

Course Syllabus

Georgia Institute of Technology

Ivan Allen College of Liberal Arts

School of Economics

ECON 4510

Economics of Health and Healthcare (Health Economics)

Fall 2026

Meeting Time and Location: MW 12:30-1:45 pm, Engineering Science and Mechanics 202

Instructor: Dr. Mayra Pineda-Torres

Office: 220 Old CE Building

Email: mpinedat@gatech.edu

Office Hours: In-person, Wednesday, 2:30 to 3:30 pm, or virtual (Zoom) by appointment

Office Hours and Email Policy: For detailed questions about core course content, problem sets, or exam preparation, I encourage you to attend office hours. **Questions related to grades should be discussed first with the TA.** I will respond to your emails within 24 hours. For emails received on Friday afternoon and the weekend, please expect a response the next Monday.

Teaching Assistant: TBD

Email: TBD

Office Hours: By appointment

Email Policy: TA will respond to your emails within 24 hours. For emails received on Friday afternoon or the weekend, please expect a response the next Monday.

NOTE: All participants in this course—students, the instructor, and the TA—are expected to abide by the values enumerated in the [Statement of Diversity and Inclusion](#) [Links to an external site.](#) at the Ivan Allen College of Liberal Arts. Please take a moment to read and reflect upon this statement.

OVERVIEW

Course Description:

This course surveys theoretical and empirical evidence on current health and healthcare issues in the United States. The course presents individual-level models of health behaviors and the demand for health and medical insurance. Students analyze the economic behaviors of physicians, hospitals, and insurance companies, as well as the government's possible role in encouraging the equitable and efficient performance of health markets. The course emphasizes current debates involving individual health decisions, healthcare reform, and the diffusion of new medical technologies.

Learning Objectives: At the end of the course, students will be able to:

- Demonstrate an understanding of how economists model consumer and supplier behavior in healthcare markets and the role of government policy on competition, innovation, and the quality and quantity of healthcare services.
- Understand the scope and limitations of health economic models to explain real events.
- Develop the intuition to articulate the concepts covered in class and relate them to real-world situations.
- Analyze current and past events through the lens of Health Economics.

Course Prerequisites: ECON 2106, or ECON 2100, or ECON 2101.

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

ECON 4510 will direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course will enable students to meet the following Learning Outcomes:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist or change.

Course content, activities, and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

COURSE MATERIALS

Required Textbook: *Health Economics*, by Jay Bhattacharya, Timothy Hyde, and Peter Tu (2013), Bloomsbury. (BHT, from now on)

- The textbook is already available to purchase at Barnes & Noble at Georgia Tech.
- A printed copy is available in the library, and another copy can be requested via Interlibrary Loan.

Optional Textbooks:

- *Health Care Reform: What It Is, Why It's Necessary, How It Works*, Jonathan Gruber, 2012.
- *Random Acts of Medicine. The hidden forces that sway doctors, impact patients, and shape our health*, Anupam B. Jena and Christopher Worsham, 2023.

Canvas: Communication about the course and other course materials is available on Georgia Tech's Canvas system. I will upload additional course materials and post course announcements on the course page. You may access Canvas at <https://canvas.gatech.edu/Links to an external site.>

Useful Health Economics Policy Blogs and websites:

- The Health Affairs Blog:

<https://www.healthaffairs.org/blogLinks to an external site.>

- The Health Care Economist:

<https://www.healthcare-economist.com/Links to an external site.>

- The Health Care Blog:

<https://thehealthcareblog.com/blog/tag/economics/> Links to an external site.

- The Incidental Economist:

<https://theincidentaleconomist.com/> Links to an external site.

- The National Bureau of Economic Research (NBER):

<https://www.nber.org/> Links to an external site. (more academically oriented articles)

GRADING POLICIES AND COURSE REQUIREMENTS

We will follow a standard grading scale for this course.

A	90%-100%
B	80%-89.99%
C	70%-79.99%
D	60%-69.99%
F	< 60%

Your grade for this course will comprise five elements:

1. Problem Sets (15/100):

There will be **four problem sets** during the semester. These assignments aim to help you understand the economic tools and techniques used to study health care from an economic perspective and get familiar with the type of questions you will answer in the exams. The problem sets will be posted on the Canvas course site in the "Problem Sets" module. **Each one of them is worth five percentage points of your final grade because I will only consider your three highest grades for your final grade calculation.** This means that if you do not submit one problem set, you will not be penalized and, instead, I will automatically consider the other three for your final grade.

