

**Faculty of Science Course Syllabus****Department of Economics***Economics 5231**Health Economics**Winter 2023***Instructor:** Shelley Phipps**Email:** shelley.phipps@dal.ca**Lectures:** In-person Tuesday/Thursday, 1:00 – 2:30  
(not recorded, but slides posted)*McCain 2021***Office Hours:** Tuesday/Wednesday, 10:00-11:30

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

**Course Description**

This course provides a graduate level overview of health economics. Students will be introduced to the role of economics in health, health care, and health policy, all from a Canadian perspective. 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, health and the environment, child development, and health issues for an aging and diverse population.

**Course Prerequisites**

Since health economics is heavily empirical, students are advised that some experience with econometrics is highly recommended. Also, students should have taken a graduate or senior undergraduate class in microeconomics.

**Course Objectives/Learning Outcomes**

- Ability to summarize and critique literature in the field
- Ability to compile and analyse data pertaining to health institutions and outcomes in Canada
- Sufficient knowledge of applied econometric techniques to design a proposal addressing a current issue in Canadian health economics
- Ability to synthesize materials from policy documents, data resources and the technical economics literature
- Ability to write clearly and effectively about health economics

## 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/249035>

## Course Assessment

Component	Weight (% of final grade)	Date
<i>Midterm exam</i>	20	March 1 (in class)
<i>Final exam</i>	30	<i>(Scheduled by Registrar)</i>
<i>Assignment 1</i>	5	Jan 18
<b>Term Paper</b>		
<b>Step 1</b>	5	Feb 8
<b>Step 2</b>	10	Mar 8
<b>Final Paper</b>	30	Apr 5

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

A+ (90-100)	B+ (77-79)	F (< 70)
A (85-89)	B (73-76)	
A- (80-84)	B- (70-72)	

**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**

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

Public Health Agency of Canada. 2018. "*Key Health Inequalities in Canada: A National Portrait*"

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

**Accessing data from Statistics Canada**

**Appropriate citation for data**

**Assessing credibility of alternative sources**



### **Policies to Reduce Inequality**

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.

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

## **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.

### **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**

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**

### **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.

### **Covid-19 and Health Behaviour**

Colley, R.C. and Watt, J. 2022. "The unequal impact of the COVID-19 pandemic on the physical activity habits of Canadians." Statistics Canada Catalogue no. 82-003-X. *Health Reports*, Vol. 33, no. 5, pp. 22-33.

### **Cohort effects**

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.

### **Peer Effects**

Goberstein, Ezra. Eisenberg, Daniel and Downs, Marilyn F. 2016. "Spillover Effects in Health Service Use: Evidence from Mental Health Care Using First-Year College Housing Assignments." *Health Economics* 25: 40-55.

### **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.

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

Almond, Douglas, and Janet Currie. 2011. "Killing Me Softly: The Fetal Origins Hypothesis." *Journal of Economic Perspectives* 25(3): 153-72.

Oreopoulos, Philip, Stabile, Mark, Walld, Randy, and Roos, Leslie L. 2008. "Short-, Medium-, and Long-Term Consequences of Poor Infant Health: An Analysis Using Siblings and Twins." *Journal of Human Resources* 43(1): 88-138.

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

Canadian Institute for Health Information. 2018. "Asthma Hospitalizations and Children and Youth in Canada: Trends and Inequalities" Chartbook.



Chen, Kelly. Osberg, Lars and Phipps, Shelley. 2015. "Intergenerational Effects of Disability Benefits: Evidence from Canadian Social Assistance Programs." *Journal of Population Economics*, 28:4, 873-910.

## 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, Phipps, Shelley and Watson, Barry. "Parental economic insecurity and child health." 2021. *Economics and Human Biology*, 43 (December), 101068.

Burton, Peter and Phipps, Shelley. 2011. "Families, Time and Well-being in Canada." *Canadian Public Policy*. 37:3, pp. 395-423.

## 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.

Eibich, P. 2015. "Understanding the Effect of Retirement on Health." *Journal of Health Economics* 43:1-12.

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.

Helliwell, J., Layard, R., & Sachs, J. (2018). *World Happiness Report 2018*, Chapter 2. "International Migration and World Happiness." New York: Sustainable Development Solutions Network

## 10. Health in the North

Burton, Peter. Daley, Angela and Phipps, Shelley. 2015. "Measuring Poverty and Inequality in Northern Canada," 2015. *Journal of Children and Poverty*, 21:2, pp. 87-107.

Pirke, Catherine M. Lucas, Michel. Dallaire, Renee. Ayotte, Pierre. Jacobson, Joseph L. Jacobson, Sandra W. Dewailly, Eric. Muckle, Gina. 2014. "Food insecurity and nutritional biomarkers in relation to stature in Inuit children Nunavik" *Canadian Journal of Public Health* 105(4): e233-e238.

Daley, Angela. Pandey, Sujita. Phipps, Shelley and Watson, Barry. 2023. "From the Food Mail Program to Nutrition North Canada: The impact on food insecurity among Indigenous and Non-Indigenous Families with Children.

Kilabuk, Elaine. Momoli, Franco. Mallick, Ranjeeta, Van Dyk, Deborah. Pease, Christopher. Zwerling, Alice. Potvin, Sharon Edmunds. Avarez, Gonzalo G. 2019. "Social determinants of health among residential areas with a high tuberculosis incidence in a remote Inuit community," *BMJ Journal of Epidemiology and Public Health*

## 11. Health in LGBTQ2SIA+ communities

Elena Prokopenko, Elena and Hango, Darcy. 2022. "Bullying Victimization and Sexually and Gender Diverse Youth in Canada." Statistics Canada. Insights on Canadian Society. Catalogue no. 75-006-X.

Simpson, Laura. 2014. "Violent victimization of lesbians, gays and bisexuals in Canada." *Juristat*, Canadian Centre for Justice Statistics. Statistics Canada Catalogue no. 85-002-X.

Veale, J. Saewyc, E. Frohard-Dourlent, H. Dobson, S. Clark, B. & the Canadian Trans Youth Health Survey Research Group. 2015. "Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey." Stigma and Resilience Among Vulnerable Youth Centre, School of Nursing, University of British Columbia.

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

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

If you miss the mid-term exam for a valid, documented reason, the weight will be added to your final exam. There is no make-up for the mid-term.

Please contact me through email to make arrangements and submit a 'Student Declaration of Absence' form if you must miss the mid-term or you will be late with an assignment or with the final paper due to an illness or emergency. A copy of the form is available on Brightspace under 'Content.'

The 'Student Declaration of Absence' form should be submitted via the dropbox provided on Brightspace under Assessments. 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 an assignment/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.

You must submit both an acceptable essay (i.e., receive a grade of at least 70%) and you must pass the final exam (i.e., receive a grade of at least 70%) to pass the course.



## Course Policies related to Academic Integrity

***Academic integrity applies to all work, including assignments, papers and exams. Please consult the link to university policy on academic integrity provided below and feel free to ask me if you have any questions.***

Students are not allowed to work together on their assignments or 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)

All written 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.

**Faculty of Science Course Syllabus (Section B) (revised April-2022)****Winter 2023***Health Economics**Economics 5231***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&loaduseredits=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>