

# Health Economics 3190-090/290 Online Spring 2022 Half Semester

Instructor: **Dr. Anne Yeagle**

Contact: Please use the **Canvas Inbox** tool (the 5<sup>th</sup> one down on the left of your Canvas menu).

**Economics office phone number** 801-581-7481 Online office hours-- please check the calendar and by appointment.

TA: **Nura Mostaghimi** Online Office hours--please check the calendar, and by appointment. Contact: Please use the **Canvas Inbox** tool

Health Economics 3190 is a 3-credit course.

**Course Objectives** After initial familiarization with basic economic principles we will analyze the U.S. health care system and the problems associated with it. We will then become familiar with the new Health Reform Law, called The Affordable Care Act (with the nickname Obamacare). We will explore the mechanisms of health care delivery, the changing nature of health and medical care, medical technology, and analyze public policy concerning medical care delivery. Special emphasis will be placed on addiction and policies regarding drugs as well as Covid-19. Caring versus curing will be explored. We will also study costs of: the elderly, racism, sexism and socioeconomic status in relation to health care, as well as lifestyles choices. Mental health and obesity will round out our survey of health economics.

**General requirements** Completion of all tests, assignments, abstract and paper on time and in the manner specified is required. It is also extremely important to keep up on course reading. **All tests count.**

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

There are no prerequisites for this class. Consequently, we have quite a diverse range of students with different strengths and weaknesses. I would like to emphasize the positive aspect of this diversity. You will have opportunities to chat and work collaboratively with other students during the course and I suggest you take the time to appreciate and learn from the experiences and differences in each person.

**“Student Names & Personal Pronouns:** Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

**Books and Readings**--Required--

1. **Who Shall Live 2<sup>nd</sup> Expanded Edition** 2011 by Victor R. Fuchs, (World Scientific) ISBN 13-978-981-4354-88-2 or ISBN-10: 981-4354-88-0

3. **Chasing the Scream** by Johann Hari (Bloomsbury) ISBN-13: 978-1620408902, ISBN-10: 1620408902

4. **FF--Fast Food Nation** by Eric Schlosser 2012(First Mariner Books) ISBN 978-0-547-75033-0 5.

5. **Readings** All of the required readings are on CANVAS or hyperlinked to CANVAS on the syllabus.

## Grading

- |  |                                  |
|--|----------------------------------|
| 1. Tests—there are 3   | 30-36 points each, approximately |
| 2. <b>Country Presentations</b>                                    | 5 points possible                |
| 3. Review of Country Presentations                                 | 3 points for each set            |
| 4. Documentaries, assignments, TED talks and worksheets            | 5- 10 points each possible       |
| 5. Abstract and virtual meeting for Research Paper                 | 5 points possible each student   |
| 6. <b>Research Paper</b>   | 20 points possible each student  |
| 7. Research Presentation and Power Point Posted                    | 10 points possible each student  |
| 8. Review of Presentations   | 3 points each Presentation       |
| 9. Evaluation of you by your group                                 | 5 points possible                |
| 10. Various points for syllabus, contributing to discussions, etc. | 1-3 points each                  |

1. **Tests will be taken online and will be open book with a time limit.** Tests will vary in the number of points possible due to difficulty and length.

2. **Country Presentations** Each person will pick a country of their choice to report on. See Canvas Module 1 for the **Country Sign Up and Instructions**. **(you have been assigned a date in advance, find your due date here)**

3. **Review of Country Presentations** Fill out the Country Review sheet for each Module that there are scheduled Country Presentations. You will get an assignment notification if you are scheduled to review countries for a Module—as long as your notifications are set for this!

4. **Documentaries, assignments, TED talks and worksheets** We will be watching several documentaries and TED talks as well as having discussion assignments.

5, 6 and 7. For the **Abstract, Zoom Meeting, Research Paper** and **Research Presentation and Power Point Posted to Media Gallery**, please look at those guidelines below. The **abstract and Zoom meeting with Dr. Yeagle** is worth 5 points. The group leader will contact the group members and schedule the Zoom with Dr. Yeagle. Your **paper** is due the day of your presentation being uploaded to CANVAS. The paper is worth 20 points for each student. The **presentation** is worth 10 points for each student.

7. **Review of Presentations** On the days that the Research presentations are due, you are required to **watch the video presentation** that the group posts on CANVAS and **participate in the review/discussion on Canvas**. You do not need to review your own group, just reply with a smiley face or something for grading purposes 😊

This is worth 3 points for each of the 20 presentations.

8. After your group has turned in your paper and presentation, fill out the **group evaluation form** on Canvas.

Grading There is no curve.

