

THE UNIVERSITY OF  
NEW SOUTH WALES



Australian School of Business  
School of Economics

**ECON 4307 / ECON 6307**

**HEALTH ECONOMICS**

**Course Outline**  
**Semester 2, 2010**

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## 1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr Shiko Maruyama

Room: Quadrangle Building, Room Q3116 (Green)

Phone No: 9385 3386

Email: [s.maruyama@unsw.edu.au](mailto:s.maruyama@unsw.edu.au)

Consultation Times – TBA.

### 1.1 Communications with staff

You should feel free to contact the lecturer about any course specific inquiries. The lecturer may be contacted by email, during consultation time or by appointment. Specific consultation hours will be posted on the course website.

Some information concerning administrative matters may also be obtained from the School of Economics Office on the fourth floor of the ASB Building.

## 2 COURSE DETAILS

### 2.1 Teaching Times and Locations

Thursday 1 pm – 4pm, ASB 207. The course starts from Week1, 22 July. Students taking (or considering taking) this course must attend the first class. If this is not possible, you should notify the lecturer of your intention by e-mail or in person in advance.

### 2.2 Units of Credit

The course is worth 6 units of credit.

This course is taught in parallel to undergraduate (BEC Honours students) (ECON4307) and postgraduate students in the MEd and PhD programs (ECON 6307).

### 2.3 Summary of Course

Welcome to ECON 4307 / 6307! This is a course intended for honours and post-graduate students who are interested in health economics.

Health care has become a dominant economic and political issue in many countries and the area of health economics is rapidly growing and developing. ECON 4307/6307 provides a broad introduction to the subject of health economics as an applied microeconomics field. The course also looks at empirical methods useful in studying topics in health economics. In addition, policies and current issues facing policy makers and researchers in the area of health are reviewed.

The subject is suitable both for those students interested in microeconomics applied to the area of health economics and to students interested in current public policy issues in the provision of health and health care. Students who aim to write a PhD or Honours thesis on health or health-related topics are especially encouraged.

The course consists of lectures, including lectures by visitors, and tutorial student presentations. The assessment consists of student presentations (20%), class attendance (5%), class participation (20%), and a term paper (55%).

#### **2.4 Prerequisite and Relationship to Other Courses**

ECON 4307/6307 is an option available for students enrolled in an Honours or Post-graduate program in Economics or Commerce. The course relies considerably on microeconomic methods. Economic concepts and tools such as those learned in Microeconomics II and Advanced Economic Analysis are assumed knowledge in the course. Additional microeconomic tools appropriate for the analysis of health economics will be reviewed in class.

In addition, this course requires students to read academic empirical papers and to write an empirical term paper. Hence, your knowledge of introductory econometrics is a minimum requirement, and intermediate or advanced knowledge of econometrics, for example your completion of two econometrics courses such as ECON2206 and ECON2207, is *strongly recommended*.

**IMPORTANT:** To facilitate schedule planning of the course, students taking (or considering taking) this course must attend the first class on Thu 22 July, 1 pm. If this is not possible, you should notify the lecturer of your intention by e-mail or in person.

## 2.5 Aims

In this course, we will review economic approaches to the understanding of markets for health care and more generally the behaviour of agents involved in the provision and consumption of health care. We also discuss characteristics that are integral to health economics, namely information problems, insurance, government intervention and the institutional environment generally. Students are exposed to the widest possible range of perspectives and are encouraged to form their own critical evaluation of the current state of health care provision in Australia and other countries. In addition, special attention will be paid to how to critically read challenging state-of-the-art empirical papers.

The course aims to provide benefits to students in terms of:

- An understanding of the underlying economic frameworks appropriate to study health and health care.
- Knowledge of market failures in the provision of health care and the justifications for government policy.
- An appreciation of the different market environments in which health and health policy decisions must be made.
- The ability to use a rational approach in the evaluation of government intervention and programs in health.
- The ability to critically and appropriately evaluate health economics research papers.
- Experience to form own original research question, conduct research and write a scientific research paper in health economics.

