



Department of Business Administration



Master's Program in Health Care Management

STUDY GUIDE

September 2023

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Prologue

The health services sector is a sector of the economy that, in Greece and internationally, absorbs a significant part of the Gross Domestic Product. Due to potential economic or pandemic crises, the increase in life expectancy, population ageing and rapid technological changes, significant challenges are expected in the future as well, making it more imperative than ever for the appropriate specialization of administrators, doctors and nurses, as well as others industry professionals in management matters.

The master's degree in "Health Care Management" has been operating since 2015. It aims to provide the necessary specialized knowledge and skills for those already professionally active in the health field and new graduates who wish to staff our health care system. The Program's ultimate goal is to develop their abilities and skills to increase efficiency and effectiveness in providing health services.

Our updated master's degree received the necessary approval at the beginning of 2023, and we can now offer 100% distance education, giving anyone who wishes to follow the Program without geographical restrictions the opportunity. It also reduced tuition fees to meet the needs of our students better. Finally, students must attend eight courses and prepare a thesis within three academic semesters to obtain the degree.

Our program offers:

- Modern study programs with the option of choosing specialized courses in the field of health according to needs.
- Distance learning for greater flexibility.
- Academic - teaching staff with expertise/experience in the health sector.
- Lectures also by senior executives of the private and public health sector.
- Modern educational/teaching methods and analysis of real cases (case studies).
- Study duration of three semesters, including the preparation of the thesis.
- Course attendance schedule convenient for employees.
- Competitive tuition fees.

Our primary concern is to ensure the quality of the studies with the assistance of the Department's academic staff and the cooperation of senior management with recognized professional work in

the public and private health sector. So, we invite students to browse our website to learn about the program (structure, staff, courses, operating regulations, fees, impressions of our graduates about the program) and the dates and the application process for your eventual inclusion.

Vassilis Aletras, Professor
Director of Master's Program in "Health Care Management"
September 2023

Aim and scope of the Program

The Master's Program in Health care Management aims to provide knowledge of a postgraduate level on the field of Health care Management to those recently graduated from Universities and Higher Technological Institutions (T.E.I.) as well as to experienced health professionals who hold or may in the future hold administrative positions in public or private Organizations, at all levels of health care provision (Ministry of Health, Health Regions, Hospitals, Primary Care Units, Private Clinics, Pharmaceutical Companies, Insurance Companies, Ambulance Services, etc.).

The objectives of the Program are i) the specialization of University and T.E.I. graduates so that they can contribute to the promotion of knowledge in the broader field of health care management, and empowering executives to be capable of (a) being professionally active in the field of health services (Ministry of Health, Health Regions, Hospitals, Primary Care Units, Pharmaceutical Companies, etc.), and (b) promoting research and applying its findings in practice, and ii) the training of senior executives of the health service sector (administrative executives, medical - nursing staff, etc.) in managerial tasks they encounter in their careers so that they can successfully cope with their administrative work.

The guiding philosophy of the Graduate Program in Health Care Management is to provide students with the necessary master's-level knowledge, methods, and skills to enable them to learn and thrive continuously in their workplace. Based on this philosophy, instructors use various methods, including applied research, case studies, simulations, etc.

General information about the Program

Establishment

The Master's Program in "Health Care Management" was founded and started its operation with the 114004/B7 Decision, Government Gazette 2056/ vol.B '/29.7.2014. Then it was amended with the 445 Decision, Government Gazette 2197/ vol.B '/13.10.2015, re-established with the 4874 Decision, Government Gazette 2756/ t.B '/11.07.2018, while the re-establishment mentioned above was amended as can be seen in Government Gazette 4457/9-10-2020. Recently, the amendment of the re-establishment of the program was approved by Government Gazette 1862/24.03.2023 and the new operating regulation by Government Gazette 1814/22.03.2023. The latter introduced distance learning, a new course structure and reduced program fees.

Key facts about the Program

Graduates of the country's university departments (A.E.I. and former T.E.I.), recognized foreign institutions of a related subject, and graduates of Higher Schools of the Armed Forces, are admitted to the Master's Program in Health Care Management.

The study duration is three (3) academic semesters from the student's enrollment in the Program. In the first two semesters, the lectures of the program courses are held by distance learning in which students are required to participate. Students also write assignments within their courses during the first two academic semesters. And at the end of the semesters, there is an examination period for the courses they have been taught. Finally, in the third semester, a thesis is written by the students under the supervision of a faculty member. Once completed, two examiners are appointed for each student who evaluate the thesis in collaboration with the supervisor.

Tuition fees amount to 3,480 euros and are paid in six instalments (split over three semesters - two instalments per semester). Tuition fee waivers are available for up to 30% of students based on income criteria, which are considered following the assessment of admission applications. Based on the current legislation (Article 86, Law 4957/2022), a degree (equal to or greater than 7.5) is a prerequisite for examining an exemption application. The submission of applications for fee waivers takes place after the admission process is completed. This student right is defined in par. 4 of article 86 of Law 4957/2022. In addition, granting scholarships based on academic criteria is approved at a rate of 5% of the enrolled students. These are based on the student's grades during the first and second semesters.

The maximum annual number of admissions has been set to forty (40) students. Admission criteria include diploma's ("ptychio") average grade, computer knowledge (e.g. ECDL), second foreign language (level B2 and above), presentations at conferences, publications, training programs of more than 100 hours, etc. They are detailed in Article 3 of the Program Operating Regulations. Professional experience is counted regardless of subject. The evaluation process also includes an interview by a three-member committee.

