



Course Specifications

Course Title:	Health Economics and Health Care Management
Course Code:	HEN483
Program:	Bachelor of Medicine, Bachelor of Surgery (MBBS)
Department:	NA
College:	College of Medicine
Institution:	Alfaisal University

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A. Course Identification

1. Credit hours: 2 (2+0+0.)
2. Course type
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Sem 7, Year 4
4. Pre-requisites for this course (if any): Sem 5 and 6
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom – including Project	32	100%

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	32
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	32

B. Course Objectives and Learning Outcomes

1. Course Description

This course in Healthcare Management and Administration offers medical students valuable experience and useful knowledge in a results oriented environment. The students will gain practical managerial skills to augment their talent and knowledge as physicians. The course aims to introduce the concept of “administrative medicine” which is a shift from a focus on individual patients to the organization and community as a whole.

2. Course Main Objective

To introduce the concept of “administrative medicine” which is a shift from a focus on individual patients to the organization and community as a whole.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	Knowledge and Understanding	
1.1	Discuss the state of the healthcare profession today.	PLO19
1.2	Explain management and administration terms and concepts.	PLO19

CLOs		Aligned PLOs
1.3	Demonstrate the business practices in healthcare.	PLO26
1.4	Identify the importance of encouraging the physician leadership.	PLO19
1.5	Explain modern business concepts, such as values, culture, strategy, healthcare costs, process management, quality improvement, Innovation and health care systems.	PLO26
2	Skills :	
2.1		
2.2		
3	Values:	
3.1	Adhere to the attendance policy.	
3.2	Maintain professional conduct with colleagues, faculty, and staff.	

C. Course Content

No	List of Topics	Contact Hours
1	Course Introduction and overview	2
2	Healthcare in Saudi Arabia	2
3	Leading change	2
4	Strategy: an overview	2
5	Principles of quality in health care	2
6	Operational Management	2
7	The patient experience	2
8	Problem solving workshop	2
9	Effective team building	2
10	What makes a leader?	2
11	Managerial skills	2
12	Innovation	2
13	Introduction to Healthcare Marketing	2
14	Healthcare economics basics	2
15	Integrated Healthcare delivery	2
16	Project	2
Total		32

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Discuss the state of the healthcare profession today.	Lectures	Summative assessment
1.2	Explain management and administration terms and concepts.	Lectures	Summative assessment
1.3	Demonstrate the business practices in healthcare.	Lectures	Summative assessment
1.4	Identify the importance of encouraging the physician leadership.	Lectures	Summative assessment

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.5	Explain modern business concepts, such as values, culture, strategy, healthcare costs, process management, quality improvement, Innovation and health care systems.	Lectures	Summative assessment
2.0	Skills		
2.1			
2.2			
3.0	Values		
3.1	Adhere to the attendance policy.		Continuous assessment
3.2	Maintain professional conduct with colleagues, faculty, and staff.		Continuous assessment

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Project	14	50%
2	Final Exam	18	50%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

The CoM program established its own mentorship program that employs all full-time faculty as mentors. Through this program, every medical student in the program is assigned a mentor at the beginning of their first semester of studies. The program has a broad scope covering academic advising and counseling. The mentors handle all aspects related to academic advising, including academic planning, academic performance review, advice on course drop or withdrawal, study skills, and time management.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> Leape, L. "To Err Is Human: Building a Safer Health System." Institute Of Medicine: 5ovember 1999. Patterson, Grenny, McMillan, Switzler. <i>Crucial Conversations: Tools for Talking when Stakes are High</i>. 2012. <i>Sheaff R (2002) Responsive Healthcare: Marketing for a Public Service, Open University Press, Milton</i> <i>Haimowitz I (2011) Healthcare Relationship Marketing, Gower, Surrey.</i>
Essential References Materials	<ul style="list-style-type: none"> Thomason, S. "Becoming a Physician Executive: Where to Look Before Making the Leap." <i>Fam Pract Manag</i>. 1999 Jul-Aug;6(7):37-40. Berwick, D.M., Nolan, T.W., Whittington, J. "The triple aim:

	<p>Care, health and cost.” <i>Health Affairs</i> 27(3): 759-769, 2008</p> <ul style="list-style-type: none"> • Murray, C.J.L., Frenk, J. “Ranking 37th –Measuring the performance of the U.S. health care system.” <i>New England Journal of Medicine</i> 362(2):98-99, 20 • Leape, L. “Reporting of adverse events.” <i>New England Journal of Medicine</i> 347(20):1633-1638, 2002 • Leape, L. “Error in medicine.” <i>JAMA</i> 272(23):1851-1857, 1994 • Volpp, K.G.M., Grande, D. “Residents’ suggestions for reducing errors in teaching hospitals.” <i>New England Journal of Medicine</i> 348(9):851-855, 2003 • Pronovost, P.J., Miller, M.R., Wachter, R.M. “Tracking progress in patient safety. An elusive target.” <i>JAMA</i> 296(6):696-699, 2006 • Conflict Handling Preferences; A Public- Private Comparison By Brian Brewer, PhD, and Gilbert K.Y. Lam,2009. • The Friendly Art of Persuasion, Ruth Davidhizar 1999. • Jakki J. Mohr & Shikhar Sarin, “Drucker’s insights on market orientation and innovation: implications for emerging areas in high-technology.” <i>Journal of Marketing Science</i>, 2008 • Aaron, H.J., Ginsburg, P.B. “ Is health spending excessive? If so, what can we do about it?” <i>Health Affairs</i> 28(5):1260-1275, 2009 • Kernick DP. Introduction to health economics for the medical practitioner. <i>Postgrad Med J.</i> 2003 Mar;79(929):147-50.
<p>Electronic Materials</p>	<p>PowerPoint presentations uploaded on Alfaisal E-learning Portal</p> <ul style="list-style-type: none"> • Kotter , J. “Leading Change: Why Transformation Efforts Fail.” HBR: January 2007. • Christensen, C. “How will you measure your life?” HBR: July 2010. • Porter, M. “What Is Strategy?” HBR: November 1996. • Michael E Porter, Elizabeth Teisberg. “The Cleveland Clinic: Growth Strategy.” 2012, Harvard Business School, February 2013 • Kaplan and Norton, “Using the Balanced Scorecard as a Strategic Management System” HBR July-August 2007 • Treacy and Wiersema, “Customer Intimacy and Other Value Disciplines” HBR January-February 1993. • Bohmer, R. Fixing Healthcare on the frontlines. HBR April 2010. • Merlino, J., Raman A. Health Care’s Service Fanatic’s: How the Cleveland Clinic leaped to the top of the patient satisfaction surveys. HBR May 2013. • Pentland, A. “The New Science of Building Great Teams”. HBR: April 2012. • Goleman, D. “What Makes a Leader?” HBR: January 2004. • Gawande, A. “The cost conundrum: What a Texas town can teach us about health care.” <i>The New Yorker</i>, June 1, 2009 • Henry J. Kaiser Family Foundation. “How private health coverage works: A primer, 2008 update. • Critical Disruptions: the 5 forces shaping healthcare’s future. The Advisory Board Company, Research Briefing.

	<ul style="list-style-type: none"> • <u>Measurement of integrated healthcare delivery: a systematic review of methods and future research directions</u>. Journal of Integrated Care, 2009 • Leatt, P., Pink, G.H., Guerriere M. Towards a Canadian model of Integrated Healthcare. HealthcarePapers, 2000. • Designing integrated healthcare delivery systems, Ted Ball, 2009. • High-Functioning Integrated Health Systems: Governing a “Learning Organization”. A governance Institute White Paper, Summer 2012.
Other Learning Materials	<ul style="list-style-type: none"> • Atul Gawande: How do we heal medicine? TED • Cleveland Clinic Patient Experience Video 1 and 2. • Potthoff, Sandra, Principles of Problem Solving in Health Care Organizations MHA Program, University of Minnesota 2009. • Case Scenario: Performance and Productivity system

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	AV (Audio-Visual), Smartboard, Moodle (E-learning Management)
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course and Faculty Evaluation Survey	Students	Survey

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	