## 2.6 Student Learning Outcomes

On completion of the course, students should be able to:

1. Demonstrate an understanding of the basic economic concepts used in the study of health economics;
2. Apply appropriate economic tools to analyse the behaviour of the various agents in the provision and consumption of health care;
3. Describe the major government programs and institutional features in the provision of health care in Australia and the debates currently surrounding these programs;
4. Demonstrate knowledge of the main empirical tools used in the analysis of issues in health economics; and
5. Critically evaluate and discuss empirical research in this field.

## Graduate Attributes

Course Learning Outcomes	ASB Graduate Attributes
1, 2, 3, 4, 5	1. Critical thinking and problem solving
1, 2, 3, 4	2. Communication
1, 2, 3	3. Teamwork and leadership
1, 2, 3	4. Social, ethical and global perspectives
1, 2, 3, 4, 5	5. In-depth engagement with relevant disciplinary knowledge
1, 2, 3, 4, 5	6. Professional skills

## 3 LEARNING AND TEACHING ACTIVITIES

### 3.1 Approach to Learning and Teaching in the Course

The philosophy underpinning this course and its Teaching and Learning Strategies are based on “Guidelines on Learning that Inform Teaching at UNSW. These guidelines may be viewed at: [www.guidelinesonlearning.unsw.edu.au](http://www.guidelinesonlearning.unsw.edu.au). Specifically, the lectures, student presentations, class discussion and assessment have been designed to appropriately challenge students and support the achievement of the desired learning outcomes. A climate of inquiry and dialogue is encouraged between students and the lecturer and among students (in and out of class). The lecturer aims to provide meaningful and timely feedback to students to improve learning outcome.

### 3.2 Learning Activities and Teaching Strategies

The course provides a broad survey of issues in health economics and an in-depth discussion of the main government programs and institutional features affecting health care in Australia. A specific list of topics and readings is provided further below in the Schedule of Lectures.

#### *Lectures*

The purpose of the lectures is to provide a logical structure for the topics that make up the course; to provide the necessary background enabling the students to understand the material; to provide guidance in the choice and the usage of the appropriate economic tools; to emphasise important concepts and methods for each

topic; to provide and discuss relevant examples to which the concepts and methods are applied; and to motivate and mediate discussions of current issues in health economics using economic methods.

### *Tutorials*

The purpose of the tutorials is to provide an opportunity for students to discuss the issues covered in the lectures and in the assigned readings; to present related material and extend the coverage of the lectures; to provide practice questions and answers; and to get feed-back from both the lecturers and the other students in the class.

Students are expected to work through all the tutorial readings assigned and participate in the discussion surrounding the assignments every week. Normally tutorial assignments will review and extend the previous week's lecture material and will allow students to assess their level of understanding of the material.

### *Term Paper*

In this course students will write an end-of-session term paper. In principle, students can choose any topic as long as it is substantially related to health economics. It should be an empirical academic research paper with solid contribution to the health economics literature. This is not only for the sake of assessment. Through this project, students are expected to learn further the issues and frontier of health economics as well as how to form and write a research paper. As such, students are expected to start their project early by finding research questions and obtaining data to be used. Students will be given an opportunity to present their work on Sep 30<sup>th</sup> to the class to seek feedback.

### *Out-of-Class Study*

While students may have preferred individual learning strategies, it is important to note that most learning will be achieved outside of class time. Lectures can only provide a structure to assist your study, and tutorial time is limited.

An "ideal" strategy (on which the provision of the course materials is based) might include:

- Reading of the assigned material before the lecture. This will give you a general idea of the topic area.

- Attendance at lectures. Here the context of the topic in the course and the important elements of the topic are identified. The relevance of the topic is explained. More complex material is reviewed using a variety of techniques and examples to allow more in-depth understanding.
- Complementing the lecture notes using assigned and suggested readings and identifying areas where more study or help is needed.

## 4 ASSESSMENT

### 4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50 out of 100; and
- make a satisfactory attempt at all assessment tasks (see below).

