Rutgers University
Edward J. Bloustein School of Planning and Public Policy
Public Health Economics PH 832:332 :01 [Hybrid]

Fall 2017  Wednesday 12:35 am – 1:55 pm Hickman Hall, Room 201

Professor Details: Michael J. McDonough, DMH, FACHE

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Office Hours: Wednesday 3:00 pm to 5:00 pm and upon request.

Course Purpose

This course is an examination of microeconomics within the context of the demand for health and the allocation of public resources to improve the public’s health. A case study approach will be used.

Learning Objectives

1. To demonstrate, through a series of essay examinations and problem sets, an understanding of health economic concepts, principles, and theories.

2. To demonstrate, through a series of essay examinations, an ability to apply health economic concepts, principles, and theories, as well as empirical evidence to evaluate public health issues.

3. To demonstrate, through class discussions, an ability to critically think through, using economic principles, the public health implications of a variety of health reforms and policies.

4. To demonstrate, through a series of structured assignments, an ability to (a) access and use library and internet resources and (b) assimilate information in scholarly journals and popular news magazines and newspapers.

5. To learn, through essay examinations and class discussions, to (a) think creatively, critically, and cooperatively; (b) accept and receive constructive criticism; and (c) respectfully disagree and agree.

Course Requirements

The requirements for this course are as follows:

1. Graded homework assignments. There will be seven [7] assignments, each assignment will be worth ten [10] percent of your final grade.

2. Group project. There will be a group project that will be worth twenty-five [25] percent of your final grade.

3. Attendance and class participation will be considered in determining your final grade.

Group Project

The group project will be the design of a Medicaid Accountable Care Organization. Medicaid Accountable Care Organizations [ACOs] are becoming prevalent in state Medicaid delivery systems.
States, including New Jersey, see ACOs as an effective way to improve patient outcomes and control costs by shifting accountability for risk and quality to providers. The group project will create a written paper and power point presentation describing the following elements of a Medicaid ACO:

- Governing Board
- General design
- Scope of services
- Working with providers and managed care organizations
- Quality
- Payment
- Federal and New Jersey State guidance

**Textbook**


**Course Schedule**

1. Week 1 – Sept. 6
   - Introductions
   - Course description
   - Money, Medicine and Health
   - Reading: Getzen chapter 1, other work on Sakai
2. Week 2 – Sept 13
   - Course questions/news articles
   - Demand and Supply
   - Reading: Getzen chapter 2, other work on Sakai
3. Week 3 – Sept 20
   - Course questions/news articles
   - Cost Benefit and Cost Effectiveness Analysis
   - Reading: Getzen chapter 3, other work on Sakai
   - Homework #1: Go to: [http://www.cdc.gov/stltpublichealth/pheconomics/](http://www.cdc.gov/stltpublichealth/pheconomics/)
     - Public health economics and tools; select chronic disease, select cost calculator, define chronic disease and describe how state estimate the cost of chronic diseases.
4. Week 4 – Sept 27
   - Course questions/news articles
   - History, Demography and the Growth of Modern Medicine
   - Reading: Getzen chapter 15, other work on Sakai
   - Homework #2: Go to: [http://www.cdc.gov/stltpublichealth/pheconomics/](http://www.cdc.gov/stltpublichealth/pheconomics/)
     - Public health economics and tools; select economic evaluation, select economic evaluation for state asthma programs, read the report and then describe the benefits of an economic evaluation.
5. Week 5 – Oct 4
   - Course questions/news articles
   - History, Demography and the Growth of Modern Medicine, cont.
• Reading: Getzen chapter 15, other work on Sakai

6. Week 6 – Oct 11
• Course questions/news articles
• The Role of Government and Public Goods
• Reading: Getzen chapter 14, other work on Sakai
• Homework #3: Go to: http://www.cdc.gov/stltpublichealth/pheconomics/
  Public health economics and tools; select Flu, select CommunityFlu 1.0, describe how these tools help public health officials to prepare for the next influenza pandemic.

