

FEDERAL STATE BUDGET EDUCATIONAL INSTITUTION  
OF HIGHER EDUCATION  
"ROSTOV STATE MEDICAL UNIVERSITY"  
MINISTRY OF HEALTH OF THE RUSSIAN FEDERATION

THERAPEUTIC AND PROPHYLACTIC  
Department



CONFIRM

Supervisor  
educational program

*(signature)* / E.S. Belousova /  
(FULL NAME.)

" 30 " *август* 20*23*

DISCIPLINE WORKING PROGRAM

HEALTH ECONOMICS

Speciality 31.05.01 General medicine

Form of education full-time

## **I. GOALS AND OBJECTIVES OF MASTERING THE DISCIPLINE**

**Target** mastering the discipline of health economics consists of formation of a complex of economic knowledge about the forms, methods, results of people's economic activities, taking into account the systematic and interconnected nature of the processes occurring in modern socio-economic life of society.

**Tasks:** teaching students theoretical knowledge about the subject of economic science; gaining knowledge about the market economic system; the ability to analyze competition, monopoly in conditions of perfect and imperfect competition; teaching students the basics of entrepreneurship, management and marketing; familiarizing students with the peculiarities of the functioning of factor markets - labor markets, capital, land; nurturing a respectful attitude towards laws and other regulations in the economy as the fundamental guarantor of respect for the economic rights, freedoms and interests of citizens and society.

**II. REQUIREMENTS FOR THE RESULTS OF MASTERING THE DISCIPLINE** The process of studying the discipline is aimed at developing the following competencies in accordance with the Federal State Educational Standard of Higher Education and the EP of Higher Education in this specialty:

### ***A) general cultural (OK):***

OK-1 - the ability to scientifically analyze socially significant problems and processes, political events and trends, understand the driving forces and patterns of the historical process, the ability to perceive and adequately interpret socially significant sociological information, and use sociological knowledge in professional and social activities;

### ***b) general professional competencies (GPC):***

GPC3 - the ability and readiness to understand and analyze economic problems and social processes; possession of knowledge of consolidating indicators characterizing the degree of economic development, market mechanisms of the economy, methods for calculating medical statistics.

## **III. THE PLACE OF DISCIPLINE IN THE STRUCTURE OF EP VO**

2.1. The academic discipline is a basic discipline.

2.3. Health economics creates the prerequisites for the formation of these competencies by the following disciplines:

medical informatics and statistics, philosophy, sociology, fundamentals of management, management and economics of the formation.

**As a result of mastering the discipline, the student must:**

**Know:**

- fundamentals of economic science, economic relations and economic systems;
- main economic problems of the market model of the economy;
- technologies for organizing one's own labor based on analysis and assessment of the current and future situation at a healthcare enterprise
- market mechanisms of the economy;
  - labor market laws;
- the role of the state in the economy;
- economic laws, patterns and rules for the use of certain resources in a medical organization to provide medical services to the population.

**Be able to:**

- analyze economic problems and social processes;
- apply the methods of economic science when analyzing specific economic situations at the micro and macro levels;
- independently conduct a comparative analysis of microeconomic indicators;
- make rational management decisions taking into account the needs of consumers of medical services and the competitive situation;
- be an active subject of economic activity. **Own:**
  - skills in using economic knowledge in the implementation of medical activities;
  - presenting an independent point of view on various economic problems of healthcare organization, analysis and logical thinking, conducting discussions, round tables, public speech, economic argumentation;
  - methods of analyzing specific economic situations;
  - methods of applying the principles and concepts of management and marketing when making management decisions.

**IV. CONTENT AND STRUCTURE OF DISCIPLINE**

## Labor intensity of the discipline in 3 hours 108

### 4.1. Sections of the discipline studied in the 9th semester

No. chapter A	Name section	Number of hours					SRS
		Total	Contact Job				
			L	WITH	ETC		
I	General concepts economy health	36	6	18			14
II	Market Fundamentals health	36	6	18			14
III	Economic analysis, management and control in healthcare	36	4	12			16
	Form intermediate certification	test					
	<i>Total:</i>	108	16	48			44

### 4.2. Contact work

#### Lectures

No. section	No. lectures	Lecture topics	Qty hours
<b>Semester 9</b>			
I	1	Introduction to Health Economics	2
	2	Mixed business model of health care economics.	2
	3	Health financing systems	2
II	4	Medical services market	2
	5	Labor market and wages in healthcare	2
	6	Corporate Organization and Entrepreneurship in Healthcare	2
III	7	Medical management. Healthcare Marketing	2

