



**FOR ANY CORRESPONDENCE**

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JAGIELLONIAN  
UNIVERSITY  
IN KRAKÓW

# European Master in Public Health EUROPUBHEALTH+

## Specialisation: Governance and Economics of Health Sys- tems in Transition

{provisional description}



**Institute of Public Health  
Jagiellonian University Medical College  
Skawińska 8, 31-066 Krakow  
Poland**

The presented programme of the specialisation **Governance and Economics of Health System in Transition** is designated for the second-year international students of the **Europubhealth+** programme who completed their first year at University of Sheffield (England), at the Andalusian School of Public Health (EASP) - University of Granada (Spain), at the University College of Dublin (Ireland) or at the University of Liège (Belgium).

## **I. PRESENTATION**

The specialisation course lasts two semesters and students obtain 57 ECTS in total for mandatory modules and the dissertation work and related placement. A mandatory integration module worth 3 ECTS is organized by the EHESP School of Public Health (Rennes, France) at the end of the academic year.

## **II. QUALIFICATIONS OF THE GRADUATE**

The goal of the master studies is education enabling graduates to undertake positions mentioned below, as well as to undertake further post-graduate training in epidemiology, economy, health care management, journalism, pedagogic etc. or doctoral studies for professional improvement:

- member of health care programmes development team,
- leader of health care programmes,
- head of organization and methodical units in health care systems,
- head of units for prevention and health promotion in health care administration and health care provider institutions,
- independent professional in health care administration, governmental and self-governmental institutions, health insurance institutions and non-governmental organizations.

## **III. REQUIREMENTS FOR GRADUATION**

The main condition for graduation is to obtain all mandatory credits and passing all examinations for mandatory subjects included in the programme, passing practical placement, obtaining in total 120 ECTS, including ECTS obtained during first year of the programme in partner university (Sheffield, Granada, Dublin or Liège) and submitting master thesis along with passing master examination.

# Study Plan

## Governance and Economics of Health Systems in Transition

*Please note that this is for applicant's information, this study plan is subject to change.*

### Semester 3

Name of the course	Class form	M/F	Credit form Mark / Pass or Fail	Number of teaching hours	ECTS
<b>Mandatory Modules</b>					<b>28</b>
Health and Safety Training	short online course	M	Pass or fail	4	0
Introduction to governance in health system	practical classes	M	Mark	14	2
Market and state in health care – economic -perspective	practical classes/seminars	M	Mark	16	2
Health systems goals and performance in transition	practical classes/seminars	M	Mark	14	2
Health care financing and economic incentives	practical classes	M	Mark	20	3
Human resources for health	practical classes	M	Mark	20	3
Health technology assessment	practical classes	M	Mark	24	3
Change management and leadership	practical classes	M	Mark	18	2
Values in health systems	practical classes	M	Mark	14	2
Projections of health care expenditure and revenue	practical classes in computer laboratory	M	Mark	16	2
Economic burden of diseases	lectures/computer laboratory	M	Mark	6/14	3
Sustainability and resilience of health systems	practical classes	M	Mark	20	2
Economic solutions to current health system problems	practical classes	M	Mark	16	2

M- mandatory, F- facultative

Total number of mandatory hours (without self-education): 216

**Total number of ECTS: 28**

**Semester 4**

<b>Name of the course</b>	<b>Class form</b>	<b>M/F</b>	<b>Credit form Mark / Pass or Fail</b>	<b>Number of teaching hours</b>	<b>ECTS</b>
Practical placement	Practical	M	Pass or Fail	320	12
Master's seminar and Dis- sertation	Seminar	M	Grading for seminar: Pass or Fail  Grading for master the- sis and master exam - grading scale: 2 (insufficient, fail) – 5 (very good)	100	17
<b>Integration module - at EHSP in Rennes (France)</b>	Seminar	M	-	30	<b>3</b>