A 100%-93

A- 92-90

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-73

C- 72-70

D+ 69-67

D 66-63

D- 62-60

F 59 -

## Class structure

1. First of all, I will be offering a **mindfulness exercise** for each class. This is optional as I want to offer these exercises in this online course just as I do in my face-to-face classes. Many students find that by practicing these mindfulness exercises that they increase their capacity to concentrate and gain better control over their thoughts. (I have also posted some music—just for fun 😊-- that I feel goes along with the topics that we are studying in the Module. If you have any suggestions, I would love to hear from you!)

Please be aware that all students have access to **mental health care**  
<https://counselingcenter.utah.edu/>

2. There are some strict **due dates for assignments and tests**, but the reading due dates are designed to help keep you apprised of what is going to be our next topic. I think if you follow the suggested due dates it will help you keep on track, take things one step at time, and enjoy the process of learning.
3. **Contact** me or our TA through the Canvas inbox located on the left side of your Canvas screen.
4. I have created many **study guides** for the books, readings and documentaries. If you fill out these study guides as you are reading the material then you are all set to go for review before a test.
5. We will be starting and ending the class with two great movies that I know you will love, **Escape Fire** and **Fed Up**.

The free watch link to **Escape Fire** is: (comes with Ads) on

Tubi: [https://tubitv.com/movies/300834/escape\\_fire\\_the\\_fight\\_to\\_rescue\\_american\\_healthcare?utm\\_source=google-feed&tracking=google-feed](https://tubitv.com/movies/300834/escape_fire_the_fight_to_rescue_american_healthcare?utm_source=google-feed&tracking=google-feed) It is also for on Amazon prime and for rent elsewhere

The free watch link for **Fed Up** is: <https://digitalcampus-swankmp-net.ezproxy.lib.utah.edu/utahdatabase/play/2A2DD148A4CE5435>

6. **For each “Module”** on Canvas I also have an outline in the syllabus. In Canvas “Modules” you have reading assignments and activities to complete.
7. There are **several activities to facilitate getting everyone involved and meeting a few new people** in the course.
  - a. The first is a **discussion introduction** that is divided into small groups so you can meet a few people in the class.
  - b. Another is an **I Expect exercise** that I have asked you to fill out that I will share anonymously with the class.
  - c. Next is a **3-minute audio/visual presentation** on the Health Status of a Country that you will pick.
  - d. Another is a **group research project** with a paper and another audio/visual presentation.
  - e. I would also like everyone to **post a picture of themselves**.
  - f. We will also be having some **discussion boards** where we can all interact
8. There are a variety of ways to earn **points** in the course that range from 3 tests, documentaries, presentations, paper and reviews of others work online.
9. There are **three online tests** as shown above.

10. I will be **meeting online via Zoom** with each presentation group prior to their presentation. The abstract will be due at this time.
11. It is really important that you **check announcements** regularly for an online class. You want to keep up on those since we are online only.
12. You will notice that this course requires a lot of **reading**. Some of you may not read much and many teachers have moved away from assigning readings. However, much research has been done on how we learn and reading is one of the most important ways to learn.  
**Reading is one of the best ways that our brain grows and changes because it has to work.**  
Work is the way we transform anything: construct a building, write a book, make dinner, get ourselves dressed, build muscles, get smarter, start and maintain relationships, and basically engage in the world.
13. We do have a TA for this course who **I will be sharing the reading and grading of your assignments**. Do your own work or you are cheating yourself out of an opportunity to enhance your life.
14. Keep reminding yourself that you are **doing double time with this half semester class!** It is a lot of work to complete a whole semester class in half the time. If you remind yourself that each week is in actuality completing two weeks of course work it may help with your perception of the work load.
15. Lastly, with the **Covid-19 pandemic** looming and affecting all of our lives you may want to keep on current events in regard to developments. A source that I subscribe to, for free, is Stat News.  
<https://www.statnews.com/signup/>

Academic Honesty: Please note the definitions of cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information from the University Utah Student Handbook, available here: <https://regulations.utah.edu/academics/6400.php>

**“Plagiarism’** means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.”

There are many types of plagiarism, all are serious offenses and will be treated according to the University of Utah rules and procedures for student academic conduct outlined in Student Code - Policy 6-400: Code of Student Rights and Responsibilities.

Any incidents of cheating, misrepresentation, or plagiarism will result in a grade of zero for the assignment. All essays and assignments must be written in your own words with proper citations.

**Absence on test days:** If you miss the timeframe for a test you will need to contact me or our TA and if I allow you an extension, I will need to extend the test time for you.

