



Course Specification

(Bachelor)

Course Title: Health Economics

Course Code: 301 ELEC – 2

Program: Nursing

Department: Nursing

College: College of Nursing and Health Sciences

Institution: Jazan University

Version: 2024 - 2025

Last Revision Date: 23 December 2024



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A. General information about the course:

1. Course Identification

1. Credit hours: (2 Credit Hours)

2. Course type

A. ☐ University ☐ College ☐ Department ☐ Track ☒ Others
B. ☐ Required ☒ Elective

3. Level/year at which this course is offered: (5th Level / 2rd Year)

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. Health Economics course aims 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.

5. Pre-requirements for this course (if any):

6. Co-requisites for this course (if any):

None.

7. Course Main Objective(s):

By studying the course, the students will be able to:

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.

2. Teaching mode (mark all that apply)





No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2 x 15 = 30	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		30

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

Code	Course Learning Outcomes	Code of PLOs aligned with the 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	K3	1. Lecture 2. Discussion	Quizzes Written Exams





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	technology to promote patient-centered care.		3. Problem-Based Learning 4. Student activities 5. Data presentation 6. E-Videos	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	Apply health economic competencies to promote 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 8. Questioning	Quizzes Written Exams Case studies/Assignment
2.3	Communicate complex ideas and data related to health economics effectively.	S3	Lectures Seminars Assignment & Presentation Problem Based Learning Collaborative Learning	Written Examinations Class participation Quizzes Individual and group assignment
3.0	Values, autonomy, and responsibility			
3.1	Comply with professional and academic values, standards, and ethical codes.	V1	Group discussion Problem-Based Learning Student activities	Continuous assessment
3.2	Demonstrate teamwork, management, and leadership skills.	V2	Group discussion Problem-Based Learning Student activities	Continuous assessment

C. Course Content

No	List of Topics	Contact Hours
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1.	Introduction to Health Economics	6
2.	Key Concept in Health Economics	4
3.	Applications of Economic Concepts in in Health Care	4
4.	Simple model of demand	4
5.	Measuring demand Part I	2
6.	Measuring demand Part II	2
7.	Health and Socio-Economic Development	2
8.	Health Care Financing	4
9.	Health System Reform	2
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Student Discipline and Behavior	Continuous	5%
2.	Assessment	4th and 11th	15%
3.	Midterm Theory	8 th or 9 th week	30%
4.	Final Theory	19 th or 20 th week	50%
Total			100%

*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	<p>1. Guinness, L.& Wiseman, V. (2011). Introduction to Health Economics (Understanding public health). (2nded.). Open University Press.</p> <p>Phelps, C.E. (2017). Health economics. (6thed.). Routledge</p> <p>2.The Economics of Health and health Care. 7th edition by Sherman Folland, <i>Professor of Economics, Oakland University</i>, Allen C. Goodman <i>Professor of Economics, Wayne State University</i>, Miron Stano</p>
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	<i>Professor of Economics and Management, Oakland University</i> <i>ISBN 13: 978-0-13-277369-0</i> <i>ISBN 10: 0-13-277369-4</i>
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	<ul style="list-style-type: none"> ○ Videos Power point (projectors)

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom
Technology equipment (Projector, smart board, software)	Smart board Blackboard High-speed internet SDL (Saudi Digital Library)
Other equipment (Depending on the nature of the specialty)	Wheelchair

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Course Report Students' teaching evaluation questionnaire. Continuing feedback from students during the semester.
Effectiveness of students' assessment	Instructor	Course report CLO Evaluation survey Continuing feedback from students during the semester.
Quality of learning resources	Quality Assurance Unit	Students Satisfaction Survey Continuing feedback from students during the semester.
The extent to which CLOs have been achieved	Instructor	Course report CLO Evaluation survey Continuing feedback from students during the semester.
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

Assessment Methods (Direct, Indirect)



G. Specification Approval

COUNCIL /COMMITTEE	Nursing Department Council
REFERENCE NO.	NUR 2508
DATE	Jan 15, 2025

