

**Faculty of Science Course Syllabus (Section A)****Department of Economics***Economics 2231**Perspectives on Health Economics**Fall 2022*

***Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.***

***We acknowledge the histories, contributions, and legacies of the African Nova Scotian people and communities who have been here for over 400 years.***

**Instructor(s):** Shelley Phipps

**Email:** shelley.phipps@dal.ca

**Lectures:** In-person, Tues/Thurs, 1:00-2:30, McCain 2198 (not recorded)

**Office Hours:** Tues 3-4:30 and Thursday 10-11:30

These will be held online via Collaborate Ultra on Brightspace (look under 'Content' for Office Hours)

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**Course Description**

This course introduces students to the role of economics in health, health care, and health policy. It comprises a survey of major topics in health economics and an introduction to ongoing debates over health care policy. Topics covered this term include the measurement of health, social and economic determinants of health, models of individual and family health behaviours, the Canadian health care system, health and the labour market, health externalities, child development, and health issues for an aging population.

**Course Prerequisites**

*Economics 1101 and any Math or Stats class with a minimum grade of C*

**Learning Objectives**

- Develop a basic understanding of how economists apply theoretical models and empirical techniques to aid in understanding health issues/outcomes
- Become familiar with current issues in health/health care in Canada
- Begin to read/evaluate professional literature on health economics
- Enhance economic writing skills
- Learn to access, present, and analyse Canadian health economics data

**Course Materials**

There is no textbook. Instead, students will need to read academic journal articles that can be accessed electronically via the Dalhousie library.

Lecture slides will be posted on the course Brightspace page.

To participate in office hours, a camera and mic will be required.

Course Brightspace page: <https://dal.brightspace.com/d2l/home/230573>

### Course Assessment

<b>Component</b>	<b>Weight (% of final grade)</b>	<b>Date</b>
<i>Midterm exam</i>	20	Oct 20 (in class)
<i>Final exam</i>	30	<i>(Scheduled by Registrar)</i>
<i>Mini Papers</i> (2)	30 (15 points each)	Sept 29 and Dec 1
<i>Quizzes</i> (4)	20 (5 points each)	Sept 15, Oct 6, Oct 27, Nov 17

**Conversion of numerical grades to Final Letter Grades follows the Dalhousie Common Grade Scale**

A+ (90-100)	B+ (77-79)	C+ (65-69)	D	(50-54)
A (85-89)	B (73-76)	C (60-64)	F	(<50)
A- (80-84)	B- (70-72)	C- (55-59)		

**Dalhousie Definition/Explanation of letter grades (17.1 undergraduate calendar)**

	Definition	Explanation
A+, A or A-	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyse and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
B+, B or B-	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
C+, C or C-	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
D	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills
F	Inadequate	Insufficient evidence of understanding of the subject matter, weakness in critical and analytical skills; limited or irrelevant use of the literature.

### **Course Policies on Missed or Late Academic Requirements**

There are no make-up opportunities for missed quizzes or the mid-term exam. If you must miss a quiz or the mid-term, please contact me and submit a 'Student Declaration of Absence' form (see below). The policy for the class will be to add the weight of the mid-term or a quiz missed for valid, documented reasons, to the final exam.

You must pass the final exam to pass the course. Students who miss the final exam for a valid, documented reason will need to write a make-up exam to be scheduled in January.

Both mini-papers must be submitted to pass the class.

Please contact me through email to make arrangements and submit a 'Student Declaration of Absence' form if you will be late with a paper due to an illness or emergency.

The 'Student Declaration of Absence' form should be submitted via the dropbox provided on Brightspace. Following university policy, at most 2 such forms can be submitted in a one- semester class. If you have longer-term health issues, contact Patricia Laws, Assistant Dean (Student Affairs).

[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/policy-repository/Student%20Absence%20Regulation%20\(May%202018\)%20\(3\).pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/Student%20Absence%20Regulation%20(May%202018)%20(3).pdf)

If you are late with a paper without a valid reason, there will be a 10% deduction per day.