**Extra Credit** No extra credit will be granted.

**See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

**Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

You will **receive important emergency alerts and safety messages regarding campus safety via text message**. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu)

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu).
3. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

## Group Research Paper--Abstract Guidelines

The Abstract of your group's Paper/ Presentation is **due prior to the Zoom meeting with Dr Yeagle.**  
[Submit on Canvas](#)

The [group leader \(randomly chosen by Canvas\)](#) will set up a Zoom meeting with me that all of the group participants can attend. We will discuss the abstract and your presentation at this meeting.

Abstract should be **under 300 words** and fit on one page.

One Abstract per Group

**Abstract should include:**

Title

Authors

And most, if not all of the following:

Learning objectives

Background/ History

State the Objective/ The problem

Conclusion/ Policy Recommendation References

If I recommend that you need to revise your abstract, points will be given after the revised abstract is complete.

The abstract and virtual meeting is **worth 5 points for each student.**

[I have created some suggestions for each of the Presentations to get you started on your research.](#)

## Group Research Paper-- Paper Guidelines

There will be 15 groups with approximately 3-4 people in each group (depending on cap and enrollment).

- Each group of students is required to write a 5-page paper (12 pt. Times New Roman font, Double spacing, 1-inch margins) on the subject your group is presenting to the class.
- Please utilize APA style. The following link may be helpful [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_for\\_mat.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_for_mat.html)
- The paper should use at least 5 different reputable sources with proper APA referencing style. These references can include peer reviewed journals, text books, government institutions and non-profit agencies. Be careful on internet sites that may have a strong bias—check original sources used by these sites.
- The paper is worth 20 points for each student.
- There will be one paper turned in for each group.

**Papers are due no later than 9:00 am of the same date that your group presentation is due. You may also submit it earlier.** Late papers may incur point penalties.

Since there are several people in each group, the group should decide as to how to divide the topic into research/work components. These components should form a coherent whole. This coherent whole should be reflected in your paper as well as your class presentation. Your analysis should be economic in nature which includes statistics as well as behavioral aspects of the topic.

The following is a list of the research topics that will be presented during the semester. You will have the opportunity to sign up for a topic online. You may not get your first choice but I hope that the topic is something that interests you; that you would like to learn more about it and share that information with the rest of the class. Also, it will give you the opportunity to meet some new people and experience working in a group—which is like many jobs that you will have in the future. If your group has additional ideas pertaining to your assigned subject, please bring them forward!

### The Social Determinants of Health

Medicaid Expansion

Ebola, Zika, and CMV Viruses

AIDS and Sexually Transmitted Diseases in Utah, U.S. and Worldwide

Coronavirus Covid-19

Methamphetamines in Utah, U.S. and Worldwide

Screen Addiction—Phone, Social Platforms, Gaming, Internet

Costs of Air. Light and Noise Pollution

Climate Change and Health Consequences in Utah

The Relationship Between Racism, Sexism, Classism, Sexual Orientation and Health in Utah, U.S and Worldwide

Affluenza and Hedonic Reset

Loneliness, Depression and Suicide and Mental Health in Utah, U.S. and Worldwide

End of Life Issues in Utah, U.S. and Worldwide

Fast Food Proximity and Food Deserts in Utah, U.S. and Worldwide

Obesity and Undernutrition in Utah

## Group Research Paper-- Presentation Guidelines

Each Project Group will be assigned to **construct a presentation on their topic that will be submitted to and published in Media Gallery for the class to watch and review in a discussion board. The due dates are scheduled here in the syllabus and on Canvas.**

You are required to prepare a **Power Point or Prezi** presentation. See below for the grading criteria.

**Use Kaltura Capture on Canvas or create a YouTube that you upload.**

On Canvas I have instructions on how to create a video using **Kaltura Capture** in Module 2. **Since you will more than likely not be able to get together with your groupmates, you will need to coordinate with your group members and send in individual presentations to CANVAS** via Media Gallery. We will talk about it during our Zoom meeting as well.

**YouTube**--Students have access to a university **GCloud** account – this will give them a Google login that they can use to access YouTube and that is separate from their personal accounts. To access it, navigate to <https://gcloud.utah.edu/> and log in using their CIS ID/password. You can then access YouTube via this account and keep your schoolwork separate from whatever personal You tubing you may be doing.

