

### Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[7085999323242] Economia da Saúde e Finanças		
<b>Plano / Plan:</b>	PLANO CPGGASS - a partir da 21.ª Edição		
<b>Curso / Course:</b>	Pós-Graduação em Gestão e Administração de Serviços de Saúde Post Graduate Course in Management and Administration of Health Services		
<b>Grau / Diploma:</b>	Pós-Graduação		
<b>Departamento / Department:</b>	ENFERMAGEM		
<b>Unidade Orgânica / Organic Unit:</b>	ESCOLA SUPERIOR DE SAÚDE DE VISEU		
<b>Área Científica / Scientific Area:</b>	Economia		
<b>Ano Curricular / Curricular Year:</b>	1		
<b>Período / Term:</b>	S1		
<b>ECTS:</b>	2		
<b>Horas de Trabalho / Work Hours:</b>	0050:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0030:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0000:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

### Docente Responsável / Responsible Teaching

[5024] Olivério De Paiva Ribeiro

### **Outros Docentes / Other Teaching**

[5233] Joana Patrícia Dias Gomes da Costa

[606851] Diogo Flor Dias Nogueira Leite

[606862] Ricardo Jorge Correia de Matos

### **Learning Outcomes of the Curricular Unit**

- Know health policies and the elements of economic reasoning;
- Develop skills in the operationalization and use of financial management instruments;
- Know the strategic analysis and trends in health and resource management.

### **Syllabus**

- Introduction to health economics and finance - Main concepts and terminologies;
- Health Financing and Policies;
- Health resources and expenses;
- Health production;
- Needs and demand for healthcare;
- Types of costs;
- Economic analysis in health;
- Accounting and finance in healthcare.

### **Demonstration of the syllabus coherence with the curricular units' learning objectives**

Taking into account that the objectives of this curricular unit are to understand the importance of health economics and finances, from a systemic and integrated perspective, as well as to acquire knowledge about the implications of good practices, it seems relevant that the program contents address more general themes and framers of the themes. These more global aspects should be articulated and integrated into more specific points in the health area, such as: financing and policies, contracting care, care models, economic evaluation, and accounting and finance in units of health. The analysis of situations / cases will enable students to better understand and integrate acquired knowledge.

### **Teaching Methodologies (Including evaluation)**

Theoretical classes, supported by projection media (powerpoint slides and other audiovisual methods). Teaching-learning methodologies include active participation of students, through group dynamics, with document analysis and thematic debates. The assessment includes the completion of a written test and an assignment. The frequency (F) has a weight of 60% and the work (T) with presentation has a weight of 40% of the final classification.  $CF = \text{test} * 0.60 + \text{work} * 0.40$ .

### **Demonstration of the coherence between the teaching methodologies and the learning outcomes**

The objectives of this curricular unit aim to provide students with the main concepts related to health economics and finance, as an integral component of quality in the provision of care. It is also intended that students acquire knowledge and develop case/cause analysis skills related to health economics and finance. From this perspective, it was defined that the teaching methodologies to be privileged would be based on sessions with an expository method, analysis and discussion of concrete cases where students have the possibility, starting from the analysis of real cases/situations, to apply and discuss the use of concepts and methodologies learned.

### **Bibliografia / Bibliography**

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Chow, G. C. (1960). Tests of equality between sets of coefficients in two linear regressions. *Econometrica*, 28(3), 591-605.

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Furtado, C. (2013). *Psicofármacos: Evolução do consumo em Portugal Continental (2000 - 2012)*. Lisboa: Infarmed.

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Lendrevie, J. Lindon, D., Rodrigues, J. V., & Dionísio, P. (2000). *Mercator: Teoria e prática do marketing* (9ª ed.). Lisboa: Publicações Dom Quixote.

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