7. Week 7 – Oct 18
• Course questions/news articles
• The Role of Government and Public Goods, cont.
• Reading: Getzen chapter 14, other work on Sakai
• Homework #4: Go to: http://www.cdc.gov/stltpublichealth/pheconomics/
  Public health economics and tools; select HIV, select HIV economic model, describe the costs and benefits to remove HIV infection from US immigration screening.

8. Week 8 – Oct 25
• Course questions/news articles
• Long Term Care
• Reading: Getzen chapter 10, other work on Sakai
• Homework #5: Nursing home compare assignment found on Sakai

9. Week 9 – Nov 1
• Course questions/news articles
• International Comparisons of Health and Health Expenditures
• Reading: Getzen chapter 16, other work on Sakai
• Homework #6: Go to: http://www.cdc.gov/stltpublichealth/pheconomics/
  Public health economics and tools; select Injury Prevention, select cost of child abuse and neglect, describe the financial costs for victims and society.

10. Week 10 – Nov 8
• Course questions/news articles
• International Comparisons of Health and Health Expenditures, cont.
• Reading: Getzen chapter 16, other work on Sakai
• Homework #7: Go to: http://www.cdc.gov/stltpublichealth/pheconomics/
  Public health economics and tools; select Surveillance, select Survcost, describe the integrated disease surveillance and response [IDSR] system and how it strengthens a national disease and surveillance system.

11. Week 11 – Nov 15
• Course questions/news articles
• Reading: Getzen chapter 17, other work on Sakai
• Patient Protection and Affordable Care Act/American Health Care Act
• Assignment: extra credit assignment, if necessary found on Sakai

12. Week 12 – Nov 22 - No class – Happy Thanksgiving

13. Week 13 – Nov 29
• Course questions/news articles
• Patient Protection and Affordable Care Act/American Health Care Act
• Impact on Medicaid
• Reading: Getzen chapter 17, other work on Sakai

14. Week 14 – Dec 6
• Course questions/news articles
• North Jersey Community Research Initiative
• In week 14, the class will submit the group project final paper and power point presentation in Sakai.

15. Week 15 – Dec 13
• Course questions/news articles
• In week 15, the class will present and discuss the group project in class.

Procedural Issues Standards for Graded Homework Assignments

All graded homework assignments prepared outside of class must be typed. The font may be no smaller than 11-point. Grades will be lowered for misspellings, poor sentence structure, and failure to correctly use the APA style guide.

Missing an Assignment

Make-up examinations are given only if the following procedure has been followed: (1) the student contacts Professor McDonough prior to the assignment date and explains why he or she is unable to take the examination and (2) Professor McDonough determines that there is just cause for missing the examination and she gives the student permission to miss the exam. Warning: There are very few explanations that meet "just cause" criteria. Students are strongly encouraged to complete the assignments as scheduled.

Academic Integrity

The Rutgers University Policy on Academic Integrity is fully and strictly enforced by the Undergraduate Program in Planning, Public Policy, and Public Health. Details on the Rutgers University Policy can be found at http://academicintegrity.rutgers.edu/academic-integrity-policy. Any allegation of dishonesty involving this course will be thoroughly investigated and reported to the Deans' Office.

Professional Conduct

Students are encouraged to participate in the learning process. Your thoughts and insights on class topics are an important contribution to the class. Students who venture to offer their perspectives and questions are guaranteed a respectful, non-discriminatory classroom environment.

Websites

http://www.cdc.gov/stltpublichealth/pheconomics/

http://www.cdc.gov/mmwr/preview/mmwrhtml/su5502a7.htm
Addendum to syllabus January 30, 2017

Students are responsible for assuring that all electronic submissions are readable in common formats regularly used by Rutgers University. Most frequently, these common formats are Adobe Acrobat’s PDF and Microsoft’s Word and Excel. Apple’s word processing and spreadsheet programs, Pages and Numbers, are not common formats regularly used by the university; as such, documents created by Pages or Numbers are not acceptable for electronic submission. In all class of electronic submission, the risk is with the student to assure that the document or other electronic file opens and is readable as intended on commonly available operating systems and formats. Electronic submissions that fail to open (or open but display unreadable characters), and cannot be timely corrected under ordinary circumstances, are subject to a grade of F due to non-submission.