For the first two academic semesters, the course lectures (12 lectures per course – 4 courses per semester) are held every Monday afternoon (from 5:00 p.m. to 10:00 p.m.) and Saturday morning (from 9:00 a.m. to 2:00 p.m.). This timetable is meant to facilitate participation by working students.

The operation of the graduate Program in Health care Management is described in detail in its Study Regulations (Government Gazette 1814/22.03.2023).

Student Rights and Obligations

The rights of the students of the program are determined by the Internal Regulations of the University of Macedonia (<https://www.uom.gr/assets/site/nfs/FEK-KANONISMOS-PMS-KAI-DS.pdf>, which can be found in the Government Gazette 4014/23.6.2023, Issue B') and the Regulations of the Master's Program (<https://www.uom.gr/mhm/neos-kanonismos-fek-1814-22-03-2023>, Government Gazette 1814/22.3.2023, Issue B'). In these regulatory texts, a specific procedure for submitting objections and complaints is provided, and the Department has appointed a respective administrative committee to handle them.

The students who are admitted to the program have the following obligations:

1. Attend the courses of the study program regularly.
2. Submit the required assignments for each course within the prescribed deadlines.
3. Participate in the examinations.
4. State the elective course(s) they want to attend each semester.
5. Submit a declaration that there is no plagiarism in the thesis to the Secretariat before its evaluation.
6. Pay the fees on the dates set by the Program's secretariat. A student must fulfil the financial obligations by the start of the thesis process to discuss a thesis topic with potential supervisors or submit it to the Secretariat.
7. Pay off all their financial and any other obligations to the University before the oath ceremony; otherwise, they are not entitled to take the oath and be awarded the postgraduate diploma.
8. Students who receive academic scholarships based on performance may be required to offer auxiliary work in the Laboratories and Research for the postgraduate program by the decision of the Department's Assembly.
9. Respect and abide by the decisions of the bodies of the Program and the University's Senate, as well as academic ethics.

Failure to comply with the above without appropriate documented justification constitutes a basis for a negative grade or expulsion from the Program.

Program Staffing and Infrastructure

The Master's Program in "Healthcare Management" employs mainly academic staff of the Department of Business Administration, with related research and teaching work to that of the postgraduate taught courses. This staff is supplemented, depending on the needs of the specific operating cycle, by academic members of other Departments of the University of Macedonia or

even other Universities as well as external collaborators, holders of a doctoral degree, with a notable, mainly professional, experience in the field of healthcare management, but also research and teaching work related to the health care sector.

Academic faculty members

The Department of Business Administration has 28 active faculty members (called “members of D.E.P.” in Greek). Faculty members with knowledge related to the field of health care management teach in the Program in compliance with the applicable legal framework. In addition, the Program cooperates with members of D.E.P. of other Departments of the University and other Universities.

In particular, in the Master's Program in "Health Care Management" so far, the following professors are scheduled to teach during the academic year 2023-24, in the eight cycle of the program:

- Aletras Vassilis, Professor of Healthcare Management and Health Economics, Director of the Program, Department of Business Administration, University of Macedonia.
- Vasiliadis Christos, Professor of Marketing, Department of Business Administration, University of Macedonia.
- Vouzas Fotis, Professor of Management with an emphasis on Total Quality Management, Department of Business Administration, University of Macedonia.
- Gotzamani Aikaterini, Professor of Management with an emphasis on Production Management, Chair of the Department, Department of Business Administration, University of Macedonia.
- Georgios Drogalas, Associate Professor of Accounting, Department of Business Administration, University of Macedonia.
- Eleftheriadis Iordanis, Professor of Business Risk Analysis, Department of Business Administration, University of Macedonia.
- Katou Anastasia, Professor of Management with an emphasis on Organizational Strategy, Department of Business Administration, University of Macedonia.
- Karagianni Roxani, Assistant Professor of Economics for Business Administration, Department of Business Administration, University of Macedonia.
- Konstantinos Tarabanis, Professor of Informatics with an emphasis on integrated information systems for production, Department of Business Administration, University of Macedonia.

- Tsiotras Georgios, Professor of Management, with an emphasis on Production Management, Department of Business Administration, University of Macedonia.
- Tsironis Loukas, Associate Professor of Operations Management, Department of Business Administration, University of Macedonia.
- Hatzidimitriou Ioannis, Professor of Business Economics with an emphasis on International Business, Department of Business Administration, University of Macedonia.

Collaborative teaching staff

The primary criteria for selecting the teaching staff are the relevance of their academic field, research work and publications, managerial experience in the healthcare sector or general experience in administrative positions. These criteria are meant to ensure the adequacy of the teaching staff to provide quality education services to the students.

The Master's Program in "Health Care Management" also employs external collaborators with PhD qualifications, teaching experience and particularly noteworthy professional or research work in healthcare management. Professional work concerns positions of responsibility in organizations and companies. The following collaborators are indicatively mentioned:

- Boyatzidis Panagiotis, PhD, Director of the 3rd Health Region of Central Macedonia.
- Nikolaidis Dimitris, PhD, General Manager of Embryolab Fertility Clinic and the owner of a health-sector Consulting Company.
- Stafylas Panagiotis, PhD, MD, Health Technology and Electronic Health Assessment Consultant and General Manager of HealThink.
- Christoglou Konstantinos, PhD, Deputy General Manager of the 3rd Health Region of Central Macedonia, Former CEO in leading private health care organizations.

Distance education

Distance education is based on the physical separation of teaching staff and students during instruction. It uses various technologies to facilitate communication between the instructor and the student, and between the student and his/her colleagues. This method can overcome problems of traditional education methods, expand learning with new approaches and create more educational opportunities. Distance education promotes optimal communication between instructors and students, enhances teamwork, promotes discussion, consolidates the teaching process and promotes real-time dialogue. In addition, it offers various methods such as virtual classrooms, group discussions, virtual visiting rooms, polls and question-and-answer sessions.