M- mandatory, F- facultative

**Total number of ECTS: 60**

## Provisional description of the modules

<b>Introduction to governance in health system</b>	
Coordinator	Professor Iwona Kowalska-Bobko
Number of hours and ECTS	practical classes teaching hours: 14
ECTS: 2	
Goals of the module	<ol style="list-style-type: none"> <li>1. Providing students with information on the important role of governance and management practices and leadership in the health sector.</li> <li>2. Capture the impact of good governance practices on population health indicators.</li> </ol>
Learning outcomes:	
Knowledge - Student knows and understands:	<ol style="list-style-type: none"> <li>1. the contemporary challenges to policy-making in health</li> <li>2. principles and values of good governance in health and correctly identify its features</li> </ol>
Skills - Student can:	<ol style="list-style-type: none"> <li>1. identify various situational constraints and determinants of policy-making in health</li> <li>2. adequately propose governance tools in dealing with those issues</li> <li>3. relate theoretical and normative aspects of governance to various real-life cases of decision-making</li> </ol>
Social competences - Student is ready to:	<ol style="list-style-type: none"> <li>1. present own views and opinions on governance in health</li> <li>2. engage in a constructive critique and consideration of any relevant health policy issue</li> </ol>
Course content:	
<ol style="list-style-type: none"> <li>1. Concept of Public Governance (bureaucratic model (Public Administration – PA, New Public Management (NPM), differences between PA and NPM, disadvantages of the NPM model)</li> <li>2. Concept of health governance and governance for health (WHO, European Commission and leading governmental health national agencies)</li> <li>3. Health in all policies (governance for health and health impact assessment)</li> <li>4. Determinants of health (demographic, epidemiological, economic, social, technological, health systems)</li> <li>5. Evidence based policy-making. Multi-level systemic legislation</li> <li>6. Corporate governance models in the global health system</li> <li>7. Political context (centralization, decentralization, globalization, political systems)</li> <li>8. New modes of health policy-making (good governance, stewardship, participatory governance, models of policy-making and models of democracy)</li> </ol>	

<b>Market and state in health care – an economic perspective</b>		
Coordinator	Professor Christoph Sowada	
Number of hours and ECTS	Practical classes teaching hours: 16	ECTS: 2
Goals of the module	<ol style="list-style-type: none"> <li>1. Providing knowledge and developing skills concerning using of market mechanism as allocation and distribution instrument in health care sector.</li> <li>2. Providing knowledge and developing skills concerning using of state as allocation and distribution instrument in health care sector.</li> </ol>	
<b>Learning outcomes:</b>		
Knowledge - Student knows and understands:	<ol style="list-style-type: none"> <li>1. basic categories in economics and organization of health sector</li> <li>2. conception of perfect market and Pareto optimum</li> <li>3. different cases of market failures in general and in health sector and examples of instruments used for reducing market failures</li> <li>4. the role of the state in the economy and health sector</li> <li>5. different cases of state failures in general and in health sector (principles of public choice theory) and examples of instruments used for reducing state failures</li> </ol>	
Skills - Student can:	<ol style="list-style-type: none"> <li>1. critically apprise economic discussion concerning the implementation of market and state as allocation and distribution instruments in health sector</li> </ol>	
Social competences - Student is ready to:	<ol style="list-style-type: none"> <li>1. to acquire knowledge on his own</li> <li>2. to search for objective sources of knowledge</li> </ol>	
<b>Course content:</b>		
<ol style="list-style-type: none"> <li>1. Basic economic categories, concepts and laws – short repetition</li> <li>2. Perfect market and allocative efficiency</li> <li>3. Allocative efficiency and justice</li> <li>4. Market failures – an overview</li> <li>5. Public, social and merit goods in health sector</li> <li>6. Externalities in health care</li> <li>7. Asymmetry of information in health care and its consequences: moral hazard, supplier induced demand, adverse selection</li> <li>8. Economic conceptions and instruments for reducing market failures – examples</li> <li>9. State tasks in economy and health sector</li> <li>10. State as a tool for reducing market failures</li> <li>11. State as a tool for achieving equality</li> <li>12. State failures – principles of public choice theory</li> </ol>		