### 4.2 Assessment Details

Assessment Task	Weighting	Learning Outcomes assessed	ASB Graduate Attributes assessed	Due Date
Tutorial Presentations	20%	1, 2, 3, 5	1, 2, 3, 5, 6	
Class Attendance	5%	1, 2, 3, 5	2, 3, 4, 6	
Tutorial Participation	20%	1, 2, 3, 5	1, 2, 3, 5, 6	
Term Paper	55%	1, 2, 4, 5	1, 2, 4, 5, 6	5:00 pm, Thursday 28 October
Total	100%			

### 4.3 Tutorial Assessment

Tutorial reading material will be provided in lectures and on the website. Each week two students will be asked to present pre-assigned reading material. The presentations are to be concise and to last around 20-30 minutes; half hour discussion follows each presentation. Students responsible for the presentation of a reading must also present a written document that will be made available to the

others for future study. The written documents are to be typed and handed in electronic format (graphs can be hand-written and handed in on paper) either before the class presentation or in the week following the presentation (this will allow the incorporation of any useful comments from the class discussion). The documents will be posted on the website. Students who do not present or not hand in their discussion document will be given a mark of zero for this component of the assessment. Depending on the class size, students may be allowed to present in groups.

The students who are not in charge of the presentation should also come to tutorials prepared to participate in the class discussion. All students will be expected to ask questions on the readings and contribute to the discussion surrounding the presentations.

The tutorial presentation mark (out of 20) will be awarded on the basis of the presentation and the accompanying written document. The additional 20% will be awarded on the basis of general participation in tutorials.

#### **4.4 Class Attendance**

Given high level involvement expected for students in this course, class attendance (at the beginning of course every week) will be counted toward 5% of the overall grade. For students who could not attend a class due to illness or other extraordinary circumstances, special consideration may be given conditional on a written document such as doctor's medical certificate.

#### **4.5 Term Paper**

The end-of-session assessment will consist of a term paper worth 55% of the overall grade. This paper will be due no later than on **Thursday 28<sup>th</sup> October, 5:00pm**. The paper should be less than 5,000 words (about 400 per page so 12 pages) without counting tables and diagrams. Students should email a title to the lecturer by Thursday 12<sup>th</sup> August, 5:00 p.m. and get approval by Thursday 26<sup>th</sup> August, 5:00pm. For early submission made before Thursday 21<sup>st</sup> October, 5:00 p.m., early submission bonus will be provided (worth 8% of the term paper marks).

Further details on the format, length, and assessment criteria of the paper will be given in a separate document and posted on the web.

## 4.6 Late Submission

Assignments submitted late will not be marked. Early submission is encouraged.

An extension on the due date for the term paper *may* be offered to students who could not meet the deadline due to illness or other extraordinary circumstances that can be documented by the student. UNSW policy and process for Special Consideration applies.

See: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

## 5 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW's policies, penalties, and information to help you avoid plagiarism

see: <https://my.unsw.edu.au/student/academiclife/assessment/examinations/AcademicMisconduct.html>

as well as the guidelines in the online ELISE tutorial for all new UNSW

students: <http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>

To see if you understand plagiarism, do this short

quiz: <http://www.lc.unsw.edu.au/plagiarism/plagquiz.html>

For information on how to acknowledge your sources and reference correctly,

see: <http://www.lc.unsw.edu.au/onlib/ref.html>

For the ASB Harvard Referencing Guide,

see: [http://wwdocs.fce.unsw.edu.au/fce/EDU/harvard\\_ref\\_guide.pdf](http://wwdocs.fce.unsw.edu.au/fce/EDU/harvard_ref_guide.pdf)

In the School of Economics all cases of substantial plagiarism are reported to the Associate Head of School. The following penalties will apply:

- Reduction in marks for the assessment item, including zero;
- Failure in the course [ECON 4307/6307] in extreme cases;
- Other additional penalties in accordance with the UNSW Procedures for Dealing with Student Plagiarism, may be considered in extreme cases;
- All cases will be recorded on the UNSW Plagiarism Central Register

## 6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI)

Process is one of the ways in which student evaluative feedback is gathered. You are strongly encouraged to take part in the feedback process.

