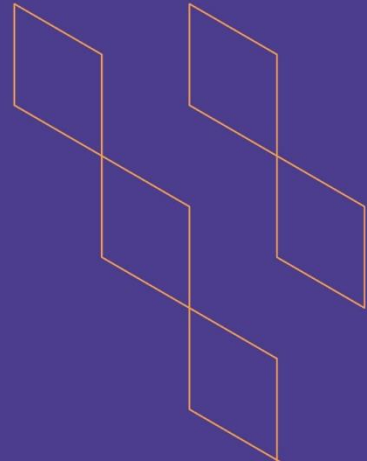




T-104
2022

Course Specification



Course Title: Health Economics
Course Code: 301NUR-2
Program: Nursing
Department: Nursing
College: College of Nursing
Institution: Jazan University
Version: 2023
Last Revision Date: January 2023



Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode (mark all that apply) 2. Contact Hours (based on the academic semester)	4
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	5
C. Course Content	6
D. Student Assessment Activities	6
E. Learning Resources and Facilities	7
1. References and Learning Resources	7
2. Required Facilities and Equipment	7
F. Assessment of Course Quality	7
G. Specification Approval Data	8

A. General information about the course:

Course Identification	
1. Credit hours:	2 hours
2. Course type	
a. University <input type="checkbox"/>	College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <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: 7 th Level/3 rd year	
<p>4. Course general Description: Universal access to basic healthcare is still a distant commodity for many people around the globe and the provision of such care is constrained not only because of the scarcity of resources but also because of the absence of proper allocation and prioritization in healthcare systems. Health economics, relatively a young discipline, is a branch of economics concerned with issues related to scarcity in the allocation of health and health care. It aims at improving the health status of people with effective and efficient allocation and utilization of resources.</p> <p>In the Bachelor's Degree, credit course entitled 'Introduction to Health Economics', the aim is to understand the economic aspects of healthcare systems with special reference to developing countries and to demonstrate their potential application for better healthcare. The course builds upon the very basic terms and ideas in the field of the health economics. It then continues to advance the student to the current widely used techniques of measurement and evaluation of health economics. The course builds on the previous knowledge and skills instilled in the student during their first two years in college.</p>	
5. Pre-requirements for this course (if any): None	
6. Co- requirements for this course (if any): None	
<p>7. Course Main Objective(s): This is an introductory course on the economic analysis of health and healthcare industry to explain the demand for and supply of medical care. It includes analysis of behavior of consumers and insurers.</p>	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	2X10	100
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	20
2.	Laboratory/Studio	--
3.	Field	--
4.	Tutorial	--
5.	Others (specify)	--
	Total	20

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate the understanding of key concepts of health economic, principal theories and terminologies in the field of nursing education.	K1	1. Lecture 2. Discussion 3. Problem-Based Learning 4. Student activities 5. Data presentation 6. E-Videos	Quizzes Written Exams Case studies/Assignment
1.2	Apply the principles and concepts of right distribution of nursing services made for varied regional population.	K2	1. Lecture 2. Discussion 3. Problem-Based Learning 4. Student activities 5. Data presentation 6. E-Videos	Quizzes Written Exams Case studies/Assignment
1.3	Explain required nursing practices and use of technology to promote patient-centered care.	K3	1. Lecture 2. Discussion 3. Problem-Based Learning 4. Student activities 5. Data presentation 6. E-Videos	Quizzes Written Exams Case studies/Assignment
2.0	Skills			
2.1	Evaluate the use and findings of research to improve healthcare within the community.	S1	1. Lecture 2. Discussion 3. Problem-Based Learning 4. Student activities 5. Data presentation 6. E-Videos 7. Case studies and presentations 8. Questioning	Quizzes Written Exams Case studies/Assignment
2.2	The nurses should be made competent in using the instruments to increase the efficiency of nursing care.	S2	1. Lecture 2. Discussion 3. Problem-Based Learning 4. Student activities 5. Data presentation 6. E-Videos 7. Case studies and presentations	Quizzes Written Exams Case studies/Assignment



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
...			8. Questioning	
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate teamwork, management and leadership skills.	V1	Group discussion Problem-Based Learning Student activities	Continuous assessment

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to Health Economics	4
2.	Health and Socio-Economic Development.	4
3.	Healthcare Financing.	4
4.	Introduction to Economic Evaluation.	4
5.	Health system efficiency and national health priorities.	4
Total		20

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Short assessment	2 nd Week	10%
2.	Midterm exam	4 th Week	25%
3.	Assignment	5 th Week	10%
4.	Attendance & participation	--	5%
5.	Final Theory Exam	--	50%
...			

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)



E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	1. Guinness, L.& Wiseman, V. (2011). Introduction to health economics (Understanding public health). (2nd ed.). Open University Press. Phelps, C.E. (2017). Health economics. (6th ed.). Routledge.
Supportive References	1. Drummond, M.F., Sculpher, M.J., Claxton, K., Stoddart, G.L., Torrance, G.W. (2015). Methods for the economic evaluation of health care programs. (4th ed.) Oxford Medical Publications. Bhattacharya, J., Tu, P., Hyde, T. (2013). Health economics. (2013 ed.). MacMillan Education UK
Electronic Materials	
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom with 60 student capacity, equipped with traditional and smart resources.
Technology equipment (projector, smart board, software)	Computer lab. Blackboard software, Online connection, etc. Smart Board with ICT software and internet connection in the classrooms; audio speakers for voice amplification and audio streaming; lapel and handheld microphones for teacher and students.
Other equipment (depending on the nature of the specialty)	Health economics textbooks and learning resources like digital library etc.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Indirect (survey)
Effectiveness of students assessment	Faculty member	Direct
Quality of learning resources	Student	Indirect (survey)
The extent to which CLOs have been achieved	Students	Indirect (survey)
Other	Students	Indirect (survey)

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

Assessment Methods (Direct, Indirect)



G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

