SCHOOL OF POPULATION HEALTH
SEMESTER 2, 2005
COURSE OUTLINE
PUBH7618 APPLIED ECONOMIC EVALUATION
PREREQUISITES: ECON7810
UNITs: #2

LECTURERS
Associate Professor Chris Doran
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CONSULTATION TIMES*
For Chris Doran
St Lucia: By appointment.
Herston: By appointment

LECTURES & TUTORIAL

<table>
<thead>
<tr>
<th></th>
<th>DAY</th>
<th>TIME</th>
<th>LOCATION</th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Thursday</td>
<td>4pm-5.30pm</td>
<td>Rm 434, Public Health Blding, Herston</td>
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<tr>
<td>Tutorial</td>
<td>Thursday</td>
<td>5.30pm-7pm</td>
<td>Rm 434, Public Health Blding, Herston</td>
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</tbody>
</table>

PROGRAMS IN WHICH THIS COURSE IS OFFERED:
(1) BEL Faculty: Graduate Diploma in Economics, Master of Health Economics
COURSE WWW DETAILS
Information on this course is available from: http://www.uq.edu.au/economics/

REQUIRED TEXT


AIMS AND OBJECTIVES
The purpose of the course is to explore, through practical application, some of the more advanced methodological and practical issues inherent in economic evaluation of health care interventions. The objectives of the course are:

- To extend the students knowledge of the methods, techniques and use of cost-effectiveness analysis in health care
- To comprehend the more complex methodological issues inherent in cost-effectiveness analysis in health care
- To undertake a cost-effectiveness analysis of competing health care interventions
- To critically appraise the strengths and weaknesses of an economic evaluation

GRADUATE ATTRIBUTES
This course is also designed with some broader educational aims and objectives that relate to the intellectual maturity of students, their appreciation of the value of a university education, and their enjoyment of their time at university. These in turn are likely to result in graduates with enhanced skills in critical thinking and open-ended problem solving, as well as up to date knowledge of the tool kit of modern health economists and how it might be applied:

AIMS
(a) To help students move away from a dualistic (black or white) way of thinking and towards being able to see issues from a range of points of view and to make commitments on the basis of argued cases.
(b) To help students achieve improved standards of written and spoken communication.

OBJECTIVES
(a) Students will become better able to engage independently in open-ended problem solving and think critically about health economic processes.
(b) Students aiming for high grades will go beyond their basic text and read original sources and not be afraid to air their own interpretations of such reading at appropriate points in tutorials and assessed work.
(c) Students will achieve improved standards of written and spoken communication.
The extensive use of case study problems for tutorials and an engagement with the original scholarly literature rather than a focus on ‘working through’ a textbook are key means towards these ends.

**Method of Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Tutorials</td>
<td>10%</td>
</tr>
<tr>
<td>Critique of literature</td>
<td>10%</td>
</tr>
<tr>
<td>Database exercise</td>
<td>30%</td>
</tr>
<tr>
<td>End-of-semester Examination</td>
<td>50%</td>
</tr>
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</table>

**Tutorials:** Students will be required to work through set examples and participate in class discussion. A maximum of 10 tutorials will be set. Students are expected to submit written responses at the conclusion of each tutorial. The course co-ordinator will assess responses from 5 tutorials, randomly selected throughout the semester. Each of these nominated tutorials will be marked out of 2 with a maximum cumulative score of 10 that will count towards tutorial assessment.

**Critique of literature:** Students will be given an economic evaluation that has been published in the journal of *Health Economics*. The exercise will involve students providing a critique of this article using guidelines proposed by Drummond (provided in course). Students will be allowed one-hour in Week 9 tutorial to complete the exercise and will count for 10% of the final assessment. Details of the assessment criteria for the critique will be provided in Week 7.

**Database exercise:** Students will be given a set database task in Week 5 that is to be completed independently by the student and submitted at the conclusion of Week 13. The database exercise will involve a cost-effectiveness analysis and will count for 30% of the final assessment. Details of the marking scale for the exercise will also be provided in Week 5.

**End of semester examination:** Students must sit a two-hour exam in which students answer three questions from a choice of five unseen questions. The answer must be written in essay form. Final examination will account for 50% of final assessment.
Final examination will be assessed using the following criteria.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>7</td>
<td>Excellent comprehension of material* and excellent development of a coherent argument relevant to the examination question; evidence of having done substantial additional reading.</td>
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<tr>
<td>6</td>
<td>Strong comprehension of material* and strong development of coherent argument relevant to the examination question; evidence of having done some additional reading.</td>
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<tr>
<td>5</td>
<td>Adequate knowledge of material* and adequate organisation of argument relevant to question; evidence of having done the essential reading.</td>
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<tr>
<td>4</td>
<td>Adequate knowledge of material but organisation of argument, although relevant to question, was weak.</td>
</tr>
<tr>
<td>3</td>
<td>While adequate knowledge was indicated, weak organisation of argument and the answer was not directly focused on the question posed.</td>
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<tr>
<td>2</td>
<td>Inadequate knowledge, weak organisation of argument, and answer was not relevant.</td>
</tr>
<tr>
<td>1</td>
<td>Student showed poor understanding of the issues and could not develop a relevant answer.</td>
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</tbody>
</table>

*material = lecture notes and textbook.