To encourage collaboration between students, you are allowed to work with **ONE** classmate of your choice on the problem sets. If working with a partner, only one of you must submit the assignment, clearly indicating the names of the two students

who collaborated on the problem set. No more than two students can submit a problem set together. You are not required to work with a partner if you do not want to do so.

The problem set may contain supplemental questions that will not be graded but are intended to be used also as practice for the exam. After the due date, I will post answer keys with the solutions to all the problems.

Problem sets must be submitted through Canvas using the links available in the Problem Sets Module, and the deadline to submit the assignment is the due date at 12:30 pm ET. I will not accept late submissions.

Problem Set	Due date (at 12:30 pm)
1	9/16
2	10/14
3	11/4
4	12/2

2. Exams (60/100): We will have **four non-cumulative exams. Each one of them is worth 15 percentage points of your grade.** Each exam will focus on the topics specified in the tentative schedule. If a topic was covered in a previous exam but is closely related to a new topic, you should be prepared to relate these topics and answer questions about them. The fourth exam will be on the date and time of the final exam in accordance with the Institute's final exam schedule. These dates are non-negotiable. For those with GT-approved absences only, makeup exams will be scheduled as needed.

- These are paper-based exams. So, please bring something to write with.
- You will need a calculator. Simple and scientific calculators are allowed during exams. However, cell phones and large electronics (e.g., laptops, tablets, etc.) are not allowed. This means you cannot have your calculator on such a device.
- These are closed-book exams.
- No formula sheets are allowed.

- Arrangements for makeup exams will only be made for students who provide the appropriate documentation as described below in the "Exam Schedule Policy" section.
- We will try our best to grade the exams correctly and fairly the first time. However, if there is a grading error that you can document, please contact the TA and schedule an appointment with them. Nonetheless, if you request a regrade without an obvious error or ask for partial credit when the answer is incorrect, we will regrade the entire exam, and your grade may increase or decrease. This policy is aimed at being fair to all students so that those who continuously ask for regrades do not gain an advantage relative to the rest of the class.

Exam	Tentative Date
1	9/21
2	10/19
3	11/9
4	TBD (final exam date)

3. U.S. healthcare analysis write-up (10/100): You are required to write a two-page essay in which you will address the question: **"What will you fix in the U.S. healthcare system and how will you do it from an economic perspective?"** This essay aims to evaluate your understanding and ability to relate health economics to real issues in the U.S. healthcare system. Since this is a very broad question, you may focus on one aspect of the U.S. healthcare system that you think needs to be reformed and that you can explain using the economic tools and topics you learned in the course. So, please keep this in mind, as any opinion you express should be backed up by economic analysis or topics. You can rely on news, policy, or academic articles, but please cite them on a third page. You are expected to provide your own ideas. Therefore, essays completely generated with AI will not be graded.

Required format: 1.5 line spacing, Arial 11 points. Use one line to write your name and the title.

NOTE: Your write-up should be submitted as an assignment on Canvas. A link to the assignment will be available in the Module "U.S. Healthcare Analysis Write-Up." **The due date for the policy write-up is Friday, November 21, at 11:59 pm ET. I will accept a late submission up to 24 hours after the due date for a 10% penalty. After 24 hours late, the policy write-up will not be graded and will receive a zero grade.**

4. In-class quizzes (10/100): In some classes, you will solve quizzes based on articles you must read before class. These quizzes will be available in Canvas only during the corresponding class and will contain 5-6 multiple-choice questions that you will have 10 minutes to answer. You will solve **five quizzes** during the semester. Each quiz will be worth two percentage points of your final grade, for a total of ten percentage points. Please see the tentative schedule for the reading materials and approximate dates on when you will have each quiz. Note that these dates are tentative and may change depending on the time it takes us to cover some topics. Please bring to class an appropriate device where you can take the quizzes, such as your phone, tablet, or computer. For those with GT-approved absences only, makeup quizzes will be scheduled as needed. Quizzes cannot be taken at home. So, please refrain from asking for it. Also, if I figure out you have been taking the quizzes outside of the class, your grade on the quiz will be canceled, and this will be subject to an academic misconduct process. Also, students sharing access codes to the quizzes with students not attending the class will be subject to the same process.

