

MED 3008 – Public Health II: Basics of Health Management and Economics

Course Name	Code	Semester	Type of course	Theory (hours)	Work in Group (hours)	ECTS
Public Health II: Basics of Health Management and Economics	MED 3008	VI	Mandatory	20	36	4
Faculty, the educational program and education level	Faculty of Medicine, one-cycle Educational Program “Medicine”					
Author (s)	Levan Baramidze -Invited Lecturer, MD, PhD, MPH Mob.tel.: 595 90 19 01; e-mail: levan23@hotmail.com Consulting day and time - individually					
Educational course format	Lecture Work in Group					
Educational course loading	Total: 120 hours Contact hours: 60 h, that includes: <ol style="list-style-type: none"> 1. Lecture – 20 h 2. Practical lessons – 36 h 3. Midterm exam – 2 h 4. Final exam -2 h Independent work – 60 h					
Prerequisites	MED 3001 -Public Health I: Introduction to Public Health and Health Policy					
The purpose (s) of tutorial course/modules	<p>This course of basics of health management and health economics aims to develop good understanding of fundamental aspects of health management and to stimulate critical thinking about modern issues of managing health care delivery. Specific topics include governance, strategic management, program management and human resource management. The course provides students with knowledge about how health care organizations deliver high quality services in efficient way and how do the health care managers deal with a constantly -changing environment and how they make and implement decisions about future activities. The course will equip learners with competencies necessary for future managers and leaders of health care organizations and economists.</p> <p>The main objective of the course is to develop competencies of critical thinking and evidence-based decision making in the area of healthcare management. The course will familiarize students with management theories and their application to health care settings. It will cover core principles of strategic and program planning; human resource management; financial management; application of information technologies, tools and approaches for quality management in health care settings.</p>					

	<p>As a part of the course students will learn methods and stages of health economics development, instruments of evidence-based priority setting, health economics formulation, etc.</p> <p>The demand for specialists in health economics continues to increase as the demand for more advanced and expensive healthcare puts pressure on policy decision makers and healthcare industry managers.</p> <p>The course is designed to meet demand by introducing students to the way in which microeconomics principles and concepts can be applied to the analysis of decisions by consumers, firms and governments regarding health and healthcare.</p>
<p>Teaching and learning strategy</p>	<p>The course employs two basic methods of teaching: lectures for the entire class (15 students or more) and small group sessions. There will be delivered 2 hour lecture and 3 hour small group session a day. The lectures are intended to cover general issues related to the topic. Every lecture will be conducted in highly interactive manner and will utilize diverse audio/visual means. Small group sessions are supposed to encompass the following activities:</p> <ol style="list-style-type: none"> a. Discussing main concepts introduced in the lecture and provided in reading materials; b. Inducing student engagement; c. Providing time and venue for group and individual presentations; d. Evaluating students class participation. <p>The students will be required to complete case study reporting, discussion and presentation preparatory work individually and in groups as part of their independent learning process. The exercising in practical aspects of the course is also part of guided independent work which student required to complete. The purpose of the assignment is to assist student to apply knowledge and utilize skills obtained during lectures and train student in the environment very close to real life setting.</p> <p>Besides subject-specific knowledge, students will be working on developing general skills, such as judgment, communication, etc.</p> <p>Independent learning will deepen the students' understanding on the subject by doing regular reading and writing assignments.</p> <p>As a component of independent learning, students will be required to complete required reading and home assignment. The independent learning is also inclusive of preparation times for the different assessment events (exams, presentations, etc.). Independent learning will allow students to reflect upon and apply the information and knowledge from the topics that they have discussed and explored in the lectures, practical's and group sessions they have attended.</p>
<p>Assessment criteria</p>	<p>A course grade (maximum 100 points) will be based on the following components:</p> <p>Attendance – 5 Class participation – 25 Group presentation – 20 Individual presentation – 10 Final Exam – 40</p> <p><i>Attendance</i> Student attendance will be daily recorded by the course lead.</p>