In the event of university closure (e.g., for weather, health or security reasons), assignments will be due the following class; the mid-term will be written in the following class.

## Course Policies related to Academic Integrity

**Academic integrity must be respected in EVERY aspect of this course.**

Students are not allowed to work together on their papers.

Note: You may not copy words written by someone else; nor may you take the words written by someone else and 'change them a little.' When you are using ideas/information/data you have taken from another source, *you **must acknowledge this*** with a parenthetical author/date reference in your text as well as an entry in your bibliography. Please ask me if you have any doubts; consult university policy in the link provided below.

**Information:** [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

Your work must be submitted through a dropbox on Brightspace and will be checked for plagiarism using the software 'Ouriginal.'

Note: I am required to submit any suspected violations of academic integrity violation to a Faculty of Science Academic Integrity Officer for further investigation.

## Course Content

### 1. Introduction

**What is health?**

**What is health economics?**

**Accessing journal articles from Statistics Canada and through the Dalhousie library**

**Why do we care about academic integrity**

### 2. Measuring Health with Different Kinds of Data

Decady, Yves and Greenberg, Lawson. 2014. "Ninety Years of Life Expectancy." *Health at a Glance*. Statistics Canada Catalogue 82-624-X.

Patrice Dion. 2021. Reductions in life expectancy directly associated with COVID-19 in 2020," Demographic Documents. Statistics Canada Catalogue no. 91F0015M

Statistics Canada. 2022. Provisional death counts and excess mortality, January 2020 to March 2022," *The Daily, Thursday, June 9, 2022*

Statistics Canada *Infographic* "Obesity Among Canadian Adults, 2016-2017" (October 24, 2018)

Findlay, Leanne C., Arim, Rubab and Kohen, Dafna. 2020. "Understanding the perceived mental health of Canadians during the COVID-19 pandemic." *Health Reports, Health Brief*. 31:4, 22-27.

Statistics Canada Daily (Tuesday, May 12, 2020) "Impact of the COVID-19 Pandemic on Postsecondary Students" + Statistics Canada *Infographic* "How are postsecondary students in Canada impacted by the COVID-19 Pandemic?"

### 3. Social and economic determinants of population health

Public Health Agency of Canada. "Health Inequalities in Canada."  
<https://www.youtube.com/watch?v=RMkBUXJLW9g>

Sir Michael Marmot: Social Determinants of Health (2014 WORLD.MINDS)  
<https://www.youtube.com/watch?v=h-2bf205upQ>

[https://www.ted.com/talks/richard\\_wilkinson\\_how\\_economic\\_inequality\\_harms\\_societies](https://www.ted.com/talks/richard_wilkinson_how_economic_inequality_harms_societies)

Marmot, Michael. 2006. "Health in an unequal world." Harveian Oration. *The Lancet* 365: 2081-2094.

**Accessing data from Statistics Canada**

**Appropriate citation for data**

**Assessing credibility of alternative sources**

**Policies to Reduce Inequality**

Beveridge Report, 1942 <https://www.youtube.com/watch?v=EEDuNz6w9Gw>

Fortin, N., Green, D.A., Lemieux, T., Milligan, K., and Riddell, W.C. 2012. "Canadian Inequality: Recent Developments and Policy Options," *Canadian Public Policy*, 38(2): 121-145.

"The Canadian Income Survey, 2020," Statistics Canada *Daily* for March 23, 2022.

Burton, P. and Phipps, S. 2017. "The Economic Well-Being of Canadian Children." *Canadian Public Policy*, 43(4): 330.

Spitzer, Denise. 2005. "Engendering Health Disparities." *Canadian Journal of Public Health*, 96:2 (Supplement), S78-S96.

#### **4. Overview of the Canadian health care system**

Hurley, Jeremiah E. 2010. *Health Economics. First Edition*. Chapter 1: 5-27. Toronto: McGraw-Hill Ryerson. (posted on Brightspace)

Sanmartin, C., Hennessy, D., Lu, Y., Law, M.L. 2014. "Trends in out-of-pocket health care expenditures in Canada, by household income, 1997 to 2009," Statistics Canada Catalogue no. 82-003-X. *Health Reports*, Vol. 25, no. 4, pp. 13-17.