These are closed-book/notes/documents/files/website quizzes. This means you are forbidden from visiting websites and opening files/documents during the duration of the quiz. The quizzes use **LockDown Browser** (see instructions for installation at the end of the syllabus). So, please make sure you follow the instructions below to meet LockDown Browser's requirements. There are ways in which I can check if you opened documents or tabs during your quiz. So, please refrain from engaging in these cheating behaviors. If you do so, you will automatically get a grade of zero on the quiz, and you will be subject to an academic misconduct process. Please visit <https://osi.gatech.edu/process/academic-misconduct-process> for more information.

Quiz	Tentative Date
1	10/12
2	10/28
3	11/4
4	11/30

5	11/12
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5. Class attendance (5/100): I will take class attendance with PointSolutions (see <https://support.echo360.com/hc/en-us/sections/17523764667149-Participant> for more information). **Class attendance will be considered for the 22 effective classes of the semester** (this excludes the first week of classes, student recess, canceled classes, and the three classes devoted to exams; see the tentative schedule for the canceled classes). This component will be calculated as follows:

Classes attended	Grade
19 classes or more	5 points
15-18	3 points
Below 15 classes	0 points

NOTE: If you miss a class due to a GT-approved excused absence (see section "Exam and Quizzes Schedule Policy" below), I will consider this class as if you had attended it to calculate your attended number of classes. In that case, report your attendance on the "Attendance" spreadsheet in the Excel file that will be shared with the class and specify that you have an excused absence. Please do not report attendance when you were not in class. If a student reports false attendance, **I will not give them any points for this grade component.**

Extra credit:

- **Class participation:** I will consider class participation for extra credit. The topics we will cover offer many possibilities for discussion. I will ask questions during the class, and students are encouraged to respond to them and/or ask any questions they have. If you participate in a class, please report this information in the "Participation" tab in the Excel sheet that will be shared with the class. Students who participate in **15 classes or more** (this excludes the three classes in which we will have exams) will receive **two extra percentage points** in their final grade.

NOTE: Please do not report participation when you did not do it. I get to know my students, and I will figure it out if you did not participate when saying so. If a

student reports false participation, **I will not consider this student for participation extra credit.**

- **Podcast exam questions:** Podcasts offer a great opportunity to learn about real health economics issues. You will have the chance to earn extra credit by listening to podcast episodes I assign. In each of the four exams, you will have the opportunity to earn this extra credit by answering an optional essay question related to one of the podcasts. In general, the questions you should think about when listening to the podcast are: 1) What is the podcast about? 2) What are the overall findings of the study? 3) How does the podcast relate to a class topic(s)? 4) Does the podcast discussion confirm or contradict what you learned in class (how)? and 5) Is there anything in the study design (if it applies) you think should have been done differently or that puts into doubt the credibility of the findings?

Late Submission Policy: As described above, you should do your best to submit the problem sets and write-up before the due date. However, I will accept their submissions up to 24 hours after the due date for a 10% penalty. After 24 hours late, they will not be graded and will receive a zero grade.

In the event you miss a due date because of a GT-approved excused absence (illness, injury, or another emergency), you should provide appropriate documentation to the Office of the Dean of Students (<https://studentlife.gatech.edu/content/class-attendance>). False doctor's notes fall under the Academic Honor Code.

Exam and Quizzes Schedule Policy: If you miss a quiz or exam due to a legitimate, serious illness or reason, you should provide appropriate documentation to the Office of the Dean of Students (<https://studentlife.gatech.edu/content/class-attendanceLinks to an external site.>). For illness or injury, I will require you to get a note from GT Stamps Health Services. After providing appropriate documentation, I will make arrangements for a makeup exam.

If you do not have a GT-approved excused absence (e.g., for athletics or if you have a disability waiver), DO NOT ask me if you can take an exam or quiz at some other time for any reason. The answer is, preemptively, "no" (verifiable minority religious holidays are the *only* exception).

Please also see <https://catalog.gatech.edu/rules/4/Links to an external site.> for more information about institute expectations and restrictions around attendance, including information about excused absences.

Rounding Policy: There is no rounding of grades. Your final score is what it is down to the last decimal. An 89.999 is a B (just as a 79.999 is a C, and so on).