	<p><i>Class participation</i> Main ambition of this course is to assist students in developing competence of evidence-based decision making based on ability of critical thinking. The course instructor will frequently be posing open questions to the audience. The value of this task is to motivate students to express their opinions as well as to critically review and absorb opinions of others. In a close approximation, the course lead will take note on student's engagement events after each training sessions. The highest scores will be given to those students who have been active on systematic basis.</p> <p><i>Group presentation</i> On voluntary basis the class will assemble groups of 4-5 persons. Each group will be given background information on the role of Government and Industry Studies. Based on the provided materials and other available publications, the groups will be required to prepare Power Point presentations no longer than 15 minutes. Presentations are expected to describe principal characteristics and critical appraisal. The evaluation score for the group presentation applies to each student.</p> <p><i>Individual presentation</i> Each student will be given a research article on different health (health economics) topics. You will be required to thoroughly read the article and build-up a presentation aimed at: a. clearly delivering the main message(s) of the article to your classmates; and b. critically analyzing the main concepts (findings) articulated in the text.</p> <p><i>Final exam</i> The class instructor will e-mail to students a topic related to the concepts covered in the class. Student will be required to write an essay of no more than 4 pages long. The essay is expected to: a. Describe a problem in question; and b. Elaborate critically and provide policy proposals. Students are free to use any published sources (with properly documenting/referencing them), but still they are primarily expected to develop their own ideas.</p> <p>The students' assessment has to be done in the following way:</p> <p>Positive rate:</p> <ul style="list-style-type: none"> • (A) Excellent- 91 or more points; • (B) Very Good- 81-90 points; • (C) Good- 71-80 points; • (D) Satisfactory- 61-70 point; • (E) Enough- 51-60 points; <p>Negative rate:</p> <ul style="list-style-type: none"> • (FX) Failure - 41-50 points, which means that a student needs to work more and an independent and considerable further work is required to pass the exam once again to be re-awarded; (F) Fail - 40 points or less, which means that the student's diligence is not sufficient and student has to learn the subject all over again.
<p>The basic literature</p>	<ol style="list-style-type: none"> 1. Kelly, DL (2011) Applying Quality Management in Healthcare: A Systems Approach, 3rd edition, Health Administration Press, Chicago, IL, ISBN-13;978-156793376 2. Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000 3. Escape Fire: Lessons for the Future of Health Care http://www.commonwealthfund.org/usr_doc/Berwick_escapefire_563.pdf

The auxiliary literature	WHO Annual Economic Bulletins
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The tutorial/training course content (Day by Day)

Day Nº	Subjects	Lecture (hour)	Work in group (hour)
I	<p><u>Introduction</u> <u>Basic of Health Management and Economics</u></p> <p><u>Required reading:</u></p> <ol style="list-style-type: none"> Rexford E.Santerre; Stephen P.Neun Health Economics (Theories, Insights and Industry Studies)Third Edition 2004 USA. Pp-3-30 Dunn and Haimann's Healthcare Management, Ninth Edition, 2010, AUPHA, Part I: Stepping into Management, p1-32; 	2	3
II	<p><u>Leadership; Planning; Organizing</u></p> <p><u>Required reading:</u></p> <ol style="list-style-type: none"> Dunn and Haimann's Healthcare Management, Ninth Edition, 2010, AUPHA, Part II: Connective Processes, p41-114; p125-158; p173-205; p 209-292; p 295-351 	2	3
III	<p><u>Quality management and Controlling</u></p> <p><u>Required reading:</u></p> <ol style="list-style-type: none"> Kelly, DL (2011) Applying Quality Management in Healthcare: A Systems Approach, 3rd edition, Health Administration Press, Chicago, IL, ISBN-13;978-1567933376 Dunn and Hayman's Healthcare Management, Ninth Edition, 2010, AUPHA, Part VII: Controlling, p 583-627 	2	3
IV	<p><u>Human Resource management</u></p> <p><u>Required reading:</u></p> <ol style="list-style-type: none"> Dunn and Hayman's Healthcare Management, Ninth Edition, 2010, AUPHA, Part V: Staffing: Human Resource management, p 359-410 	2	3
V	<p><u>Management of health facilities</u></p> <p><u>Required reading:</u></p> <ol style="list-style-type: none"> Escape Fire: Lessons for the Future of Health Care http://www.commonwealthfund.org/usr_doc/Berwick_escapefire_563.pdf 	2	3
VI	<p><u>Structure, Conduct, Performance and Market Analysis</u></p> <p><u>Required reading:</u></p> <ol style="list-style-type: none"> Rexford E.Santerre; Stephen P.Neun Health Economics, (Theories, Insights and 	2	3

