

1. General Information

1a. Submitted by the College of: BUSINESS AND ECONOMICS

Date Submitted: 3/26/2016

1b. Department/Division: Economics - RCTF

1c. Contact Person

Name: Gail Hoyt

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Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ECO 383

2c. Full Title: Health Economics

2d. Transcript Title: Health Economics

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3 hours per week

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course examines the organization, financing, and management of the U.S. health care system and programs, and emphasizes contemporary health policy concerns.

2k. Prerequisites, if any: ECO201 and ECO202 or equivalent

2. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 50-80

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: In addition to economics majors and minors we believe this course is especially well suited for students studying pre-pharmacy or pre-med and students in other majors who are considering health care related careers or graduate programs.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Department of Economics 2016 Overview of Proposed Curriculum Changes

1. We propose that the department renumber 400 level courses to the 300 level as they do not have ECO401 or ECO402 as a prerequisite.

- ECO 311 Business Economics (formerly ECO 411)
- ECO 312 Monetary Economics (formerly ECO 412) Finance majors no longer required to take.
- ECO 365 Social Economic Organization (formerly ECO 465G Comparative Economic Systems)
- ECO 367 American Economic History (formerly ECO 467)

2. We propose to modify the description of ECO370 so that majors in A&S Economics, Business Economics, and Mathematical Economics are allowed to take the course, but FLIE majors may not.

3. We propose that the prerequisites for ECO391 be modified to include STA296 OR STA381 or the equivalent.

4. We propose that the department create new 300 level courses to service non-majors, minors, and majors.

- ECO 301 Economic Price Theory: (non-majors only)
- ECO 381 Environmental Economics
- ECO 385 Health Economics
- ECO 387 Law and Economics
- ECO 393 Sports Economics

NEW FULL SELECTION OF COURSES BY LEVEL

NEW COURSES:

ECO 301 ECONOMIC PRICE THEORY
ECO 381 ENVIRONMENTAL ECONOMICS
ECO 385 HEALTH ECONOMICS
ECO 387 LAW AND ECONOMICS
ECO 393 THE ECONOMICS OF SPORTS

RENUMBERED COURSES (400 TO 300 LEVEL)

ECO 311 BUSINESS ECONOMICS
ECO 312 MONETARY ECONOMICS
ECO 365 SOCIAL ECONOMIC ORGANIZATION
ECO 367 AMERICAN ECONOMIC HISTORY

OTHER MINOR REVISIONS

ECO 370 THE GLOBAL ECONOMY
ECO 391 ECONOMIC AND BUSINESS STATISTICS

OTHER EXISTING COURSES IN ECONOMICS – WITH NO MODIFICATIONS

ECO 327 STRATEGIC DECISION MAKING: AN INTRODUCTION TO GAME THEORY
ECO 379 THE ECONOMICS OF PUBLIC POLICY, LAW, AND GOVERNMENT
ECO 395 INDIVIDUAL WORK IN ECONOMICS
ECO 401 INTERMEDIATE MICROECONOMIC THEORY
ECO 402 INTERMEDIATE MACROECONOMIC THEORY
ECO 410 CURRENT ISSUES IN ECONOMICS (Subtitle required)
ECO 450G THE ECONOMICS OF POVERTY AND WELFARE PROGRAMS
ECO 461 MARKET STRUCTURE AND ANTI-TRUST POLICY
ECO 471 INTERNATIONAL TRADE
ECO 472 INTERNATIONAL MONETARY ECONOMICS
ECO 473G ECONOMIC DEVELOPMENT
ECO 477 LABOR ECONOMICS
ECO 479 PUBLIC ECONOMICS

**ECO 491G APPLIED ECONOMETRICS
ECO 499 SEMINAR IN ECONOMICS**

5. We propose the following changes to the upper level economics course requirement for each type of major:

Minor Requirements (This would remain unchanged.)

- ECO201
- ECO202
- ECO401 OR ECO402
- 9 hours ECO 300 level or higher

All types of ECO Majors Require: (This would remain unchanged.)

- ECO201
- ECO202
- ECO391
- ECO401
- ECO402

Type of Major	Current	Proposed
Mathematical Economics	300+ level ECO courses 9 hours	ECO491 6 hours of ECO elective courses at the 300 level or higher with at least 3 hours at the 400 level
Foreign Language and International Economics NO CHANGE	ECO300+ Any 300+ level ECO course 3 hours Two of the following ECO471 ECO472 ECO473G	ECO300+ Any 300+ level ECO course 3 hours Two of the following ECO471 ECO472 ECO473G
B&E Economics	ECO499 12 hours ECO Electives (we don't specify level in bulletin) One upper level B&E elective (24 hours in the major)	ECO499 ECO Electives 12 hours – at least 6 hours must be at the 400 level DROP the One upper level B&E elective (21 hours in the major)
A&S Economics	ECO499 9-15 hours "300 level or higher" ECO	ECO499 9-15 hours of ECO electives at the 300 level or higher with at least 6 hours at the 400 level

ECO 383
Health Economics
Semester Year
Date and Time
Building and Room Number

Instructor: Glenn Blomquist
Office Address: 245 Gatton College of Business and Economics
Email: gcbloomquist@uky.edu
Office Phone: 257-3924
Office Hours: Tuesday and Thursday 10:00-12:00 and Wednesday 2:00-3:00 or by appointment

Preferred way to reach instructor: Stopping in during office hours is preferable if you have specific questions and content and homework sets. Contacting me by email is fine if you need to let me know you will be absent or have general logistical questions.

Course Description:

This course examines the organization, financing, and management of the U.S. health care system and programs, and emphasizes contemporary health policy concerns.