	8	Economic analysis, management and control in healthcare	2
Total for the discipline:			16

### Seminars, practical work

No. section	No. seven bunk	Seminars	Qty hours	Forms current control
<b>Semester 9</b>				
I	1	Introduction to Economics health	6	Written test work
	2	Mixed business model of health care economics.	6	Oral survey, solution situational tasks
	3	Financing systems health	6	Oral survey, solution situational tasks
II	4	Medical services market	6	Oral survey, solution situational tasks
	5	Labor market and wages in healthcare	6	Oral survey, solution situational tasks
	6	Corporate organization and entrepreneurship in healthcare	6	Oral survey, solution situational tasks
III	7	Medical management. Healthcare Marketing	6	Oral survey, solution situational tasks
	8	Economic analysis, management and control in healthcare	6	Oral survey, solution situational

				tasks
Total			48	

### 4.3. Independent work of students

No. chapter A	Type of independent work of students	Qty hours	Forms current control
<b>Semester 9</b>			
I	Preparation for an oral response according to T.1. Preparation for test control according to T. 2. Preparation of presentation according to T.3. Preparation for tests on module topics	14	Oral survey; Test work; Presentation; control Job
II	Preparation for an oral response according to T.4. Preparation for test control according to T. 5. Preparation of presentation according to T.6. Preparation for tests on module topics	14	Oral survey; Test work; Presentation; Control Job
III	Preparation for an oral response according to T.7. Preparation for test control according to T. 8. Preparation of an abstract Preparation for tests on module topics	16	Oral survey; Test work; Abstract; Control Job
	<b>Total:</b>	44	

## V. ASSESSMENT FUND FOR CURRENT CONTROL, INTERMEDIATE CERTIFICATION

The fund of assessment tools for determining the level of development of competencies as a result of mastering the discipline is an appendix to the work program.

## VI. EDUCATIONAL AND METHODOLOGICAL SUPPORT OF DISCIPLINE

### 6.1. Main literature.

1. 1. Lipsits I.V., Fundamentals of Economics [Electronic resource]: textbook / Lipsits I.V. - M.: GEOTAR-Media, 2013. - 336 p. - ISBN 978-5-9704-2412-4 - Access mode: <http://www.studmedlib.ru/book/ISBN9785970424124.html>

2. Vyalkov A.I., Management and economics of healthcare [Electronic resource] / Under ed. A.I. Vyalkova, Kucherenko V.Z., Raizberg B.A. and others - M.: GEOTAR-Media, 2009. - 664 p. - ISBN978-5-9704-0906-0- Access mode: <http://www.studmedlib.ru/book/ISBN9785970409060.html>

3. Reshetnikov A.V., Health Economics [Electronic resource]: educational allowance / Ed. A.V. Reshetnikova. - 2nd ed. - M.: GEOTAR-Media, 2010. - 272 p. - ISBN 978-5-9704-1604-4 - Access mode: <http://www.studmedlib.ru/book/ISBN9785970416044.html>

### 6.3. Internet resources

	<b>ELECTRONIC EDUCATIONAL RESOURCES</b>	<b>Access to the resource</b>
1.	<b>Electronic library RostSMU.</b> - URL: <a href="http://109.195.230.156:9080/opacq/">http://109.195.230.156:9080/opacq/</a>	Access is not limited
2.	<b>Student Advisor:</b> EBS. - Moscow: LLC "IPUZ". -URL: <a href="http://www.studmedlib.ru">http://www.studmedlib.ru</a>	Access is not limited
3.	<b>Consultant Plus:</b> reference legal system. -URL: <a href="http://www.consultant.ru">http://www.consultant.ru</a>	Access from university computers
4.	<b>Scientific electronic library eLIBRARY.</b> - URL: <a href="http://elibrary.ru">http://elibrary.ru</a>	Open access
5.	<b>National Electronic Library.</b> - URL: <a href="http://neb.rf/">http://neb.rf/</a>	Access from computers libraries
6.	<b>Scopus/Elsevier Inc., Reed Elsevier.</b> - Philadelphia: Elsevier BV, PA. - URL: <a href="http://www.scopus.com/">http://www.scopus.com/</a> <i>(National project)</i>	Access is not limited
7.	<b>Web of Science / Clarivate Analytics.</b> - URL: <a href="http://apps.webofknowledge.com">http://apps.webofknowledge.com</a> <i>(National project)</i>	Access is not limited
8.	<b>ScienceDirect. Freedom Collection</b> [magazines] /Elsevier. - URL: <a href="http://www.sciencedirect.com">www.sciencedirect.com</a> by IP addresses of RostSMU. <i>(National project)</i>	Access is not limited
9.	<b>Single window of access to information resources.</b> <a href="http://window.edu.ru/">http://window.edu.ru/</a> - URL:	Open access
10.	<b>Russian education. Federal educational portal.</b> - URL: <a href="http://www.edu.ru/index.php">http://www.edu.ru/index.php</a>	Open access
eleven.	<b>CyberLeninka:</b> scientific electron. beep. -URL: <a href="http://cyberleninka.ru/">http://cyberleninka.ru/</a>	Open access
12.	Archive scientific magazines / NEICON. - URL: <a href="https://archive.neicon.ru/xmlui/">https://archive.neicon.ru/xmlui/</a>	Open access
13.	<b>Open access journals in Russian</b> /platformEIPub NEICON. - URL: <a href="https://elpub.ru/">https://elpub.ru/</a>	Open access
14.	<b>World Health Organization.</b> - URL: <a href="http://who.int/ru/">http://who.int/ru/</a>	Open access
15.	<b>Modern problems of science and education:</b> electron. magazine. - URL: <a href="http://www.science-education.ru/ru/issue/index">http://www.science-education.ru/ru/issue/index</a>	Open access

