**SYLLABUS**

1. **Programme Details**

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| 1.1. | **“GRIGORE T. POPA” UNIVERSITY OF MEDICINE AND PHARMACY IAȘI** |
| 1.2.  | **FACULTY OF MEDICINE/ DEPARTMENT: MEDICAL III** |
| 1.3. | **DISCIPLINE: ETHICS AND ECONOMICS IN HEALTH** |
| 1.4.  | **FIELD: HEALTH** |
| 1.5. | **CYCLE STUDIES: LICENCE** |
| 1.6. | **STUDY PROGRAM: GENERAL MEDICINE – ENGLISH** |
| 1. **Discipline Details**
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| **2.1.** | **Name of Discipline: ETHICS AND ECONOMICS IN HEALTH** |
| **2.2.** | **Lecture coordinator:** Conf. Dr. Daniela Druguș |
| **2.3.** | **Seminar coordinator: Conf. Dr. Daniela Druguș,** Asist. Dr. Adrian Horodnic  |
| **2.4. Year**  |  **6** | **2.5. Semester** | **I/II** |

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| **2.6. Type of** **evaluation**   |

 | **C1/C2** | **2.7. Discipline regimen** | **Compulsory** |

1. **Overall Time Estimates (hours/semester of didactic activity)**

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| * 1. **Hours per week**
 | **2** | **din care : 3.2. curs** | **1** | * 1. **seminar/ laborator**
 | **1** |
| * 1. **Total hours in the curriculum**
 | **24** | **Din care : 3.5. curs** | **12** | **3.6. seminar/ laborator** | **12** |
| **Distribution of time**  |  |  |  |  | **Hours** |
| **Study time using coursebook materials, bibliography and notes** | 20 |
| **Further study time in the libray, online and in the field** | 2 |
| **Preparation time for seminars / laboratories, homework, reports, portfolios and essays** | 2 |
| **Tutoring** | 0 |
| **Examinations** | 2 |
| **Other activities** | 0 |
| **3.7. Total hours of individual study** |  | 26 |
| **3.8. Total hours / semester** |  | 50 |
| **3.9. Number of credits** |  | 2 |

1. **Prerequisites (where applicable)**

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| **4.1. curriculum** | not applicable |
| **4.2. competencies** | not applicable |

1. **Conditions (where applicable)**

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| **5.1. for lecture delivery** | videoprojector |
| **5.2. for seminar / laboratory delivery** | not applicable |

1. **Specific Competences Acquired**

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| **Professional Competences (knowledge and skills)** | • Understand the concepts of ethics and economics in medical sciences• Understand the importance of social and economic factors in health• Know and use methods of calculation and economic evaluation in health• Understand health system institutions and mechanisms• Understand the connections between social science and the medical profession• Know economic elements involved in the medical profession |
| **Transversal Competences (roles, personal and professional development)** | * Ability to implement policy and management in the health sector
* To develop skills in team work
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1. **Obiectives of the Discipline (related to the acquired competences)**

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| **7.1. General Obiective** | acquiring knowledge in the fields of health economics and ethics and their applicability in the professional field |
| **7.2. Specific Obiectives** | 1. To develop skills for study and research;2. To know and to use the concepts and methodology of the study3. To know the socio-economic phenomena that are related to health and social determinants of health4. To understand and use connections between economics, ethics, and the medical profession |