## **7 STUDENT RESPONSIBILITIES AND CONDUCT**

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in the 'A-Z Student Guide': <https://my.unsw.edu.au/student/atoz/A.html>. See, especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Special Consideration', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.

### **7.1 Workload**

It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on assignments and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

### **7.2 Attendance**

Your regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

### **7.3 Keeping Informed**

You should take note of all announcements made in lectures or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

## 8 STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)** ([www.business.unsw.edu.au/edu](http://www.business.unsw.edu.au/edu))  
Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584;  
Email: [edu@unsw.edu.au](mailto:edu@unsw.edu.au)
- **Capturing the Student Voice:** An ASB website enabling students to comment on any aspect of their learning experience in the ASB. To find out more, go to [the Current Students/Resources/Student Feedback page here](#)
- **Blackboard eLearning Support:** For online help using Blackboard, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to *UNSW Blackboard Support / Support for Students*. For technical support, email: [itservicecentre@unsw.edu.au](mailto:itservicecentre@unsw.edu.au); ph: 9385 1333
- **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)): Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services:** <http://info.library.unsw.edu.au/web/services/services.html>
- **UNSW IT Service Desk:** Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: 9385 1333.  
Website: [www.its.unsw.edu.au/support/support\\_home.html](http://www.its.unsw.edu.au/support/support_home.html)
- **UNSW Counselling Service** (<http://www.counselling.unsw.edu.au>): Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping With Stress' and 'Procrastination'. Office: Level 2, Quadrangle East Wing; Ph: 9385 5418
- **Student Equity & Disabilities Unit** (<http://www.studentequity.unsw.edu.au>)  
Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

## 9 COURSE RESOURCES

### 9.1 Course Website

The website for this course is on Blackboard. The website will contain copies of all course handouts, lecturer notes, readings, and announcements. Students should consult this website at least once a week as it contains important information about the course. It will be assumed that all students have seen any notice posted on the course website.

### 9.2 Textbooks

There is no required text for the course but some material is taken from the following three texts:

Folland, S., A.C. Goodman and M. Stano, *Economics of Health and Health Care*, Fifth Edition, Pearson Prentice Hall, 2006 (the 6<sup>th</sup> edition will become available in August 2009)

Gruber, J., *Public Finance and Public Policy*, 2nd edition, Palgrave Macmillan, February, 2007

Culyer, A.J. and J.P. Newhouse (eds.) *Handbook of Health Economics*, Volumes 1A and 1B, North-Holland, Elsevier Science, 2000

The first book (FGS) is an undergraduate textbook and will be useful in providing background material as well as an intermediate level discussion of the course material. The second is another excellent undergraduate textbook, which covers broader topics in public finance and public policy with many examples from health economics. The third text (HHE) presents more advanced material and is also useful in providing surveys of the literature. The second volume (1B) of the Handbook of Health Economics deals with more specialized topics.

For a review over Australian health care system, see:

Duckett, S.J. *The Australian Health Care System*, Oxford University Press, third edition, 2006.

### 9.3 Other Readings

The below is the list of reading material for tutorial presentation.

#### Demand for Health and Health Care

Behrman, J. and B. Wolfe. 1989. 'Does More Schooling Make Women Better Nourished and Healthier?: Adult Sibling Random and Fixed Effects Estimates for Nicaragua,' *Journal of Human Resources*, 24, 644-63.

Case, A., D. Lubotsky and C. Paxson 2002. 'Economic Status and Health in Childhood: The Origins of the Gradient.' *American Economic Review*, 92(5), 1308-1334.

Case, A. and A. Deaton 2004. 'Broken by Work and Sex: How our Health Declines', Princeton University Discussion Paper.

Currie, A., M.A. Shields and S.W. Price. 2004. *Is the Child Health / Family Income Gradient Universal? Evidence from England*, IZA Discussion Paper No.1328.

Currie, J. and M. Stabile. 2003. 'Socioeconomic Status and Child Health: Why Is the Relationship Stronger for Older Children'. *American Economic Review*, 93(5), 1813-1823.

Currie, J. 2004. 'Viewpoint: Child Research Comes of Age.' *Canadian Journal of Economics*, 37(3), 509-527.

