MSc in Health Management 2023/25 (Batch III)

Students Hand Book

Faculty of Graduate Studies
University of Jaffna

Background:

The MSc in Health Management was approved by the UGC in 2011/2012 and offered to the first batch of students in 2012/2013. The current application is based on a slightly revised syllabus that emphasizes a more interactive teaching and learning model using a combination of traditional teaching, and practical, team-based learning. The programme is jointly designed by the Department of Community and Family Medicine in the Faculty of Medicine and the Faculty of Management Studies and Commerce, University of Jaffna and offered by the Faculty of Graduate Studies, of University of Jaffna.

The student intake is projected at 30, allowing for a maximum of 50 students. The programme is aimed at students interested in expanding their knowledge, career advancement and leadership/managerial opportunities in the healthcare management sector.

Students completing the 60 credits with a research project shall be eligible for an award of MSc in Health Management (SLQF 10).

The programme is mainly delivered by the academic staff from the Faculty of Management Studies and Commerce, and Faculty of Medicine, University of Jaffna as well as experts from the government, private and international sectors.

Facilities for the instruction include classrooms at the Faculty of Management Studies and Commerce, Faculty of Medicine and Faculty of Graduate Studies as well as field trips and practicums external to the University setting.

Course Outcomes:

On successful completion of the degree

1. The graduates will have theoretical and practical working knowledge of healthcare management, leadership, managerial skills, concepts of health and medical terminology.
2. The graduate will have understanding of the healthcare priority sectors and challenges for Sri Lanka and other countries.
3. The graduate will be able to work in teams, manage projects, understand budgets and human resource management including performance assessment, conflict resolution and negotiation,
4. The graduate will be competent in organizational dynamics and systems thinking, strategic planning, basic IT, professionalism, communication skills, as well as managing organizational reputation and risk.
5. Graduates will be competitive for employment in the healthcare management sector in Sri Lanka or in an international setting. Examples of employment opportunities include managing a hospital, private clinical facility, elder care facility, nursing home,

other health related clinic, pharmaceutical R&D facility for health-related management, etc.

Programme structure

University		University of Jaffna
Name of the degree		Master of Science in Health Management
Abbreviation		MScHM
SLQF exit level		10
Duration		Two years (Full-time)
Structure		Semester based Credit System
Year 1	First Semester	15 Credits
	Second Semester	15 Credits
Year 2	First Semester	15 Credits
	Second Semester	15 Credits
Medium		English
Enrolment per year		50 students

Academic regulations

The Academic Regulations provide a framework within which the award is based by ensuring academic standards, and fairness and equity to all students.

Administration of the MSc in Health Management programme

Two academic coordinators are responsible for the Administration of the MSc programme. The Vice Chancellor of the University of Jaffna shall appoint the coordinators on the recommendation of the Dean of the Faculty of Graduate Studies for a period of three years.

Admission to the programme:

a. Minimum entry requirement

A candidate seeking admission to the MSc should possess any one or more of the following qualifications and should demonstrate a high level of English language proficiency:

1. A Bachelor's degree including 30 credits in the relevant subject area of study
2. A Bachelor's degree with a minimum of one year post qualifying relevant experience
3. A qualification of SLQF level 6 or above in the relevant area of study such as medicine, allied health sciences, public health, biomedical sciences, & management
4. A relevant professional qualification equivalent to SLQF level 6 or above
5. A professional diploma with five years relevant work experience
6. Any other relevant qualifications acceptable by the senate of the University of Jaffna

b. Selection procedure

Applications shall be invited for admission to the Master of Science in Health Management programme by an open advertisement. Applicants who satisfy the entry requirements will be called for an interview, and an admission test if required. Finally, a maximum of 50 students will be selected based on their qualification and experience, and the performance in the interview and the admission test if any.

c. Grading System

Definition of a credit

One credit is considered equivalent to 50 notional learning hours for a taught course, laboratory studies course or field studies. In the case of practicum and research, including time allocated for assessments, one credit is considered equivalent to a minimum of 100 notional hours (SLQF, 2015).

Grading system

Range of Marks	Grade	Grade Points Values (GPV)
85 and above	A^+	4.00
80 – 84	A	4.00
75 – 79	A^-	3.70
70 – 74	B^+	3.30
65 - 69	B	3.00
60 – 64	B^-	2.70
50 – 59	C	2.50
00 – 49	F	0.00
Symbols		
	I	**Incomplete**
	AB	**Absent**
	NE	**Not Eligible**

Overall Grade Point Average (OGPA)

OGPA will be calculated,

$$OGPA = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

Where, Ci and Gi are the Credit value and the Grade Point Average value respectively of the i^{th}Course Unit.

Note: The Overall GPA shall be rounded up to the two decimal points (e.g. 3.475 will be rounded up to 3.48 but 3.474 would be rounded down to 3.47).

Incomplete Grade: If a candidate qualified to sit the semester-end examination is unable to take the semester end examination due to illness or any good cause (i.e. bereavement), "I" shall be given (evidence must be submitted within two weeks from the last date of the examination). Such "I" shall not be considered as an attempt. However, such candidate must get permission to sit the examination of the particular course unit (s) concerned.

Absent (AB): If a candidate qualified and sought permission to sit the semester-end examination fails to take the exam for a course unit (s) without good cause, "AB" shall be given. Such candidate shall take the semester-end examination of the particular course unit (s) as a repeat candidate.

Not Eligible (NE): A candidate not qualified to sit the semester-end examination for a course unit (s) shall be given "NE". The candidate must satisfy the minimum requirement to sit the semester-end examination of the particular course unit (s).

Completion of a credit

Credit is treated as "completion" when a student satisfied 80% of attendance and sat at the semester-end examination. If the semester-end examination embodies more than one assessment component, the students must attend all components of the assessment.

Eligibility to take the Semester-end examination

A student who has satisfied a minimum requirement of 80 percent attendance for a course unit shall be eligible to take the Semester-end examination of the particular course unit/s. Failure to satisfy the minimum requirement for a course unit, the student should attend the lectures for that course unit with the subsequent academic year.

Repeating a course unit

A student who is absent at the semester-end examination without a valid reason ("AB") is eligible to obtain a maximum grade of "C". No semester-end examination conducted by the faculty will be repeated. A student who obtained less than grade "C" may upgrade the course unit by registering semester-end examination of the particular course unit in the relevant semester. The highest grade obtained across all repeated attempts will be recorded as the grade for that particular course unit Maximum consecutive three attempts (next available opportunities) will be given for repeating/upgrading the course units.