Specifically, in the postgraduate Program in "Health Care Management", Zoom and Google Meet video conferencing platforms are used for conducting online lectures and teleconferences of instructors with students. The educational process is organized on the open platform eClass, an integrated E-Course Management System managed by the university's Computing and Networking Center. This platform allows for the organization, storage, and presentation of educational material, regardless of limiting factors such as space and time. It includes features such as creating online courses, accessing learning materials, course announcements, student communication, assignments, written exams, feedback and grading.

Secretarial support

The Master's Program in "Health Care Management" is administratively supported by a qualified person responsible for organizing and managing the educational Program. The contact information for the administrative support (secretariat) of the Program is the following:

Tel .: 2310 891 190, Fax: 2310 891 414

Email: mhm@uom.edu.gr, URL: www.uom.gr/mhm

Office 303, 3rd floor, ITH Building, ODE Tower
University of Macedonia, 156 Egnatia St., P.O. 54636, Thessaloniki

Program structure

Content and Teaching Units (ECTS)

The structure of the Master's Program in "Health Care Management" has been shaped both by the general specifications of the respective Greek and foreign university programs, as well as by the need for the content of the Program to correspond to the characteristics of the health services sector and the respective businesses and organizations. For this reason, the Program has the following structure:

- Core modules
- Optional courses
- Thesis

To complete the Master's Program in "Health Care Management", the student must attend and complete eight courses successfully. The above courses' teaching and examinations occur in the 1st and 2nd semester. During the 3rd semester of his/her studies, the student must write his/her thesis as long as he/she has fulfilled the academic and financial obligations in the first two semesters of his/her studies. Each semester course is equivalent to seven and a half (7.5) teaching units, while the thesis is equivalent to thirty (30) teaching units. The Master's Degree in "Health Care Management" is awarded after the successful completion of 90 teaching units. The credits, according to the European System of Transfer and Accumulation of Academic Credits – European Credit Transfer System (ECTS), are as follows:

Year	Semester	Master's Program in Health Care Management
1 st	A	4 Courses X 7.5 ECTS = 30 ECTS
	B	4 Courses 7.5 ECTS = 30 ECTS
2 nd	C	Thesis = 30 ECTS
OVERALL ECTS UNITS		90

Lectures

In order to be awarded a postgraduate degree in health care management, the student must complete eight (8) courses successfully. In the first academic semester, four (4) core courses are offered. In the second academic semester, two (2) core courses are offered along with an additional four (4) optional courses, from which the student chooses two (2). An optional course is taught with at least six (6) students choosing it. The maximum number of optional courses taught is three (3).

The total number of courses the student attends entirely through distance learning and in which he/she is examined, is four (4) for each academic semester. As long as the student has fulfilled his/her academic and financial obligations in the first two semesters of studies, he/she must write a thesis during the third semester.

The curriculum includes the following courses:

Instructor	FIRST SEMESTER (core courses)	Code	ECTS
Professor Aletras Vassilis	1. Health Care Management	MHM0101	7.5
Professor Aletras Vassilis	2. Health Economics	MHM0204	7.5
Professor Tsiotras Georgios	3. Quality Improvement in Health Services	MHM0104	7.5
Professor Vouzas Fotis	4. Human Resource Management in Health Care	MHM0203	7.5

Instructor	SECOND SEMESTER (core / optional courses)	Code	ECTS
Professor Tsiotras Georgios	1. Operations Management in Health Care Services	MHM0202	7.5
Professor Aletras Vassilis – Assist. Prof. Roxani Karagianni	2. Health Policy	MHM0103	7.5
	3. Optional Course		7.5
	4. Optional Course		7.5

Second Semester Optional Courses:

Instructor	Course	Code
Associate Professor Hatzithomas Leonidas	1. Marketing and Communication in the Health Care Sector	MHM0205
Professor Katou Anastasia	2. Organizational Behavior and Leadership in Health Care	MHM0106
Professor Tarabanis Konstantinos	3. Health Information Systems	MHM0105
Professor Eleftheriadis Iordanis, Associate Professor Drogalas Georgios	4. Financial Management and Managerial Accounting in Health Care	MHM0201

THIRD SEMESTER	Code	ECTS
Thesis	MHM0301	30

The Program's overall credits (ECTS) are ninety (90).

Course descriptions (syllabi)

The following are the courses' descriptions (syllabi) of the Master's Program in "Health Care Management":

First Semester's Courses (Core)

1. Health care management

This course provides specialization in the management of health services to provide the necessary theoretical training and the acquisition of skills necessary for the executives of modern health service organizations. Emphasis is placed on the strategic management necessary to achieve the goals of an organization. In this context, the vision, values and strategy of a well-known IVF center are analyzed, among other things, as a case study in the private sector. Regarding the public sector, the third health district's crisis management case is analyzed. In addition, the organization of hospitals and the health system is examined, emphasizing the organizational, legal, economic and political environment in Greece. Emphasis is also placed on acquiring the knowledge and skills necessary to enable managers to manage challenges facing healthcare organizations, including risk associated with their operations, resistance to change, human resources' motivation potential and the creation of a competitive advantage. Finally, patient satisfaction will be approached to familiarize students using questionnaires and statistical analysis to measure and improve service quality (using real data in SPSS statistical software). In the context of the courses, discussion will be particularly encouraged as the exchange of opinions and arguments from executives and new graduates who see the health system from different perspectives is considered particularly fruitful.