<b>Health systems goals and performance in transition</b>	
Coordinator	Professor Iwona Kowalska-Bobko
Number of hours and ECTS	practical classes teaching hours: 14
ECTS: 2	
Goals of the module	<ol style="list-style-type: none"> <li>1. Description of the major theories and frameworks for health care systems analysis and how these can be applied in different contexts.</li> <li>2. Development of understanding skills of health care systems organization by observing systemic differences rooted in history, culture, social, economic and political factors.</li> </ol>
Learning outcomes:	
Knowledge - Student knows and understands:	<ol style="list-style-type: none"> <li>1. specific health system strengths and weaknesses, employing comparative analysis as a research tool</li> <li>2. health system performance identified in the different health care systems</li> <li>3. differences in health systems of the industrialized countries discussed during the classes</li> </ol>
Skills - Student can:	<ol style="list-style-type: none"> <li>1. combine the knowledge and autonomously examine diverse health systems and the associated policy consequences</li> <li>2. recognize and construct pivotal as well as complex concerns related to operational health systems</li> <li>3. appraise, assess, and deliberate over the merits and drawbacks of the differing country-specific health systems</li> <li>4. recognize and modify health systems theories and frameworks for investigating particular challenges within their respective settings</li> </ol>
Social competences - Student is ready to:	<ol style="list-style-type: none"> <li>1. cooperate in solving scientific, social, political and other problems</li> <li>2. exhibit an understanding of the possibilities and constraints of scientific endeavors, as well as its function within the broader societal context.</li> </ol>
Course content:	
<ol style="list-style-type: none"> <li>1. Health care models, role for health care systems goals: global and European</li> <li>2. The WHO, OECD framework for analyzing health systems</li> <li>3. Main contemporary trends of health care systems challenges</li> <li>4. Health systems performance and assessment</li> <li>5. Health system goals in Poland, Germany, UK, Canada and countries selected during the course</li> </ol>	

<b>Health care financing and economic incentives</b>		
Coordinator	Dr Marzena Tambor	
Number of hours and ECTS	practical classes teaching hours: 20	ECTS: 3
Goals of the module	<ol style="list-style-type: none"> <li>1. Equipping students with knowledge about health financing system.</li> <li>2. Equipping students with knowledge about economic incentives to alter the behavior of health care consumers and providers.</li> <li>3. Equipping students with skills and competences to analyze and evaluate health financing systems.</li> </ol>	
Learning outcomes:		
Knowledge - Student knows and understands:	<ol style="list-style-type: none"> <li>1. components of health financing system and its objectives</li> <li>2. mechanisms to mobilize public and private resources for health care, and their characteristics</li> <li>3. different economic incentives to modify health consumer behavior, and their effectiveness</li> <li>4. purchasing health services and its role in modifying the behavior of health care providers</li> </ol>	
Skills - Student can:	<ol style="list-style-type: none"> <li>1. identify sources of data, select and interpret adequate indicators to describe and analyze health financing system</li> <li>2. use scientific evidence to evaluate health financing system</li> </ol>	
Social competences - Student is ready to:	<ol style="list-style-type: none"> <li>1. take into consideration different factors and values that shape health financing system</li> <li>2. independent learning and skill improvement for analyzing health financing system</li> </ol>	
Course content:		
<ol style="list-style-type: none"> <li>1. Health financing system – objectives, functions, and models</li> <li>2. Mechanisms to mobilize public resources for health care (taxation, social health insurance)</li> <li>3. Mechanisms to mobilize private resources for health care (out-of-pocket payments, voluntary health insurance, medical saving accounts)</li> <li>5. Economic incentives to alter health consumer behavior</li> <li>6. Health care provider payment system and economic incentives to alter provider behavior</li> <li>7. The evaluation of health financing system</li> </ol>		



