

**2017 Spring**

**Public Health Economics 832:332 – Syllabus**

**(ON-LINE COURSE)**

**Contact Information**

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**Learning Objectives**

This course introduces the economic foundations of health care. At its conclusion, the student will grasp the basic principles of supply & demand; will acquire an appreciation of the U.S. health system, and the means to pay for it; and will understand fundamental accounting and financial concepts as applied to the management of provided health services.

**Course Prerequisites**

There are no formal prerequisites to this course. It is presumed that students will have little, if any, exposure to economics, accounting, or finance; but that they will have some background in the study of public health.

### **Course Texts (3)**

Sexton, Robert L., (2013). Exploring Economics (6<sup>th</sup> Edition). South-Western, Cengage Learning. ISBN 13: 978-1-111-97030-7

Only six chapters will be utilized in the Sexton textbook. Accordingly, it is recommended that students choose the least expensive option available from the College bookstore (or any other source). [Also note that a 7<sup>th</sup> edition of this textbook is now available, but assigned readings will be from the 6<sup>th</sup> edition, this semester.]

Yesalis, Charles E., Holt, Harry D., & Politzer, Robert M., (2013).

Fundamentals of U.S. Health Care: Principles and Perspectives. Delmar Cengage Learning. ISBN 13: 978-1-4283-1735-2

Only four chapters will be utilized in the Yesalis textbook. Accordingly, it is recommended that students choose the least expensive option available from the College bookstore (or any other source).

Gruen, Reinhold, & Howarth, Anne, (2005). Financial Management in Health Services. Open University Press, McGraw-Hill Education. ISBN 13: 978-0-335-218516

We will cover 11 of the 20 chapters in Gruen.

This textbook (Financial Management in Health Services), might have a slightly different title, but **ONLY** on the cover. This could lead to some confusion. But rest assured, that if the textbook has the same ISBN as that noted in the syllabus, then it is the correct textbook.

Specifically, for some of the recent printings of the Gruen textbook (in the U.K.) the cover states that it is called "Managing Health Services Finance." But just inside the cover, the title of the book is (as desired) "Financial Management in Health Services;" and in every other respect, the books are identical.

### Course Assessment Methodology

Exam #1	25%
Exam #2	20%
Exam #3	20%
Term-Paper	25%
Class Performance	10%

## Course Evaluation Criteria

At the end of this course, each student is assigned a final grade as follows:

<b>Grade</b>	<b>Point Range</b>	<b>Comment</b>
A	90-100	Excellent
B+	87-89	Very Good
B	80-86	Good
C+	77-79	Above Average
C	70-76	Average
D	60-69	Poor
F	below 60	Failure

## Course Topics

<b>Textbook</b>	<b>Chapter</b>	<b>Topics (abbreviated listing)</b>
Sexton	1	Introduction to Economics, Economic Behavior
	2	Scarcity, Choices, Marginal Thinking
	4	Supply, Demand
	5	Equilibrium Price and Quantity
	6	Price Elasticity of Supply & Demand
	17.5	Healthcare
Yesalis	8	Medicare and Medicaid
	9	Health Care Facilities
	11	Health Care Financing

	12	Managed Care
Gruen	1	Introduction to Financial Management
	2	Management Accounting vs. Financial Accounting
	3, 4	Costs
	5, 6	Pricing
	7	Budgets
	9	Overview of Financial Accounting
	10	Income Statement
	11	Balance Sheet
	12	Statement of Cash Flows

### **Course Standards & General Policy Statements**

***Examinations:*** Examination format may include multiple choice, short answer, and true/false questions; which will test your knowledge of material presented in readings, PowerPoint slides, and applicable review-materials in the textbooks. There are three examinations (weighted @ 25%, 20%, and 20%, respectively), constituting a total of 65% of your final course-grade. **Online examinations must be an individual effort.**

Late submissions will NOT be accepted (grade of zero, for that exam). It is, therefore, **crucial** that you plan an extra measure of safety regarding the TIME that

you choose to take each exam. Build into your strategy the unlikely possibility that you might encounter a computer malfunction or that you might experience a flu-like illness in the final hour or two that an exam is available to you.