\* Two articles by J Currie should be presented together.

Manning, W., J. Newhouse, N. Duan, E. Keeler, A. Leibowitz, and M. Marquis. 1987. 'Health Insurance and the Demand for Medical Care: Evidence from a Randomized Experiment.' *American Economic Review*, 77, 251-277.

#### Information and Insurance

Keeler, E., J. Newhouse, and C. Phelps. 1977. 'Deductibles and the Demand for Medical Care Services: The Theory of a Consumer Facing a Variable Price Schedule under Uncertainty.' *Econometrica*, 45, 641-655.

Viscusi, K. and W. Evans. 1990. 'Utility Functions that Depend on Health Status: Estimates and Economic Implications.' *American Economic Review*, 80, 353-374.

### **Healthy and Risky Behaviour, Smoking, Obesity.**

Avery, R., D Kenkel, D Lillard, and A Mathios, 2007. "Private Profits and Public Health: Does Advertising of Smoking Cessation Products Encourage Smokers to Quit?" *Journal of Political Economy*, 115(3), 447-481.

Becker, G., M Grossman, K Murphy, 1994. "An Empirical Analysis of Cigarette Addiction," *American Economic Review*, 84(3), 396-418.

Kenkel, D. 1991. 'Health Behavior, Health Knowledge, and Schooling,' *Journal of Political Economy*, 99, 287-305.

### **Health Care Industry and Pharmaceutical Industry**

Chandra, A. and D. Staiger, 2007. "Productivity Spillovers in Health Care: Evidence from the Treatment of Heart Attacks," *Journal of Political Economy*, 115(1), 103-140.

Gaynor, M. and W. Vogt. 2003. 'Competition Among Hospitals.' *Rand Journal of Economics*, 34, 764-785.

Dranove, D. 1994. "Physician-Induced Demand for Childbirths." *Journal of Health Economics*, 13(1):61-73.

Dranove, Shanley, and Simon, 1992. "Is Hospital Competition Wasteful?" *RAND Journal of Economics*, 23(2), 247-262.

Dranove, D., D. Kessler, M. McClellan and M. Satterthwaite. 2003. 'Is More Information Better? The Effects of Health Care Quality Report Cards.' *Journal of Political Economy* 111.

Harrington, J.E.Jr, and E. Hsu, 2010. "Stockpiling Anti-Viral Drugs for a Pandemic: The Role of Manufacturer Reserve Programs," *Journal of Health Economics*, 29, 438-444.

Propper Van Reenen, 2010. "Can Pay Regulation Kill? Panel Data Evidence of the Effect of Labor Markets on Hospital Performance." *Journal of Political Economy*, 118(21).

### **The Relationship Between Health and Employment**

Berger, M. and B. Fleisher. 1984. 'Husband's Health and Wife's Labor Supply.' *Journal of Health Economics*, 3, 63-75.

Gilleskie, D. 1998. 'A Dynamic Stochastic Model of Medical Care Use and Work Absence.' *Econometrica*, 66: 1, 1-45.

Haveman R., B. Wolfe, B. Kreider, M. Stove. 1994. 'Market Work, Wages, and Men's Health,' *Journal of Health Economics*, 13, 163-182.

### **Evaluation Method, Public Health, and Other Topics**

Almond, D. 2006. "Is the 1918 Influenza Pandemic Over? Long-Term Effects of *In Utero* Influenza Exposure in the Post-1940 U.S. Population," *Journal of Political Economy*, 114(4), 672-712.

Almond D., J Doyle Jr., A Kowalski, and H Williams, 2010. "Estimating Marginal Returns to Medical Care: Evidence from At-Risk Newborns," *Quarterly Journal of Economics*, 125(2), 591-634.

Becker G.S. and J.J. Elias, 2007. "Introducing Incentives in the Market for Live and Cadaveric Organ Donations," *Journal of Economic Perspectives*, 21(3), 3-24.

Fletcher J.M., J Green, MJ. Neidell, 2010. "Long Term Effects of Childhood Asthma on Adult Health," *Journal of Health Economics*, 29, 377-87.

