

MODULE OUTLINE DYPO51

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
PROGRAM COURSE	PUBLIC HEALTH AND POLICIES (DYPO)		
LEVEL OF STUDY	POSTGRADUATE		
MODULE CODE	DYPO51	SEMESTER OF STUDY	1st
MODULE TITLE	Economics of Health Systems		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		HOURS	CREDIS
Weekly teaching hours 21-23 hours x 13 weeks		280-300	10 ECTS
COURSE TYPE Compulsory, Optional, Optional mandatory	Compulsory		
PREREQUISITE MODULES:	None		
LANGUAGE OF INSTRUCTION AND EXAMS	Greek		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	No		
MODULE WEBSITE (URL)	https://www.eap.gr/en/dypo/dypo_them/#dypo51 Each module has its own space in the Learning Management System of EAP (https://courses.eap.gr/login/index.php), with controlled access (use of code) for students and teaching staff.		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</i></p>		
<p>Upon completion of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Define the type of good that healthcare services represent. • Report the reasons of government intervention in health sector • Understand the production process of healthcare services • Report the determinant factors of demand for healthcare services • Understand the concept of health system • Understand how the health system works • Understand and report the different financing methods of health system • Explain income inequalities in health sector • Evaluate health care services • Evaluate health policies and programs 		
<p>General Competences</p> <p><i>Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p><i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> </td> <td style="width: 50%; border: none;"> <p><i>Project planning and management</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Environmental awareness</i></p> <p><i>Social, professional and ethical responsibility and sensitivity to gender issues</i></p> </td> </tr> </table>	<p><i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Environmental awareness</i></p> <p><i>Social, professional and ethical responsibility and sensitivity to gender issues</i></p>
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<i>Individual/Independent work</i>	<i>Critical thinking</i>
<i>Group/Team work</i>	<i>Development of free, creative and inductive thinking</i>
<i>Working in an international environment</i>
<i>Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i>	<i>Introduction of innovative research</i>

- Search for, analysis and synthesis of data and information by the use of appropriate technologies
- Adapting to new situations
- Decision – making
- Group / team work
- Working in an interdisciplinary environment
- Project planning and management
- Critical thinking
- Development of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Introduction of innovative research
- Respect for diversity and multiculturalism

3. MODULE CONTENT

<p>The purpose of this unit is to introduce students to basic concepts of the healthcare system, its role, functioning, constraints, and the contemporary challenges it faces. The objectives of this unit include understanding the nature and role of the good: "healthcare services," the reasons for state intervention in the healthcare sector, the production and distribution of the good "healthcare services," methods of financing healthcare services, the structure and functioning of the healthcare system, the factors determining the demand for healthcare services, inequalities in the healthcare sector, the measurement and evaluation of provided healthcare services, and the economic evaluation of healthcare services. Within the framework of this unit, the following scientific subjects will be examined:</p> <ul style="list-style-type: none"> • Definition of healthcare services and State intervention in the field of healthcare • Structure, Financing, and Functioning of Healthcare Systems • Assessment, evaluation of programs, and health policies
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4. TEACHING METHODS--ASSESSMENT

<p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	Distance education with three Group Counseling Meetings (OSS) during the academic semester, held on weekends.	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>We use :</p> <p>Remote meetings tools (cisco webex), Presentation software (e.g. power point),</p> <p>Additionally, the students use office automation tools, web browsers and e-reader for digital books.</p>	
<p>MODULE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of</i></p>	Activity	Annual Workload
	3 OSS (x 4 hours)	12

<i>bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc</i> <i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i>	2 tutorial exercises (2 x 30 hours)	60
	1 semester assignment	55
	Examination	4
	Individual study (21-23 hours x 13 weeks)	149-169
	Total module workload (hours)	280-300
<p align="center">STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p align="center"><i>Detailed description of the evaluation procedures.</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students</i></p>	<p>Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade. For further information go to the EAP Study Guide.</p>	

5. SUGGESTED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p><i>Chletsos, M. (2024). Economic analysis of health systems, Papazissis Publishers, forthcoming publication</i></p> <p><i>Chletsos, M. (2011). Health Economics, Patakis Publishers</i></p> <p><i>Rice, T. (2003). The economics of health reconsidered, Foundation of the American College of Healthcare Executives</i></p> <p><i>Morris, S., Devlin, N., Parkin, D., Spencer, A. (2012). Economic Analysis of Health Care, Wiley</i></p> <p>-Related scientific Journals:</p> <p>Health Economics</p> <p>Journal of Health Economics</p> <p>Health Policy</p> <p>European Journal of Health Economics</p>