<b>Human resources for health</b>		
Coordinator	Professor Alicja Domagała	
Number of hours and ECTS	practical classes teaching hours: 20	ECTS: 3
Goals of the module	<ol style="list-style-type: none"> <li>1. Presentation of current knowledge regarding the health labor market and practical tools of human resources management.</li> <li>2. Providing students with knowledge, skills and competencies necessary for effective human resources management.</li> </ol>	
Learning outcomes:		
Knowledge - Student knows and understands:	<ol style="list-style-type: none"> <li>1. the rules of creation and implementation of the public health strategy and health politics in the field of health workforce at the regional, national and international levels</li> <li>2. categorizes, principles and rules for effective and efficient human resources management</li> </ol>	
Skills - Student can:	<ol style="list-style-type: none"> <li>1. propose and plan solutions to various problems in the field of human resources for health</li> </ol>	
Social competences - Student is ready to:	<ol style="list-style-type: none"> <li>1. work and cooperate in a group</li> </ol>	
Course content:		
<ol style="list-style-type: none"> <li>1. Human resources for health: definition, characteristics, international comparisons</li> <li>2. The concept and scope of the labor market of the health sector</li> <li>3. Human resources planning in healthcare systems</li> <li>4. Education for health. Training and professional development</li> <li>5. Motivation of healthcare personnel: incentives for health professionals, including financial and non-financial incentives</li> <li>6. Migration of healthcare workers - scale and reasons worldwide</li> <li>7. Key international initiatives and strategies concerning the health workforce</li> </ol>		

<b>Health technology assessment</b>		
Coordinator	Dr Tomasz Bochenek	
Number of hours and ECTS	Practical classes teaching hours: 24	ECTS: 3
Goals of the module	<ol style="list-style-type: none"> <li>1. Providing the student with knowledge, abilities and competencies necessary to understand and appreciate the role of health technology assessment within contemporary health care systems.</li> <li>2. Helping the student become better suited to prepare, undertake or participate in interventions aimed to rationalize utilization of health technologies at various levels of health care system, as well as to effectively participate in multidisciplinary teams involved in the process of health technologies assessment at its various stages.</li> </ol>	
<b>Learning outcomes:</b>		
Knowledge - Student knows and understands:	<ol style="list-style-type: none"> <li>1. the processes and steps of scientific research based on HTA</li> <li>2. designing and planning the basic HTA research, justifying the application of necessary research tools and methods of data gathering, listing sources of scientific information necessary in performing HTA analyses, and explaining their practical applications</li> <li>3. organization and financing of medicines, medical devices and other health technologies within health care systems, with a focus on applying HTA into health policies</li> <li>4. meaning of main plots of content of complex texts on concrete and abstract topics, including understanding of issues associated with HTA</li> </ol>	
Skills - Student can:	<ol style="list-style-type: none"> <li>1. perform critical analysis and interpretation of HTA report, as well as draw conclusions based on such report</li> <li>2. can participate in preparation of HTA report in its basic and standard form</li> <li>3. independently formulate, plan, propose and implement solutions for concrete problems</li> </ol>	
Social competences - Student is ready to:	<ol style="list-style-type: none"> <li>1. independently gather knowledge and expand research skills, utilizing objective sources of information. Student is also aware of the necessity of such activities in his/her own professional career</li> <li>2. engage in promotion of HTA and rational management of health technologies, including medicines, as well as shows interest in problems related to HTA, pharmaceutical and health policies</li> <li>3. work in multidisciplinary team, aiming to solve practical problems in area of HTA and pharmaceutical policy</li> </ol>	
<b>Course content:</b>		
<ol style="list-style-type: none"> <li>1. Introduction to the module on Health Technology Assessment (HTA); subsequent steps of HTA analyses</li> <li>2. Analysis of clinical effectiveness: systematic reviews and meta-analyses of data. Critical assessment of medical literature and overview of Evidence-Based Medicine (EBM) methods</li> <li>3. Costs of health care interventions: types of costs and costing methods</li> </ol>		

4. Types and steps of health economic evaluations – an introduction to decision modeling (decision trees, Markov modeling)
5. Cost-effectiveness analysis and modeling in HTA, the HTA guidelines in Poland and worldwide
6. Budget impact analyses and health care system impact analyses in HTA
7. Role of EBM and HTA in decision making; international overview of HTA applications. HTA agencies and other HTA organizations worldwide