Prerequisites:

ECO201 and ECO202 or equivalent

Course Objective:

This course is intended to provide students with a basic understanding of the economic aspects of health care markets and public policy.

Student Learning Outcomes:

After completing this course, the student will be able to:

1. Describe basic facts concerning the U.S. health care system
2. Identify major economic issues in health care policy
3. Apply economic policy analysis to evaluate public policy issues in health care

Required Materials:

Text: Charles E. Phelps, Health Economics, 4th edition (Addison Wesley, 2010, ISBN 13: 9780321594570). Students will be required to access the internet for additional assigned readings, lecture notes, and other materials throughout the semester.

Description of Course Activities and Assignments

There will be three exams (two in-class exams and a non-cumulative final exam). Each exam counts for 25% of your grade. The remaining 25% of your grade will be determined by 8-10 periodic homework assignments. Grading scale:

A:	90-100
B:	80-89
C:	70-79
D:	60-69
E:	0-59

Mid-term Grade:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar. (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course Policies:**Submission of Assignments:**

Assignments will be submitted on paper at the beginning of the class period on the day they are due. Late assignments will be accepted only with documentation of an excused absence.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Makeup Work:

Students who have a valid reason for missing an exam, quiz or assignment may take a make-up. Valid reasons include a University-excused absence, illness, or a personal emergency (e.g., a death in the family). The instructor must be notified of these occurrences as soon as possible and verification will be required. Arrangements for a make-up must be made with the instructor as soon as possible, especially in the case of exams. Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. Make-ups will be scheduled at a time mutually convenient for the student and the instructor.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must

provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Attendance Policy:

I will not take attendance, however, consistent attendance is essential for acceptable performance in the course. Many students find economic concepts difficult to grasp. Missing class will only make the process of absorbing this material more difficult. I will also present material in class that may not be found in the text. If you find yourself falling behind or you are having problems with the material, I encourage you to come to me for assistance. My posted office hours list the times that you are guaranteed to find me in my office. However, if you have a conflict, you may arrange a meeting time outside of office hours.

Academic Integrity:

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology

intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Classroom Behavior Policies:

Being Prepared: Students are expected to read assigned material prior to class and participate in class discussion and activities. Do not be afraid to participate because of the size of the class and if you have a question, never let it go unanswered. If you do not get an opportunity to ask your question during class, stop by during my office hours or feel free to contact me via electronic mail. Being prepared also means going through the notes from one class period before coming to the next class period. If you look at the new material at least once within forty-eight hours of first seeing it, you will learn the material more thoroughly and studying for the exam will be easier.

Being Courteous:

- 1) If you do plan to attend class, be on time and do not leave until class is dismissed. Late arrivals and early departures are very disruptive to your fellow students and to me!! If you have a long walk to get to this class from another, let me know in advance. If nature calls so loudly that you must answer, please leave and return to the classroom as quietly as possible.
- 2) Please avoid carrying on private conversations during class. This behavior shows disrespect for your classmates who would like to hear the lecture and it can have a negative impact on the learning experience of the entire class.
- 3) Please turn off all cell phones, pagers, etc. If you are unable to turn off these electronic devices, please have them on mute or leave them at home. It is very disruptive to your peers and to me to have a cell phone ring or a pager beep during class. It is also distracting if you text message during class.
- 4) You may use laptops only for purposes of note-taking

Tentative Course Schedule

I. Introduction and Background

- a. Phelps, Chapters 1 & 2
 - i. Why Health Economics?
 - ii. Utility and Health
- b. Supplemental Readings
 - i. Reading 1: Empirical Methods for studying health economics

II. Medical Care and Health

- a. Phelps, Chapters 3, 4, & 5
 - i. The Transformation of Medical Care to Health
 - ii. The Demand For Medical Care: Conceptual Framework
 - iii. Empirical Studies of Medical Care Demand and Applications
- b. Supplemental Readings
 - i. Reading 2 (technical): W. Manning, et al., "Health Insurance and the Demand for Medical Care: Evidence from a Randomized Experiment," *AER* 77 (June 1987), 251-277.

III. Physician Behavior, Malpractice and Defensive Medicine

- a. Phelps, Chapters 6, 7, & 13
 - i. The Physician and the Physician Firm
 - ii. Physicians in the Marketplace
 - iii. Medical Malpractice

- b. Supplemental Readings
 - i. Reading 3 (technical): Daniel Kessler and Mark McClellan, “Do Doctors Practice Defensive Medicine?”, QJE, Vol. 111, No. 2. (May, 1996), pp. 353-390.

IV. Health Insurance, Managed Care & Government Programs

- a. Phelps, Chapters 10, 11, & 12
 - i. The Demand for Health Insurance
 - ii. Health Insurance Supply and Managed Care
 - iii. Government Provision of Health Insurance
- b. Supplemental Readings
 - i. Reading 4 (technical): James Marton, Aaron Yelowitz, and Jeffrey Talbert, “A Tale of Two Cities? Heterogeneous Impact of Medicaid Managed Care in Kentucky.” Working Paper, February 2010.
 - ii. Reading 5 (technical): Aaron S. Yelowitz, “The Medicaid Notch, Labor Supply, and Welfare Participation: Evidence from Eligibility Expansions,” The Quarterly Journal of Economics, Vol. 110, No. 4. (Nov., 1995), pp. 909-939.

V. Health Care Reform

- a. Supplemental Readings
 - i. Reading 6: Jonathan Gruber, “Incremental Universalism for the United States: The States Move First?” Journal of Economic Perspectives, Vol. 22, No. 4 (Fall 2008) pp. 51-68.
 - ii. Reading 7: Aaron Yelowitz and Michael F. Cannon, “The Massachusetts Health Plan: Much Pain, Little Gain,” Cato Policy Analysis No. 657, January 20, 2010.