**The total Presentation should be under 20 minutes.** You will need to reasonably divide the time as evenly as possible for each speaker or else points could be lost! Incorporate your student audience engagement within this time frame. Please do not go over 20 minutes. You will lose your audience **Part of the assignment is to stay within your time limit!**

**No more than 1 minute of video footage is to be used in your complete presentation.**

You will be **submitting your paper to me on Canvas on the day scheduled. You will also submit your presentation videos to Media Gallery. I will then post the presentation videos to the class.**

I suggest that you have different sectors including (the appropriateness will vary with the topic)

Background/ History

Objective/ The problem

Data

Conclusion/ Policy Recommendation

References

**Dress up for your Presentation! Just the top up is needed, ha ha. It will make you feel confident! (And it is part of your evaluation) 😊**

### Classmate engagement exercise

Either during or after your presentation, please prepare a participation exercise for your audience. This may mean asking them questions to consider or writing something down in the early part of your presentation and then comparing how they think or feel after the presentation. It is up to the discretion of the presenters as to what this requirement entails. I encourage **creativity** here 😊. It is also worth 2 points for you so please put some effort into **engaging your audience. Engaging your audience is a very important part of public speaking.**

## Grading of Presentations

During the presentation, I will grade each student based on the evaluation guidelines listed below. The presentation grade is worth 10 points for each individual student.

1 . Topic/ Problem stated clearly.	0	1		
2 . Quality of information/data	0	1		
3 . Policy or learning objective clearly stated.	0	1		
4 . Visual presentation of information/ neatness/ effectiveness	0	1		
5. Your individual participation. Professional appearance.	0	1	2	3
6. Keeping within the time limit and starting on time	0	1		
7. Preparing/conducting Student audience engagement	0	1	2	

**Total (10 possible)** \_\_\_\_\_

## Group Peer Evaluation

After you complete your presentation, please fill out and submit the [group evaluation form](#) on Canvas. You will be evaluating your group members, as well as yourself, in regard to contribution, responsibility and cooperation.

## Health Economics Syllabus/ Schedule of Events

Students are responsible to keep updated if this schedule changes. **Check announcements** regularly!

**Make sure that your settings allow all forms of communication via CANVAS from this course!**

I have set the schedule on a **MTWHF** with some weekend due dates as well. To-Do basis to facilitate organization.

First of all, check out the [Introduction to the Course](#) on Canvas.

I asked the Economics' Librarian, Marie Paiva, to prepare two videos that I hope you find helpful.

One is about [Library Resources](#)

And the other is about [Researching Your Group Project](#)

Here is the schedule for the semester by Modules and Dates:

### **Module 1 January 10, 11 Introduction, Pedagogy, and What *is* Health Economics?**

Mindfulness Meditation for this Module is found in Lectures on Module 1 in Canvas.

#### **Monday's To Do List:**

- Read over the **syllabus** and check off in Canvas that you did indeed read it.
- Pick a Country. Then check out which date you present
- Fill out Questionnaire on Expectations and turn in on Canvas.
- Create a free Zoom account by going to <https://tlt.utah.edu/forms/zoom-pro-license-activation-instructions.php>

#### **Tuesday's To Do List:**

- Please **read** the following articles:
  - *Stressed Out? Try Being Less Competitive*
  - *Professors Who See No Evil*
- Engage in the Discussion about *Professors Who See No Evil*
- Meet some of your peers with the **Icebreaker Discussion Post**
  
- **You could start watching the** documentary *Escape Fire with study guide* (100 min total) (due next module) **Hint!** You may want to watch the documentary with the person you will interview in next week. You can watch the documentary *Escape Fire: The Fight to Rescue American Healthcare* for free (comes with Ads 😞)  
onTubi: [https://tubitv.com/movies/300834/escape-fire-the-fight-to-rescue-american-healthcare?utm\\_source=google-feed&tracking=google-feed](https://tubitv.com/movies/300834/escape-fire-the-fight-to-rescue-american-healthcare?utm_source=google-feed&tracking=google-feed) Or else I know it is on Amazon and several other places for about \$4.

## Module 2 January 12, 13 WH Problems with the Health Care System and the Opioid Epidemic

- Mindfulness Meditation for this Module on Canvas

### Wednesday's To Do List:

- Sign up for a research/presentation topic on CANVAS
- Check out the presentation guidelines, abstract instructions, and How and When to Submit Your Group Presentation ,Paper and Group Evaluation
- Check out the My Media instructions for creating and posting videos in the How and When to Submit Your Group Presentation ,Paper and Group Evaluation
- Contact your group and make a plan!
- Set up your Zoom meeting with Dr Yeagle
  
- Please read the following articles:
  - \* Addressing Addiction in the USA (no study guide.)
  - \* Costs Can Go Up Fast When ER is in Network But the Doctors Are Not (no study guide)
  - \* Lawmakers strike deal to end 'surprise' medical bills (study guide)

### Thursday's To Do List:

- The first group of Country Presentations (for Module 2) are due Today. (you have been assigned a date in advance, find your due date here). So that means you will want to watch them and fill out the Country Review form for Module 2
  