Murphy, K. and R. Topel. 2006. "The Value of Health and Longevity," *Journal of Political Economy*, 114(5), 871-904.

These articles will be made available on the website. Further reading material may also be added during the semester.

## 10 LECTURE SCHEDULE

Lectures start in Week 1 and finish in Week 12.

The following schedule is tentative. Not necessarily all of the following topics will be taught. The depth and inclusion of topics will be adapted to the size, interest and composition of the class.

The first part of the course deals with basic issues of health and health care. The demand and supply sides of health care, information problems and the provision of health insurance are discussed. We conclude the first part with a review of empirical evaluation techniques used in health economics.

The second part of the course looks at the key players in the provision of health care and the current institutional and policy environment surrounding health care in Australia. Specialists in the field will present lectures on topics in the area. These topics are chosen to reflect the areas of expertise of the presenters and also to address recent debates and policy reforms in the provision of health care in Australia.

In the following, \* indicates recommended readings which will be covered during lectures.

### **July 22, Week 1 and July 29, Week 2      Introduction, Health Capital, and Demand for Health and Health Care.**

\*Arrow, K. 1963. "Uncertainty and the Welfare Economics of Medical Care." *American Economic Review*, 53, 941-973.

\*Grossman, M. 1972. "On the Concept of Health Capital and the Demand for Health." *Journal of Political Economy*, 82, 223-255.

Becker, G. 1965. "The Theory of the Allocation of Time." *The Economic Journal*, 75, 493-517.

Fuchs, V. 1983. *Who Shall Live?* New York: John Wiley & Sons.



\*Burtless, G. 1995. 'The Case for Randomized Field Trials in Economic and Policy Research'. *Journal of Economic Perspectives*, 9(2), pp. 63-84.

\*Heckman, J.J., H. Ichimura and P. Todd 1997. 'Matching as an Econometric Evaluation Estimator: Evidence from Evaluating a Job Training Programme.' *The Review of Economic Studies*, 64(4) Special Issue, pp. 605-654.

Wooldridge, J.M. 2002. *Econometric Analysis of Cross Section and Panel Data*, MIT Press, Chapter 18, pp. 603-644.

**August 26, Week 6 and September 2, Week 7**

**Recent developments in private health insurance in Australia**

**Guest Lecturer: Associate Professor Elizabeth Savage, CHERE**

Barrett, G. and R. Conlon. 2003. 'Adverse Selection and the Decline in Private Health Insurance Coverage in Australia: 1989-95.' *Economic Record*, Vol. 79 No. 246 September, 279-296.

Buchmueller, Thomas C, Denzil Fiebig, Glenn Jones, and Elizabeth Savage. 2009. "Advantageous Selection in Private Health Insurance: The Case of Australia," mimeo.

Ellis R, Savage E, 2008. "Run for Cover Now or Later? The impact of premiums, threats and deadlines on supplementary private health insurance in Australia", *International Journal of Health Care Finance and Economics*, 8, 257-277 doi: 10.1007/s10754-008-9040-4.

Doiron D, Jones G, Savage E, Healthy, Wealthy and Insured? The Role of Self-Assessed Health in the Demand for Private Health Insurance, 2008, *Health Economics*, 17: 317-334

Fiebig, Denzil, Elizabeth Savage, Rosalie Viney, "Does the Reason for Buying Health Insurance Influence Behaviour?" mimeo.

Frech, H.E. and S. Hopkins 2004. 'Why Subsidise Private Health Insurance?' *Australian Economic Review*, 37(3), pp. 243-256.

Hall, J., and E. Savage 2005. 'The role of the private sector in the Australian healthcare system' in Maynard, A. (ed.), *The public-private mix for health* Radcliffe Publishing Ltd, Abingdon, pp. 247-278.

Harper, I.R. 2003 'Health Sense: When Spending Money Saves Money' *Policy*, 19(3) pp. 19-24.

