



# HSYP8103

## Health Law and Economics

Session 2, In person-scheduled-weekday, North Ryde 2024

*Department of Health Sciences*

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## General Information

Unit convenor and teaching staff

Unit convenor

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Lecturer

Colleen Smyth

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Credit points

10

Prerequisites

Admission to MPH or MPH(Res) or MAppEcon

Corequisites

Co-badged status

Unit description

This unit will introduce you to key concepts of law and economics that are relevant to public health practice. In the health economics module, you will learn about the structural and financial aspects of a health system, including funding arrangements and economic evaluations that are used to help decision-makers identify cost-effective solutions to health care problems. In the law module, you will learn how legal frameworks and instruments are crucial to advancing public health. You will explore domestic and international legal environments through the lens of public health case studies such as HIV, tobacco control, obesity and emerging infectious diseases – with close attention to how coercive powers are balanced with other interests and rights. You will be able to integrate your previous learning in the course to examine ways in which health law, economics and policy advance public health. The unit is delivered through lectures, tutorials and online activities.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1:** Describe legal frameworks, sources of legal authority and associated processes that influence public health.

**ULO2:** Critically analyse and apply evidenced-based regulatory strategies to protect public health and promote wellbeing.

**ULO3:** Illustrate the theoretical and conceptual underpinnings of health economics.

**ULO4:** Apply the principles of economic evaluation to public health allocations to decision-making at the population/community levels.

**ULO5:** Appraise funding and financing structures in national health care systems.

**ULO6:** Articulate the role of public policy in promoting and protecting health and preventing disease.

## General Assessment Information

General assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

## Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

| Number of days (hours) late | Total Possible Marks | Deduction | Raw mark | Final mark |
|-----------------------------|----------------------|-----------|----------|------------|
| 1 day (1-24 hours)          | 100                  | 5         | 75       | 70         |

|                        |     |    |    |    |
|------------------------|-----|----|----|----|
| 2 days (24-48 hours)   | 100 | 10 | 75 | 65 |
| 3 days (48-72 hours)   | 100 | 15 | 75 | 60 |
| 7 days (144-168 hours) | 100 | 35 | 75 | 40 |
| >7 days (>168 hours)   | 100 | -  | 75 | 0  |

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration. Note, that there needs to be an appropriate reason as per Assessment Policy.

## Assessment Tasks

| Name  | Weighting | Hurdle | Due     |
|---|-----------|--------|---------|
| <a href="#">Health Economics Theory Quiz</a>        | 20%       | No     | Week 6  |
| <a href="#">Health Economics Written Assignment</a> | 30%       | No     | Week 8  |
| <a href="#">Law module engagement</a>               | 10%       | No     | Week 10 |
| <a href="#">Law module report</a>                   | 40%       | No     | Week 13 |
| <a href="#">Portfolio Reflection</a>                | 0%        | No     | Week 14 |

### Health Economics Theory Quiz

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 6**

Weighting: **20%**

Quiz for Health Economics module

On successful completion you will be able to:

- Illustrate the theoretical and conceptual underpinnings of health economics.
- Apply the principles of economic evaluation to public health allocations to decision-making at the population/community levels.
- Appraise funding and financing structures in national health care systems.

## Health Economics Written Assignment

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Week 8**

Weighting: **30%**

A report for Health Law and Governance module in which students will respond to public health questions using health economic theory and policy solutions frameworks.

On successful completion you will be able to:

- Illustrate the theoretical and conceptual underpinnings of health economics.
- Apply the principles of economic evaluation to public health allocations to decision-making at the population/community levels.
- Appraise funding and financing structures in national health care systems.

## Law module engagement

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 10**

Weighting: **10%**

Students will participate in weekly online activities designed to stimulate engagement with learning materials, interaction between students and scaffolding of learning including preparation for the written report

On successful completion you will be able to:

- Describe legal frameworks, sources of legal authority and associated processes that influence public health.
- Critically analyse and apply evidenced-based regulatory strategies to protect public health and promote wellbeing.
- Articulate the role of public policy in promoting and protecting health and preventing disease.

## Law module report

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Week 13**

Weighting: **40%**

Students will write a structured report based on a case study of the use of legal frameworks and instruments to advance public health.

On successful completion you will be able to:

- Describe legal frameworks, sources of legal authority and associated processes that influence public health.
- Critically analyse and apply evidenced-based regulatory strategies to protect public health and promote wellbeing.
- Articulate the role of public policy in promoting and protecting health and preventing disease.

## Portfolio Reflection

Assessment Type <sup>1</sup>: Reflective Writing

Indicative Time on Task <sup>2</sup>: 1 hours

Due: **Week 14**

Weighting: **0%**

Reflection of student performance and achievement of course learning outcomes

On successful completion you will be able to:

- Describe legal frameworks, sources of legal authority and associated processes that influence public health.
- Critically analyse and apply evidenced-based regulatory strategies to protect public health and promote wellbeing.
- Illustrate the theoretical and conceptual underpinnings of health economics.
- Apply the principles of economic evaluation to public health allocations to decision-making at the population/community levels.
- Appraise funding and financing structures in national health care systems.
- Articulate the role of public policy in promoting and protecting health and preventing disease.

<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including: readings, online modules, videos and lectures. Details can be found on the iLearn site for this unit.

### Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault



- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

## Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including practical, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all

learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

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Unit information based on version 2024.03 of the [Handbook](#)