Awarding a Degree of Master of Science in Health Management

A student who has fulfilled the following requirements may be considered for an award of Master of Science in Health Management:

1. Completion of 60 credits: Year 1-Semester 1: 15 credits; Year 1-Semester 2: 15 credits; Year 2-Semester 1: 15 credits; and Year 2-Semester 2: 15credits
2. Earn a minimum OGPA of not less than 2.50 for the entire MSc degree programme
3. Not possessing less than "C" grade in more than one unit (except Practicum and Research project) in the entire MSc degree programme
4. Fulfilled all the requirements mentioned above (1-3) within a maximum of 4 academic years from the academic year of the original enrolment in the University other than approved medical withdrawal.

Cut-off levels of CGPA for awarding classes

First Class: A student who has fulfilled the criteria for the award of the degree and completed the program in one sitting will be awarded a First class if he/she obtains a CGPA greater or equal to 3.70 (CGPA≥3.70)

Second Upper: A student who has fulfilled the criteria for the award of the degree and completed the program in one sitting will be awarded a Second Upper if he/she obtains a CGPA greater or equal to 3.30 and less than 3.70. (3.30≤ CGPA<3.70)

Second Lower: A student who has fulfilled the criteria for the award of the degree and completed the program in one sitting will be awarded a Second Upper if he/she obtains a CGPA greater or equal to 3.00 and less than 3.30. (3.00≤ CGPA<3.30)

Pass: A student who has fulfilled the criteria for the award of the degree and completed the program in one sitting will be awarded a pass if he/she obtains a CGPA not less than 2.50. (2.50≤ CGPA<3.00)

Summary of award of class

CGPA	**Award**
3.70-4.00	**FIRST CLASS**
3.30- 3.69	**SECOND CLASS (Upper division)**
3.00- 3.29	**SECOND CLASS (Lower Division)**
2.50-2.99	**PASS**

Awarding a Degree of Master of Health Management

Students who are not opting for the research dissertation may be considered for an award of a degree of Master of Health Management (MHM) if fulfilled the following requirements:

1. Completion of 45 credits: Year 1-Semester 1: 15 credits; Year 1-Semester 2: 15 credits; and Year 2-Semester 1: 15 credits

2. Earn a minimum overall GPA of not less than 2.50

3. Not possessing less than "C" grade in more than one unit (except Practicum)

Fulfilled all the requirements mentioned above (1-3) within a maximum of 4 academic years from the academic year of the original enrolment in the University other than approved medical withdrawal.

Awarding a Postgraduate Diploma in Health Management

A student who has earned 30 credits and an overall GPA of not less than 2.50 but not more than one grade F shall be considered for the award of a Postgraduate Diploma in Health Management- PGDip (HealthMgt).

The Master of Health Management/Postgraduate Diploma shall not be awarded with distinction or commendation. Once a student has opted for a Master of Health Management/ Postgraduate Diploma, he/she shall not be eligible to obtain the Master of Science in Health Management.

Effective date of Degree

The effective date of the Master of Science in Health Management shall be the last date of the stipulated examination on which the Second year Second Semester examination (research project submission) concludes. For the students who repeat course units, the effective date of the Degree shall be the last date of the course unit repeated.

For the exit degree and Diploma, the effective date shall be the last date of the examination. For the students who repeat course units, the effective date shall be the last date of the course unit repeated.

Academic Misconduct

The programme imposes "zero tolerance" policy for any academic misconduct such as plagiarism, collusion, cheating, purchasing or commissioning, etc. The penalties for the academic misconduct may vary depending on its seriousness, including resubmission of work, zero mark, the termination of student registration and expulsion from the faculty/University.

Intermittent study

A student who is unable to continue the study programme due to medical or any acceptable reason for a period of time may request to hold his/her study programme for a period of not exceeding two years. The Senate approval will be sought on the recommendation of the board of study/MSc in Heath Management and the Faculty Board/Graduate studies. The student has to pay the annual registration fee to continue the degree programme.

PROPOSED NEW COURSE SYLLABUS (2019/20)

The new M. Sc. course will be offered as a two (2) year programme on a semester-based modular system over four (4) semesters for 60 total credits.

Course code	Course title	Credits	Hourly breakdown				Notional hours
			Lecture	Discussion/Presentation/Field Visit	Independent Learning	Portfolio writing	
First Year First Semester							
MHM 10103	Health, Sanitation, Disease & Epidemiology	03	45	30	75		150
MHM 10203	Health Systems	03	45	30	75		150
MHM 10303	Project Management	03	45	15	90		150
MHM 10403	Operations Management and Marketing in Health Organizations	03	45	15	90		150
MHM 10503	Statistics for Healthcare Management	03	45	15	90		150
Sub-Total		**15**	**225**	**105**	**420**		**750**
First Year Second Semester							
MHM 20103	Human Resource Management in Health Organizations	03	45	15	90		150
MHM 20203	Decision Management	03	45	15	90		150
MHM 20303	Management and Organizational Behaviour	03	45	15	90		150
MHM 20403	Healthcare Financing	03	30	30	90		150
MHM 20503	Health Information System	03	30	45	75		150
Sub-Total		**15**	**195**	**120**	**435**		**750**
Second Year First Semester							
MHM 30106	Practicum	06		350	150	100	600
MHM 30203	Multidisciplinary Case Studies	03	30	30	90		150
MHM 30303	Health Programme Planning and Evaluation	03	45	15	90		150
MHM 30403	Research Methods in Healthcare	03	30	30	90		150

Sub-Total		**15**	**105**	**425**	**420**	**100**	**1050**
Second Year Second Semester							
MHM 40118	Research Project	15					1500
Sub-Total		**15**					**1500**
Total		**60**	**525**	**650**	**1275**	**100**	**4050**

Title of the Course Unit	Health, Sanitation, Disease and Epidemiology			
Code	MHM 10103			
Type/ Status	Compulsory			
Credit Value	03			
Hourly breakdown	Lecture	Discussion /Presentation/Field Visit	Independent Learning	Total
	45	30	75	150
Aim	The aim of this course unit is to provide detail information on the concepts on health, sanitation, disease and epidemiology to apply principles of public health in their working environment and to support the planning, implementing, monitoring and evaluating the public health intervention programmes			
Intended Learning Outcomes (ILOs)	By the end of this course unit, student should be able to ● Discuss basic epidemiological principles in day to day practice ● Interpret scientific information with regard to evidence based public health practice ● Apply procedures of public health intervention Programmes ● Evaluate the communicable disease surveillance activities, control/prevention of communicable diseases and immunization programmes in the country ● Make use of community participation and inter-sectoral coordination to ensure effective implementation of health Programmes			
Contents	Basic knowledge in epidemiology, epidemiological approaches, measures of morbidity and mortality, Evidence based medicine, Disease causation, transmission and control, principles of disease surveillance, Disease Surveillance System in Sri Lanka, Epidemiology of vaccine preventable diseases (VPD) and VPD Surveillance system in Sri Lanka, Expanded Programme on Immunization (EPI), Adverse Events Following Surveillance (AEFI) system in Sri Lanka, Epidemiology of water borne diseases, dengue, leptospirosis, zoonotic diseases and current strategies for control of these diseases in Sri Lanka.			
Teaching and Learning Methods/ Activities	Lectures, Video discussion, case studies, field visits, elective, practicum			
Evaluation	Formative assessment (In-course) 40% - Assignments/Exams/Presentations/Field reports etc. Summative Assessment 60% - Semester-end examination			
Recommended References	● Rothman, K.J., 2012. *Epidemiology: an introduction*. Oxford university press. ● Detels, R., Beaglehole, R., Lansang, M.A. and Gulliford, M., 2011. *Oxford textbook of public health*. Oxford University Press.			

