**ACADEMIC DISCIPLINE OVERVIEW**

1. **Program data**

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| **1.1.** | **GRIGORE T. POPA UNIVERSITY OF MEDICINE AND PHARMACY IASI** | | | | | | | |
| **1.2.** | **FACULTY OF MEDICAL BIOENGINEERING** | | | | | | | |
| **1.3.** | **PROGRAMME:** Physio-kinesiotherapy and rehabilitation | | | | | | | |
| **1.4.** | **STUDY FIELD:** Health | | | | | | | |
| **1.5.** | **STUDY CYCLE**: UNDERGRADUATE | | | | | | | |
| **1.6.** | **STUDY PROGRAMME:** INENGLISH | | | | | | | |
| 1. **Subject data** | | | | | | | | |
| **2.1.** | **Subject: Management and Healthcare Legislation** | | | | | | | |
| **2.2.** | **Module leader: Gabriela Marinescu** | | | | | | | |
| **2.3.** | **Seminar leader: Gabriela Marinescu** | | | | | | | |
| **2.4. Year of study III** | |  | **2.5. Semester in which is taught** | **II** | **2.6. Evaluation type** | Colloquium | **2.7. Subject status** | Mandatory / |

1. **Estimated total time (hours/semester of didactic activity)**

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| --- | --- | --- | --- | --- | --- |
| **3.1.Number of hours / week** | 2 | **3.2. Courses number of hours / week** | 1 | **3.3.Seminar / l practical classes** | 1 |
| **3.4. Total number of learning hours** | 28 | **3.5. Courses** | 14 | **3.6. Seminar / practical classes** | 14 |
| **3.7. Distribution of the available time** | | | | | Hours |
| **Study based on the manual, lecture support, bibliography and hand notes** | | | | | 4 |
| **Supplementary documentation in the library, using specialized platforms via internet and by field work** | | | | | 4 |
| **Preparation for seminars / practical classes, study themes, reviews, portfolio, and essays** | | | | | 4 |
| **Tutorship** | | | | | 2 |
| **Examinations** | | | | | 4 |
| **Other activities** | | | | | 4 |
| **3.8. Total hours of individual study** | | | | | 22 |
| **3.9. Total hours pes semester** | | | | | 50 |
| **3.10. Number of credits** | | | | | 2 |

1. **Preconditions (where applicable)**

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| **4.1.** of curriculum |  |
| **4.2.** of competences | Using software from Microsoft Office applications |

1. **Conditions (where applicable)**

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| **5.1.** for lectures | Logistic support video |
| **5.2.** for seminars / practical classes | Printed material with case studies, textbooks and bibliographic |

1. **Specific competences acquired**

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| Professional competences (expressed as knowledge and abilities) | CT1  Understanding and ownership of theories, concepts, methods for management and healthcare legislation processes, in line with the organizational context. The application of methods, techniques and management and healthcare laws and tools to solve problems / situations defined.  CT2  Understanding and assimilation management theories and techniques. Law on employment matters but also need representation on issues unique to the health care system.  CT3  Recognition of managerial functions (forecasting, organization, coordination, training and control-assessment) and healthcare rules. Applying the basic principles and methods for forecasting, organization, coordination, training and control-assessment in organizations, especially in healthcare, Knowing and understanding the healthcare laws. |
| Transverse competences (of role, of professional development, personal) | Learning changing, flexibility, ongoing learning and professional improvement, including practice, study and research. Dispositions to team-working, collaboration and networking. |

1. **Objectives of the study discipline (according to the grid of specific competences acquired)**

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| **7.1.** General objective | Summary information and skills in the field of health legislation and management generally, especially for Physio-Kinesiotherapy and Rehabilitation. |
| **7.2.** Specific objectives | To rise the interest of students on the latest developments in the healthcare management systems. Understanding that is important to keep up with the latest policy, rules, technological innovations and best practices. |

1. **Contents**

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| **8.1. Lecture** | **Teaching methods** | **Observations** |
| Management basics | Student-Centered Approach to Learning |  |
| Healthcare Legal and Ethics | Supplier of knowledge and information. | Direct instruction |
| Organizational Culture |  |  |
| Communication, organizational behavior and healthcare legislation | Creating and maintaining a balance between teaching preferences and students’ learning preferences. |  |
| Competencies and performances in healthcare organizations |  |  |
| Work rules |  |  |
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|  |  |  |
| Coaching and managerial psychology |  |  |
| **Bibliography**  **mandatory**   1. Ariely, D., 2008, Predictably Irrational, e-book, www.predictablyirrational.com 2. Bock, L., Work Rules, 2015, e-book   **selective**   1. Boyatzis, R, E., Mc Kee, A., 2016, Leadership resonant, Editura Minerva, București 2. Deresky, H., 2006, Managing across borders and cultures, Pearson, Prentice Hall, 5th ed. 3. Drucker, P., 1993, Management: Tasks, Responsabilities,Practices, Harper Business, New York 4. Schein, E. H., 1993, Career Anchors – Discovering your real values. London, Pfeiffer & Company. 5. Stephen, N., Spencer-Arnell,L., Wilson, L., 2009, Emotional intelligence coaching : improving performance for leaders, coaches, and the individual, e-book, Replika Press Pvt Ltd | | |
| **8.2. Seminar / practical classes** | **Teaching methods** | **Observations** |
| Health Law and legislation | Share good practice and ideas. Case study, protocols, rules, insurance in healthcare | Teachers and students play an equally active role in the learning process. |
| Negociation and Conflict Management in Healthcare |  |  |
| Quality in Healthcare | Study themes, reviews, portfolio, and essays |  |
| Skills Development |  |  |
| Emotional Intelligence in Physio-kinesiotherapy and rehabilitation |  |  |
| Iceberg Model of Competencies |  |  |
| Rules and organizational behavior |  |  |
| **Bibliography**  **mandatory**   1. Ariely, D., 2008, Predictably Irrational, e-book, www.predictablyirrational.com 2. Bock, L., Work Rules, 2015, e-book | | |

1. **Correlation of the discipline contents with the expectations of the epistemic community, professional associations, and representative employers from the afferent program field**

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| Knowledge and abilities are established as didactic objectives and specified as such in the analytic programs that are revised yearly. After their analysis by the study discipline staff, these are discussed and approved in the Curricular Committee, towards curricular harmonization among the various study disciplines. Along this entire process systematic evaluation is performed, directly if possible, regarding the correspondence of the contents to the expectations of the academic community and of the representatives of the social community, professional associations, and employers. |

1. **Evaluation**

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| **Type of activity** | **Type of activity** | **Evaluation methods** | **Contribution to the final grade** |
| **Lecture** | Colloquium | Interactive courses | 50% |
| **Seminar/practical classes** | Colloquium | Case studies, simulation, essays | 40% |
| Activity during the semester |  | 10% |
| **Minimum performance standard:** **students possess basic information about management and legislation in healthcare organizations.** | | | |

**Date of completion: Signature of head of discipline**

20.01.2017 Professor Gabriela Marinescu, Ph-D

**Department approval date**

30.01.2017

**Signature of department director**

Lecturer Daniela-Viorelia Matei, Ph-D