

Online POP Course Syllabus

PHA6287 Pharmaceutical Health Economics

Spring B 2023

3 credit hours

Note: The final syllabus posted in the Course Canvas site is the most current and supersedes this syllabus.

Class Meeting Times

Sundays, 7:00-9:00 pm Eastern

*There is no class meeting on Sunday, April 9

Class Meeting Location

Class meetings are held in Zoom, which can be accessed via the course Canvas site. If you are having trouble accessing the course Canvas site, please contact Distance Education Support Services at DESS@ahc.ufl.edu.

Instructor

Joe Fuhr, Ph.D.

Email: j.fuhr@cop.ufl.edu

Office Hours: By appointment

Office Location: via Zoom

Course Description

This course delves into the economic principles and issues of health care in the US. It provides a perspective of the influencing forces, reimbursement models, market development and health care finance applied to various work settings. The topics discussed in this course will round out the students' understanding of the economics of our health care system.

Course Objectives

Upon successful completion of this course, the student will be able to:

- Describe how the concepts of economic efficiency and equity apply to health policy and evaluate current health policies on these dimensions
- Critically evaluate how various government regulations impact the private healthcare markets
- Critically evaluate how market forces and various government regulations impact health outcomes
- Compare and contrast public and private healthcare financing mechanisms

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- Given a specific reimbursement mechanism, identify the economic incentives facing payers, providers, and patients
- Critically examine the purposes, consequences, and motivation behind various healthcare reforms

Relationship to Program Outcomes

This course pertains to the following program outcomes:

- Apply pharmacoeconomic theories and methods to assess the cost-effectiveness of pharmaceutical interventions and critically evaluate the implications of pharmacoeconomic studies.

Required Textbooks and/or Software

Required: Feldstein, Paul J. (2019). *Health Policy Issues: An Economic Perspective Seventh Edition*. Chicago, IL: Health Administration Press. ISBN 978-1-64055-010-0. Additional resources will be posted in Canvas (as needed).

Recommended Materials

None

Course Pre-Requisites

None

Structure and Organization

This course is organized into weekly modules in UF's e-learning system, Canvas. The assigned work (eg, readings, videos, discussion boards, and assignments) for each module is clearly detailed in Canvas. In addition, the faculty and students meet synchronously once per week using Zoom. This course is self-paced to accommodate the time constraints of individual students. However, students are expected to complete the assigned work for each module before each weekly synchronous class meetings and by the posted deadline.

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Course Schedule

Week	Date	Topic	Readings	Topic paper*	Group presentation topic*
1	Sun. 12 March Live Class 7-9 pm ET	Healthcare Costs	Ch. 1, 2	No paper due	No group presentations
2	Sun. 19 March Live Class 7-9 pm ET	Impact of Health Care and Health Care Costs	Ch. 3, 6, 22	No paper due	Group 1: Should we be concerned about rising healthcare costs? Why or Why not? Group 2: According to you, how much should we spend on medical care?
3	Sun, 26 March Live Class 7-9 pm ET	Healthcare Markets 1	Ch. 5, 10, 13-14	Can you cost-effectively increase a population's level of health without rationing care?	Group 3: How could the malpractice system be modified to make the system more efficient?_ Group 4: How could the Medicare payment system be modified to align financial incentives to make the system more efficient?
4	Sun 2 April Live Class 7-9 pm ET	Healthcare Markets 2	Ch. 16, 19, 29	No topic paper due –	No group presentations
5	Sun 9 April No Live Class			Midterm Exam due April 11 at 11:55 pm Eastern Time Zone (ET).	
6	Sun 16 April Live Class	Healthcare Markets 3	Ch. 20, 31,33	No paper due	Group 5: Explain the structure of Accountable Care Organizations and how they will influence traditional insurance and managed care markets in the US. Group 6: In response to the federal budget deficit, Congress is looking for ways to cut costs. Your group has been called to testify before Congress regarding the fate of federal funding for medical research and education. Think about externalities that have a major impact on the healthcare system and health policy, and those that have minimal impact. Identify the characteristics of the externalities that

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Week	Date	Topic	Readings	Topic paper*	Group presentation topic*
					differentiate the two (i.e. under what circumstances are regulations required?).
7	Sun, 16 April No Live Class	Medication markets	Ch. 25- 27	According to you, what are the three most important reasons for high prescription drug prices? What evidence or reasons do you use to back up this assertion?	No group presentation
8	Sun 23 April Live Class 7-9 pm ET	Benefit Design and Finance Options	Ch. 21, 23, 35, 37-38		Presentation of course projects*

Evaluation Methods

Topic paper assignments	20%
Group presentations/discussions	20%
Mid-term examination	25%
Course project presentation	10%
Course project report	15%
Discussion Board	10%

Topic paper assignment

You are expected to apply the material/concepts learned by submitting two topic paper assignments (Week 3; Week 6).