<b>Change management and leadership</b>		
Coordinator	Dr Iwona Bielska	
Number of hours and ECTS	practical classes teaching hours: 18	ECTS: 2
Goals of the module	<ol style="list-style-type: none"> <li>1. Introducing students to change management approaches to create strong and efficient health care organizations and systems.</li> <li>2. Familiarizing students with strategies to become successful and effective leaders in health care organizations and systems.</li> </ol>	
Learning outcomes:		
Knowledge - Student knows and understands:	<ol style="list-style-type: none"> <li>1. the processes that are involved in health system transformation and approaches to change management</li> <li>2. instruments and skills that are required to effectively lead teams and manage resources</li> </ol>	
Skills - Student can:	<ol style="list-style-type: none"> <li>1. identify, assess, and manage challenges to improve health systems</li> <li>2. lead and motivate teams in health care organizations</li> <li>3. refine written and oral communication skills to become powerful communicators in health care</li> <li>4. develop methods for discussing differing strategies and viewpoints</li> </ol>	
Social competences - Student is ready to:	<ol style="list-style-type: none"> <li>1. critically appraise health system challenges and make recommendations for improving health systems</li> <li>2. practice the effective communication of health system information</li> </ol>	
Course content:		
<ol style="list-style-type: none"> <li>1. Health system challenges – technological, epidemiological, demographic, cultural transformations</li> <li>2. Change management approaches</li> <li>3. Quality and risk in health care organizations; the Quintuple Aim framework</li> <li>4. Management roles and leadership styles. Health system leaders in the past and present</li> <li>5. Communication and presentation skills</li> <li>6. Leading teams. Negotiation and conflict resolution techniques</li> </ol>		

<b>Values in health systems</b>		
Coordinator	Professor Iwona Kowalska-Bobko	
Number of hours and ECTS	practical classes teaching hours: 14	ECTS: 2
Goals of the module	<ol style="list-style-type: none"> <li>1. Introducing the participants in the features of the Value-Based Health Care Model.</li> <li>2. Presentation of the ways in which Value-Based Health Care is implemented globally and in Poland.</li> </ol>	
<b>Learning outcomes:</b>		
Knowledge - Student knows and understands:	<ol style="list-style-type: none"> <li>1. the legal, political, economic, social and organizational conditions for the operation of a value-based health care system (VHCS)</li> <li>2. the concepts and strategies of a value-based health care system (VHCS)</li> <li>3. legal, political, social and economic determinants of accessibility to health services</li> <li>4. actions taken in health systems to implement innovative drug and non-drug technologies, integration of care, quality measures, digitalization.</li> </ol>	
Skills - Student can:	<ol style="list-style-type: none"> <li>1. correctly identify the causes and necessities of implementing elements of VHCS in modern health systems</li> <li>2. identify the strengths and weaknesses of VBHC</li> <li>3. justify the need to apply the skill mix concept in health systems</li> </ol>	
Social competences - Student is ready to:	<ol style="list-style-type: none"> <li>1. show sensitivity to social and health issues in society</li> <li>2. participate constructively in discussions and is open to other arguments</li> </ol>	
<b>Course content:</b>		
<ol style="list-style-type: none"> <li>1. The value-based healthcare model - Porter and Elizabeth Teisberg's model against the background of traditional approaches in healthcare systems</li> <li>2. Strategies for implementing the VBHC concept (Porter and Lee's strategy)</li> <li>3. Reasons for the need to change the current healthcare system to VBHC</li> <li>4. Social values in healthcare (human rights, solidarity, equality, inclusion, autonomy, people's voice, liquid modernity)</li> <li>5. Accessibility to health services; legal, political, social, economic determinants</li> <li>6. Rationing mechanisms in health systems</li> <li>7. Quality in health care systems</li> <li>8. Efficiency versus equality – real dilemma or?</li> <li>9. New models of medical personnel cooperation – skill mix approach</li> <li>10. HB-HTA; implementation of medical innovation in hospitals</li> <li>11. Integrated health care delivery system</li> <li>12. The role of the pharmaceutical industry</li> <li>13. Digitalization in health care</li> <li>14. Implementation of VBHC in the world - practical examples; barriers and opportunities</li> </ol>		