Learning outcomes

After the end of the lectures, the students are expected to:

- recognize the particularities of the "service" (concerning the material good - product) and their importance for the management of health care services
- know well-known examples of strategic positioning in healthcare and elsewhere

- recognize the importance of vision and values in the formulation of strategy and the course of a health care organization
- know the current conditions and prospects in the Greek market of health services
- understand issues of organization, planning and management of health services that arise during a crisis and how hospital or health district administrations deal with them
- be familiar with basic tools of Strategic Management so that they can apply them to healthcare organizations
- know how organizations are structured and how administration is organized
- name the steps required to prepare the organization of healthcare units for risk and crisis management
- effectively manage organizational change in the health sector
- be able to apply Porter's competitive forces model better to understand the competition of a specific healthcare market and improve the strategic positioning of a healthcare organization
- interpret results of relevant statistical analyzes and use them in decision-making
- name the concept and components of "value-based healthcare" and be familiar with examples of its application in practice
- work within teams to carry out a managerial project (e.g. analyze the competitive environment and strategic positioning of a healthcare organization) as well as conduct a related statistical analysis
- know how to create a competitive advantage through service optimization

Assessment

The assessment process includes a) compulsory group written coursework (30%) and b) final exam (multiple choice questions and oral exam, 70%). In order to complete the course successfully, students must receive a grade of 5 or higher on both the written group assignment and the final exam. The assessment process and criteria are listed in the Course Outline posted on the Open platform e-class and are presented to the students during the first week of classes.

The written group work is limited to 3,500 words, and students must work in pairs to write a report after analyzing the market of a particular healthcare organization of their choice. They must also analyze statistical data to interpret it and make appropriate management

recommendations. The paper's topic is announced through Open e-class in the first weeks of the semester.

The evaluation criteria for the written work are: a) avoiding plagiarism, b) content (comprehensive and in-depth presentation/analysis of the topic, critical approach to the issues, no off-topic analyses), c) use of reliable references, d) structure (in the form of an executive summary), introduction and properly structured sections, e) presentation (correct use of language, correct citation of references, avoidance of ambiguities, easy-to-read text with good flow of arguments, adherence to word limit), f) correct analysis, interpretation and critical approach/utilization of statistical findings for making administrative decisions.

The final exam consists of 20 multiple-choice questions and five oral open-ended questions (some requiring critical ability) per student, with a graded degree of difficulty, concerning the material being examined and the group work prepared (the exam will take place through the eClass platform and Zoom). Criteria are a) understanding of the questions, b) achievement of the learning outcomes, c) completeness of answers with well-structured argumentation, and d) analytical and critical ability.

Students have the right to feedback on their final exam, while for the work they submit, brief comments are provided to each student along with the grade via eClass.

2. Health Economics

In this course, the principles and some methods in the field of healthcare economics are taught, thus providing necessary academic knowledge and skills to executives who work or will work in the Ministry of Health, Regional Health Systems, hospitals or clinics and elsewhere (e.g., pharmaceutical companies). First, the problem of the scarcity of available resources in health care and the role of Economics in their rational allocation are presented. The idiosyncratic characteristics of the good "health care" that differentiate this market from the markets of other goods and make government intervention imperative are examined. Students also become familiar with various policies implemented internationally to increase efficiency, effectiveness and social justice in the provision of health services. Such policies concern, among others, the more general financing of health systems, the way hospitals and the medical corps are compensated, the assessment of hospital efficiency and the economic evaluation of medical procedures and health programs, which will be given particular emphasis in the context of the course. Finally, the healthcare sector's concepts of equality and equity are discussed. For the students to better understand the economic concepts in all the above health economics topics, a special lecture is provided regarding an introduction to the basic concepts of Microeconomics.

Learning outcomes

After the end of the classes, the students are expected to:

- recognize the particularities of a healthcare market
- interpret a multitude of health system performance indicators
- describe the basic organizational types of the healthcare sector and their differences
- explain the main differences between the Greek healthcare system and other European systems
- recognize the importance of different forms of efficiency for the exercise of health policy
- be able to read and understand economic evaluation studies in the international literature and identify potential methodological weaknesses
- be able to identify, for different medical interventions, the steps that must be followed in order to conduct an economic evaluation in practice
- propose appropriate financing methods that will increase the efficiency of a healthcare system
- explain the motives that different health policies create for different market actors in terms of achieving the goals of a health system
- recognize the importance of both theoretical arguments and research findings for the comprehensive analysis and critical approach of health policies
- understand the practical importance of the various concepts, theories and methods of Health Economics for decision-makers
- recognize the policies needed to make a healthcare system sustainable and resilient to future challenges
- find and synthesize reliable references and comprehensively and scientifically analyze a complex topic of health economics with their effective use
- have a positive attitude towards the principles and methods of health economics and wish to contribute to their greater use in their workplace and the health sector

Assessment

The assessment process includes a) a mandatory written individual assignment (30%) and b) a final oral exam (70%). In order to complete the course successfully, students must obtain a grade of 5 or higher on both the written assignment and the final oral exam. The written individual work is limited to 2,500 words, and students choose a topic from a list of 6 topics posted on Open eClass in the first weeks of the semester.