- Topic papers should be single-spaced with one-inch margins and at most one page long using Times New Roman 12-point font. The paper should be **well-organized and written in a professional tone**. In other words, you will be expected to **define the main concepts** in the questions (topics), **present arguments in favor and against (as needed)** and provide your **final position on the topic**. It should be concise and

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relate to class material and readings. The references used in the topic papers should be APA formatted. The assignment **will be checked for plagiarism.** Please make sure your assignment is unique and does not contain statements that have not been paraphrased or cited appropriately.

Group Presentations

You are expected to apply the material/concepts learned by preparing a group presentation (**slide decks required**) and or participating in the discussion Week 2, Week 3, and Week 5.

- Group presentations should be uploaded to Canvas by 1 pm (Eastern Time) the day of the presentation so that it can be posted for the class and the discussant group in advance. At the end of the presentation/live meeting, each team member should also send an email to the instructor describing the contribution of other team members. Group presentations should be about 20-30 minutes long each, followed by a 15-minute formal discussion by the discussant groups. Each group will be composed of a maximum of **5 students**.

Discussion Board

A discussion board is available for your use in the weekly folder on Canvas. Please use this to clarify your understanding of the material by posting questions or comments about the material for your classmates. It is expected that members of the class will respond to questions and expand the discussion. The instructor will only comment to clarify misunderstandings. If you identify an article that is pertinent to the class, feel free to post it. If you do post an article or a link to an article, give your classmates the courtesy of a brief description of the article and how/why it relates to the topic of the week.

Mid-term exam

The exam will consist of an open book essay exam that will cover the reading material and in-class discussions.

Course project (due April 23 at 11:55 pm)

The course project assignment will consist of applying pharmaceutical health economic tools to analyze current issues of the healthcare system. The course project will be assigned to the students on the day of the first live meeting. On Sunday, April 25, all groups will deliver a 30-minute presentation of their course project, followed by a 15-minute formal discussion. Please turn in your slide decks by **1 pm Saturday April 22**. A final written report will be due by April 23 at 11:55 pm. **The report will be in a paper format, should be single-spaced with one-inch margins and at most 6-page long using Times New Roman 12-point font.** Specific information about the topics are further described in the Class schedule document.

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Attendance Policy for this Course

Students are expected to attend the synchronous class meetings. Students who miss 30 minutes or more of the synchronous class meeting are considered absent.

Unexcused absences from a class carry a 5-point (1/2 letter grade) penalty taken off the final grade.

Excused absences. Absences are considered excused when the student (not a peer) has emailed the instructor before the synchronous class meeting begins and conveys why the student will miss class, such as illness, job conflict, and other emergencies. Two or more excused absences will be addressed by the instructor and may result in an incomplete final grade for the course.

Attendance Policy for Online POP

Students are expected to formally [drop or withdraw](#) from the course if they no longer wish to participate. See the program's [Academic Calendar](#) for applicable deadlines. In some cases, the University may automatically drop students for inactivity and/or for failure to pay tuition. It is crucial for students to communicate with the DESS (DESS@ahc.ufl.edu) about their status in the course, and about any tuition deferments or other special conditions related to their tuition payment. Any student who remains enrolled in the course after the drop/add deadline is considered tuition-liable, unless exempted by University petition.

Make-up Policy:

Each assignment is posted with a clear due date. **Assignments that are not submitted by the due date will be given a zero.** The instructor will consider extenuating circumstances on a case-by-case basis – if he is contacted by the student in advance of the due date. No other makeup assignments are offered. Contact the instructor for any concerns.

Grading Policy

The only passing grades for graduate students are A, A-, B+, B, B-, C+, C, and S. Grades of B-, C+ or C count toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with grades of B+, A- and A, respectively. Grade points are not given for S and U grades; S and U grades are not used to calculate grade point averages. All letter-graded courses eligible to count toward the graduate degree, except 1000- and 2000-level courses, are used to calculate the cumulative grade-point average. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level, although the grade points associated with these letter grades are included in grade point average calculations. See the [UF graduate academic regulations](#) for more information.

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A	>92.500%
A-	89.500–92.499%
B+	86.500–89.499%
B	82.500–86.499%
B-	79.500–82.499%
C+	76.500–79.499%
C	72.500–76.499%
C-	69.500–72.499%
D+	66.500–69.499%
D	62.500–66.499%
D-	59.500–62.499%
E	<59.499%

Course Technology Support

Your instructor is not able to handle technological issues or answer questions related to computer issues.

- **Assistance accessing course Canvas page:** Contact Distance Education Support Services at DESS@ahc.ufl.edu
- **IT Support:** Contact UF Computing Help Desk at 352-392-HELP (4357) or helpdesk@ufl.edu or submit an [online request form](#). If a technical problem causes you to miss an assignment, you must report the problem to the Help Desk and then email your instructor your Help Desk ticket number to the instructor in order to receive an extension.

