COURSE SYLLABUS

A. Overview

Course Description
The course will build your thinking on how micro-economic theories help us understand the determinants of health and the behaviors of consumers and providers in the health sector. Health economics offers a critical framework in evaluating the efficiency of health systems in improving the health of populations—a framework that is perhaps more critical in less resourced settings. For example, the health economics field provides public policy tools to evaluate the distributional benefits/penalties of policies such as sin taxes, and to assess the extent "market failures" motivate the role of governments in the financing, organization and delivery of health care. Unlike most health economics courses in US universities, which focus on the US and high income nations, what is special about this course is that it has an explicit emphasis on low and middle income country (LMIC) settings. And, with our colleagues at UPM, we will apply our skills and foundational knowledge of health economics to the Philippine context.

Prerequisites
A pre-requisite or co-requisite of introductory microeconomic theory. In the Winter quarter, UCLA students can attend a lab offered in the HPM 236 course to review the fundamentals of microeconomic theory

Instructor
Ninez Ponce, MPP, PhD; nponce@ucla.edu, Professor, Health Policy and Management
Director, UCLA Center for Health Policy Research
The best way to contact me is via email nponce@ucla.edu

Special Reader
Vivian Kwok; viviankwok@q.ucla.edu, MPH student in Health Policy and Management

Class Days, Times, Location
Thursdays: 4:00 pm – 6:00 pm (Los Angeles Time) 23 Jan 2020 – 14 May 2020
Fridays: 8:00 am – 10:00 am (Manila Time) 24 Jan 2020 -15 May 2020

IMPORTANT: To keep the class synchronous to Philippine time, due to daylight savings time change, beginning March 12, 2020, classes will commence 1 hour later at 5pm and end 1 hour later at 7 pm.

Office Hours
Standing Office Hours every Thursday 1 hour before class, and by appointment:
Please schedule with Ms. Hala Douglas: hkdoigas@ucla.edu

Office hours will be via zoom or at 10960 Wilshire Blvd. Suite 1550
Course Texts
There is no required textbook. Reading materials will be posted online at CCLE at least 1 week before the class.

Required Readings
- Readings—articles, book chapters, case discussions, video lectures and tutorial will be made available via CCLE.
- For your library—We will draw material from:
  - Escobar ML, Griffin C, Shaw RP (eds). The Impact of Health Insurance in Low- and Middle-Income Countries. edited by Brookings Institution Press 2010
  - Phelps, C. Health Economics 5th edition, Routledge, 2016. (note earlier editions are fine and may be available as pdf online)

Course Format
UPM graduate students will be taking the course for UPM credit. We will use a mixture of in class lecture and a “flipped classroom” format, where students view pre-recorded lectures prior to attending class. Class will be conducted in-person and online, via Zoom with UP Manila—synchronously—our Thursday afternoon class time will be Friday morning for our UPM colleagues! The course also spans 2 quarters to align with the UPM semester system. Class time will be devoted to answering questions, discussion and small group breakouts.

We will be meeting in-person. I will make exceptions for an occasional absence, but this requires 1 week prior approval. Please bring a laptop or tablet and headphones/earbuds to class as it facilitates online collaboration with our UP Manila colleagues. Please also have some Zoom basics under your belt before the first class, but we will devote a lot of time on testing the logistics and upgrading you to Zoom Pro in the first class. Please visit 27Thttps://ucla.zoom.us/27T

Course Website
https://ccle.ucla.edu/course/view/20W-HLTPOL230A-1

UCLA ADA Policy
Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

ADA Contact
Nickey Woods
Center for Accessible Education
A255 Murphy Hall
Phone: (310) 825-1501
TTY / TTD: (310) 206-6083
**Inclusivity**

UCLA’s Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website (https://equity.ucla.edu/).
B. Learning Objectives:

Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies are listed below. More information about CEPH Knowledge Areas & Competencies can be found here: [https://ceph.org/constituents/students/faqs/](https://ceph.org/constituents/students/faqs/)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Competencies</th>
<th>Assignments</th>
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</table>
| Conduct comparative analyses of demand for health, health care and health insurance in two health systems—one in a higher income country and the other in an LMIC. | FSPH
Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities |
| | HPM MPH Policy & Management Tracks
Understand and evaluate private and government roles in the financing, regulation, and delivery of healthcare | Group Project Problem Set |
| Gain skills in economic analysis tools that can be applied to health policy design, decisions and evaluation. | FSPH
Evaluate policies for their impact on public health and health equity |
| | HPM MPH Policy & Management Tracks
Analyze economic decisions related to healthcare organizations and the health care system | Problem Set Policy Memo |
| Understand economic determinants of health and health equity within LMIC settings and between richer and poorer economies | FSPH
Evaluate policies for their impact on public health and health equity |
| | HPM MPH Policy & Management Tracks
Analyze economic decisions related to healthcare organizations and the health care system | Group Project |

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This course involves team teaching with my colleagues at University of the Philippines, Manila. I will post the instructions on CCLE as soon as they are available.

40% Individual Essays/Short Problem Sets

You will submit individually but encouraged to work with classmates using online collaboration tools. The schedule will be posted on CCLE. The assignment will be due 1 week after the assignment posts on CCLE, unless otherwise noted.

Problem Set #1—10 points—Mapping Consumer Preferences Market Demand curves
Problem Set #2---10 points—Market Failures Externalities & Sin Taxes
Policy Memo—20 points: 750-1000 words Topic TBD

40% Group Projects

You will be assigned to work with a group of UPM students. Maximum 2. The details will be posted no later than the first week of February, 2020. Each Group Assignment will be a total of 20 points each. Each student’s grade will reflect a group grade (95%) and average peer grading of each participant (5%).