- Please read the following:
  - Mirror Mirror 2017 Study guide in Canvas.
  - Chasing the Scream book Introduction and Chapter 1--study guide in Canvas.
  - Optional article on the Cleveland Clinic
  
- Finish Escape Fire (study guide in Canvas) Keep the worksheets to review for the test.
- Engage in the Escape Fire Discussion.
- Optional article on The Cleveland Clinic

Country Reviews for Module 2 are due this weekend

Interview/Reflections, Johann Hari, Covid 19, and Economic Terminology

Mindfulness Meditation for this Module—on Canvas

Remember to turn in your rough draft Abstract in before your meeting with Dr Yeagle

**Tuesday's To Do List:**

- **Country Presentations for Group Module 3 are due today** --- so that means you will want to
- **watch them and fill out the Country Review form.**
- **Please read Chasing the Scream Chapters 2-4**
- Watch the Johan Hari TED Talk. You will love it!

**Wednesday's To Do List:**

- **Read and take a look** at the following information on **Covid-19 before you conduct your interview**. These are articles that came out soon after Covid-19 hit. You may be surprised to find that the majority of people were pro protection and staying at home which is indicative of the how the very focal minority got a lot of attention and gained traction. And then more current stats:
- **Disparities in Coronavirus 2019 Reported Incidence, Knowledge, and Behavior Among US Adults**  
JAMA June 18, 2020—study guide on Canvas
- **Public Attitudes, Behaviors, and Beliefs Related to COVID-19, Stay-at-Home Orders, Nonessential Business Closures, and Public Health Guidance — United States, New York City, and Los Angeles, May 5–12, 2020** MMWR June, 2020 Morbidity and Mortality Weekly Report Early Release / Vol. 69 June 12, 2020—no study guide.
- **Look at** <https://coronavirus.utah.gov/case-counts/> In the interview and reflection assignment there is a question about the stats and chart. Click on Demographics in the blue bar. Then scroll down to **Cases, Hospitalizations, Deaths, and Testing by Race/Ethnicity**  
Look at Case Rate/per 100,000, Hospitalization Rate per 1,000 and Mortality Rates per 100,000  
Also look at **Comorbidities by Race/Ethnicity**
- **Read Science during Covid- 19: where do we go from here?**
- **Optional look is the 1918 Flu Epidemic Exhibit**  
**Optional Read Bhutan's Covid Response**
- \* **Complete Interview/Reflection Assignment and submit**

\* **Watch the Lecture** and read over the notes called **Economic Terms, Elasticities, Universal Coverage vs Access** – Complete your study guide! You can use it on the test!

## Module 4 January 20, 21 H F

### IT History, Who Really Pays, Who Deserves to Be Healthy?, and Michael Friedrichs Epidemiologist Utah Dept of Health, The Affordable Care Act

- Mindfulness Meditation for this Module—on Canvas

#### Thursday's To Do List:

- **Country Presentations for Group Module 4 are due today---** so that means you will want to
- **watch them and fill out and submit the Country Review form for Module 4.**
- Take the **Quiz** on Group Presentation Guidelines available Jan 20, 7:00 am- January 23, 10:00 pm
- **Read** (study guides for the following are in packet)
  - Health Care Spending and the Use of IT in OECD Countries** study guide
  - Who Really Pays for Health Care?** Study guide
- **Healthy because you deserve it, unhealthy because you don't? and study guide**
- **Optional reading--Your health is my health, how everyone's health is interconnected**

#### Friday's To Do List:

- **To check out the latest on Health Care in the US,** including Covid-19 take a look at **<http://www.kff.org/health-reform/>**
- Read articles **Summary of the Affordable Care Act** and **Health Reform Implementation Timelines.**  
**Complete assignment**
- **Watch Video** of IBIS Guest Speaker Michael Friedrichs Utah Department of Health Epidemiologist (there will be questions from his presentation on the next test so fill out the study guide as you watch the presentation!)
- Check out the website and **more Covid information from Michael Friedrichs**

\*\*\*\*\***Extra Credit!!!** Watch: **The Health Care Divide**

**The Health Care Divide** questions.

There will be a few extra credit questions on the next test.

## Module 5 January 24- 28 MTW

### The Social Determinants of Health Presentation, Affordable Care Act Assignment, Who Shall Live, Test 1

- Mindfulness Meditation for the Module

#### Monday's To Do List

- **Group Presentation and Paper due for The Social Determinants of Health Presentation**
- **Group Evaluation Sheet**- If you presented your research today please complete the form.