Final Grade Policy: Final grades are final. Please do not contact me after the semester is over to ask if there is anything you can do to improve your grade. There is not. This is not because I am mean or because I do not like you. It is simply a hard rule designed to maintain fairness. It would not be ethical to extend a special favor to any one person that

I do not also extend to everyone. The only reason we would change your final grade is if you can provide proof that we made a mistake in calculating it, in which case I will be happy to correct the mistake.

COURSE POLICIES

Academic Integrity:

"I commit to uphold the ideals of honor and integrity by refusing to betray the trust bestowed upon me as a member of the Georgia Tech community."

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Therefore, students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on an assignment or exam will be reported to the Office of Student Integrity, which will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities: If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/Links to an external site.> as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also email me as soon as possible to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement: It is important to strive for an atmosphere of mutual respect, acknowledgment, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/Links to an external site.> for an articulation of some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Attendance and Tardiness: Please arrive on time to class and avoid leaving class early. If this cannot be avoided on a given class day, please be mindful and try to be the least disruptive as possible.

Use of Electronic Devices in the Classroom: Please set cell phones to 'silent,' and *do not* answer your phone while in class. If it is a genuine emergency, you can exit the classroom to address the issue. Texting during class is not permitted. Any other rude or disruptive behavior will be dealt with appropriately. You may bring your laptop computer or another device to class, but only if you use it for course-related activities. *During exams, you may not use your cell phone calculator (so bring an actual calculator), and if you need to go to the restroom, you must leave your cell phone in the classroom.*

Campus Resources for Students: Georgia Tech offers a variety of resources that might help students succeed in class, such as the library, the Communication Center, and Tutoring and Academic Services. The Office of Undergraduate Education & Student Engagement and Well-Being has developed the "Student Success" website, which includes resources and a network of support from peers to professional staff.

Visit <https://www.success.gatech.edu/campus-resources/Links to an external site.> for more information.

Three Final Examinations Scheduled in One Day: According to GATech's Exam Guidelines, no student is to take more than two final examinations on one exam day. If three examinations are scheduled on one exam day, the examination for the middle period will be rescheduled to the conflict period or another period mutually agreed on by the instructor and student. If you have three exams scheduled on the final exam date and our exam is scheduled in the middle period, you must let me know about this no later than two weeks before the Monday of exam week (no later than November 17) so that we can agree on a date and time to hold your final examination. If I do not hear from any student regarding this issue by November 17, I will assume no one needs to reschedule their final exam; therefore, no one will present the test during the conflict period. If I learn about this issue after November 17 and the TA and I are no longer available during the conflict period, we will reschedule your exam to a suitable date and time for us to proctor it. Visit <https://registrar.gatech.edu/current-students/examsLinks to an external site.> for more information.

This Syllabus is Subject to Change: I will let you know immediately if anything significant should change concerning this syllabus.

TENTATIVE SCHEDULE

Note: In Canvas, you will see four modules with the corresponding slides and reading material for each exam. Note that in some classes, besides going over the corresponding BHT chapter, I also assigned articles to read for the class (besides the reading material for quizzes). Although we will discuss the content of these articles in class, I highly recommend reading them in advance so that you have a better understanding of the class presentation and are prepared to answer questions about them in the exams.

The module "Supplemental Reading Material" contains the suggested supplemental material for the classes. These articles support or further our class discussion, but we do not have time to cover them in detail. However, I strongly encourage you to read them on your own. Note that the book "Health Care Reform: What It Is, Why It's Necessary, How It Works" is not available in this module, nor are the articles specifically indicated as unavailable in the tentative schedule, which you can read directly from their websites.

Class	Date	Topics and Relevant Material
1	8/24	Syllabus and Course Overview
2	8/26	<p>Demand for Health Care</p> <ul style="list-style-type: none"> • BHT Ch 1-2
3	8/31	<p>Demand for Health Care (cont.)</p> <ul style="list-style-type: none"> • BHT Ch 1-2 <p>Demand for Health: Grossman Model</p> <p>BHT Ch 3</p>
4	9/2	<p>Demand for Health: Grossman Model (cont.)</p> <ul style="list-style-type: none"> • BHT Ch 3
5	9/7	No class. Labor Day
6	9/9	<p>Demand for Insurance: Expected Utility</p> <ul style="list-style-type: none"> • BHT Ch 7
7	9/14	<p>Demand for Insurance: Expected Utility (cont.)</p> <ul style="list-style-type: none"> • BHT Ch 7 <p>Socioeconomic Disparities in Health</p> <ul style="list-style-type: none"> • BHT Ch 4 <p><u>Supplemental material:</u></p> <ul style="list-style-type: none"> •