	● Katz, D.L., Elmore, J.G., Wild, D. and Lucan, S.C., 2013. *Jekel's Epidemiology, Biostatistics, Preventive Medicine, and Public Health: With STUDENT CONSULT Online Access*. Elsevier Health Sciences. ● Dicker, R.C., Coronado, F., Koo, D. and Parrish, R.G., 2006. Principles of epidemiology in public health practice; an introduction to applied epidemiology and biostatistics. ● *Immunization Handbook Third Edition National Expanded Programme on Immunization, Sri Lanka Epidemiology Unit Ministry of Health Sri Lanka 2012*. Available at: www.epid.gov.lk (Accessed: 20 June 2019). ● Surveillance Case definitions for Notifiable Diseases in Sri Lanka, 2nd Ed. Colombo. 4 Epidemiology Unit, Ministry of Health, Sri Lanka, 2012. Available at:http://www.epid.gov.lk/web/images/pdf/Publication/Surveillance_book.pdf ● *National Guidelines on Immunization Safety Surveillance:* Available at:http://www.epid.gov.lk/web/images/pdf/Publication/AEFI_Guidelines_Sri_lanka_2012.pdf

Title of the Course Unit	Health systems			
Code	MHM 10203			
Type/ Status	Compulsory			
Credit Value	3			
Hourly breakdown	Lecture	Discussion /Presentation/ Field visit	Independent Learning	Total
	45	30	75	150
Aim	● Impart the concepts and the components of health systems. ● Provide the WHO health system building blocks and its impact on the planning, implementing, monitoring and evaluating the health care programmes. ● Compare of different health systems in countries will be also discussed briefly			
Intended Learning Outcomes (ILOs)	By the end of this course unit, student should be able to ● Discuss the components of health system ● Demonstrate knowledge on health system components, seen as WHO health system building blocks			

	● Apply the knowledge on health system components on the planning implementing, monitoring and evaluating the health care programmes ● Evaluate the advantages and disadvantages of different health systems across the countries
Contents	This module provides the students with knowledge in, ● Health system concept and the following components of health system. 1. Leadership/Governance 2. Health care financing 3. Health Workforce 4. Medical products and technology 5. Health information and research 6. Service delivery ● Access, coverage, quality and safety in health care ● Equity and equality, responsiveness, social and financial risk protection, and improved efficiency in health care The module also enables the students to use these components, in the in the planning, implementing, monitoring and evaluation of an effective health care programmes The module also involves discussion and comparison of different health systems across countries.
Teaching and Learning Methods/ Activities	Lectures, Video discussion, case studies, field visits, elective, practicum
Evaluation	● Formative assessment (In-course) 40% - Assignments/Exams/Presentations/Field reports etc. ● Summative Assessment 60% - Semester-end examination
Recommended References	● World Health Organization, 2007. Everybody's business--strengthening health systems to improve health outcomes: WHO's framework for action. ● Manyazewal, T., 2017. Using the World Health Organization health system building blocks through survey of healthcare professionals to determine the performance of public healthcare facilities. *Archives of Public Health, 75*(1), p.50. ● World Health Organization, 2010. *Monitoring the building blocks of health systems: a handbook of indicators and their measurement strategies*. World Health Organization. ● World Health Organization, 2010. Monitoring the building blocks of health systems: a handbook of indicators and their measurement strategies. World Health Organization. ● Hobson, K., Hamilton, J. and Mayne, R., 2013. A step by step guide to monitoring and evaluation.

Title of the Course Unit	Project Management			
Code	MHM 10303			
Type/ Status	Compulsory			
Credit Value	3			
Hourly breakdown	Lecture	Discussion / Presentation	Independent Learning	Total
	45	15	90	150
Aim	The aim of this course unit is to provide a better knowledge in the field of project management and to develop skills in managing Healthcare-based projects.			
Intended Learning Outcomes (ILOs)	By the end of this course unit, students should be able to: ● Define the terms project and project management ● Describe the project life cycle, project selection, project environment, and approval process. ● Address the complex tasks of time estimation and project scheduling, including PERT and CPM ● Develop competencies in project costing, budgeting, and financial appraisal ● Practice project control and management, using standard tools of cost and schedule variance analysis ● Asses the elements of risk and quality projects			
Contents	The nature and context of project management, Identification of project attributes, Project Management Processes, Project Integration Management, Project Scope Management, Project Time Management, Project Cost Management, Project Quality Management, Project Human Resource Management, Project Communication Management, Project Risk Management, Project Procurement Management.			
Teaching and Learning Methods/ Activities	Lectures, Case studies, Videos, Group discussions			
Evaluation	Formative assessment (In-course) 40%Assignments/Exams/Presentations/Field reports etc. Summative Assessment 60% - Semester-end examination			
Recommended References	● Meredith, J.R., Mantel Jr, S.J. and Shafer, S.M., 2017. *Project management: a managerial approach*. John Wiley & Sons ● Parameshwar, P. (2018) *Engineering Project Management with Case Studies*. Vikas Publishing House Pvt. Ltd. New Delhi. ● Chandra, P., 2017. *Investment analysis and portfolio management*. McGraw-Hill Education			