<b>Projections of health care expenditure and revenue</b>		
Coordinator	Dr Ewa Kocot	
Number of hours and ECTS	practical classes in computer laboratory teaching hours: 16	ECTS: 2
Goals of the module	<ol style="list-style-type: none"> <li>1. Providing knowledge concerning the most important factors influencing health care expenditure and revenue.</li> <li>2. Providing abilities to construct a simple prognostic model of the health expenditure and revenue, taking into account their main determinants and to present the results of predictive analysis in the form of a short report.</li> </ol>	
Learning outcomes:		
Knowledge - Student knows and understands:	<ol style="list-style-type: none"> <li>1. sources of the health care revenue in general and in a selected country and the main factors affecting the level of revenue</li> <li>2. the main determinants of the health care expenditure</li> </ol>	
Skills - Student can:	<ol style="list-style-type: none"> <li>1. find, evaluate, analyze and join information from different sources</li> <li>2. construct the simple model of expenditure and revenue projection, interpret the results</li> <li>3. present results of research in a written form</li> </ol>	
Social competences - Student is ready to:	<ol style="list-style-type: none"> <li>1. broadening his knowledge and skills</li> <li>2. comply with the ethical principles applicable in research</li> </ol>	
Course content:		
<ol style="list-style-type: none"> <li>1. Projections of expenditure and revenue in health care – theoretical introduction and examples</li> <li>2. The most important determinants of health care expenditures and introducing them to the projection model</li> <li>3. Sources of revenues of health care system in general and in selected countries and factors influencing the level of revenues - introducing them to the projection mode</li> <li>4. Preparation of health care expenditure and revenue projections for a selected country</li> </ol>		

Economic burden of diseases		
Coordinator	Dr Katarzyna Kissimova-Skarbek	
Number of hours and ECTS	lectures/computer laboratory teaching hours: 20 (6/14)	ECTS: 3
Goals of the module	<ol style="list-style-type: none"> <li>1. Familiarizing the students with the modern approach of evidence based health policy.</li> <li>2. Helping students to learn about methods and tools of assessment of the burden of diseases, injuries and risk factors to the societies at the country, regional and global level.</li> </ol>	
Learning outcomes:		
Knowledge - Student knows and understands:	<ol style="list-style-type: none"> <li>1. approaches of assessment and presentation results of disease burden to the societies</li> <li>2. main units of measurement the disease burden (expressed in monetary and non-monetary terms) and techniques of their calculation</li> <li>3. key stages in the Global Burden of Disease (GBD) study methodology development including methods used for generic Disability-Adjusted Life-Years (DALYs) calculation as well as the methodology applied in the latest version of the GBD</li> <li>4. method of using GBD results for benchmarking the health systems of selected countries with similar level of development</li> </ol>	
Skills - Student can:	<ol style="list-style-type: none"> <li>1. identify and utilize available data sources to assess the burden of selected disease to the society</li> <li>2. calculate main indicators of disease burden presenting time lost (with and without health-related quality of life consideration) and carry out cost of illness study from different perspectives</li> <li>3. use the published results of the latest GBD study to formulate an opinion on the major health problems of selected countries and globally</li> <li>4. describe an economic impact of the chosen diseases in the selected country and to present examples of disease prevention</li> </ol>	
Social competences - Student is ready to:	<ol style="list-style-type: none"> <li>1. compare the consequences of the diseases and to detect major health problems in selected country, using the appropriate tools for assessing disease burden on a society</li> <li>2. motivate decision-makers to use effectively data generated in the health system and by the Global Institutions for ongoing assessment of disease burden in a country and for health policy evaluation</li> </ol>	
Course content:		
<ol style="list-style-type: none"> <li>1. Introduction to the issue of economic burden of diseases as a part of economic analysis in health care</li> <li>2. Scope and perspective of diseases burden assessment</li> <li>3. Nonmonetary units of measurement the disease burden (Part I): (a) Natural units (number of deaths due to the disease, number of persons with the disease, cause specific mortality</li> </ol>		

rate, prevalence rates, incidence rates), (b) Units considering duration of life lost (Potential Years of Life Lost – PYLL, Period Expected Years of Life Lost –PEYLL, Standard Period Expected Years of Life Lost – SEYLL)