Class	Date	Topics and Relevant Material
		<ul style="list-style-type: none"> ○ Chatterji, P. (2014). Education and Health: Disentangling Causal Relationships from Associations. <i>Encyclopedia of Health Economics</i>, Culyer AJ (editor), 250-258. ○ Cutler, D. & Lleras-Muney, M. (2014). Education and Health. <i>Encyclopedia of health economics</i>, Culyer AJ (editor), 232-245. (Available in the "Supplemental Material" module).
8	9/16	<p>Socioeconomic Disparities in Health (cont.)</p> <ul style="list-style-type: none"> • BHT Ch 4 <p>Adverse Selection: Akerlof Model</p> <ul style="list-style-type: none"> • BHT Ch 8 <p>NOTE: Problem Set 1 due on 9/16 at 12:30 pm</p>
9	9/21	<p>Exam 1 (includes covered material from 8/18 to 9/16, excluding Akerlof model)</p>
10	9/23	<p>Adverse Selection: Akerlof Model (cont.)</p> <ul style="list-style-type: none"> • BHT Ch 8
11	9/28	<p>Adverse Selection: Graphical Analysis</p> <ul style="list-style-type: none"> • Einav, L. and A. Finkelstein, "Selection in Insurance Markets: Theory and Empirics in Pictures," <i>Journal of Economic Perspectives</i>, 2011, 25(1): 115-138. • BHT Ch 9 Section 11 only <p>NOTE: Einav and Finkelstein's adverse selection model is not in the textbook. Please read the article before class.</p>

Class	Date	Topics and Relevant Material
12	9/30	<p>Adverse Selection: Graphical Analysis (cont.)</p> <p>Adverse Selection in Practice</p> <ul style="list-style-type: none"> • BHT Ch 10 • <u>Read pages 433-444 and conclusion:</u> Cutler, D. and Reber, S. "Paying for Health Insurance: The Trade-Off between Competition and Adverse Selection," <i>Quarterly Journal of Economics</i>, 1998, 433-466. • "New data on sign-ups through ACA's marketplaces should lay "death spiral" claims to rest," 02/08/17, Brookings article. <p><u>Optional:</u> Bhargava, S., Loewenstein, G., & Sydnor, J. (2017). Choose to lose: Health plan choices from a menu with dominated option. <i>The Quarterly Journal of Economics</i>, 132(3), 1319-1372.</p>
13	10/5	No class. Fall Break
14	10/7	<p>Adverse Selection in Practice (cont.)</p> <p>Moral Hazard</p> <ul style="list-style-type: none"> • BHT Ch 11 <p><u>Supplemental material:</u></p> <ul style="list-style-type: none"> • Goldhill, D. "How American Health Care Killed My Father," <i>The Atlantic</i>, September 2009. (Available in the "Supplemental Material" module). https://www.theatlantic.com/magazine/archive/2009/09/how-american-health-care-killed-my-father/307617/Links to an external site.

Class	Date	Topics and Relevant Material
15	10/12	<p>Moral Hazard (cont.)</p> <ul style="list-style-type: none"> • BHT Ch 11 <p>Quiz 1: Reading material for the in-class quiz:</p> <ul style="list-style-type: none"> • Gladwell, M. "The Moral Hazard Myth," The New Yorker, August 29, 2005. http://www.newyorker.com/archive/2005/08/29/050829fa <u>factLinks to an external site.</u> <ul style="list-style-type: none"> ◦ Also available in Canvas in the "Materials for Exam 2" module
16	10/14	<p>Moral Hazard (cont.)</p> <ul style="list-style-type: none"> • BHT Ch 11 <p>The American Model</p> <ul style="list-style-type: none"> • BHT Ch 18 <p>NOTE: Problem Set 2 due on 10/14 at 12:30 pm</p>
17	10/19	<p>Exam 2 (includes covered material from 9/16 (Akerlof model to 10/14, excluding The American Model)</p>
18	10/21	<p>The American Model (cont.)</p> <p>Why Doesn't the United States Have National Health Insurance? The Role of the American Medical Association</p> <p>https://www.nber.org/papers/w32484</p>