Students Requiring Academic Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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Course technologies meet online learning accessibility standards for sight and hearing-impaired learners. Likewise, course materials are developed in accordance with accessibility standards. Course documents and webpages are formatted for screen-reader accessibility with the use of headings, styles, or alternative text tagging for images. Accessibility design tools in Microsoft Office products and in Canvas are used to evaluate and update accessibility issues detected in the instructional materials. Synchronous class sessions in Zoom are recorded. These recordings are posted to the course site to accommodate students unable to attend.

- [Canvas Accessibility](#)
- [Zoom Accessibility](#)

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/.

University Honesty Policy and Academic Integrity

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Regarding academic integrity, students in the program are strongly encouraged to be mindful of what constitutes plagiarism. Written assignments that contain the research or other original published work of someone else must be properly quoted, cited, paraphrased, or referenced appropriately. A software (TurnItIn) that is integrated with Canvas Assignments may be utilized to help students determine if a written submission meets the criteria for a properly referenced research paper. Please ask for help, utilize resource materials and take advantage of opportunities like creating a draft of your paper to test, ensuring you have addressed any errors prior to the final submission.

Please watch these short videos about this topic:

- [Understanding and Avoiding Plagiarism: Types of Plagiarism](#)
- [Avoiding Plagiarism](#)

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Software Use and Course Technology

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Educational technology in the program is primarily the Canvas Learning Management System (LMS) and Zoom web conferencing software. These tools firmly support learning objectives and course goals. Writing with communication tools, reading articles from digital collections, and viewing video presentations in high-quality, accessible formats are essential to facilitate meaningful learning experiences. These experiences expand knowledge and influence professional work habits and skills such as information-gathering techniques and evidence-based practice. Synchronous class sessions in Zoom provide learners with opportunities to gain confidence and practice how they interact and collaborate in online meetings.

- [Canvas Student Guide](#)
- [Zoom Resources](#)

A minimum number of other technical skills are required for success in the online courses. These include accessing course webpages to read text and listen to recorded videos, using word processing tools (MS Word, PowerPoint), downloading/uploading content, submitting online assignments and using a variety of communication tools (Canvas Inbox, Discussions, Zoom Conferences).

Course Communication

Canvas (Inbox tool) will be used as the primary communication tool between the instructor and students. Check daily for new announcements or notifications about course updates. UF email will also be used occasionally for mass communication to the class, so please check your email at least once a day as well. All emails sent out to the entire class will also be posted as an Announcement on Canvas. The instructor will generally respond to student messages within 48 hours.

General questions about course content (e.g., assignments or lectures) or policies should be posted to the course discussion board. We expect students to help each other track down answers as best as possible. Read through all the other posts in the discussion board first before posting to make sure your question has not been addressed/answered already. Please include a clear subject title for your topics to make it clear what your post pertains to. The instructor will generally respond to questions posted on the course discussion board within 48 hours.

Emotions can easily be misinterpreted on a discussion board/emails, so make sure your message is clear before sending it since there are no physical gestures or voice inflections that accompany posts/emails. Any

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posts/emails deemed inappropriate by the faculty will be dealt with on a case-by-case basis with either the faculty directly or they will be sent on to the Associate Dean for Professional Affairs.

For personal issues/questions, please email your instructor. Be sure to include in your subject line the course listing and then a quick subject (e.g., PHAXXXX – Your Name -). This will allow instructors to quickly identify emails related to the course amongst the many emails that are received each day. Emails not correctly addressed may get lost in the shuffle and unintentionally deleted or ignored so be sure to follow the guidelines exactly.

Student Privacy

There are federal laws protecting your privacy in terms of grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Recordings of weekly class sessions in Zoom are created for the purpose of course teaching and learning, as well as for use as a resource for students who miss a class session.

The use of video (or web camera) feature in Zoom is not a requirement, but rather is voluntary for meeting participants. For both the audio and video features in Zoom, you will have the option to Start or Stop these functions.

Students who participate with their camera engaged or who utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

- [Zoom Software Privacy Statement](#)
- [Canvas \(by Instructure\) Privacy Policies](#)

Security

Online activity in Canvas requires an active UF GatorLink account to log in, as well as enrollment in courses. The Zoom Conference meetings for weekly classes are accessed within Canvas. These meetings have a pass code applied as an additional security setting. Students in the class do not need to enter the passcode, however anyone not enrolled in the course cannot join the meeting without it.

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Library Resources

For remote access to UF library resources such as e-journals or other digital collections, use the [UF VPN or proxy server to connect](#).

Additional University Resources

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- [Counseling and Wellness Center](#)
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu
- [E-learning technical support](#): 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- [Teaching Center](#): Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- [Writing Studio](#): 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- [Student Complaints](#)