



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019
 REVISED COURSE IMPLEMENTATION DATE: September 2026
 COURSE TO BE REVIEWED (six years after UEC approval): February 2032
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ECON 375	Number of Credits: 3 Course credit policy (105)										
Course Full Title: Health Economics Course Short Title: Health Economics											
Faculty: Faculty of Social Sciences	Department (or program if no department): Economics										
Calendar Description: Explores the economic principles shaping healthcare systems, focusing on demand, supply, financing, and policy design. Analyzes health disparities, with attention to social determinants, Indigenous perspectives, and access to care for marginalized groups. Examines the role of diversity, equity, and inclusion in healthcare delivery, policymaking, and decision processes. Investigates healthcare innovations and ethical considerations and discusses advocacy for equitable healthcare solutions. Provides a comprehensive understanding of the economics behind healthcare and its implications for diverse population.											
Prerequisites (or NONE):	45 university-level credits including ECON 100 and (MATH 111 or MATH 141).										
Corequisites (if applicable, or NONE):	None.										
Pre/corequisites (if applicable, or NONE):	None.										
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 28										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	45							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	45										
Total hours	45										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: March 14, 2025										
Faculty Council approval	Date of meeting: June 6, 2025										
Undergraduate Education Committee (UEC) approval	Date of meeting: February 27, 2026										

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Explain the key economic principles influencing healthcare systems and policies.
2. Analyze the impact of social determinants on health disparities among different population groups.
3. Assess Indigenous perspectives on health and well-being in the context of healthcare policy.
4. Evaluate barriers to healthcare access for marginalized and underserved populations.
5. Compare different healthcare financing models and their implications for equity and efficiency.
6. Examine the role of diversity and inclusion in the supply and delivery of healthcare services.
7. Investigate ethical issues and decision-making processes in healthcare policy.
8. Critique the potential of technological innovations to address healthcare inequalities.
9. Propose policy solutions aimed at reducing health disparities and promoting equitable access to care.
10. Discuss the relationship between healthcare demand, access, and economic efficiency.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Final exam:	40%	Project:	20%		%
Quizzes/tests:	40%		%		%

Details:

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, in-class discussion, and projects.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Hurley	Health Economics, McGraw-Hill	2010
2. Textbook	Andrew Friedson	Economics of Healthcare, Cambridge University Press	2024
3.			
4.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Introduction to health economics
- Determinants of health and health disparities
- Indigenous perspectives on health and well-being
- Healthcare demand and access to care
- Healthcare financing and system design
- Supply of healthcare services
- Health policy and ethical decision-making
- Innovation, technology, and the future of healthcare
- Advocacy and policy solutions for equitable healthcare