Class	Date	Topics and Relevant Material
19	10/26	<p data-bbox="418 436 1401 510">Why Doesn't the United States Have National Health Insurance? The Role of the American Medical Association (cont.)</p> <p data-bbox="418 552 867 583">The Affordable Care Act. Part 1</p> <ul data-bbox="516 625 1393 779" style="list-style-type: none"> <li data-bbox="516 625 1393 699">• Kaiser Family Foundation: Summary of the Affordable Care Act <li data-bbox="516 699 1393 779">• Cutler, D. "The Simple Economics of Health Reform," <i>The Economists' Voice</i>, December 2010. <p data-bbox="418 821 743 852"><u>Supplemental material:</u></p> <ul data-bbox="516 894 1357 1003" style="list-style-type: none"> <li data-bbox="516 894 1357 1003">• Gruber, J. "Covering the Uninsured in the United States," <i>Journal of Economic Perspectives</i>, 46(3): 571-606. (Available in the "Supplemental Material" module). <p data-bbox="418 1045 1357 1119">Chapters 1-6 in Gruber, J. <i>Health Care Reform: What It Is, Why It's Necessary, How It Works</i>. 2012.</p>

Class	Date	Topics and Relevant Material
20	10/28	<p data-bbox="427 352 971 384">The Affordable Care Act. Part 1 (cont.)</p> <p data-bbox="427 415 1252 447">Quiz 2: Reading material for the in-class quiz (two articles):</p> <ul data-bbox="662 485 1425 968" style="list-style-type: none"> <li data-bbox="662 485 1425 737">• <ul style="list-style-type: none"> <li data-bbox="662 516 1425 737">○ Levy R. "Medicaid Work Requirements are Back. What You Need to Know. April 2025. https://tradeoffs.org/2025/04/24/medicaid-work-requirements-are-back-what-you-need-to-know/Links to an external site. (the article, not the podcast) <li data-bbox="662 747 1425 968">○ Cocker, M. "Georgia Touts Its Medicaid Experiment as a Success. The Numbers Tell a Different Story." February 2025. https://www.propublica.org/article/georgia-medicaid-work-requirement-pathways-to-coverage-hurdlesLinks to an external site. <p data-bbox="427 1010 867 1041">The Affordable Care Act. Part 2</p> <p data-bbox="427 1073 740 1104"><u>Supplemental material:</u></p> <ul data-bbox="516 1146 1425 1755" style="list-style-type: none"> <li data-bbox="516 1146 1425 1220">• Health Affairs Health Policy Brief: Risk Adjustment in Health Insurance. August 2012 <li data-bbox="516 1230 1425 1409">• 30 Economists: We Need the Individual Mandate http://www.healthinsurance.org/blog/2013/07/18/30-economists-we-need-the-individual-mandate/ <ul style="list-style-type: none"> <li data-bbox="662 1335 1425 1409">○ Note: This article is unavailable in Canvas. Please visit the website to read it. <li data-bbox="516 1419 1425 1671">• "Young, Fit, and Uninterested," The Economist, January 2014. (Available in the "Supplemental Material" module) http://www.economist.com/news/united-states/21594300-was-supposed-be-month-uninsured-got-health-insurance-not-enough?tid=318&ah=ac379c09c1c3fb67e0e8fd1964d5247fLinks to an external site. <li data-bbox="516 1682 1425 1755">• Chapters 7-12 in Gruber, J. Health Care Reform: What It Is, Why It's Necessary, How It Works. 2012.