The assessment process and criteria are listed in the Course Outline posted on the Open platform eclass and are presented to the students during the first week of classes. The assessment criteria for the written work are: a) avoiding plagiarism, b) content (comprehensive and in-depth presentation/analysis of the topic, critical approach to the issues, not off-topic analyses, c) reliable and rich bibliography, d) form of academic work with summary, introduction and properly structured sections, e) presentation (correct use of language, correct citation of bibliography, avoidance of ambiguities, easy-to-read text with good flow of arguments, meeting the word limit)

The final oral exam consists of 5 open-ended questions per student, with a graded difficulty level. In essence, they are invited to discuss and critically approach topics from the exam material. Criteria are a) understanding of the questions, b) achievement of the learning outcomes, c) completeness of answers with well-structured argumentation and reference to empirical findings, and d) critical ability.

Students have the right to feedback on their oral exams. For the written coursework they submit, brief comments are provided to each student along with the grade through Open eClass.

3. Quality Improvement in Health Services

In recent decades, the need for students to learn and understand the principles of Total Quality Management (TQM) has become particularly evident. Healthcare organizations that hire university graduates require their new employees to understand the importance of providing quality customer service and the principles and tools of TQM. This course presents the basic principles and tools related to TQM and provides several case studies that can be used as a basis for class discussion. It focuses on the continuous improvement of all aspects of a healthcare organization, from design to production/delivery, marketing and after-sales service. It covers the concept of Quality, Total Quality and TQM, the different approaches of TQM experts, the connection with the recognized business excellence awards (The Deming Award, The Malcolm Baldrige National Quality Award, The European Quality Award, CAF), quality control, quality management standards ISO 9001, ISO 14001, ISO 22001, quality culture, attitudes and behaviors, the design and implementation of a TQM program, the measurement of quality cost elements, the measurement of customer satisfaction, the quality of the 6s, the tools and methods of quality improvement. In particular, after completing the course, students will be introduced to the methods of improving quality management in the healthcare sector to such an extent that they understand the following:

- the various interpretations and definitions of quality (internal and external),
- quality control, quality assurance and total quality, total quality management
- the various quality management programs, models and awards that lead organizations to business excellence
- the various quality management tools and techniques that facilitate the implementation of quality programs
- the need to continuously measure and improve customer satisfaction
- the need for an accurate assessment of the quality and management cost elements of the processes
- the importance of leadership and management's commitment to highlighting quality as a strategic issue
- the importance of people's involvement in quality improvement
- statistical process control and quality six sigma

Teaching is delivered through lectures, which will be supported using relevant and recommended books and published articles in academic journals. Theory is combined with practice through case studies and video viewing. Case studies focus on large and small healthcare companies in the US, Asia and Europe (including cases from Greece). Also, experts in health care quality will be invited, and there will be the possibility of visits to real places where quality programs are implemented.

Learning outcomes

Upon successful completion of the course, it is expected that students will be able to:

- understand the concept of Quality as the basis of all activities of healthcare units
- apply the philosophy of Quality to health units
- handle qualitative and quantitative tools as well as Quality improvement techniques
- check whether an established level of Quality is achieved at the various stages of the process of providing health services, and, if there is a deviation, take the necessary corrective actions
- recognize the role of various Quality standards as a way of improving the competitiveness and differentiation of healthcare units

- highlight the human factor as the most critical factor for the successful implementation of all Quality improvement techniques

Assessment

Written exam at the end of the semester (short answer questions, critical questions, multiple choice questions) (70%). Elaboration of written group work and oral presentation (30%).

Multiple assessment methods, multiple topics in the written exams (open questions—multiple-choice questions), and frequent changes of these topics ensure the objective and reliable assessment of student performance.

The transparency of the assessment is ensured by students having the possibility to see their papers and assignments within approximately one month from the announcement of their grades so that any questions or objections can be resolved.

4. Human Resource Management in Health Care

The course focuses on acquiring extensive knowledge and skills that will allow students to respond with autonomy, professionalism and social responsibility to the challenges of Human Resource Management (H.R.M.). Students will acquire the ability to transfer their knowledge of H.R.M. to the professional field, combining autonomy and professionalism with social responsibility. In addition, they will develop competencies in the areas of goal setting, planning and monitoring activities related to workforce management.

Students will be trained to deal with complex H.R.M. problems and make sound decisions at a strategic and operational level. They will practice the leadership role, activating their subordinates, as well as effective communication with all participants (stakeholders). In addition, they will develop skills in the field of understanding and managing the challenges in the field of H.R.M. within health care organizations.

During the lectures, students will become familiar with the value of employees' contribution to achieving the goals of health units, thus strengthening their professional orientation and realizing the importance of cooperation for the effective management of human resources in the healthcare sector.

Learning outcomes

The course aims to develop executives who can successfully face the modern challenges associated with effective human resource management (H.R.M.) in healthcare units. The main objectives of the course are:

- The awareness of healthcare units and their executives in matters of Human Resource Management
- The investigation of the relationship between Human Resource Management and Strategic Management
- The understanding and practical application of the main functions of Human Resource Management in health care organizations, such as job analysis, human resource planning, career planning, training and development of human resources, performance evaluation, and remuneration.

Assessment

The overall grade score is made up of the sum of three components:

- Written exam with multiple choice and short answer questions, 50%
- Individual coursework, 40%
- Class participation, 10%

Assessment purpose: Checking understanding of the basic course elements.

Assessment criteria: correctness, completeness, clarity and critical evaluation of students' answers.