#### Tuesday's To Do List:

- **Assignment Due** -- Assignment on **Summary of the Affordable Care Act and Health Reform Implementation Timelines** articles
- **Country Presentations for Group Module 5 are due today** so that means you will want to watch them
- and **fill out and submit the Country Review form.**

#### Wednesday To Do List:

- **Read: Fuchs Who Shall Live? Introductions, Preface-Ch 2 pages ix- 55** – fill out study guide. **\*\*\*This reading will not be on Test 1. It will be evaluated on Test 2.**
- **Reviews of The Social Determinants of Health Presentation** due today

#### Thursday- Sunday To Do List:

**Test 1** – online watch this funny clip if you wish

- **Available from Jan 27 at 7:00 am until Jan 30 at 10:00 pm** on *Professors Who See No Evil*, *Escape Fire*, *Mirror Mirror*, *Chasing the Scream Intro-Ch4*, *Costs Go Up Fast...*, *Lawmakers strike deal to end 'surprise' medical bills*, Mike Friedrichs' talk, *Health Care Spending and IT.*, *Who Really Pays for Health Care*, *Healthy because you deserve it, unhealthy because you don't?*, *Covid-19 Articles: Public Attitudes...*, *Disparities*, and *Economic Terms, Elasticities, Universal Coverage*, and extra credit for documentary *The Health Care Divide*

## Module 6 January 31, February 1 MT

### Medicaid Expansion and Ebola, Zika and CMV Viruses Presentations, Who Shall Live, Chasing the Scream and AIDS Documentary

- Mindfulness Meditation for the Module on the Canvas page

#### Monday's To Do List:

- Country Presentations for Group Module 6 are due today--- so that means you will want to watch them and fill out the Country Review form.
- Group Presentation and Paper due: Medicaid Expansion
- Group Presentation and Paper due: Ebola, Zika and CMV Viruses
- Group Evaluation Sheet- If you presented your research today please complete the form.
- Read:
  - Who Shall Live. *Fuchs Chapter 5 Study guide*
  - Chasing the Scream *Chapters 5-7. Study guide*

#### Tuesday's To Do List:

- Reviews on Medicaid Expansion Presentation due
- Reviews on Ebola, Zika and CMV Viruses due
- Start AIDs doc This worksheet will be turned in next module.  
<http://www.pbs.org/wgbh/pages/frontline/aids/>

## Module 7 February 2, 3 WH

### AIDS, STDs, Covid-19 Presentations, Analyzing Medical Markets, Doctors, Profits, The Paris Commune, More Chasing the Scream, More Countries and The Global Syndemic

Mindfulness Meditation for the Module on Canvas

#### Wednesday's To Do List:

- **Look over Lecture Notes and video** on Analyzing Medical Markets
- **Group Presentation and Paper due:** AIDS and Sexually Transmitted Diseases in Utah
- **Group Presentation and Paper due:** Covid-19
- **Group Evaluation Sheet-** If you presented your research today please complete the form.
- **Read:** (study guides on Canvas)
  - ***Dollars for Doctors***
  - ***Unpacking the Executive Order on Health Care Price Transparency and Quality***
- **Watch Dr Leanna Wen's Ted Talk**  
**[https://www.ted.com/talks/leanna\\_wen\\_what\\_your\\_doctor\\_won\\_t\\_disclose](https://www.ted.com/talks/leanna_wen_what_your_doctor_won_t_disclose)** 16 min
- Check out this **[Open Payments Site](#)**

#### Thursday's To Do List:

- Optional read: ***Racial and Ethnic Differences in Parental Attitudes and Concerns About School Reopening During the COVID-19 Pandemic***
- **AIDS Assignment due. Finish watching AIDS doc** <http://www.pbs.org/wgbh/pages/frontline/aids/>  
**Complete the worksheet and [submit on Canvas](#)**
- **Read pages 1-6** (through the introduction) of ***The Global Syndemic of Obesity, Undernutrition, and Climate Change with study guide***
- Read **Who Shall Live**, **Fuchs Chapter 3**
- Read ***The Paris Commune and the Birth of American Medicine (study guide)***
- **Country Presentations for Group Module 7 are due today---** so that means you will want
- **to watch them [and fill out the Country Review form.](#)**

#### ***Due over the weekend***

- **Reviews** Due AIDS and Sexually Transmitted Diseases in Utah
- **Reviews** Due Covid-19

**Module 8 February 7, 8 MT**

**Methamphetamine and Screen Addiction Presentations, The Demand for Health and Health Care, Countries, and Practical Wisdom**

- Mindfulness Meditation for the Module on Canvas.