Class	Date	Topics and Relevant Material
21	11/2	<p>The Affordable Care Act. Part 2 (cont.)</p> <p>The Status of the ACA Today</p>
22	11/4	<p>Physician Labor Market</p> <ul style="list-style-type: none"> • BHT Ch 5 <p>Quiz 3: Reading material for the in-class quiz:</p> <ul style="list-style-type: none"> • Gawande, A. "The Cost Conundrum," <i>The New Yorker</i>, June 2009. http://www.newyorker.com/reporting/2009/06/01/090601fa_fact_gawandeLinks to an external site. <ul style="list-style-type: none"> ○ Also available in Canvas in the "Materials for Exam 3" module <p><u>Supplemental material:</u></p> <ul style="list-style-type: none"> • Gawande, A. "Overkill" <i>The New Yorker</i>, May 11, 2015. (Available in the "Supplemental Material" module) • Delaronde, S. "Ten years after "The Cost Conundrum" – How much has changed?" <i>3M Inside Angle</i>. https://insideangle.3m.com/his/blog-post/ten-years-after-the-cost-conundrum-how-much-has-changed/Links to an external site. <ul style="list-style-type: none"> ○ Note: This article is unavailable on Canvas. Please visit the website to read it. • Young, J., and Kirkham, C. "Hospital Prices No Longer Secret As New Data Reveals Bewildering System, Staggering Cost Differences," <i>The Huffington Post</i>, May 8, 2013. https://www.huffpost.com/entry/hospital-prices-cost-differences_n_3232678Links to an external site. <ul style="list-style-type: none"> ○ Note: This article is unavailable on Canvas. Please visit the website to read it. <p>NOTE: Problem Set 3 due on 11/3 at 12:30 pm.</p>

Class	Date	Topics and Relevant Material
23	11/9	Exam 3 (includes covered material from 10/14 (The American Model) to 11/2)
24	11/11	<p>Physician Labor Market (cont.)</p> <p>The Hospital Industry</p> <ul style="list-style-type: none"> • BHT Ch 6
25	11/16	<p>Why are Costs so High? Technology Growth and Innovation</p> <ul style="list-style-type: none"> • BHT Ch 13 • Gawande, A. "The Cost Conundrum," <i>The New Yorker</i>, June 2009. http://www.newyorker.com/reporting/2009/06/01/090601fa_fact_gawande Links to an external site. <p><u>Supplemental material:</u></p> <ul style="list-style-type: none"> • Introduction: Chandra, A. and Skinner, J. "Technology Growth and Expenditure Growth in Health Care," NBER Working Paper No. 16953, April 2011. <p>Quiz 4: Reading material for the in-class quiz:</p> <p>Gawande, A. "Big Med" <i>The New Yorker</i>, August 2012. https://www.newyorker.com/magazine/2012/08/13/big-med Links to an external site.</p> <ul style="list-style-type: none"> ○ Also available in Canvas in the "Materials for Exam 3" module
26	11/18	<p>Why are Costs so High? Technology Growth and Innovation (cont.)</p> <p>Rationing Health Care: Health Technology Assessment</p> <p>BHT Ch 14</p>

Class	Date	Topics and Relevant Material
27	11/23	No class. NOTE: Write-Up due on 11/23 at 12:59 pm
28	11/25	No class. Student recess
29	11/30	Rationing Health Care: Health Technology Assessment (cont.) Quiz 5: Reading material for the in-class quiz: Cutler and McClellan. "Is Technological Change in Medicine Worth It?, 2001 (it has a paywall. So, only available in Canvas in "Materials for Exam 4" module)
30	12/2	Pharmaceuticals and the economics of innovation. Part 1 • BHT Ch 12 NOTE: Problem Set 4 due on 12/2 at 12:30 pm.
31	12/7	Pharmaceuticals and the economics of innovation. Part 1 (cont.) Pharmaceuticals and the economics of innovation. Part 2 • BHT Ch 12
Final exam	TBD	Exam 4 (includes covered material from 11/4 to 12/7) Time: TBD

LockDown Browser Requirement

This course requires the use of LockDown Browser for online quizzes. Watch this video to get a basic understanding of LockDown Browser:

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>Links to an external site.

Here is the link to Download LockDown Browser:

<https://download.respondus.com/lockdown/download.php?id=912935199>Links to an external site.

Download Instructions

- Select a exam from the course
- If you have not already installed LockDown Browser, select the link to download the application and follow the installation instructions
- Return to the exam page in a standard browser
- LockDown Browser will launch, and the quiz will begin

Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it.

Guidelines

When taking an online exam, follow these guidelines:

- Before starting the test, know how much time is available for it and also that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc., and don't have them within reach
- Clear your area of all external materials - books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted
- Besides being forbidden from accessing websites or applications, you must not open any documents or files saved in your computer or any cloud.

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- Respondus has a Knowledge Base available from support.respondus.com. Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.

- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it.