Second Semester's Core Courses

1. Operations Management in Health Care Services

Operations Management is a scientific field that deals with the effective management of a company's resources. This includes the functions of planning and control, effective coordination with other functions, and a firm understanding of how the functions support and shape the

business unit's strategy. Operations Management also applies to healthcare organizations. Many Master's Program in Health Care Management degree holders obtain positions in this field since the operations management function of an organization employs most of the business' employees and fixed assets. Potential employers take the necessary skills for operations management seriously. The Operations Management course is the starting point. Through this, students are equipped with the necessary knowledge and skills to operate in any healthcare service organization and further develop their careers. Whatever position students hold in an organization, the course will give them an appreciation of the role of the operations manager. They will understand how theory can be applied in practice in various healthcare organizations. Finally, this course emphasizes the coordinated effects of other functional areas and focuses on the organization's function of planning, directing and controlling resources for service delivery. Each lecture is devoted to a specific topic of Operations Management. The discussion of the relevant topics is systematic and in a logical order. Lectures are used as a framework for individual student study. The combination of theory and practice is carried out through case studies, published articles, videos, and, where possible, visiting speakers from the industry and universities. For example, topics covered by the course include Introduction to Operations Management - The Strategic Role of Operations Management in the Global Competitive Environment - Demand Forecasting - Facility Location Selection - Strategic Process & Spatial Selection - Production Capacity Planning - Inventory Management - JIT Systems & Lean Manufacturing - Supply Chain Management (SCM) - Production Planning – Case Studies.

Learning outcomes

Upon successful completion of the course, the student will be able to:

- understand the basic principles of operations management
- evaluate the contribution of various functions in a healthcare organization
- determine the internal and external factors that influence the design of a business operation
- understand the need and importance of planning in operations management
- plan the functions of a healthcare organization
- choose the appropriate tools for the efficient design of the functions of a healthcare organization
- apply the concepts of business operations management in order to improve the efficiency of the healthcare organization
- upgrade the existing functions of a healthcare organization

- assess the effects of changing business processes on the operation of a health facility
- make decisions regarding the operational functioning of a department of a health facility

Assessment

Written exam at the end of the semester (short answer questions, critical questions, multiple choice questions) (60%)

Written group assignment and oral presentation of the work (40%)

The objective and reliable assessment of student performance is ensured through multiple assessment methods, multiple topics in the written exams (open questions – multiple choice questions), and frequent changes of these topics.

The transparency of the assessment is ensured by students having the possibility to see their papers and assignments within approximately one month from the announcement of their grades so that any questions or objections can be resolved.

2. Health Policy

In this course, the principles of health policy are taught. Initially, we discuss the concept and role of "health policy", the factors that affect policy development and implementation, as well as the role of the actors/participants in it -such as the state, public and private sector, health service providers, citizens, social groups, etc. We also discuss the power exercised by the groups mentioned above in formulating, enacting and implementing policy measures. Students will then familiarize themselves with specific policy measures/interventions that have been implemented over time in the international community, such as the organization and financing of health care systems, human resource management, prevention and improvement of public health, insurance coverage of citizens, long-term health care, containment of health care costs, supply and demand of pharmaceuticals and health inequalities. The subject of discussion will also be the policy measures implemented over time in Greece, especially amid the economic crisis that the country went through and the subsequent outburst of the COVID-19 pandemic.

Learning outcomes

After the end of the lectures, the students will be able to:

- name the principles that govern policy making in the field of healthcare
- describe the framework for health policy formulation as well as the role of government and interest groups involved in policy making
- explain the role of the state in policy making in health care systems over time
- recognize the degree of influence of the private sector in policy making
- recognize the strategy of interest groups and social groups in formulating, enacting and implementing policies
- recognize key policies applied to healthcare systems
- comprehend the importance of health policies in achieving efficiency, effectiveness, accessibility and resilience in a healthcare system
- evaluate the suitability of individual elements of a health policy for achieving the goals of a health care system
- design a series of health policy measures to solve a specific complex problem of a health care system, using their critical ability and synthesizing theoretical arguments and empirical findings from reliable literature
- clearly communicate their conclusions as well as knowledge related to health policies and the reasoning on which they are based to specialized and non-specialized audiences
- have a positive attitude that encourages changes in the health system for the benefit of society as a whole

Assessment

The assessment process includes a) a compulsory group-written assignment (30%) and b) a final oral exam (70%). In order to successfully complete the course, students must obtain a grade of 5 or higher on both the written assignment and the final oral exam. The written paper is limited to 2,500 words, and students choose a topic from a list of 6 topics posted on eClass in the first weeks of the semester. The submission of written assignments is made only via the eclass platform.

The assessment process and criteria are listed in the Course Outline, which is posted on the eClass platform and presented to students during the first week of classes.

The assessment criteria for the written assignment are: a) avoiding plagiarism, b) content (comprehensive and in-depth presentation/analysis of the topic, critical approach to the issues, no

off-topic analyses), c) reliable and rich bibliography, d) form of academic work with summary, introduction and properly structured sections, e) presentation (correct use of language, correct citation of bibliography, avoidance of ambiguities, easy-to-read text with good flow of arguments, meeting the word limit)

The final oral exam consists of 5 open-ended questions, graded difficulty level per student. Essentially, they are invited to discuss and critically approach a topic from the exam material. Criteria are a) understanding of the questions, b) achievement of the learning outcomes, c) completeness of answers with well-structured argumentation and reference to empirical findings, and d) critical ability.

Students have the right to feedback on their oral exams, and for the work they submit, brief comments and the grade are provided to each student via eClass.

Second Semester's Optional Courses

1. Marketing and Communication in the Health Care Sector

Marketing can effectively support health services and contribute to the more effective operation of a health organization and the prevention and protection of citizens' health. This course focuses on the concepts and tools of services marketing, which help a health care organization, for-profit or not-for-profit, to formulate a strategy better oriented to the needs and wants of health consumers and to better serve them, provide better services and promote the services offered. Also included are lectures that focus on interpersonal communication and professional behavior precisely because of their importance to the smooth running of a healthcare organization and the creation, development and maintenance of provider-consumer relationships.