Nathalie Caron and Jacob Plunkett-Latimer. 2022. "Canadian Income Survey: Food insecurity and unmet health care needs, 2018 and 2019." Income Research Paper Series. Statistics Canada Catalogue no. 75F0002M.

#### **Overview of econometrics**

Curtis, L. and MacMinn, W. 2008. "Health Care Utilization in Canada: Twenty-five Years of Evidence." *Canadian Public Policy* 34(1): 65-87.

#### **Prescription Drugs**

Demers, Virginie et al., 2008. "Comparison of provincial prescription drug plans and the impact on patients' annual drug expenditures," *Canadian Medical Association Journal*." 178 (4): 405-409.

Wang, C., Li, Q, Sweetman, A., and Hurley, H. 2015. "Mandatory universal drug plan, access to health care and health: Evidence from Canada." *Journal of Health Economics* 44: 80-96.

Health Canada. 2019. *A Prescription for Canada: Achieving Pharmacare for All: Final Report of the Advisory Council on the Implementation of National Pharmacare*, Executive Summary.

#### **Physician labour supply**

Chang, Wao and Sweetman, Arthur. 2013. "Gender, family status and physician labour supply." *Social Science and Medicine* 94: 17-25.

Zhang, Xue and Sweetman, Arthur. 2018. "Blended capitation and incentives: Fee codes inside and outside the capitated basket." *Journal of Health Economics* 60: 16–29.

## 5. Health Behaviour

### Grossman model of health behaviour

Douglas G. Manuel, Andrew S. Wilton, Carol Bennett, Adrian Rohit Dass, Audrey Laporte, and Theodore R. Holford. 2020. "Smoking patterns based on birth-cohort-specific histories from 1965 to 2013, with projections to 2041." *Health Reports*. Statistics Canada Catalogue no. 82-003-X.

Jane Y. Polsky and Didier Garriguet. 2021. "Eating away from home in Canada: impact on dietary intake." *Health Reports*. Statistics Canada Catalogue no. 82-003-X.

### Policies to improve health motivated by the Grossman perspective

Mytton, Oliver. Clarke, Dushy. Rayner, Mike. 2012. "Taxing Unhealthy Food and Drink" *The BMJ* 344:1-7.

Ngyugen, Hai V. 2013. "Do Smoke-Free Car Laws Work? Evidence from a Quasi-Experiment." *Journal of Health Economics* 32:138-148.

Carpenter, C., Postolek, S., and Warman, C. 2016. "The Mechanisms of Alcohol Control." *Journal of Human Resources* 51(2): 328-356.

### Behavioural economics and health behaviour

Dolan, P., Hallsworth, M. Halpern, D., King, D. Metcalfe, R. and Vlaev. 2012. "Influencing behaviour: The mindspace way." *Journal of Economic Psychology* 33: 264–277.

Dan Ariely Ted Talk:

[https://www.ted.com/talks/dan\\_ariely\\_how\\_to\\_change\\_your\\_behavior\\_for\\_the\\_better](https://www.ted.com/talks/dan_ariely_how_to_change_your_behavior_for_the_better)

David Asch Ted Talk:

[https://www.ted.com/talks/david\\_asch\\_why\\_it\\_s\\_so\\_hard\\_to\\_make\\_healthy\\_decisions](https://www.ted.com/talks/david_asch_why_it_s_so_hard_to_make_healthy_decisions)





## **6. Child Health and Development**

Currie, Janet. 2009. "Healthy, Wealthy and Wise: Poor Health in Childhood and Human Capital Development." *Journal of Economic Literature* 47(1): 87-122.

## **7. Health and the Labour Market**

M., Roca, M., Basu, S., McKeen, M and Stuckler, D. 2012. "The mental health risks of economic crisis in Spain: evidence from primary care centres, 2006 and 2010." *European Journal of Public Health* 23:1, 103-108.