	Industry Studies)Third Edition 2004 USA pp-191-223		
VII	<u>Structure, Conduct, Performance and Market Analysis (continued)</u> <u>Required reading:</u> 1. Rexford E.Santerre; Stephen P.Neun Health Economics, (Theories, Insights and Industry Studies)Third Edition 2004 USA pp-191-223	2	3
VIII	<u>Health Care Systems and Institutions</u> <u>Required Reading:</u> 1. Rexford E.Santerre; Stephen P.Neun Health Economics, (Theories, Insights and Industry Studies)Third Edition 2004 USA pp-74-98	1	3
IX	<u>Health and Medical Care: An Economic Perspective Cost and Benefit Analysis</u> <u>Required reading:</u> 1. Rexford E.Santerre; Stephen P.Neun Health Economic, (Theories, Insights and Industry Studies)Third Edition 2004 USA pp-30-74	1	1
X	<u>The Demand for Medical Services; Insurance/ Traditional and Managed Care Coverage</u> <u>Required reading:</u> 1. Rexford E.Santerre; Stephen P.Neun Health Economics, (Theories, Insights and Industry Studies)Third Edition 2004 USA pp-98-161	1	1
XI	<u>Government, Health and Medical Care</u> <u>Required reading:</u> 1. Rexford E.Santerre; Stephen P.Neun Health Economics, (Theories, Insights and Industry Studies)Third Edition 2004 USA pp-223-263	1	1
XII	<u>Health Insurance (Social; Private)</u> <u>Required reading:</u> 1. Rexford E.Santerre; Stephen P.Neun Health Economics, (Theories, Insights and Industry Studies)Third Edition 2004 USA pp-263-333	1	1
XIII	<u>The Physician Services, Hospital, Pharmaceutical Industry</u> <u>Required reading:</u> 1. Rexford E.Santerre; Stephen P.Neun Health Economics (Theories, Insights and Industry Studies)Third Edition 2004 USA pp-333-477	2	1
XIV	***Group presentations *** **Individual presentations***		2
XV	Midterm Exam		2

XVI	Final Exam		2
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Learning Outcomes

Criteria	Competences
Knowledge and understanding	<ul style="list-style-type: none"> • Demonstrate knowledge of the organization and financing of healthcare services and their public health impact, with an emphasis on critiquing the effects of alternative forms of financing and organizing healthcare services on cost, quality, and access; • Conduct original research in the field of health economics, ranging from conception of innovative ideas through study design; selection and application of appropriate analytic methods and data; interpretation of results; and both written and oral dissemination of findings; • Understand the policy implications of health economics studies, by identifying the socioeconomic determinants of health, the role that various government agencies and officials play in the formation and implementation of alternative policies and the evaluating role of law and regulation. • Demonstrate knowledge of clinical epidemiology concepts, including the strengths and weaknesses of different study designs and the interpretation of results that complement the economic concepts when conducting cost-effectiveness analyses alongside randomized clinical trials or when building epidemiological mathematical models; • Conduct original research in the field of economic evaluation, ranging from the conception of innovative, policy relevant, and feasible studies, the conduct of a literature review on effectiveness; the gathering of relevant cost data, the conduct of sensitivity analysis, and the interpretation of results; • Understand the clinical and policy implications of economic evaluation studies, their intended use in the policy process, and the actual use of economic evaluation studies in policy making.
Ability of knowledge application	Students are able to use taught concept into daily professional routine, with special emphasis on applying these skills in work settings.
Analysis and Synthesis (ability to do the appropriate conclusions)	Students are capable to apply the acquired skills in decision-making process based on credible existing evidence and best practices.
Ability of Communication	Upon completion of the course students are able to effectively communicate in written and orally concepts and approaches relevant to the taught course.

Life-long learning ability	The course format allows students to acquire skills of independent learning and high level strategic thinking.
Values	By the end of the course students fully absorb the importance of informed decision making in the area of health management and economics.