Learning outcomes

Upon completion of the lectures, students will be able to:

- recognize and describe, among others, the following concepts: health services marketing, service satisfaction, service quality, Servqual model, Kano model, medical tourism, segmentation, targeting and positioning strategy, promotional mix, procurement processes and customer approach, internal marketing and complaint management
- apply techniques to improve services in healthcare organizations
- know how to segment the healthcare organization's market, target the most attractive segments and position the organization in them

- take part in a public debate about the role of marketing in improving the services of a healthcare organization

Assessment

The grade results from the following:

- [35%] Group work (up to 3 students)
- [10%] Group work presentation
- [5%] Class participation
- [50%] Written exams

2. Organizational Behavior and Leadership

The course aims to provide students with a comprehensive understanding of multiple aspects of business organizational behavior and healthcare leadership. Students will understand key concepts and recognize the importance of studying Organizational Behavior in business and health service organizations.

Students will become familiar with how work is organized and how human behavior works in the workplace in health services. In addition, they will recognize the importance of communication, motivation and teamwork in the effective operation of health organizations.

The course will enhance students' ability to analyze and understand organizational situations based on the theories and concepts of Organizational Behavior. In addition, they will understand the importance of leadership and the effective leader in the growth and success of an organization.

Finally, students will be informed about the current trends in Organizational Behavior and Leadership in the health care sector, focusing on the Greek reality and the challenges facing this area.

Learning outcomes

Upon completion of the course, the student will be able to:

- Analyze and discuss organizational theory as it relates to management practices in businesses and organizations
- Analyze and discuss the impact of leadership on the beliefs, behaviors, and performance of employees in businesses and organizations
- Analyze and discuss the impact of incentives on motivating employees and achieving organizational goals
- Analyze and discuss the effect of teamwork in achieving organizational goals
- Analyze and discuss the impact of workplace conflict and mitigation techniques
- Analyze and discuss the effect of organizational structure and culture on the behavior and performance of employees in businesses and organizations

Assessment

The assessment of the student is done in combination with two procedures as follows:

- Work (weight 50%): One week before the written exams, the student submits work in the form of a report, approximately 2,000 words in size, in Word or PDF. The work refers to a case study with real data. The methodology of writing the paper is indicated promptly and posted on Open eClass.
- Written Exams (weight 50%): Students are required to answer multiple-choice and True-False questions about topics taught or discussed during the lectures.

5. Health Information Systems

This is an introductory course in health information systems. No knowledge is required to follow it, and any necessary information systems concepts will be introduced at the beginning of the course.

Learning outcomes

Upon completion of the course, students will be able to:

- describe basic concepts of Information Systems

- distinguish the concepts of data and information in the field of health services
- understand the basic elements of Health Information Systems through examples
- model processes in the healthcare sector based on standards
- Identify and describe types of Health Information Systems
- recognize and describe new trends in health services such as Artificial Intelligence, Business Intelligence, etc.

Assessment

The assessment is as follows:

- Final written exam (75%)
- Assignment (25%)

The final written exam covers the entire course material and includes multiple-choice and short-answer questions. It also involves solving problems in a laboratory environment using the software tools taught. Students are informed about the assessment process in the semester's first lecture.

6. Financial Management and Managerial Accounting in Health Care

The course includes two parts: financial management and managerial accounting.

In the managerial accounting section, the basic financial statements of healthcare organizations are analyzed, so that the postgraduate student can evaluate and draw useful conclusions. At the same time, the usefulness of Managerial Accounting in healthcare organizations and its main differences and similarities with General Accounting are analyzed using empirical applications. In addition, the concepts of direct cost, conversion cost, cost of goods sold, and gross and net profit are analyzed through full costing. At the same time, applications of marginal costing and the usefulness of break-even and differential analysis are analyzed extensively. Finally, the most important costing systems and the usefulness of budgets are mentioned. All the above sections are approached by citing empirical applications that touch on the activities of healthcare organizations.

The Financial Management section will present the fundamental principles necessary for understanding the financial issues faced by healthcare organizations. First, the concept of the time value of money will be analyzed. Then the financial statements will be presented, along with the

information they provide and their evaluation using numerical indicators. Next, the alternative forms of financing for the purchase of equipment will be presented. Finally, the alternative ways of evaluating investments will be analyzed. Specialized examples from the field of health services will be used to present all topics.

Subsequently, Financial Statements, such as the Balance Sheet, the Income Statement, the Cash Flow Statement, and the Statement of Changes in Shareholder Equity, will be presented, analyzed, and commented on. The statements in question will be specialized for the case of Public Organizations. The information coming from the financial statements will be analyzed and the different methods of presenting the balance sheets will be shown.

Learning outcomes

Upon successful completion of the course, the graduate student should be able to:

- use managerial accounting as a decision-making tool in a healthcare organization or unit
- classify managerial accounting concepts within a specific period
- calculate the cost of production and the cost of goods sold
- apply cost allocation methods to a health care unit
- apply direct costing
- calculate the breakeven point
- combine information about managerial accounting
- evaluate decisions through managerial accounting
- understand the financial planning process
- understand the role and responsibilities of financial managers
- understand short-term and long-term financing
- understand in-depth financial statements and the financial information they provide and be able to evaluate and analyze cash flow statements
- apply simple techniques to analyze costs and evaluate investment decisions
- understand portfolio management and evaluation and business valuation techniques

Assessment

The final written exam covers the entire course material and involves answering multiple-choice questions, solving exercises and questions requiring critical thinking.

