

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	PUBLIC HEALTH ECONOMICS
Unit ID:	HEAPH7003
Credit Points:	30.00
Prerequisite(s):	(HEALT6001 and HEALT6002 and HEALT7002 and HEAPH6003 and HEAPH6004)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	061307

Description of the Unit:

This unit will build technical and theoretical foundations of health economics i.e. the demand for and supply of health services, factors that influence these, and equity issues in resource allocation and will encourage students to apply these to wider policy making. It will also increase students ability to use economic tools in the evaluation of disease burden, (DALYs and QALYs), analysis for health care in terms of efficiency and equity. Students will also learn contemporary issues such as estimating expenditure on public health, “best buys” in public health, and the role of economic tools such as price subsidisation and commodity taxation in public health. It will also provide analytical framework for assessment of the health care systems of Australian and OECD countries from an economic perspective.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Does Recognition of Prior Learning apply to this Unit? No

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final

mark of 45 per cent or above and submitted all major assessment tasks.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Understand basic microeconomic concepts and their application to the health sector;
- K2.** Understand role, limitations and usefulness of economic evaluation of disease burden in both developing and developed country context;
- K3.** Explain resource allocation and public health expenditure estimation strategies.

Skills:

- S1.** Analyse the demand and supply of health services, factors that influence these, and equity issues in resource allocation;
- S2.** Apply the principles of economic evaluation in assessing burden of diseases that are of national interest.
- S3.** Analyse the economic principles that underpin health care financing and expenditure decisions by the government

Application of knowledge and skills:

- A1.** Demonstrate ability to apply principles of health economics for decision making in health care funding such as universal health care, Medicare, pharmaceutical benefit scheme.
- A2.** Apply conceptual and methodological issues arising in the economic appraisal of health care programs
- A3.** Ability to estimate the expenditure on public health, “best buys” in public health.

Unit Content:

Topics may include:

- Introduction to health economics
- Models of demand for health and health care
- Socio-economic disparities in health
- Supply of health care e.g. physicians, pharmaceuticals and hospitals
- Market economics and ‘best buy’ in health
- The economics of health externalities
- Economic epidemiology, elasticity of health
- Social and financial risk protection and equity in health
- Types of economic evaluation: cost-benefit analysis (CBA) and cost effectiveness analysis (CEA)
- Cost utility analysis e.g. Disability Adjusted Life Years (DALYs) or Quality Adjusted Life Years (QALYs) to measure the impact of health interventions in terms of health, Health expenditure and resource allocation in both developing and developed country perspectives

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3	Structured quiz	Online quiz	10% - 30%
K2, K3, S1, S2, S3, A1, A2, A3	Written task: Analysis of healthcare system of a chosen country to establish interdependent relationship between economics, health care and public health	Critical Analysis Essay	30% -50%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Written task: Prepare a concept note on economic evaluation of public health intervention in a chosen country	Research concept note	40% - 60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit

Yes

Date:

Mar 17, 2023

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)