10% Class participation

A key learning expectation is promoting collaborative learning among your classmates across two different institutions. Productive participation means active and respectful listening, identifying and communicating themes voiced from multiple perspectives, identifying salient debates, articulating problems that we’re trying to solve and offering examples and resources that will advance our collective learning. In a 2-hour discussion format, realistically, not all voices will be heard, but there will be online opportunities and group presentations to demonstrate your engagement. A total of 10 points will be awarded for class participation.

10% Individual Questions from Flipped Classroom Material

As noted on the syllabus, for some weeks, each student will be required to submit 3 discussion questions based on the posted materials—lectures, videos, prior to the class. These discussion questions ensure the student’s viewing and assimilation of course materials prior to the class time, and provides opportunities for instructors to clarify and advance the student’s learning of the course materials. At the end of the course, each student will be awarded up to 10 points reflecting complete participation. Achieving fewer than 10 points reflects incomplete or inadequate demonstration of review of materials posted. We will limit classroom viewing time for materials to be on average, 30 minutes per week. There will be some weeks where it will include a lecture and short 3 minute videos, and will require up to 1 hour of viewing, but there will also be some weeks where the lecture will be provided in class and will require minimal pre-class work.
Grading:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
<td>C+</td>
<td>77%-79.9%</td>
</tr>
<tr>
<td>A</td>
<td>93%-97.9%</td>
<td>C</td>
<td>73%-76.9%</td>
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<tr>
<td>A-</td>
<td>90%-92.9%</td>
<td>C-</td>
<td>70%-72.9%</td>
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<tr>
<td>B+</td>
<td>87%-89.9%</td>
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<td>60%-69.9%</td>
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<td>B</td>
<td>83%-86.9%</td>
<td>F</td>
<td>0%-59%</td>
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<tr>
<td>B-</td>
<td>80%-82.9%</td>
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Message about Academic Integrity to all UCLA Students from UCLA Dean of Students: UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal.

Forms of Academic Dishonesty: As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

Cheating: Unauthorized acquiring of knowledge of an examination or part of an examination

- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else’s data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

Plagiarism: Presenting another’s words or ideas as if they were one’s own

- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else’s computer file as your own
- Unauthorized use of someone else’s data in completing a computer exercise

Multiple Submissions: Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

Facilitating Academic Dishonesty: Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty

- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
- Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

Fabrication: Falsification or invention of any information in an academic exercise

- Altering data to support research
Presentation from research that was not performed

Crediting source material that was not used for research

While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, don’t take chances—ask your professor. In addition, avoid placing yourself in situations which might lead your professor to suspect you of cheating.

Alternatives to Academic Dishonesty

- Seek out help – Meet with your professor, ask for assistance as needed.
- Ask for an extension – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
- See a counselor at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see us at the Dean of Students’ Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at www.deanofstudents.ucla.edu.
E. Course Outline

This is a tentative schedule and subject to change, with schedule and content adjustments posted on CCLE. Detailed Course Material will be posted in CCLE.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
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<tbody>
<tr>
<td>January 23/24</td>
<td>Introduction and Why LMICs and UCLA UPM collaboration? Preferences and Utility, and Budget and Constraints (Utility maximization)</td>
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<tr>
<td>Ponce &amp; Faraon</td>
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<tr>
<td>January 30/31</td>
<td>Preferences and Utility, Budget and Constraints (Utility maximization) (continued)</td>
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<tr>
<td>Ponce &amp; Faraon</td>
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<td>February 6/7</td>
<td>Supply and Demand Elasticities</td>
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<td>Ponce &amp; Garcia</td>
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<td>February 13/14</td>
<td>Market Failures &amp; Choices under Uncertainty</td>
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<td>Ponce</td>
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<tr>
<td>February 20/21</td>
<td>Health as Human Capital</td>
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<tr>
<td>Ponce &amp; Faraon</td>
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<tr>
<td>February 27/28</td>
<td>Health Systems in Low and Middle Income Countries, Organization and Structure (discussion of health systems in US/other developed countries)</td>
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<tr>
<td>Ponce &amp; Garcia</td>
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<tr>
<td>March 5/6</td>
<td>Hospital and Primary Care and other organizational inputs</td>
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<tr>
<td>Macinko &amp; Garcia</td>
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<tr>
<td>March 12/13</td>
<td>Universal Effective Coverage</td>
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<tr>
<td>Macinko</td>
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<td>March 19/20</td>
<td>UCLA Finals: Workforce &amp; Migration</td>
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<tr>
<td>Ponce and Canila</td>
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<tr>
<td>March 26/20</td>
<td>UCLA Spring Break</td>
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<tr>
<td>April 2/3</td>
<td>Essential Drugs, with a brief intro to Pharmaceutical Economics</td>
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<td>Moucheraud (to be confirmed)</td>
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<tr>
<td>April 9/10</td>
<td>UPM Spring Break: <strong>UCLA Class will meet for Review</strong></td>
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<td>April 16/17</td>
<td>Provider Payments</td>
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<td>Needleman</td>
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<tr>
<td>April 23/24</td>
<td>Group Presentation Preparation</td>
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<tr>
<td>April 30/May 1</td>
<td>UPM Labor Day: <strong>UCLA to meet for Group Presentation</strong></td>
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<tr>
<td>May 7/8</td>
<td>Group Presentations</td>
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<tr>
<td>May 14/15</td>
<td>Group Presentations &amp; Wrap Up: extend class to 1 hour extra if needed</td>
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<tr>
<td>Ponce, Faraon, Garcia</td>
<td></td>
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