Updated 08/25/2020

### 6.4. Information help systems

1. Legal reference system "**Consultant Plus**" [Electronic resource]. - Access mode: <http://www.consultant.ru> [25.08.2020]

### 6.5. Guidelines for students on mastering the discipline

**6.5.1. Methodological recommendations and criteria for evaluating an abstract**

**Essay**– a short record of ideas contained in one or more sources, which requires the ability to compare and analyze different points of view.

An abstract is one of the forms of interpretation of the source text or several sources. Therefore, the abstract, unlike the synopsis, is a new, original text. Novelty in this case implies a new presentation, systematization of the material, a special author’s position when comparing different points of view.

Abstracting involves the presentation of any classification, question on basis generalization, analysis and synthesis of one or more sources.

Abstract specifics:

- does not contain detailed evidence, comparisons, reasoning, assessments,
- gives an answer to the question of what is new and significant contained in the text.

**Types of abstracts**

According to the completeness of the presentation	Informative (abstracts).
	Indicative (abstracts-summaries).
By the number of referenced sources	Monographic.
	Overview.

**Abstract structure:**

- 1) title page;
- 2) a work plan indicating the pages of each question, sub-question (item);
- 3) introduction;
- 4) textual presentation of the material, divided into questions and sub-questions (points, subparagraphs) with the necessary links to sources used by the author;
- 5) conclusion;
- 6) list of used literature;
- 7) applications that consist of tables, diagrams, graphs, drawings, diagrams (optional part of the abstract).

Applications are arranged sequentially, according to headings that reflect their content.

The abstract is assessed by the supervisor based on the indicators and criteria for assessing the abstract established by the department.

**Criteria and indicators used when assessing an educational essay**

Criteria	Indicators
1. Novelty of the abstracted text Max. - 20 points	- relevance of the problem and topic; - novelty and independence in the formulation of the problem, in the formulation of a new aspect of the problem chosen for analysis; - presence of the author's position, independence of judgment.
2. Degree of opening essence of the problem Max. - 30 points	- compliance of the plan with the topic of the abstract; - compliance of the content with the topic and plan of the abstract; - completeness and depth of disclosure of the basic concepts of the problem; - validity of methods and methods of working with the material; - ability to work with literature, systematize and structure material; - the ability to generalize, compare different points of view on the issue under consideration, argue the main provisions and conclusions.
3. Validity of choice	- range, completeness of use of literary sources on



sources Max. - 20 points	problem; - attraction of the latest works on the problem (journal publications, materials from collections of scientific papers, etc.).
4. Compliance with design requirements Max. - 15 points	- correct formatting of references to the literature used; - literacy and culture of presentation; - mastery of terminology and conceptual apparatus of the problem; - compliance with the requirements for the volume of the abstract; - design culture: highlighting paragraphs.
5. Literacy Max. - 15 points	- absence of spelling and syntactic errors, stylistic errors; - absence of typos, abbreviations of words, except generally accepted ones; - literary style.

### Essay evaluation

The abstract is graded on a 100-point scale, the points are converted into grades as follows:

- 86 – 100 points – “excellent”;
- 70 – 75 points – “good”;
- 51 – 69 points – “satisfactory”;
- less than 51 points – “unsatisfactory”.

When evaluating an abstract in the “passed” - “failure” system, “passed” is given for an abstract from 51 points.

**6.5.2. Methodological recommendations and requirements for creating a presentation** Multimedia presentations are used to allow the speaker to visually demonstrate additional materials to his message on a large screen or monitor.

#### General presentation requirements:

- the presentation should not be less than 10 slides.
- the first page is the title page, which must contain: the name of the university; job title; last name, first name, patronymic of the author, group number, year of creation.
- the next slide should be the content, which presents the main stages.
- design - ergonomic requirements: color compatibility, limited number of objects on the slide, text color.