Marcus, Jan. 2013. "The effect of unemployment on the mental health of spouses: Evidence from plant closures in Germany." *Journal of Health Economics* 32(3): 546-558.

Watson, Barry and Osberg, Lars. 2018. "Job Insecurity and Mental Health in Canada." *Applied Economics*, 50(38): 4137-4152.

Kong, Nancy and Phipps, Shelley. 2020. "COVID-19's economic impact could be stressing out our kids" in *The Conversation*: <https://theconversation.com/covid-19s-economic-impact-could-be-stressing-out-our-kids-142258>

## **8. Health Issues for an Aging Population**

Smith, P., Chen, C., Mustard, C., Bielecky, A., Beaton, D., and Ibrahim, S., 2014. "Examining the Relationship Between Chronic Conditions, Multi-Morbidity and Labour Market Participation in Canada, 2000-2005." *Ageing and Society* 34(10): 1730-1748.

McDonald, J.T., and Conde, H. 2010. "Does Geography Matter: The Health Service Use and Unmet Health Care Needs of Older Canadians" *Canadian Journal on Aging* 29(1): 23-37.

Turcotte, M. 2013. "Family Care-giving: What are the Consequences," *Insights on Canadian Society*, Statistics Canada Catalogue 75-006-X.

## **9. Immigrant Health**

McDonald, JT and Kennedy, S. 2004. "Insights into the 'healthy immigrant effect': health status and health service use of immigrants to Canada." *Social Science and Medicine* 59: 1613-1627.

Edward Ng, Jacklyn Quinlan, George Giovinazzo, Anne Grundy, Claudia Rank, Maria Syoufi, David Ponka and Rochelle Garner. 2021. "All-cause acute care hospitalization rates of immigrants and the Canadian-born population: A linkage study." *Health Reports*. Statistics Canada Catalogue no. 82-003-X.

**Please note that occasional substitutions in the above list of readings may be made, for example, to accommodate new research findings.**

**Faculty of Science Course Syllabus (Section B) (revised April-2022)****Fall/Winter 2022-23***Perspectives on Health**Economics 2231***University Policies and Statements**

**This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate**

**Academic Integrity**

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

**Information:** [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

**Accessibility**

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (Canada and Nova Scotia).

**Information:** [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

**Student Code of Conduct**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

**Code:** [https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

**Diversity and Inclusion – Culture of Respect**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness

**Statement:** <http://www.dal.ca/cultureofrespect.html>

**Recognition of Mi'kmaq Territory**

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit or e-mail the Indigenous Student Centre (1321 Edward St) ([elders@dal.ca](mailto:elders@dal.ca)).

**Information:** [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

**Important Dates** in the Academic Year (including add/drop dates)

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=117&chapterid=-1&topicgroupid=31821&loaduserredits=False>

**University Grading Practices**

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

**Student Resources and Support****Advising**

**General Advising** [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)

**Science Program Advisors:** <https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html>

**Indigenous Student Centre:** [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

**Black Students Advising Centre:** [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)

**International Centre:** [https://www.dal.ca/campus\\_life/international-centre/current-students.html](https://www.dal.ca/campus_life/international-centre/current-students.html)

**Academic supports**

**Library:** <https://libraries.dal.ca/>

**Writing Centre:** [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)

**Studying for Success:** [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

**Copyright Office:** <https://libraries.dal.ca/services/copyright-office.html>

**Fair Dealing Guidelines** <https://libraries.dal.ca/services/copyright-office/fair-dealing.html>

**Other supports and services**

**Student Health & Wellness Centre:** [https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)

**Student Advocacy:** <https://dsu.ca/dsas>

**Ombudsperson:** [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)

**Safety**

**Biosafety:** <https://www.dal.ca/dept/safety/programs-services/biosafety.html>

**Chemical Safety:** <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

**Radiation Safety:** <https://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

**Scent-Free Program:** <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

**Dalhousie COVID-19 information and updates:** <https://www.dal.ca/covid-19-information-and-updates.html>