4. Nonmonetary units of disease burden measurement (Part II): Summary measures of population health (Units considering duration and quality of life lost (Quality-Adjusted Life-Years – QALY, Disability-Adjusted Life-Years – DALY, Health-Adjusted Life Expectancy – HALE)
5. Global Burden of Disease, Injuries and Risk Factors Study. Stages of GDB study methodology development. Sources of data to assess the national burden of disease, injuries and risk factors in DALY units
6. The costs of illness approach: direct and indirect costs. Methods of valuing informal care. Perspectives of the costs of illness analysis. Burden of diabetes mellitus and its prevention example
7. Impact of ill health on national income. Valuing life years lost and health related quality of life lost: Value of Statistical Life (VSL) approach
8. Using results from the global burden of disease, injuries, and risk factors study for benchmarking of health systems. Socio-Demographic Index applied for selection of peer countries



<b>Sustainability and resilience of health systems</b>		
Coordinator	Professor Iwona Kowalska-Bobko	
Number of hours and ECTS	practical classes teaching hours: 20	ECTS: 2
Goals of the module	<ol style="list-style-type: none"> <li>1. Providing knowledge and developing skills concerning using the concept of sustainability and resilience in the health sector.</li> <li>2. Identification of the most relevant areas of action for sustainability and resilience in the health system.</li> </ol>	
Learning outcomes:		
Knowledge - Student knows and understands:	<ol style="list-style-type: none"> <li>1. the concept of sustainability and resilience in the health system</li> <li>2. the multidimensionality of health systems action to secure system sustainability and resilience</li> </ol>	
Skills - Student can:	<ol style="list-style-type: none"> <li>1. identify the most important domains for sustainability and resilience</li> <li>2. characterize the sustainability and resilience domain of the health system</li> </ol>	
Social competences - Student is ready to:	<ol style="list-style-type: none"> <li>1. show sensitivity to social and health issues in society</li> <li>2. participate constructively in discussions and is open to other arguments</li> </ol>	
Course content:		
<ol style="list-style-type: none"> <li>1. Defining the phenomena of sustainability and resilience in health systems</li> <li>2. International concepts of WHO, OECD, EU for identifying domains of sustainability and resilience in health systems</li> <li>3. Characteristics of governance domain: key messages from PHSSR country reports</li> <li>4. Characteristics of the health care financing domain: key messages from PHSSR country reports</li> <li>5. Characteristic of service delivery domain: key messages from PHSSR country reports</li> <li>6. Characteristic of human resources domain: key messages from PHSSR country reports</li> <li>7. Characteristic of medicines and technologies domain: key messages from PHSSR country reports</li> <li>8. Domain characteristics environmental determinants: key messages from PHSSR country reports</li> <li>9. Development of a health system sustainability and resilience matrix - for a selected health system</li> <li>10. Presentation of the sustainability and resilience matrix - European approach</li> </ol>		

<b>Economic solutions to current health system problems</b>		
coordinator	Professor Katarzyna Dubas-Jakóbczyk	
Number of hours and ECTS	Practical classes teaching hours: 16	ECTS: 2
Goals of the module	Providing students with knowledge, skills and competencies necessary to understand and critically assess the scope, complexity and applicability of different economic solutions to current health problems.	
<b>Learning outcomes:</b>		
Knowledge - Student knows and understands:	<ol style="list-style-type: none"> <li>1. different examples of coordinated/managed care institutions and instruments</li> <li>2. methods for economic evaluation of health care programs</li> <li>3. the role of public reporting systems in health care</li> <li>4. methods for capacity planning in health care</li> </ol>	
Skills - Student can:	<ol style="list-style-type: none"> <li>1. critically assess the applicability of chosen economic solution</li> <li>2. develop a detailed plan for an economic evaluation of chosen health program</li> <li>3. find and analyze adequate/evidence based data sources</li> </ol>	
Social competences - Student is ready to:	<ol style="list-style-type: none"> <li>1. present own views on applicability of economic solutions to current health problems</li> <li>2. take into consideration diverse perspectives and factors that affect economic solution in health care</li> </ol>	
<b>Course content;</b>		
<ol style="list-style-type: none"> <li>1. Coordinated/managed care – definition, institutions (insurance/payers vs. provider oriented) and instruments (financial, quality and evaluation)</li> <li>2. Methods for economic evaluation of health care programs (types of analyses, data sources for international comparisons)</li> <li>3. Public reporting systems in health care (definition, objectives, practical implementation and evaluation)</li> <li>4. Capacity planning in health care (definition, methods, overview of international experiences)</li> </ol>		