<table>
<tr><td>Title of the Course Unit</td><td colspan="4">Operations Management and Marketing in Health Organizations</td></tr>
<tr><td>Code</td><td colspan="4">MHM 10403</td></tr>
<tr><td>Type/ Status</td><td colspan="4">Compulsory</td></tr>
<tr><td>Credit Value</td><td colspan="4">3</td></tr>
<tr><td rowspan="2">Hourly breakdown</td><td>Lecture</td><td>Discussion / Presentation</td><td>Independent Lea rning</td><td>Total</td></tr>
<tr><td>45</td><td>15</td><td>90</td><td>150</td></tr>
<tr><td>Aim</td><td colspan="4">Impart the knowledge of operation Management and marketing in the field of healthcare.</td></tr>
<tr><td>Intended Learning Outcomes (ILOs)</td><td colspan="4">At the end of the course student should be able to
Define “operation” and “operation management”
Explain application in health and health care settings.
Identify the roles and responsibilities of operations managers and operational and administrative processes.
Apply the ‘transformation model’ to identify the inputs, transformation processes and outputs of an organization
Describe the boundaries of an operations system
Recognize interfaces of operation system with other functional areas within the organization and with its external environment.
Describe the principles of marketing and their application in health and health care settings.
Apply marketing approaches, strategies, tools and techniques in analyzing and solving marketing issues.
Analyze current and future marketing issues and trends in the marketing environment related to health and health care settings.</td></tr>
<tr><td>Contents</td><td colspan="4">Overview of Operation; the relationship between OM (operations management) and productivity, Operations strategy in health sector; Manage resources to achieve superior quality; Forecasting and Demand, Process strategies and Capacity planning, Location and layout strategies; Supply- chain management; Inventory Management, Material requirements planning (MRP) management, aggregate scheduling and short-term scheduling. Introduction to marketing and marketing concepts ; Definitions and evolutions of marketing concepts of and duties and responsibilities of marketing managers, importance of marketing in health care sector, Marketing mixes and its application in health sector organization; Application of seven pieces and their strategies, Market segmentation; Segmentation, Targeting and Positioning strategies in health care sector, Marketing environment; SWOT and PLEEST analysis in heal care environment, Customer relationship management and business ethics; CRM, customer protection and their rights and business ethics in health care sector., Buyer behaviour in health market; Individual and organizational buying behaviour in health care sector.</td></tr>
<tr><td>Teaching and Learning</td><td colspan="4">Lectures, Case studies, Videos, Group discussions,</td></tr>
</table>

Methods/ Activities	
Evaluation	Formative assessment (In-course) 40% - Assignments/Exams/Presentations/Field reports/ Mini research etc.Summative Assessment 60% - Semester-end examination
Recommended References	● Jacobs, F. R., & Richard, B. C. (2017) *Operations and Supply Chain Management.* 15th ed. McGraw-Hill Higher Education. ● Krajewski, L. J., Malhotra, M. K. and Ritzman, L. P. (2019) *Operations Management PROCESSES AND SUPPLY CHAINS Twelfth Edition*. Available at: www.pearsoned.com/permissions/. ● Russell, R.S. and Taylor, B.W., 2014. *Operations and supply chain management*. Hoboken, NJ: John Wiley & Sons.Chopra, S. and Meindl, P., 2016. Supply chain management: Strategy, planning, and operation. ● Chopra, S. and Meindl, P., 2016. Supply chain management: Strategy, planning, and operation. ● Kotler, P., and Amstrong, G. 2018. *Principles of Marketing* (17th ed.), Italy, Pearson Education Limited. ● Kotler, P. and Keller, K.L., 2009. Marketing Management Pearson Education International, 13. ● Kumar, V. and Reinartz, W., 2012. Customer relationship management issues in the business-to-business context. In *Customer relationship management* (pp. 261-277). Springer, Berlin, Heidelberg. ● Berkowitz, E.N., 2010. *Essentials of health care marketing*. Jones & Bartlett Publishers. ● Fortenberry, J.L., 2010. *Cases in health care marketing*. Jones & Bartlett Learning.

Title of the Course Unit	Statistics for healthcare management			
Code	MHM 10503			
Type/ Status	Compulsory			
Credit Value	3			
Hourly breakdown	Lecture	Discussion / Presentation	Independent Learning	Total
	45	15	90	150
Aim	Impart the skills in statistical reasoning and implementing evidence based, high quality practices in healthcare management in the national and international context.			
Intended Learning	Upon successful completion of this unit, students should be able to: ● Apply descriptive statistics in critically appraising available			

Outcomes (ILOs)	evidence and to present new evidence in a scientific manner ● Perform inferential statistics in critically appraising available evidence and to present new evidence in a scientific manner ● Analyse the data routinely collected in their work settings and utilize it to improve the quality and effectiveness of healthcare management
Contents	Introduction to statistical reasoning for Healthcare Management, discretion between census and sample surveys, introduction to descriptive and analytical statistics, types of variables, types of scales of measurements, arrays, simple frequency distribution, grouped frequency distribution, characteristics a tables, measures of central tendency (mean, median and mode), measures of dispersion (range, mean deviation, standard deviation, variance, co-efficient of variation), measures of location (quartile, quintile, deciles, percentiles), graphical presentation of data (bar chart, pie chart, histogram, frequency polygon, frequency curve, box and whisker plot, stem and leave plot, scatter plot and line diagram, regression line, correlation co-efficient), probability, distribution of data (normal distribution, t-distribution, standard normal distribution, skewed distributions, chi-square distribution), Z-score, hypothesis (null and alternative hypotheses), type I and type II errors, p-value, statistical power, standard error (for means and proportions), confidence interval, measures of risk (odds ratio and relative risks), sample size calculation, sampling techniques, introduction to statistical tests (parametric and non-parametric, independent and related sample tests), Z test for proportions, chi-square test, independent sample t-test, related sample t-test, ANOVA, non-parametric tests (Mann Whitney U test, Wilcoxon signed rank sum test, Kruskal Wallis test), basic introduction to multiple regression, simple linear regression, logistic regression, sample size calculation software (WinPepi, OPenEpi), data entry software, data analysis software (R, SPSS, STATA)
Teaching and Learning Methods/ Activities	Lectures, Case studies, Videos, Group discussions,
Evaluation	Lectures, small group discussions, take home assignments, work based assignments, computer based practical. Formative assessment 40% Final assessment-semester end examination 60%
Recommended References	● Sprinthall, R.C. and Fisk, S.T., 1990. *Basic statistical analysis*. Englewood Cliffs, NJ: Prentice Hall. ● Bland, M., 2015. *An introduction to medical statistics*. Oxford University Press (UK). ● Altman, D.G., 1990. *Practical statistics for medical research*. CRC press.

Title of the Course Unit	Human Resource Management in Health Organizations			
Code	20103			
Type/ Status	Compulsory			
Credit Value	3			
Hourly breakdown	Lecture	Discussion / Presentation	Independent Learning	Total
	45	15	90	150
Aim	● Impart knowledge of the key functional area of Human Resource Management. ● Provide skills in managing people in healthcare organisations			
Intended Learning Outcomes (ILOs)	By the end of this course unit, students should be able to ● Define basic concepts in Human Resource Management ● Explain the importance of Human Resource Management in Healthcare organisations. ● Apply the functions of Human Resource Management in Healthcare settings ● Make use of Human Resource Information system in organisations ● assess the needs for maintaining the quality of work life ● Discuss the challenges of Human Resource Management in Healthcare settings			
Contents	Introduction to Healthcare Human Resource Management, Role of Human Resource Management in Healthcare organisation, Functions of Human Resource Management in Healthcare- Human Resource planning, Equal employment opportunity, Recruitment and Selection, Appraising employees' performance, Training and Development, Compensation Management, Health and Safety, Employee Relation and Discipline and Grievance Management, Human Resource \ Information System, Quality of Work Life, Human Resource Audit, Human resource management challenges in Healthcare setting.			
Teaching and Learning Methods/ Activities	Lectures, Case studies, Videos, Group discussions			
Evaluation	Formative assessment (In-course) 40% - Assignments/Exams/Presentations/Field reports etc. Summative Assessment 60% - Semester-end examination			
Recommended References	● Fallon Jr, L.F. and McConnell, C.R., 2013. *Human resource management in health care*. Jones & Bartlett Publishers. ● Flynn, W.J., Mathis, R.L., Jackson, J.H. and Valentine, S.R., 2015. *Healthcare human resource management*. Nelson Education. ● Niles, N.J., 2013. *Basic concepts of health care human resource management*. Jones & Bartlett Publishers. ● Pynes, J.E. and Lombardi, D.N., 2012. *Human resources management for health care organizations: a strategic approach*.			

