

City University of Hong Kong
Course Syllabus

Department of Infectious Diseases and Public Health
with effect from Semester A 2023/2024

Part I Course Overview

Course Title: Introduction to Health Economics and Outcomes Research

Course Code: PH5101

Course Duration: 1 semester

Credit Units: 3 credits

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

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.	Understand 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.	Understand 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 self-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. Teaching and Learning Activities (TLAs)

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

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	The primary form of teaching; instructor presentation to systematically introduce the class content	✓	✓	✓	✓	
Tutorial and/or case studies	In-class interactive discussions and problem solving to help students get a better understanding of the concepts studied		✓	✓	✓	In or after classes
Hand-in Assignment	Written assignments that help students evaluate whether they grasped course contents and practice problem solving skills		✓	✓	✓	In or after classes
Course Project	Course projects that help students to use contents learned in class to apply in 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: 100%						
In-class participation/debate	✓	✓	✓	✓	20%	
Midterm examination	✓	✓	✓	✓	20%	
Assignments	✓	✓	✓	✓	20%	
Final Project	✓	✓	✓	✓	40%	
					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 in Semester A 2022/23 and thereafter

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	The comprehension of the concepts and topics taught in the classes (end of Week 6), and ability to communicate that in the written format.	High	Significant	Basic	Not even reaching marginal levels
3. Assignments	Based on submitted written work to evaluate understanding of subject matter, evidence of knowledge base, capacity to analyze and synthesize, and evidence of original and critical thinking.	High	Significant	Basic	Not even reaching marginal levels
4. Final Project	Based on submitted written work to evaluate understanding of subject matter, evidence of knowledge base, capacity to analyze and synthesize, and evidence of original and critical thinking.	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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