LECTURE SCHEDULE*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course overview and recap of economic evaluation</td>
<td>Chris Doran</td>
<td>28/07/05</td>
</tr>
<tr>
<td>2</td>
<td>CEA: theoretical foundations and usefulness</td>
<td>Chris Doran</td>
<td>04/08/05</td>
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<tr>
<td>3</td>
<td>CEA: framing, designing and critiquing</td>
<td>Chris Doran</td>
<td>11/08/05</td>
</tr>
<tr>
<td>4</td>
<td>Identifying and valuing outcomes</td>
<td>Theo Vos</td>
<td>18/08/05</td>
</tr>
<tr>
<td>5</td>
<td>Identifying and valuing outcomes</td>
<td>Theo Vos</td>
<td>25/08/05</td>
</tr>
<tr>
<td>6</td>
<td>Modelling health outcomes</td>
<td>Theo Vos</td>
<td>01/09/05</td>
</tr>
<tr>
<td>7</td>
<td>Estimating costs in CEA</td>
<td>Chris Doran</td>
<td>08/09/05</td>
</tr>
<tr>
<td>8</td>
<td>Reporting results and handling uncertainty in CEA</td>
<td>Chris Doran</td>
<td>15/09/05</td>
</tr>
<tr>
<td>9</td>
<td>Priority setting using program budgeting marginal analysis</td>
<td>Chris Doran</td>
<td>22/09/05</td>
</tr>
<tr>
<td>10</td>
<td>Cost benefit analysis</td>
<td>Paul Scuffham</td>
<td>06/10/05</td>
</tr>
<tr>
<td>11</td>
<td>Generalised CEA: WHO CHOICE</td>
<td>Steve Lim</td>
<td>13/10/05</td>
</tr>
<tr>
<td>12</td>
<td>PREVENT: identifying cost-effective interventions for prevention</td>
<td>Jan Barendregt</td>
<td>20/10/05</td>
</tr>
<tr>
<td>13</td>
<td>Revision and exam preparation</td>
<td>Chris Doran</td>
<td>27/10/05</td>
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*Subject to modification

READINGS
Additional readings will be provided throughout the course where appropriate.

UQ DISABILITY ACTION PLAN
In accordance with the UQ Disability Action Plan, any student with a disability who may require alternative academic arrangements in the course is encouraged to seek
advice at the commencement of the semester from a Disability Adviser at Student Support Services.

The University Health Service can arrange advice and assistance on professional accreditation/registration issues that might arise as a result of alternative arrangements.

**PLAGIARISM**

Plagiarism is the action or practice of taking and using as one’s own, the thoughts or writings of another (without acknowledgement). The following practices constitute acts of plagiarism and are a major infringement of the University’s academic values:

- Where paragraphs, sentences, a single sentence or significant parts of a sentence are copied directly, and are not enclosed in quotation marks and appropriately footnoted;
- Where direct quotations are not used, but are paraphrased or summarised, and the source of the material is not acknowledged either by footnoting or other simple reference within the text of the paper; and
- Where an idea which appears elsewhere in printed, electronic or audio-visual material is used or developed without reference being made to the author or the source of that material.

When a deliberate act of plagiarism is proven, the results of the assignment, exercise or procedure concerned may be annulled and such other action may be taken as Senate may consider appropriate in the circumstances of the case. This may extend to loss of credit in a subject and/or suspension of enrolment at the University. Don’t take a chance! This University takes a very dim view of all forms of cheating.

Guidelines for correct referencing techniques can be found in the School of Economics publication *Guide for Assignment Presentation*, which is available for purchase from the Faculty Resource Centre, or can be accessed on the School of Economics web site, [www.uq.edu.au/economics/curr_students/](http://www.uq.edu.au/economics/curr_students/)

**SPECIAL EXAMINATIONS**

The following is an extract from the Faculty of Business, Economics and Law Faculty Guidelines and Amended 2004 Program Rules for Students enrolled in Undergraduate or Postgraduate Coursework Programs. Full details can be found at [www.bel.uq.edu.au](http://www.bel.uq.edu.au)

Special examinations will be granted if a student can demonstrate medical, compassionate or exceptional circumstances or hardship. Full documentation must accompany your application.

The following would normally constitute acceptable grounds for applying for special examinations:

- Illness or a serious health problem;
- Serious personal or emotional trauma;
- A sporting or cultural commitment at state, national or international representative level;
• Serious incapacity during an examination;
• In very exceptional circumstances, an important planned family or social commitment or unavoidable work commitment.

The following would NOT normally be acceptable grounds for applying for special examinations:
• Holiday arrangements, including overseas travel;
• Mis-reading an examination timetable;
• Social and leisure events, including sporting or cultural commitments, other than at state, national or international representative level;
• Applications made after the 7-day deadline;
• Carrying an overload, that is undertaking more than eight (#8) units per semester;

APPLICATION PROCEDURE - END OF SEMESTER EXAMINATIONS
All applications for special examinations for end of semester examinations are to be made on the form "Application for Special Examination" and accompanied by relevant documentation (see below). The application form must be submitted to the Student Centre, Level 1, J.D. Story Building (St. Lucia students) or the Student Centre, Ipswich Campus.

DOCUMENTATION REQUIRED TO ACCOMPANY APPLICATION FOR SPECIAL EXAMINATIONS
In the case of an application based on medical grounds, a student must present a medical certificate covering the date of the examination and stating the nature of the relevant impairment. Application made on non-medical grounds must be supported by a Statutory Declaration stating the facts on which the application relies and any relevant documentation to support the case. (See Section 2.3.1 of the BEL Faculty Guidelines for further details.)

A request for a special examination must be made as soon as possible, but not later than SEVEN DAYS after the date of the examination/test.

It is possible that Special Examinations may be conducted as oral examinations. See BEL Faculty Guidelines for further details.