The first lecture of the semester informs students about the assessment process. Students have the right to see their graded papers on specified days and times, which are posted on the course's online platform (eClass).

7. Diploma Thesis (Master's thesis)

The purpose of writing a master's degree thesis is to deepen the critical thinking of the master's students by conducting studies and applied research on topics that are directly related to the program curriculum.

The preparation of the thesis aims to:

- (a) increase the specialization of postgraduate students in the topic of their research
- (b) deepen methodology and research thinking, and
- (c) apply the knowledge acquired during the postgraduate studies

Learning outcomes

Upon successful completion of the thesis, the student will be able to:

- search for and make appropriate use of information from the relevant scientific literature
- utilize his/her knowledge from studying at this postgraduate program and develop the ability to synthesize theoretical arguments and empirical findings
- formulate research questions and develop a research protocol for investigating the topic of interest
- manage with appropriate tools, evidence, and quantitative data
- apply appropriate quantitative and/or qualitative research methods
- analyze and present research data using appropriate and relevant tools to the topic of the work

- synthesize the findings of the scientific literature
- formulate sound conclusions and substantiated proposals to address the research questions
- make suggestions for decision-making and future research
- write an academic text
- organize and present orally the topic of the graduate thesis

Assessment

The students must present the thesis orally in the presence of the Supervising Professor and the Director of the Master's Program. The presentation should include the main points of the thesis, reasons for choosing the topic and its originality, objectives and research questions, methodology, research results, conclusions, proposals and suggestions for further research. The oral presentation lasts 15 minutes plus 5 minutes for questions/discussion.

The thesis is then evaluated in terms of (a) originality and design, (b) synthesis and presentation of the related literature (comprehensive and in-depth presentation/analysis of the topic, critical approach to the issues, not off-topic analyses), (c) methodology, collection and data analysis, (d) conclusions and proposals, (e) use of reliable and adequate references, (f) writing (correct use of language, correct citation of references, avoidance of ambiguities, easy-to-read text with good flow of arguments, meeting the word limit), oral presentation and (g) avoiding plagiarism.

The thesis is graded from zero (0) to ten (10), with a minimum passing grade of five (5). The thesis grade carries double the weight of the respective grades of individual core or optional courses in determining a student's overall grade in the Master's Program.

Monitoring the progress of students

According to the Regulations of the Master's in Healthcare Management, students must attend the lectures, workshops and other activities provided for each course. The absences to which each student is entitled are up to three (3) three-hour lectures, regardless of whether they are justified or unjustified absences. If the student has 4 or 5 absences in a course, he is required to prepare special supplementary work. If the student has six or more absences, he must retake the course by paying the corresponding fees. In this case, the student is subject to the assessment process again. However, if he/she fails to pass the course or makes six or more absences again, then he/she can no longer continue the program.

Compulsory attendance of the courses contributes to ensuring the quality of the educational process and the student's progress. The compulsory preparation of individual and group assignments in the courses works in the same direction, for which the students receive feedback (grades and comments on the assignments). Postgraduate students are informed about their

grades through the electronic platform "Students Web». Instructors may take additional actions to achieve the learning outcomes (e.g. contacting students with low grades on an assignment to explore ways to improve performance).

In addition, although personal monitoring of students (tutoring) is not officially institutionalized, the faculty members of the program usually take on this role in the cases of students who wish to do so, while the assigned by the Department academic study advisors additionally cover this need.

The maximum time for completing the postgraduate program is three years from the student's registration.

Graduation - Oath

Two hundred (200) people have graduated since 2015 and have been awarded the degree of a Master's in "Healthcare Management".

The congregations occur in halls and auditoriums or the Chancellor's hall, in the presence of the Vice-Chancellor, the Head of the Department of Business Administration and the Director of the postgraduate program. In addition to the graduates, the ceremony is attended by the academic staff of the program as well as relatives and friends of the graduates. Graduates wear official academic clothing (called "tivennos") during their graduation ceremony and recite the Departmental Oath standing up in front of the audience. Finally, they receive a copy of their Degree and are congratulated by the University officials.

Epilogue

The Postgraduate Program in Healthcare Management, since its inception in 2015, aims to effectively train administrators and healthcare personnel who perform administrative tasks in healthcare delivery so that they can cope with the increased complexity of the healthcare field. It was designed to consider relevant study programs in Greek and renowned international university institutions, as well as the administrative experience of faculty members and distinguished external partners with notable professional work in the management of health care private or public organizations. In addition, it was also based on the international literature regarding the work skills that administrators and clinical leaders must have to be effective in their workplace.

From the feedback we have received from the students and graduates in the first seven years of operation, it seems that the Graduate Program in Healthcare Management has been well received

and meets the needs of, among others, senior administrators at the health district and hospital level, Professors of Medicine with administrative duties in health care units, head nurses and executives of pharmaceutical companies. In other words, it meets the needs of a particularly demanding audience. It is noted that the Postgraduate Program is innovative in the sense that it addresses both executives with work experience and new graduates. The cooperation and interaction of these participants have been particularly fruitful and academically constructive during all these years.

It should be noted that the basic principle of the Master's Program in Healthcare Management is the effort of the academic and other staff and those in charge of the Program to consolidate a culture of a human-centered approach with an emphasis on the patient and its relatives and, in general, an academic culture, the promotion of ethical values, meritocracy, transparency and cooperation with the ultimate goal of creating executives committed to really meeting the needs of society as a whole and promoting social welfare. It seems that these goals, in combination with the structure and staffing of the program, have – according to the feedback we receive – already helped our younger graduates in their search for employment in the health care sector but also in the development of the more experienced executives that trusted us.