**Monday's To Do List:**

- Look over notes on The Demand for Health and Health Care. I have also created **two supplementary videos** to help explain the graphs and concepts. See the Canvas Module.
- **Group Presentation and Paper due:** Methamphetamine Use in Utah, US and Worldwide.
- **Group Presentation and Paper due:** Screen Addiction—Phone, Social Platforms, Gaming, Internet
- **Group Evaluation Sheet**- If you presented your research today please complete the form.
- **Country Presentations for Group Module 8 are due today---**
- so that means you will want to watch them and **fill out the Country Review form.**
- **Read: Why We Can't Look Away From Our Screens**
- **Optional Read: Why the Tech Elite are Worrying about Technology**

**Tuesday's To Do List:**

- **Reviews due** on the Presentation **Methamphetamine**
- **Reviews due** on the Presentation **Screen Addiction**
- **Watch Ted Talk Practical Wisdom and study guide** by Barry Schwartz

## Module 9 February 9, 10 WH

### Human Impacts: Air, Light and Noise Pollution, Climate Change, Amazon People and Medicine. Continue Chasing the Scream, and Test 2.

- Mindfulness Meditation for the Module on Canvas

#### Wednesday's To Do List:

- **Group Presentation and Paper due: Costs of Air, Light and Noise Pollution**
- **Group Presentation and Paper due: Climate Change and Human Health**
- Group Evaluation Sheet- If you presented your research today please complete the form.
- **Country Presentations for Group Module 9 are due today** so that means you will want to
  - watch them and **fill out the Country Review form.**
  - Read Chasing the Scream Chapters 8- 13 for next class.
  - Read article ***Ancient Egyptian technology may be our first line of defense from hospital infections***
  - Read Optional article **Dragon's Blood**

#### Thursday's and Weekend To Do List:

- Reviews due on the Presentations **Costs of Air, Light and Noise Pollution**
- Reviews due on the Presentations **Climate Change and Human Health**
- Read pages 6-20 of *The Global Syndemic of Obesity, Undernutrition, and Climate Change (study guide)*
- Watch **Mark Plotkin's TED talk** 17 minutes. Submit Assignment

**Test 2 Available February 10 7:00am- Feb 13 10:00pm** Who Shall Live Chapters Intro 1, 2, 3 and 5, Chasing the Scream 5-13, AIDS doc, Analyzing Medical Markets, Doctors and Dollars, *Unpacking the Executive Order on Health Care Price Transparency and Quality*, *The Paris Commune and the Birth of American Medicine*, Leanna Wen TED, pages 1-20 (through the introduction) of *The Global Syndemic of Obesity, Undernutrition, and Climate Change*, Demand for Health and Health Care, Practical Wisdom, *Ancient Egyptian technology*.

**Module 10** February 14, 15 MT

**The Global Syndemic, Chasing the Scream, and Asthma**

- Mindfulness Meditation for the Module on Canvas

**Monday's To Do List:**

- **Country Presentations for Group Module 10 are due today** so that means you will
- want to watch them and **fill out the Country Review form.**
- **Read Chasing the Scream 14-Conclusion**
- After you have finished Chasing the Scream, please **engage in the online Discussion**

**Tuesday's To Do List:**

- **Read 21-47 The Global Syndemic of Obesity, Undernutrition, and Climate Change** with study guide
- **Read Researchers Shed Light on Asthma's Mysteries**

## Module 11 February 16, 17 WH

### Discrimination, Racism, Classism, Sexism, Sexual Orientation and Health, Happiness Research and Fast-Food Nation

- Mindfulness Meditation for the Module

#### Wednesday's To Do List:

- Watch *A Class Divided* documentary
- Read
  - *Levels of Racism* (no study guide)
  - *Under the Shadow of Tuskegee* (study guide)
  - *The Effect of Patient Race and SES on Physician's Perceptions of Patients* (study guide)
  - Optional reading *Did Infamous Tuskegee Study Cause Lasting Mistrust of Doctors Among Blacks?*
- Group Presentation and Paper due: Racism, Classism, Sexism and Sexual Orientation and How They Affect Health
- Group Evaluation Sheet- If you presented your research today please complete the form.
- Engage in the online Discussion about Discrimination
- Country Presentations for Group Module 11 are due today so that means you will want to
- watch them and fill out the Country Review form. Our last set!