	John Wiley & Sons. ● Shi, L. 2010. *Managing human resources in health care organizations*. Burlington, MA: Jones & Bartlett Publishers, Inc.

Title of the Course Unit	Decision Management			
Code	MHM 20203			
Type/ Status	Compulsory			
Credit Value	3			
Hourly breakdown	Lecture	Discussion / Presentation	Independent Learning	Total
	45	15	90	150
Aim	Prepare career in the field of healthcare to apply management techniques			
Intended Learning Outcomes (ILOs)	At the end of the course student should be able to ● Identify the specific cost and management techniques in health and health care settings. ● Describe decision-making techniques and their application in health care organizations. ● Explain the behavioral aspects of budgeting in health care organizations. ● Prepare the budgets for healthcare organisations. ● Apply performance management Information for Decision Making. ● Propose appropriate decisions to maximize the performance of health care organizations			
Contents	Specific cost and management techniques, Decision making techniques, behavioural aspects of budgeting, Planning and operational variances, corporate performance cards, Performance management information system, Strategy driven performance management. performance analysis,			
Teaching and Learning Methods/ Activities	Lectures, Case studies, Videos, Group discussions			
Evaluation	Formative assessment (In-course) 40% - Assignments/Exams/Presentations/Field reports/ Mini research etc. Summative Assessment 60% - Semester-end examination			
Recommended References	● Drury, C. (2008). Management and cost accounting. (7th ed.). London: Cengage. ● Kaplan, R., & Atkinson, A. A. (2013). *Advanced Management Accounting*. (3rd ed.). UK: Pearson New International Edition. ● Collier, P.M., 2015. *Accounting for managers: Interpreting*			

	accounting information for decision making. John Wiley & Sons. ● Saxena, V. K., & Vashist, C.D. (2017). *Advanced Cost & Management Accounting – Problems & Solutions.* India: Prentice Hall ● Weetman, P. (2010). *Management Accounting*. (2nd ed.). UK: Pearson ● Zimmerman, J. (2017). *Accounting for Decision Making and Control*. (9th ed.). New York: McGraw-Hill Education

Title of the Course Unit	Management and Organisational Behaviour			
Code	MHM 20303			
Type/ Status	Compulsory			
Credit Value	3			
Hourly breakdown	Lecture	Discussion / Presentation	Independent Learning	Total
	45	15	90	150
Aim	Develop a critical knowledge of management, leadership and organisational behaviour and its application in the context of Healthcare			
Intended Learning Outcomes (ILOs)	By the end of this course unit, students should be able to ● Define basic concepts in Management and Organisational behaviour ● Explain the importance of Management and Organisational behaviour in Healthcare organisation. ● Apply the functions of Management in Healthcare settings. ● Analyse the application of leadership and management approaches in Healthcare settings. ● Appraise critically the individual differences and the organisational culture in Healthcare organisations. ● Discuss the needs for change management in Healthcare settings.			
Contents	Introduction to Management, Evolution of Management, Role of Management, Functions of Management, theories of leadership, Healthcare leadership and management approaches, Individual differences- Perception Process, Personality, Attitudes, Job Satisfaction and Organizational Commitment, Teamwork, Organizational Culture, Management of Change			
Teaching and Learning Methods/ Activities	Lectures, Case studies, Videos, Group discussions			
Evaluation	Formative assessment (In-course) 40% - Assignments/Exams/Presentations/Field reports etc.			

	Summative Assessment 60% - Semester-end examination
Recommended References	● Barr, J., & Dowding, L. (2016). *Leadership in Health Care*. (3rd ed.). London: Sage Publications Ltd. ● Gopee, N., & Galloway, J. (2018). *Leadership and Management in Healthcare*. (4th ed.). London: Sage Publications Ltd. ● Mullins, L. J. (2016). *Management and Organisational Behaviour*. (11th ed.). UK: Pearson education. ● Rigolosi, E. L. M. (2013). *Management and Leadership in Nursing and Health care*. (3rd ed.). New York: Spring Publishing Company. ● Robbins, S. P., & Judge, T. A. (2016). *Organizational Behaviour*. (17th ed.). UK: Pearson education.

Title of the Course Unit	Healthcare Financing: Key Concepts and Application			
Code	MHM 20403			
Type/ Status	Compulsory			
Credit Value	3			
Hourly breakdown	Lecture	Discussion / Presentation	Independent Learning	Total
	30	30	90	150
Aim	Impart key concepts related to healthcare financing and apply these concepts towards identifying and analyzing healthcare financing issues within health systems			
Intended Learning Outcomes (ILOs)	By the end of this course, students will be able to: ● Identify the drivers and determinants of healthcare financing ● Describe key mechanisms of financing healthcare settings ● Apply core healthcare financing concepts to case studies on healthcare settings (historical and present-day) ● Explain the role of governments, private (for-profit and non-profit) organizations, and international agencies in financing healthcare settings ● Analyse the implications of healthcare financing on health system ● Evaluate the effectiveness of a healthcare financing system in relation to cost-efficiency, quality and equity concerns			
Contents	This course will provide a broad overview of healthcare financing and its role within a health system. The course material will cover the following areas: 1) mechanisms of healthcare financing (tax-based funding, insurance, user-fees, etc.), their advantages and disadvantages, and applications; 2) the role of various stakeholders in healthcare financing, including governments, the private sector (for-profit and non-profits), and international agencies; 3) case studies of healthcare financing from across			