1. **Contents**

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| **8.1. Lecture** | **Teaching methods** | **Comments** |
| 1. Economics. Economic dimensions of health. The nature of health & care as economic goods. Quotation and health market.  | Lecture/ conference | 1 lecture |
| 2. The health system. Funding and resource allocation system. Efficiency, effectiveness vs. Equity. Ethical issues related to accessinfrastructure and policies. | Lecture/ conference | 1 lecture |
| 3. Socio-economic Determination in health. Health as product of related domains. | Lecture/ conference | 1 lecture |
| 4. Measuring the economic value of health. Value and Risk in Health. Methods of analysis and decision Health. ethical Dilemmas | Lecture/ conference | 1 lecture |
| 5. Market and competition in health. Health Technology Assessment. Necessity and methods. ethical Dilemmas | Lecture/ conference | 1 lecture |
| 6. Public Health and special health programs. Health Policy. Ethical issues in health policy. | Lecture/ conference | 1 lecture |
| 7. The reform of health systems. Loading sectoral organization, institutions, infrastructure and policies. | Lecture/ conference | 1 lecture |
| **Bibliography**1. Culyer A, Newhouse J, ed. (2000). *Handbook of Health Economics*, Elsevier.
2. Folland S, Goodman A., Stano M. (2001)*The Economics of Health and Health Care*(3rd edn). Prentice Hall;
3. Hart J. (2006) *The Political Economy of Health Care. A Clinical Perspective.* The Policy Press University of Bristol.
4. Kickbusch I. Ed.(2009)*Policy Innovation for Health*. Springer
5. Loewy E, Springer Loewy R. (2002) *Changing Health Care Systems from Ethical, Economic, and Cross Cultural Perspectives.* KluwerAcademic Publishers
6. McPake B, Kumaranayake L & Normand C (2002) *Health Economics - An International Perspective*. Routledge,.
7. Phelps, Ch. (2003), *Health Economics* (3rd ed.), Boston: Addison Wesley
8. Shemilt I., Marsh K., Mugford M., Donaldson C., Vale L. Eds. (2010) *Evidence-Based Decisions and Economics. Health care, social welfare, education and criminal justice.* BMJ Books. Wiley-Blackwell
9. Theodore H. Tulchinsky, Elena A. Varavikova, John Last - The New Public Health, Second Edition Elsevier Academic Press, 2009.
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| **8.2. Seminar / laboratory** | **Teaching methods** | **Comments** |
| 1. Particularities of health economics. Application: economic rationality vs. equity. | Debate. Case Studies | 1 seminar |
| 2. Economic evaluation in health. Methodology. Cost-effectiveness analysis, cost benefit analysis, cost utility QALY / DALY indicators for health policies.  | Debate. Case Studies | 1 seminar |
| 3. Indicators for measuring the efficiency of health. Methodology composition. Simulated exercise of economic evaluation: Decision effective, efficient and equitable. | Debate. Case Studies | 1 seminar |
| 4. Health systems, benchmarking, comparative analysis. | Debate. Case Studies | 1 seminar |
| 5. Economic aspects of terminal illness. Case studies. | Debate. Case Studies | 1 seminar |
| 6. Satisfaction of the population on health services. Application: analysis tools. | Debate. Case Studies | 1 seminar |
| 7. Prototype models to reform health systems. Value Based System, Networking system, etc | Debate. Case Studies | 1 seminar |
| **Bibliography**1. Culyer A, Newhouse J, ed. (2000). *Handbook of Health Economics*, Elsevier.
2. Alastair M. Gray, Philip M. Clarke, Jane Wolstenholme, Sarah Wordsworth (2010) *Applied Methods of Cost-effectiveness Analysis in Healthcare*, Oxford University Press.
3. Brent R. (2003) *Cost–Benefit Analysis and Health Care Evaluations*. Edward Elgar.
4. Culyer A, Newhouse J, ed. (2000). *Handbook of Health Economics*, Elsevier.
5. Theodore H. Tulchinsky, Elena A. Varavikova, John Last - The New Public Health, Second Edition Elsevier Academic Press, 2009.
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1. **Correlations between the contents of the discipline and the expectations of the epistemic community, of profesional associations and of employers in the field**

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| The knowledge and skills are set as objectives mentioned as such in teaching curriculums, that are annually revised. These are discussed and approved at the Bureau of Curriculum, after being previously assessed within the discipline, in order to harmonize with other disciplines. Throughout this period, the correspondence between the content and the expectations of the academic community, the representatives of the community, the professional associations and the employers is assessed systematically. As a primary goal, our discipline aims to provide students with the optimal prerequisites for the coming academic years of the Medical School, in order to provide successful entry into medical residency programs in Romania or other countries in the European Union. |

1. **Evaluation**

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| **Type of activity** | **10.1. Evaluation criteria:** | **10.2. Methods of evaluation** | **10.3. Percentage of final grade** |
| **10.4. Lecture** | Grade for multiple choice test |  multiple choice test | **50%** |
| **10.5. Seminar / laboratory** | Average grade of ongoing examinations | ongoing evaluation  | **10%** |
| Grade for practical examination | practical exam (presentation) | **40%** |
| **Minimum standard of performance: at least grade 5 to pass the discipline** |
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**Date: 01.10.2019 Signiture of Didactic Co-ordinator**

**Prof. Univ. Dr. Elena Toader**

 **Signiture of Department Director Prof. Univ. Dr. Laura Gheuca Solovăstru**