Lu M, Savage E, Do financial incentives for supplementary private health insurance reduce pressure on the public system? Evidence from Australia, *CHERE Working Paper 2006/11*, CHERE, Sydney, 2006)

Savage E, Wright D, 2003, Moral Hazard and Adverse Selection in Australian Private Hospitals: 1989-90, *Journal of Health Economics*, 22: 331-359

Vaithianathan, R. 2004. 'A critique of the private health insurance regulations' *Australian Economic Review*, 37(3), pp. 257-270.

Ellis, RP. McGuire TG, 2007 'Predictability and Predictiveness in Health Care Spending' *Journal of Health Economics*. 26: 25-48

Gans, J. and S. King 2003. 'Anti-insurance: analysing the health insurance system in Australia' *Economic Record* 79(247) pp. 473- 486.

#### **Readings for student presentation:**

Buchmueller T, DiNardo J, 2002, 'Did Community Rating Induce an Adverse Selection Death Spiral? Evidence from New York, Pennsylvania, and Connecticut' *American Economic Review*, 92(1) 280-294.

Finkelstein A, McGarry K, 2006, 'Multiple Dimensions of Private Information: Evidence from the Long-Term Care Insurance Market,' *American Economic Review*, 96(4), 938-58.

#### **September 9 Mid-Semester Break**

**September 16, Week 8 and September 23, Week 9**

**Health Care Financing and Incentives**

**Guest Lecturers: Professor Jane Hall, CHERE**

\*Chalkley, M, and Malcomson, JM, Government Purchasing of Health Services, *Handbook of Health Economics*, ch 15

\*Feldstein M, 2006. 'Balancing the goals of health care provision and financing.' *Health Affairs*, 25(6) 1603-1611.

\*Glied, S. Managed Care, *Handbook of Health Economics*, ch 13

Goddard, M., and R. Mannion 1998. 'From competition to co-operation: new economic relationships in the National Health Service'. *Health Economics*, 7(2), pp. 105-19.

Hall, J. 2004. *Can we design a market for competitive health insurance?* CHERE Discussion Paper No. 53.

\*Hsaio, W, 2007, Why is a systemic view of health financing necessary? *Health Affairs*, 26, no. 4 (2007): 950–961; 10.1377/hlthaff.26.4.950

Rice, N. and P. C. Smith, 2001. 'Capitation and risk adjustment in health care financing: an international progress report.' *Milbank Quarterly* 79(1), pp. 81-113.

Williams A, Priority setting in public and private health care: a guide through the ideological jungle. *Journal of Health Economics* 1988, 7, 173-183

**Readings for student presentation:**

Dusheiko M, Gravelle H, Smith P, 2006. "The effect of financial incentives on gatekeeping doctors: evidence from a natural experiment," *Journal of Health Economics*, 25(3), pp. 449-478.

Martin S, Rice N, Smith PC, 2008. "Does health care spending improve health outcomes? Evidence from English programme budgeting data," *Journal of Health Economics*, 27, 826-842.

Mas N, Seinfeld J, 2008. "Is managed care restraining the adoption of technology by hospitals?" *Journal of Health Economics*, 27,1026-1045.

Nassiri A, Rochaix L, 2006. "Revisiting physicians' financial incentives in Quebec: a panel system approach," *Health Economics*, 15,49-64.

Scott A, Schurer S, Jensen PH, Sivey P, 2009. "The effects of an incentive program on quality of care in diabetes management," *Health Economics*, 18: 1091-1108.

**September 30, Week 10                      Student Presentation**

**October 7, Week 11 and October 14, Week 12**

**Measuring and Valuing Health Outcomes**

**Guest Lecturer: Associate Professor Rosalie Viney, CHERE**

Torrance, G. 1986. 'Measurement of Health State Utilities for Economic Appraisal: A Review'. *Journal of Health Economics* 5, pp. 1-30.

Bleichrodt, H. and J. Quiggin 1999. 'Life-cycle preferences over consumption and health: when is cost-effectiveness analysis equivalent to cost benefit analysis?' *Journal of Health Economics*, 18, pp. 681-708.

Hammit, J. 2002. 'QALYs Versus WTP.' *Risk Analysis* 22, pp. 985-1001.