	the world with an emphasis on low- and middle-income countries; 4) evaluation of healthcare financing systems in Sri Lanka in relation to cost-efficiency, quality and equity.
Teaching and Learning Methods/ Activities	Seminars, case studies, student presentations, and guest lectures
Evaluation	Formative assessment 40% (Course participation, reflections, presentations, short paper Final summative exam (60%).
Recommended References	● Birn, A.E., Pillay, Y. and Holtz, T.H., 2017. *Textbook of global health*. Oxford University Press. ● Roberts M, Hsiao W, Berman P, Reich M. Getting Health Reform Right [Internet]. Oxford University Press; 2008 [cited 2019 Jun 19]. Available from: http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780195371505.001.0001/acprof-9780195371505 ● Rannan-Eliya, R.P. and De Mel, N., 1997. Resource mobilization in Sri Lanka's health sector. *PDF). Harvard School of Public Health & Health Policy Programme, Institute of Policy Studies*, p.19. ● Smith, Owen K.. 2018. *Sri Lanka - Achieving pro-poor universal health coverage without health financing reforms* ● Wang, H., Torres, L.V. and Travis, P., 2018. Financial protection analysis in eight countries in the WHO South-East Asia Region. *Bulletin of the World Health Organization*, *96*(9), p.610. ● *Universal Health Coverage Study Series (UNICO)*. Available at: http://www.worldbank.org/en/topic/health/publication/universal-health-coverage-study-series ● 'WHO | Health systems financing' (2012) *WHO*. World Health Organization. Available at: https://www.who.int/healthsystems/topics/financing/e ● World Health Organization. Regional Office for South-East Asia. (2017). *Health financing profile 2017: Sri Lanka*. World Health Organization. Regional Office for South-East Asia. https://apps.who.int/iris/handle/10665/259644.

<table>
<tr><td>Title of the Course Unit</td><td colspan="4">Health Information system</td></tr>
<tr><td>Code</td><td colspan="4">MHM 20503</td></tr>
<tr><td>Type/ Status</td><td colspan="4">Compulsory</td></tr>
<tr><td>Credit Value</td><td colspan="4">3</td></tr>
<tr><td rowspan="2">Hourly breakdown</td><td>Lecture</td><td>Discussion/Presentation Practical</td><td>Independent Learning</td><td>Total</td></tr>
<tr><td>30</td><td>45</td><td>75</td><td>150</td></tr>
<tr><td>Aim</td><td colspan="4">● Impart principles and strategies used to acquire and use information technology to improve healthcare
● Apply theories of innovation and quality improvement to design successful processes and strategies that will positively impact the quality of health care.</td></tr>
<tr><td>Intended Learning Outcomes (ILOs)</td><td colspan="4">By the end of this course unit, students should be able to
● Define the basic terminologies and technics (paper and digital) used in the field of health information
● Explain the uses of administrative and clinical health information technology and integrated networks and their role in the delivery of care.
● Evaluate clinical and administrative data to support evidence-based decisions that affect healthcare organizations and patient care.
● Recommend the acquisition, implementation, and evaluation of clinical and administrative health information systems.
● Plan strategies to ensure that policies and processes protect the privacy, confidentiality, security, and integrity of patient data.</td></tr>
<tr><td>Contents</td><td colspan="4">This course provides the student with a basic background in the terminology, technology, IT for health professionals, Data structures and standards, electronic health record, security and privacy in health systems, Principles of data management and use-databases, Systems thinking and analysis in health program planning and evaluation accountability for care, and application of Information Systems in a healthcare setting, Geographic information systems and public health. Meaningful case studies are considered to help take aim at today’s challenges while laying the groundwork for the changes ahead.</td></tr>
<tr><td>Teaching and Learning Methods/ Activities</td><td colspan="4">Lectures, Case studies, Videos, Group discussions, laboratory practical, Elective, practicum</td></tr>
<tr><td>Evaluation</td><td colspan="4">Formative assessment (In-course) 40% - Assignments/Exams/Presentations/Field reports etc.
Summative Assessment 60% - Semester-end examination</td></tr>
</table>

Recommended References	**Journals:** ● BMC Medical Informatics and Decision Making ● BMC Health Information Science and Systems ● Indian Journal of Medical Informatics ● International Journal of E-Health and Medical Communications ● Journal of Healthcare Informatics Research **Books:** ● Rodrigues, J.J. ed., 2009. *Health Information Systems: Concepts, Methodologies, Tools, and Applications: Concepts, Methodologies, Tools, and Applications* (Vol. 1). Igi Global.Hoyt, R.E. and Yoshihashi, A.K., 2014. *Health informatics: practical guide for healthcare and information technology professionals*. Lulu. com.Rammohonpur, R. and PO-NBU, D.D., Syllabus of Ph. D. Preparatory Course Work (PCW) and M. Phil in. ● Degoulet, P. and Fieschi, M., 2012. *Introduction to clinical informatics*. Springer Science & Business Media. ● Einbinder, L. and Einbinder, J. eds., 2010. *Transforming health care through information: Case studies*. Springer. ● Sullivan, F. and Wyatt, J., 2009. *ABC of health informatics*. John Wiley & Sons. Managing ● Wager, K.A., Lee, F.W. and Glaser, J.P., 2017. *Health care information systems: a practical approach for health care management*. John Wiley & Sons. ● Wager, K. A., Lee, F. W. and Glaser, J. P. (John P. (2005) *Managing health care information systems : a practical approach for health care executives*. Jossey-Bass. ● Yasnoff, W.A. and Ward, M.E., 2003. Public health informatics and information systems.

Title of the Course Unit	Practicum				
Code	MHM 30106				
Type/ Status	Compulsory				
Credits	6				
Hourly breakdown	Field Visit	Discussion /Presentation	Independent Learning	Portfolio writing	Total
	200	150	150	100	600
Aim	● Provide an opportunity to work as team to gain professional experience in an actual health care organization by synthesizing, integrating and applying what they have learned through the classroom coursework.				
Intended Learning Outcomes (ILOs)	By the end of this course unit, students should be able to: ● Demonstrate working knowledge of different aspects of a healthcare organization through the synthesis of classroom and practical experiences ● Develop a team-based written report and workshop/forum/seminar for knowledge sharing with the entire class ● Identify advantages and challenges of teamwork in solving a complex problem ● Demonstrate professional commitment and involvement in professional activities through positive and productive relationships ● Complete a minimum of 200 hours in the field placement				
Contents	The practicum is a field placement which provides opportunities for students to work in actual healthcare settings, to effectively function in teams and learn about and practice skills associated with operational, administrative, human resources and managerial aspects of the healthcare system. It also benefits the students in the transition from being a learner to becoming a professional administrator. Students will also learn how to develop a self-assessment portfolio in order to start and continuously reflect and self-evaluate their experiences, improve professional communication and ensure accountability.				
Teaching and Learning Methods/ Activities	Mentored field work, peer-to-peer/team learning, portfolio based self-assessment.				
Evaluation	Team written report 15% Team organized workshop, forum or seminar from the practicum experience 15% Field site supervisor assessment 30%				

	Peer-to-peer evaluation 10% Self-assessment and self-report of professional growth and development relevant to healthcare administration through self-generated portfolio 20% Individual presentation (from practicum experience) 10%
Recommended Reading and References	● Shanks, N.H. ed., 2016. *Introduction to health care management*. Jones & Bartlett Publishers. ● Gott., K. J. (2010) *A Productivity Practicum: An interactive course of study that empowers hospital managers to take control of their departments' Labor Productivity and talk like and with their Chief Financial Officer*. Applied Health Sciences, LLC. ● *Student Portfolios for Classroom Assessment - YouTube*. Available at: https://www.youtube.com/watch?v=sacuuqjHPXo ● *Portfolio assessment* . Available at: https://www.itslearning.com/help/en-US/Content/Courses/portfolio_assessment.htm