***Term-Paper:*** The assigned topic for a term- paper will be related, directly or indirectly, to concepts that we cover in this course. I expect thoughtful analysis of the topic, and you should demonstrate your understanding of relevant items in our textbook readings. You should support your views with internet research (**and proper citing of your source**). Plagiarism is to be condemned. Sources should be authoritative (not, for example, Wikipedia).

Anything that you submit in writing (in this course, other courses, or in the business world) reflects upon your overall intelligence, your attention to detail, and your ability to express your ideas efficiently. Stay focused and “on-point.” A long-winded paragraph accomplishes little, if the same idea can be conveyed in one or two well-chosen sentences. Proofread your work several times – you’d be foolish to lose points for spelling and grammatical errors (and I will subtract for same). This assignment will constitute a total of 25% of the final course-grade.

Unlike other assignments in this course, I will accept late submissions for the term-paper; but there will be a significant penalty. I will first grade the paper as if it had been submitted on-time. I will then subtract one-fifth of that grade for every day that it is late. For example, an on-time paper that earned a grade of 75% would be marked down to a grade of 60%, if one-day late; and marked down to 30%, if three-days late, etc. Note that one minute late is the same as 23 hours late !!

***Class Performance:*** There will be two groups of additional readings, each of which will serve as the basis for an on-line class discussion (“threaded discussion”). Though quality of your responses is more important than quantity; it is unlikely that anything less than 3 postings (for each Class Discussion) will be sufficient to demonstrate your engagement and ability to respond thoughtfully to your peers. As with all else in this course, do not neglect spelling, grammar, and clarity of expression. “E-mail-speak” is not appropriate, if you wish full credit. The value of your postings for such Class Discussions, as well as your overall preparedness and participation in the course, will be graded in this category, labeled “Class Performance.” It is weighted at 10% of final course-grade.

***Extra-Credit:*** There is NO extra credit awarded in this course, just as there is no “extra-credit” to mitigate poor performance or a missed deadline in the real world.

***Attendance:*** “Attendance” is crucial to the success of an on-line course participant. Simply logging-on is NOT equivalent to class-participation and interaction with your peers.

Anyone who withdraws from this class must acquire the appropriate paperwork from the Registrar’s Office to “officially” withdraw. Also, be aware that there is a deadline date for withdrawal that is determined by the Registrar's Office. Non-attendance does not count as an official withdrawal, and will result in a grade of “F” for this course.

***Academic Dishonesty:*** Dishonesty includes, but is not limited to: cheating on examinations, and plagiarism or any other type of dishonorable action for submitted papers. Any student aiding another student in any form of dishonesty is considered equally guilty. Cheating is absolutely unacceptable, and will result in a grade of zero for that examination; and will be referred to the appropriate College authority for disciplinary action. You would do far better, in the long run, to receive a poor grade honestly; than to run the risks inherent in academically dishonest conduct. (See Rutgers Academic Integrity Policy, including the sections on Violations and Sanctions.)

The College may drop any student from this course for failure to pay for same.

***Statement of Accommodations:*** All students have access to academic help at Rutgers Learning Centers, throughout the campus. If there is any student in this class who has special needs (learning disabilities and such), please discuss your situation with the Office of Disability Services for Students.

***Disclaimer:*** Reasonable changes to this course outline may be made exclusive of course requirements, course calendar, and grading procedures.

***Note:*** Individuals should not assume that anything received, sent, or stored in this course or in any course is private. Students' written work, assignments, and test results may be used anonymously for college assessment purposes. Course content, support materials, and communications (including chats, discussions, emails, and any other forms of communication) may be used for quality assurance purposes by authorized college administrators.