#### Thursday's and weekend To Do List:

- Read
  - *The Road* (no study guide)
  - *Who Shall Live*, Fuchs p 165-176 (study guide)
- Reviews due on the Presentation **Racism, Classism, Sexism and Sexual Orientation and How They Affect Health Due**
- Watch TED talk Robert Waldinger 13 minutes
- **Optional Happiness Index Questionnaire**
- Look over if you wish—optional articles regarding Happiness *14 Habits of Highly Miserable People* and *A Positive Outlook is Good for Your Health*
- **\*Optional TED talk—The lies our culture tells us about what matters—a better way to live/ David Brooks**
- You may also want to start or continue reading Fast Food Nation (study guide)
- Optional Article *How income, health, religion and lifestyle impact our happiness — and how that's changed over the years*

**Module 12** February 22, 23 T, W

**Affluenza and Hedonic Reset, Diseases of Despair: Loneliness, Social Isolation, Depression and Suicide, Veblen's Conspicuous Consumption, The Paradox of Choice, and Fast-Food Nation**

- Mindfulness Meditation for the Module

**Tuesday's To Do List:**

- **Group Presentation and Paper due:** Affluenza and Hedonic Reset
- **Group Presentation and Paper due:** Loneliness, Depression and Suicide and Mental Health in Utah, U.S. and Worldwide
- **Group Evaluation Sheet-** If you presented your research today please complete the form.
- **Read:**
  - a. *Veblen's Pecuniary Emulation and Conspicuous Consumption.* (study guide)
  - b. *The Tyranny of Choice* (study guide)
- **Watch** The Paradox of Choice TED Talk Barry Schwartz – (study guide)  
[https://www.ted.com/talks/barry\\_schwartz\\_on\\_the\\_paradox\\_of\\_choice](https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice)

**Wednesday's To Do List:**

- **Read:** *Addressing Loneliness in the Era of COVID-19* (study guide)
- **Watch and Review** Presentation **Affluenza and Hedonic Reset**
- **Watch and Review** **Diseases of Despair: Loneliness, Social Isolation, Depression and Suicide**
- Please engage in the online **Discussion** **Affluenza and Hedonic Reset, Diseases of Despair**
- Continue reading **Fast Food Nation**—or start, if you haven't started already! (study guide)

**Module 13** February 24, 25 H, F

**End of Life, Ageism, Fast Food Proximity and Food Deserts, Food Policy, Fast Food Nation and Fed-Up Documentary.**

- Mindfulness Meditation for the module

**Thursday's To Do List:**

- **Group Presentation and Paper due:** End of Life
- **Group Presentation and Paper due:** Fast Food Proximity and Food Deserts
- **Group Evaluation Sheet-** If you presented your research today please complete the form.
  
- Read *So Tired of Life* (no study guide, summarize for yourself)
- Read Ageism: a social determinant of health (study guide)

Optional article Stop Force Feeding the Elderly

Optional article Australia Passes Euthanasia Law

Optional Article I'm A Doctor With End-Stage Cancer. I Support Medical Aid In Dying

**Friday's and Weekend To Do List:**

- **Review** of the End of Life presentation due.
- **Review** of the Fast-Food Proximity and Food Deserts presentation due.
- **Finish reading** Fast Food Nation
- **Watch** FED Up documentary (92 minutes total) with **Study Guide**. The link to watch it for free is: (it takes a minute for it to load)
- <https://digitalcampus-swankmp-net.ezproxy.lib.utah.edu/utahdatabase/play/2A2DD148A4CE5435>

## Module 14 February 28 M

### Obesity and Undernutrition in Utah, Test 3 and The Summing Up of Our Course

- Mindfulness Meditation for the module is on Canvas

#### Monday's To Do List:

- Group Presentation and Paper due: Obesity and Undernutrition in Utah.
- Group Evaluation Sheet- If you presented your research today please complete the form.
- **Go through your grades** in Canvas—e.g. Do you have grades for everything you submitted?
- \* Review of the Obesity and Undernutrition in Utah presentation due.

#### Optional Article Oh America: The reason we are fat....

\* **Test 3 Available Feb 26, 7:00 am- March 5 10:00 pm**— Chasing the Scream 14-conclusion, *The Global Syndemic of Obesity, Undernutrition, and Climate Change* pgs. 21-47, *Researchers Shed Light on Asthma's Mysteries*, *Under the Shadow of Tuskegee*, Fuchs p 165-176, *The Effect of Patient Race and SES on Physician's Perceptions of Patients*, *The Road*, *Levels of Racism*, Robert Waldinger Ted, *Veblen Conspicuous Consumption*, *The Tyranny of Choice*, *The Paradox of Choice*, *So Tired of Life*, *Ageism: a social determinant of health*, *Addressing Loneliness in the Era of COVID-19*, *Fed Up* documentary, and *Fast Food Nation*.

A few more things if you are interesting. Totally optional!

- So that you don't have a regretful life....Regrets of the dying
- For a great talk on Life Advice from **Oprah Winfrey**
- <https://www.youtube.com/watch?v=skj-ALA1HFE>
  
- Keep on pursuing your goals. Take risks and don't be afraid of failure! Please watch TED talk— **Denzel Washington** <https://www.youtube.com/watch?v=tbnzAVRZ9Xc>

*Thank you for taking Health Economics 3190! I wish you all a happy life. ☺*