Title of the Course Unit	Multidisciplinary Case Studies			
Code	MHM 30203			
Type/ Status	Compulsory			
Credit Value	3			
Hourly breakdown	Lecture	Discussion /Presentation Field Visit	Independent Learning	Total
	30	30	90	150
Aim	● Provide an integrated perspective of healthcare management by drawing on knowledge acquired from various courses and disciplines to analyse and synthesize appropriate, well-reasoned solutions to complex situations. ● Asses challenging problems that must be considered from multiple perspectives.			
Intended Learning Outcomes (ILOs)	By the end of this course unit, students should be able to: ● Demonstrate the complexity of healthcare organizations ● Solve complex problems with other professionals in the healthcare sector by engaging discussion ● Demonstrate ability to assess and integrate different competing perspectives in finding the best solution to a situational problem ● Develop a report on case study which represents a local, regional or global situational analysis			
Contents	Through local, regional and global case studies and actual scenarios/field			

	visits and guest lectures including budget and other management considerations, students will analyse and develop solutions to complex problems involving competing interests and multiple perspectives. This module synthesizes the students' comprehensive knowledge using inter- and multi-disciplinary skills in the management and leadership of a healthcare organization. Course materials will include: ● Different modalities including review, discussion and analysis of case studies (local, regional and global); ● Presentations and discussions with experts/administrators from the healthcare sector on topics ranging from personnel to budget management; current issues and future challenges (e.g. aging population).
Teaching and Learning Methods/ Activities	Case studies, Discussions and lectures with guest speakers/experts from healthcare organizations, Field visits, Teamwork
Evaluation	Formative assessment (in-class): 40% (Individual oral and written report: detailed analysis of 1 case study; Team-based oral and written analysis of 1 case study; In-class participation/discussion) Final (summative) examination 60%
Recommended References	● Austin, J., Bentkover, J. and Chait, L. (eds) (2016) *Leading Strategic Change in an Era of Healthcare Transformation*. Cham: Springer International Publishing ● Buchbinder, S. B., Shanks, N. H. and Buchbinder, D. (2014) *Cases in health care management*. Jones & Bartlett Learning. ● *Case study from Sri Lanka PRIMARY HEALTH CARE SYSTEMS (PRIMASYS)* (2017). Available at: http://apps.who.int/bookorders. ● Lakma Wijewardana, R. and Rupasinghe, T. (2013) *Applicability of Lean healthcare in Sri Lankan Healthcare Supply Chains*, *Int. J Sup. Chain. Mgt*. Available at: http://excelingtech.co.uk/. ● Rishard, M. H. M. and Kodithuwakku, S. S. (2008) An Assessment of Health Service Quality: A Case Study of a Teaching Hospital in Central Province of Sri Lanka, Tropical Agricultural Research. Available at: https://www.pgia.ac.lk/files/Annual_congress/journel/v20/26_Rishard.pdf).

<table>
<tr><td>Title of the Course Unit</td><td colspan="4">Health Programme Planning and Evaluation</td></tr>
<tr><td>Code</td><td colspan="4">MHM 30303</td></tr>
<tr><td>Credit Value</td><td colspan="4">3</td></tr>
<tr><td rowspan="2">Hourly breakdown</td><td>Lecture</td><td>Discussion / Presentation</td><td>Independent Learning</td><td>Total</td></tr>
<tr><td>45</td><td>15</td><td>90</td><td>150</td></tr>
<tr><td>Type/ Status</td><td colspan="4">Compulsory</td></tr>
<tr><td>Aim</td><td colspan="4">Develop plans for the institution using principles of planning, Implementing innovative, quality and productivity programmes in the relevant institution function effectively in centralized and decentralized institutions

To introduce students to the principles, concepts and methods of health care evaluation from multi-disciplinary perspectives. Students will learn how to evaluate the effectiveness, efficiency (cost-effectiveness), humanity and equity of interventions in health care</td></tr>
<tr><td>Intended Learning Outcomes (ILOs)</td><td colspan="4">Intended Learning Outcomes (ILOs)

By the end of this course unit, students should be able to

● Illustrate the conceptual basis of scientific evaluation
● Describe the main methods used to evaluate the effectiveness, efficiency, humanity and equity of health care interventions
● Assess the main advantages and limitations of each method
● Explain the key steps involved in evaluating different health care interventions.</td></tr>
<tr><td>Contents</td><td colspan="4">Course contents

Introduction to policy, planning and evaluation, policy develop emnt process in health care, situation analysis, use of SWOT and relevant analysis in policy development and planning, Risk management, reviewing different basic theoretical approaches and concepts in policy analysis, identify the key features of process of policy identification, formulation, and implementation with evidence based approach.Strategic planning and decision making, Healthcare Quality: Measuring, innovation, and improvement, Organisational Development</td></tr>
<tr><td>Teaching and Learning Methods/ Activities</td><td colspan="4">Lectures, Case studies, Videos, Group discussions, laboratory practical, Elective, practicum</td></tr>
<tr><td>Evaluation</td><td colspan="4">Formative assessment (In-course) 40% - Assignments/Exams/Presentations/Field reports etc.
Summative Assessment 60% - Semester-end examination</td></tr>
</table>

Recommended References	**Journals:** ● BMC Medical Informatics and Decision Making ● BMC Health Information Science and Systems ● Indian Journal of Medical Informatics ● International Journal of E-Health and Medical Communications ● Journal of Healthcare Informatics Research **Books:** ● Rodrigues, J.J. ed., 2009. *Health Information Systems: Concepts, Methodologies, Tools, and Applications: Concepts, Methodologies, Tools, and Applications* (Vol. 1). Igi Global. ● Hoyt, R.E. and Yoshihashi, A.K., 2014. *Health informatics: practical guide for healthcare and information technology professionals*. Lulu. com. ● Degoulet, P. and Fieschi, M., 2012. *Introduction to clinical informatics*. Springer Science & Business Media. Yasnoff, W.A. and Ward, M.E., 2003. Public health informatics and information systems. Transforming ● Einbinder, L. and Einbinder, J. eds., 2010. *Transforming health care through information: Case studies*. Springer. ● Sullivan, F. and Wyatt, J., 2009. *ABC of health informatics*. John Wiley & Sons. ● Wager, K.A., Lee, F.W. and Glaser, J.P., 2005. *Managing? Health Care Information Systems: A Practical Approach for Health Care Executives*. John Wiley & Sons. ● Bove, L.A., 2007. *Project management for healthcare informatics*. Lo ● Yasnoff, W.A. and Ward, M.E., 2003. Public health informatics and information systems.