Bleichrodt, H., P. Wakker and M. Johannesson 1997. 'Characterizing QALYs by Risk Neutrality' *Journal of Risk & Uncertainty*, 15, pp. 107-14.

Topic: Applying the QALY concept in decision making

Birch, S. and A. Gafni 1992. 'Cost effectiveness/utility analyses. Do current decision rules lead us to where we want to be?' *Journal of Health Economics*, 11, pp. 279-296.

Devlin, N. and D. Parkin 2004. 'Does NICE have a cost-effectiveness threshold and what other factors influence its decisions? A binary choice analysis.' *Health Economics*, 13, pp. 437-452.

Harris, A.H., S.R. Hill, G. Chin, J. Li, and E. Walkom, 2008. "The Role of Value for Money in Public Insurance Coverage Decisions for Drugs in Australia: A Retrospective Analysis 1994-2004," *Medical Decision Making*, OnlineFirst, published on March 31, 2008 as doi:10.1177/0272989X08315247.

Roberts, J. and P. Dolan 2004. To what extent do people prefer health states with higher values? A note on evidence from the EQ-5D valuation set', *Health Economics*, 13, pp. 733-7.

Brazier, J., Roberts, J., Tsuchiya, A., Busschbach, J., 2004. A comparison of the EQ-5D and SF-6D across seven patient groups. *Health Economics* 13 (9), 873-884.

Norman, R.P., Cronin, P., Viney, R.C., King, M.T., Street, D. & Ratcliffe, J. 2009, 'International comparisons in valuing EQ-5D health states: A review and analysis', *Value in Health*, vol. 12, no. 8, pp. 1194-1200.

Scuffham, P., Whitty, J., Mitchell, A. & Viney, R.C. 2008, 'The use of QALY weights for health state valuation and QALY calculations: A review of industry submissions requesting listing on the Australian Pharmaceutical Benefits Scheme 2002 to 2004', *Pharmacoeconomics*, vol. 26, no. 4, pp. 297-310.

### **Readings for student presentation:**

#### **Multi-attribute Utility Instruments and Their Development**

(1) First topic: EQ-5D

Dolan, P., C. Gudex, P. Kind and A. Williams 1996. 'The time trade-off method: results from a general population study.' *Health Economics*, 5, pp. 141-154.

Dolan, P., 1997. Modeling valuations for EuroQol health states. *Medical Care* 35, 1095-1108.

Note: These papers both report the same research - it is generally helpful to read both as the details of the research are not sufficiently reported in the first paper.

(2) Second topic: SF-6D

Brazier, J., J. Roberts M. and Deverill 2002. 'The estimation of a preference-based measure of health from the SF-36.' *Journal of Health Economics*, 21, pp. 271-92.

## 11 KEY DATES AND STUDENT RESPONSIBILITIES

*It is your responsibility to ensure that:*

1. You are recorded by the University as being correctly enrolled in all your courses.
2. You have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted), and no credit given or grade awarded.
3. You abide by key dates:  
**Monday 19 July** is the first day of Semester 2 lectures.  
**Sunday 25 July** is the last day you can enrol in Semester 2 courses. **Sunday 25 July** is also the due date for Semester 2 fees.  
**Tuesday 31 August (Week 7)** is the last day for students to discontinue without financial penalty (and the last date to finalise arrangements for HECS-HELP and FEE-HELP).  
**Sunday 5 September (end Week 7)** is the last day to discontinue without academic penalty.
4. You organise your affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the semester's examination period. The scheduling of

examinations is controlled by the University administration. No early examinations are possible. The **examination period** for Semester 2, 2010, falls **between 29 October and 16 November** (provisional dates subject to change).

5. When the provisional **examination timetable** is released (**Tuesday 28 September**), ensure that you have no clashes or unreasonable difficulty in attending the scheduled examinations. The final examination timetable for Semester 2 will be released on **Tuesday 5 October**.
6. Note that some Schools schedule a common date for any **supplementary exams** that may be required – it is your responsibility to check the School websites and ensure that you are available to take the exam on the scheduled date.

A full list of UNSW Key Dates is located

at: <https://my.unsw.edu.au/student/resources/KeyDates.html>