li> <li>• Team: Final Paper: Annotated Bibliography. <b>Due on 4/11 at 11:59 pm CDT</b></li> </ul>
	13 <b>4/10 – 4/18</b> <b>Asynchronous</b>	<ol style="list-style-type: none"> <li>1. Describe the provision of medical care to the poor and indigent through Medicaid.</li> <li>2. Analyze the benefit structure and financing issues of Medicaid and the Children's Health Insurance Program.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Summary presentation 13</li> <li>• Medicaid &amp; CHIP are Long-Term Investments in Children's Health and Future Success</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Henderson Ch. 13</li> </ul>

		<ol style="list-style-type: none"> <li>3. Examine the economic consequences of the Medicaid program and its expansion under the ACA.</li> <li>4. Determine the impact of the Medicaid program on Medicaid beneficiaries</li> </ol>	<ul style="list-style-type: none"> <li>• Article: Understanding The Relationship Between Medicaid Expansions And Hospital Closures</li> <li>• Article: Growth of public coverage among working families in the private sector</li> <li>• KFF Policy Brief: Medicaid Initiatives to Improve Maternal and Infant Health and Address Racial Disparities</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• Healthcare Price Transparency</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Team: Audio/Video Reflection 7</li> <li>• Individual: Short paper/Computation 5.</li> </ul> <p><b>Due on 4/18 at 11:59 pm CDT</b></p>
	<p>14 <b>4/17 – 4/25</b> <b>Asynchronous</b></p>	<ol style="list-style-type: none"> <li>1. Distinguish between the medical care systems of the major developed countries around the world.</li> <li>2. Compare the influence of geography, demographics, and culture to differences in the organization of health care systems.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Summary presentation 14</li> <li>• Video: But there are No Patients! Yes Minister (1981)</li> <li>• Video: Is U.S. health care the best or 'least effective' system in the modern world? (PBS)</li> <li>• Should U.S. look to UK's single-payer National Health Service for next health care moves? (PBS)</li> <li>• Video: How Switzerland delivered health care for all — and kept its private insurance (PBS)</li> <li>• What the U.S. can learn from Australia's hybrid health care system (PBS)</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Henderson Ch. 14</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Team: Audio/Video Reflection 8.</li> </ul> <p><b>Due on 4/25 at 11:59 pm CDT</b></p>
	<p>15 <b>4/24 – 4/29</b> <b>Synchronous</b></p>	<ol style="list-style-type: none"> <li>1. Explain the causes of the push for health care reform in the U.S. and abroad.</li> <li>2. Summarize the major issues in considering medical care access as a right.</li> <li>3. Summarize the goals of health care reform— improved access, better outcomes, and lower costs.</li> <li>4. Explain the impact of state mandates on the cost and availability of health insurance.</li> </ol>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Summary presentation 15</li> <li>• Video: COVID; Why the Economics of Healthcare Will Never Be the Same, Laura Glenn</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Henderson Ch. 15 and 16</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• <b>Presentation Week 1</b> - Attend Synchronous session on 4/28 6-9pm CDT</li> </ul>

		<p>5. Describe the policy alternatives available to U.S. policy makers, including managed competition and medical savings accounts.</p> <p>6. Analyze the economic lessons relating to health care delivery and finance.</p> <p>7. Understand that economics provides few solutions to medical care problems, only alternative approaches to the problems.</p>	<p><b>Please note that the last day of classes is April 29<sup>th</sup> therefore all assignments for week 15 must be completed by Friday, April 29<sup>th</sup> at 11:59 pm CST</b></p>
	<p>16 <b>5/1 – 5/6</b></p>	<p>Presentation Week 2</p>	<ul style="list-style-type: none"> <li>• Final Paper</li> <li>• <b>Presentations on 5/5 6-9pm CDT</b></li> <li>• Peer Assessment form</li> <li>• Assessment of presentation form</li> </ul>

**Other Class Policies**

**Attendance:**

Regular or punctual attendance is expected. If a student misses a class, the student is responsible for obtaining any information distributed during those times. Make-ups are possible only under certain instances (labs cannot be made up). Arrangements for any make-ups and/or missed labs should be discussed directly with the instructor for that day's class.

**Participation:**

Making substantive contributions to team videos and presentations and attending synchronous sessions are required as a measure of weekly participation.

**Academic Honesty:**

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

**Cheating**

Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and unpermitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating. Cheating includes but is not limited to:

- Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class.
- Falsifying or inventing any information, including citations, on an assigned exercise.
- Helping or attempting to help another in an act of cheating or plagiarism.

**Plagiarism**

Plagiarism is presenting the words or ideas of another person as if they were your own. Materials, even ideas, borrowed from others necessitate full and complete acknowledgment of the original authors. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials, or even the writing of a fellow student. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Misconduct in Research and Other Scholarly Activity. Examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another.
- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit.

## **Unicheck**

Unicheck is a plagiarism checking tool that students and faculty will use to ensure that submitted assignments meet the required standards for academic writing.

[Unicheck student guide](#)

## **[Student Success Resources](#)**

### **Adding/Dropping:**

The official deadline for adding and dropping courses is as published in the academic calendar and Graduate Bulletin (typically the day before Census Day). However, students are strongly encouraged to meet with their graduate advisor or the Program Coordinator prior to adding/dropping courses. Movement into and out of classes after the 4th class day requires approval of the Program Director. Students can drop until mid-semester without a WP or WF. Drops after mid-semester require approval of the Dean. Each student is responsible for their own enrollment status with the university.

### **Disability Accommodations:**

UTHSCT abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Student Services Office (located on the UT Tyler Campus). You may call 903-566-7079 for more information.

### **Technology Support**

Information about The University of Texas Health Science Center at Tyler Help Desk, minimum technology requirements, campus Wi-Fi networks is available on the [Technical Support page](#).

### **New Student Orientation**

Congratulations on being admitted as a student to The University of Texas Health Science Center at Tyler (UTHSCT)! We welcome you and want to provide you an orientation to our campus. We provide this online orientation so that students who are working or are too busy to travel here for an orientation will still be familiar with our campus culture. [New Student Orientation](#).

### **Tutoring**

Students at The University of Texas Health Science Center at Tyler have access to tutoring 24 hours a day 7 days a week through a web-based service called tutor.com. [Tutoring Services](#).

### **Library Resources**

[The Watson W. Wise Medical Research Library](#) has reopened. Masks and social distancing are required at all times while in the library.

Remote access to library resources such as e-journals, e-books and databases is still available by logging on to the UTHSCT network using VMware.

Additional services are available by email at [library@uthct.edu](mailto:library@uthct.edu)

**Note: The Instructor retains the right to change this syllabus.**