

**City University of Hong Kong
Course Syllabus**

**offered by Department of Infectious Diseases and Public Health
with effect from Semester A 2024/25**

Part I Course Overview

Course Title:	<u>Introduction to Health Economics and Outcomes Research</u>
Course Code:	<u>PH5101</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3 credits</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

Health economics and outcomes research (HEOR) helps to provide the best possible health outcomes via data analytics and frameworks for healthcare decision making. This field has become increasingly important involving payers, healthcare providers, governments, and patients. In this course, students will learn basic concepts in health economics, understand supply and demand in the health care markets, learn how to conduct benefit-risk assessment, and the role of different stakeholders in the health care system. Students will also learn outcomes assessment methods to understand the end results (outcomes) of the healthcare system and evaluate the effect of healthcare interventions on patients.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Explain fundamental concepts of health economics	20%	✓		
2.	Describe healthcare markets and the role and importance of different stakeholders	30%	✓	✓	✓
3.	Apply economic theory and models to inform decisions concerning the allocation of resources	20%	✓	✓	✓
4.	Explain outcome assessment methods and how to use them in real-world applications	30%	✓	✓	✓
		100%			

A1: *Attitude*

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: *Ability*

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Students will receive lectures as the primary form of teaching, where the instructor systematically introduces the class content through presentations.	✓	✓	✓	✓			
Tutorial and/or case studies	Students will participate in tutorial and/or case study sessions, which involve in-class interactive discussions and problem-solving activities to help them better understand the concepts studied in or after classes.		✓	✓	✓			In or after classes
Hand-in Assignment	Students will demonstrate the application of the course content and practice problem-solving skills through hand-in written documentation.		✓	✓	✓			In or after classes
Course Project	Students will undertake a course project that enables them to apply the content learned in class to real-world applications.		✓	✓	✓			In or after classes

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: <u>100%</u>								
In-class participation/debate	✓	✓	✓	✓			20%	
Midterm examination	✓	✓	✓	✓			20%	
Assignments	✓	✓	✓	✓			20%	
Final Project	✓	✓	✓	✓			40%	
Examination: % (duration: , if applicable)							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In-class Debate	Demonstrate the ability to apply what has been taught in lectures/tutorials in the in-class debate.	High	Significant	Moderate	Basic	Not reaching basic levels
2. Midterm examination	Students will explain the key concepts and topics taught in the classes (end of Week 6), in the written format.	High	Significant	Moderate	Basic	Not reaching basic levels
3. Assignments	Students will submit written work to demonstrate knowledge of the subject matter, the capacity to compute and consolidate the course content and communicate the evidence of original and critical thinking.	High	Significant	Moderate	Basic	Not reaching basic levels
4. Final Project	Students will submit written work to demonstrate knowledge of the subject matter.	High	Significant	Moderate	Basic	Not reaching basic levels

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. In-class Debate	Demonstrate the ability to apply what has been taught in lectures/tutorials in the in-class debate.	High	Significant	Basic	Not even reaching marginal levels
2. Midterm examination	Students will explain the key concepts and topics taught in	High	Significant	Basic	Not even reaching marginal levels

	the classes (end of Week 6), in the written format.				
3. Assignments	Students will submit written work to demonstrate knowledge of the subject matter, the capacity to compute and consolidate the course content and communicate the evidence of original and critical thinking.	High	Significant	Basic	Not even reaching marginal levels
4. Final Project	Students will submit written work to demonstrate knowledge of the subject matter.	High	Significant	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Health Economics, equity; efficiency; markets; financing

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Sherman Folland, Allen C. Goodman, Miron Stano (2017) <i>The Economics of Health and Health Care</i> . (8th Edition)
2.	Stephen Morris, Nancy Devlin, David Parkin, Anne Spencer (2012) <i>Economic Analysis in Healthcare</i> (2nd Edition)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Barbara McPake, Charles Normand, Samantha Smith, Anne Nolan (2013) <i>Health Economics An International Perspective</i> (3rd Edition)
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