



**Karolinska  
Institutet**

Course syllabus for

# **Health Care Organisation and Management, 7.5 credits**

Vården och omsorgens organisation och styrning, 7.5 hp

This course syllabus is valid from autumn 2012.

Please note that the course syllabus is available in the following versions:

Autumn2012 , [Autumn2014](#) , [Autumn2015](#) , [Autumn2016](#) , [Autumn2017](#) , [Autumn2018](#) , [Autumn2020](#)

Course code	5HI003
Course name	Health Care Organisation and Management
Credits	7.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Not applicable
Level	GX - First cycle
Grading scale	Fail (F), fail (Fx), sufficient (E), satisfactory (D), good (C), very good (B) or excellent (A)
Department	Department of Learning, Informatics, Management and Ethics
Decided by	Programnämnd 5
Decision date	2012-03-29
Course syllabus valid from	Autumn 2012

## **Specific entry requirements**

A Bachelor's degree or a professional degree equivalent to a Swedish Bachelor's degree of at least 180 credits in health care, biomedicine, medical technology, computer and systems sciences, informatics or the equivalent. Knowledge of the English language equivalent to English B at Swedish upper secondary school.

## **Objectives**

On completion of the course, the student should be able to:

Knowledge and understanding

- describe the purpose of health care on the global level (K2)\*,
- identify and describe the meaning of disease and functional limitations on population level, both global and local, and estimate the need of health care (K2)
- describe the interaction in the health care process between decision making, governing and performing levels (political, administrative and clinical level) (K2).

Skills and abilities

- identify differences between the social and ethical values that permeate health care systems (K4)
- compare how different health care systems use organisational- and financial management to achieve the criteria for STEEEP (Institute of Internal Medicine, 2001) (K4),
- suggest how health informatics tools can be designed and adapted to contribute for the health care to achieve the criteria for STEEEP (K5).

Assessment ability and attitudes

- reflect on differences between the social and ethical values that permeate health care systems (A3)
- reflect on the need to adapt health informatics tools according to current conditions in different health care systems (A3).

\* The expected learning outcomes are classified according to Bloom's revised taxonomy (Anderson, 2001) where "K" stands for cognitive aims and "A" for Affective aims.

## Content

The course introduces the student to the complexity of health care. The course has got two perspectives. For the first to challenge the student to develop a "global view" on health by describing its multidimensional nature and introduce actors and sectors of society that influence health. For the other to encourage the student to apply this knowledge in one of the global health problems and the different functions of the health system, and thereby achieve understanding of the broad spectra of actions that are required to remedy this, above all through development and using health informatics tools.

## Teaching methods

The course is experience-based and based on a group assignment. Each group is formed by students from at least two different countries. The students' personal learning is supported during the course by own experience, the cooperation in groups and with teachers, and through access to knowledge resources as lectures, seminars, interactive workshops and an electronic learning platform system. Agile project management is applied and the evaluation method Worked well/Do differently is used to run and develop the students' projects efficiently.

## Examination

The course will be examined through written reports and oral presentations. In order to pass the course the student needs to demonstrate fulfillment of all the course outcomes.

In accordance to evidence-based teaching and learning, formative examination is used throughout the course so students and teachers are able to continuously follow and influence the students' fulfillment of the learning outcomes of the course. To pass the course, the student should be able to demonstrate accomplishment of the expected learning outcomes of the course.

Compulsory participation:

On basis of the nature of the subject, there are certain experiences that require active participation such as the course introduction, the final examination and certain exercises/seminars indicated in the course schedule. The course director assesses if, and in that case how, absence can be compensated. Before the student has participated in all compulsory parts, or compensated absence in accordance with the course director's instructions, the student's results for the course will not be registered in LADOK.

Limitation of number of occasions for the examination

The student has the right to write the exam six times. If the student has not passed the exam after four participations he/she is encouraged to visit the study advisor.

The number of times that the student has participated in one and the same examination is regarded as an examination session. Submission of a blank examination is regarded as an examination. An examination for which the student registered but not participated in will not be counted as an examination.

## Transitional provisions

After each course, there will be at least 6 occasions for examination within a 2-year period after the end of the course.

## Other directives

Course evaluation will be carried out in accordance with the guidelines established by the Board of Higher Education.

The course is given in English.

## Literature and other teaching aids

*Bohmer, Richard M. J.*

### **Designing care : aligning the nature and management of health care**

Boston, Mass. : Harvard Business Press, cop. 2009 - x, 261 s.

ISBN:978-1-4221-7560-6 (inb.) LIBRIS-ID:11612887

[Library search](#)

*Christensen, Clayton M.; Grossman, Jerome H.; Hwang, Jason*

### **The innovator's prescription : a disruptive solution for health care**

New York : McGraw-Hill, cop. 2009 - li, 441 s.

ISBN:978-0-07-159208-6 (alk. paper) LIBRIS-ID:11318130

[Library search](#)

### **Studying the organisation and delivery of health services : research methods**

*Fulop, Naomi*

London : Routledge, 2001 - xi, 228 s.

ISBN:0-415-25762-X (inb.) LIBRIS-ID:8429963

[Library search](#)

### **Crossing the quality chasm : a new health system for the 21st century**

Washington, D.C. : National Academy Press, 2001 - xx, 337 s.

ISBN:0-309-07280-8 LIBRIS-ID:8282213

[Library search](#)

*Shortell, Stephen M.; Kaluzny, Arnold D.*

### **Essentials of health care management**

Albany : Delmar Publishers, c1997. - xvii, 510 p.

ISBN:978-0-8273-7145-3 LIBRIS-ID:13244566

[Library search](#)