Creating a presentation consists of three stages:

**1) Planning your presentation** is a multi-step procedure that includes determining goals, formation of structure and logic for presenting material. Planning your presentation includes:

1. Defining goals.
2. Determining the main idea of the presentation.
3. Selection of color scheme and presentation template.
4. Selection of additional information.
5. Planning your speech.
6. Creating a presentation structure.
7. Checking the logic of material supply.
8. Preparation of a conclusion.

**2) Presentation development** - methodological features of slide preparation presentations, including vertical and horizontal logic, content and relationship between text and graphic information.

**3) Presentation rehearsal**–This is checking and debugging the created presentation.

There are two blocks in presentation design: design of slides and presentation of information on them. To create a high-quality presentation, you must comply with a number of requirements for the design of these blocks.

### Slide design:

- Style
  - Maintain a consistent design style. - Avoid styles that will distract from the presentation itself. - Auxiliary information (control buttons) should not prevail over the main information (text, illustrations).
- Background
  - Cool colors are preferred for the background
- Usage colors
  - It is recommended to use no more than three colors on one slide: one for the background, one for the title, one for the text. - Use contrasting colors for the background and text. - Pay attention to the color of hyperlinks (before and after use). - Color compatibility table in the application.
- Animated information on a slide.
  - Do not overuse various effects animation effects, they should not distract attention from the content of the information on the slide.

### Presentation of information:

- Content information
  - Use short words and sentences.
  - Minimize the number of prepositions, adverbs, adjectives.
  - Headlines should attract the attention of the audience.
- Location information on page
  - Preferably horizontal arrangement of information.
  - The most important information should be located in the center of the screen. - If there is a picture on the slide, the caption should be located below it.
- Fonts
  - For headings – at least 24.
  - For information, at least 18.
  - Sans serif fonts are easier to read from a distance.
  - You cannot mix different types of fonts in one presentation.
  - Use bold, italics, or underlining to highlight information.
- Methods selections information
  - Do not overuse capital letters (they are read worse than lowercase ones).
  - Should be used:
    - frames;
    - borders, fill;
    - shading, arrows;
    - drawings, diagrams, diagrams to illustrate the most important facts.
- Amount of information
  - You shouldn't fill one slide with too much information: people can remember no more than three facts, conclusions, and definitions at a time.
  - The greatest efficiency is achieved when the key

items are displayed one at a time on each individual slide.  
To provide variety, you should use different types of slides:

Types of slides

- with text;
- with tables;
- with diagrams.

## VII. LOGISTICS DISCIPLINES

Name of special* premises and premises for independent work	Equipment premises specialized	special premises And premises for independent work
344022, Rostov region, Rostov-on-Don, st. Suvorova, 119/80 Preparatory Faculty (Liter: A, 2nd floor) Auditorium No. 1 Classroom for conducting seminar-type classes in the discipline "Health Economics"	Room specialized	staffed educational furniture: tables - 15 pcs., chairs - 30 pcs., teaching board - 1 pc.
344022, Rostov region, Rostov-on-Don, st. Suvorova, 119/80 Preparatory Faculty (Liter: A, 7th floor) Auditorium No. 704 Classroom for conducting seminar-type classes in the discipline "Health Economics"	Room specialized	staffed educational furniture: tables - 50 pcs., chairs - 100 pcs., teaching board - 1 pc.
344022, Rostov region, Rostov-on-Don, st. Suvorova, 119/80 Preparatory Faculty (Liter: A, 7th floor) Auditorium No. 708 Classroom for conducting seminar-type classes in the discipline "Health Economics"	Room specialized	staffed educational furniture: tables - 50 pcs., chairs - 100 pcs., teaching board - 1 pc.
344022, Rostov-on-Don, lane. Nakhichevansky, 29 Caf. Dentistry No. 2. Classroom for conducting lecture-type classes in the discipline "Health Economics"	Room specialized	staffed educational furniture (150 seats) Technical means training, serving to present educational information to a large audience: multimedia presentation complex
344022, Rostov region, Rostov-on-Don, lane. Nakhichevansky, 38/57-59/212-214 (No. 41, Liter A-Ya, 2nd floor, 4th floor, Liter B-A, 6th floor) 344022, Rostov region, Rostov-on-Don, st. Adygei/Pushkinskaya 12/191. Special rooms for independent	Computer equipment with connecting to the Internet and providing access to the EIOS RostSMU	

works – library reading rooms, auditorium of the Department of Physics, Department of Automation and Monitoring of Education Quality	
344022, Rostov region, Rostov-on-Don, st. Suvorova, 119/80 Preparatory Faculty (Liter: A), 2nd floor,  Room No. 3, room for storage and training equipment	Furniture for storing educational equipment: cabinet, wall shelves