Title of the Course Unit	Research Methods in Healthcare Management			
Code	MHM 30403			
Type/ Status	Compulsory			
Credit Value	3			
Hourly breakdown	Lecture	Discussion / Presentation / practical	Independent Learning	Total
	30	30	90	150
Aim	Develop skills in research methods for evidence based, high quality practice of healthcare management in the national and international context			
Intended Learning Outcomes (ILOs)	Upon successful completion of this unit, students should be able to: • Explain the evidence from published and available research • Design a scientifically sound research project • Execute the developed research project within the given timeframe • Disseminate of research evidence and findings towards high quality practices and policies in healthcare management			
Contents	Types of research (basic research and applied research), introduction to epidemiological research, introduction to study designs, observational studies, descriptive studies and analytical studies, interventional studies, evaluating role of chance, bias and confounding, screening tests, qualitative research methods, evidence based practice, problem analysis and choosing a research topic, introduction to scientific writing, use of word processing software for scientific writing, literature review (literature search and compilation of literature), reference manager software, plagiarism, writing research proposal, study design specific reporting guidelines, critical appraisal of a research paper, dissemination of research, writing a manuscript, writing a dissertation/ thesis, conducting workshops in disseminating results, research into practice (evidence based guidelines).			
Teaching and Learning Methods/ Activities	Lectures, small group discussions, take home assignments, computer based practical (use of word processing software, literature search, referencing software), assignments on literature review, journal club			
Evaluation	Assignments, reports, journal club presentations, poster and oral presentations, 40% End semester examination 60%			
Recommended References	• Sivagnanasundaram, C.*Learning Research: A Guide to Medical Students, Junior Doctors, and related Professionals*. 2nd Ed. • Abramson, J.H. and Abramson, Z.H., 1999. Survey Methods in Community Medicine: Epidemiological Research, Programme Evaluation. *Clinical trials, 5*. • Hennekens, C.H., Buring, J.E., Mayrent, S.L. and Doll, R.,			

	1987. *Epidemiology in medicine* (Vol. 255, No. 304, pp. 246-252). Boston: Little, Brown. ● Rothman, K.J., Greenland, S. and Lash, T.L., 2008. *Modern epidemiology* (Vol. 3). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins. ● Hulley, S.B., Cummings, S.R., Browner, W.S., Grady, D.G. and Newman, T.B., 2013. Designing Clinical Research. 4. Philadelphia; Baltimore; New York; London; Buenos Aires; Hong Kong.

Title of the Course Unit	Research Project
Code	MHM 40118
Type/ Status	Compulsory
Credit Value	15 credits
Hourly breakdown	1500 notional hours
Aim	● Construct new hypotheses to test them in a scientific manner in their area of specialization. ● Develop self-direction and originality in identifying and solving a problem through the scientific method.
Intended Learning Outcomes (ILOs)	Upon successful completion of this unit, students should be able to: ● Identify a problem relevant to the management and administration of healthcare services ● Review literature relevant to the problem ● Develop a hypothesis ● Test the hypothesis by appropriate research methodologies ● Analyse the research findings ● Communicate the research finding in the format of abstracts/extended abstracts/journal papers
Description	The product of this course will be an independent research study and a final written dissertation which will comply with the guidelines of the University of Jaffna Postgraduate programmes. Students will choose a topic in consultation and with approval of their major advisor. Students will work independently in developing, executing and finalizing their research project.
Teaching and Learning Methods/ Activities	Self-directed and advisor-guided development and execution of an independent research study.

Evaluation	Dissertation evaluation -80 marks Viva voce- 20 marks
Recommended Reading and References	● Sivagnanasundaram, C.*Learning Research: A Guide to Medical Students, Junior Doctors, and related Professionals*. 2nd Ed. ● The Elements of Style. W. Strunk and E.B. White. Allyn & Bacon Publishers. (American English writing style guide used widely by graduate students) ● *A Step-by-Step Research Guide for Medical Students-Sections 3 to 5* (no date). Available at: http://www.crc.gov.my/wp-content/uploads/2016/07/01_the_medical_research_handbook.pdf (Accessed: 20 June 2019). ● *Planning and conducting a dissertation research project — University of Leicester* (no date). Available at: https://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/planning-dissertation (Accessed: 20 June 2019).

Annexure: Mapping of the Graduate Profile with COs and TLAs

Attributes of the Graduate Profile	Acquisition	Programme Outcomes	Main Teaching and Learning Activities
Intellectuality	Solid subject knowledge in the core aspects. Advanced theoretical and applied knowledge in the field of health management	1	Interactive lectures Tutorial discussion e-based based teaching-learning Open Educational resources Video recordings
Social Responsibility	Awareness of current issues in the field of health sector and deal with complex issues systematically and creatively,	2	Practicum and Reporting Problem Based Learning Field visits Case studies Research Educational tour
Specific Skills	Make sound judgments and communicate decisions clearly to others.	3	Group Discussion Practicum Case studies Presentations Elective appointments Seminars Research

Research Ability	Continue the research in the fields of health management, demonstrating a sound grasp of research methodology and contribute to the current trends of health management	4	Research Case study Problem Based learning Guest Lectures Practicum
Professional Skills	Apply techniques relevant to their professional practice in the field of health management	5	Reflective practices Writing and Publication Individual Assignments Seminars Educational tours

Calendar of Dates

First Year Lecture Programme

First Semester Lecture Programme

Lectures	17.02.2024 - 28.04.2024	10 Weeks
Mid Semester Break	29.04.2024 - 05.05.2024	01 Week
In course Assessments	06.05.2024 - 12.05.2024	01 Week
Lectures	13.05.2024 - 14.07.2024	09 Weeks
Study Leave	15.07.2024 - 28.07.2024	02 Weeks
First Semester Examination	29.07.2024 - 11.08.2024	02 Weeks
First Semester Break	12.08.2024 - 18.08.2024	01Week

Second Semester Lecture Programme

Lectures	19.08.2024 - 20.10.2024	09 Weeks
In course Assessments	21.10.2024 - 27.10.2024	01 Week
Mid Semester Break	28.10.2024 - 03.11.2024	01 Week
Lectures & Practical	04.11.2024 - 12.01.2025	10 Weeks
Study Leave	13.01.2025 - 26.01.2025	02 Weeks
Second Semester Examination	27.01.2025 - 09.02.2025	02 Weeks
Second Semester Break	10.02.2025 - 16.02.2025	01 Weeks

Second Year Lecture Programme

First Semester Lecture Programme

Lectures & Presentation	17.02.2025 - 04.05.2025	11 Weeks
In course Assessments	05.05.2025 - 11.05.2025	01 Week
Mid Semester Break	12.05.2025 - 18.05.2025	01 Week
Educational Tour	19.05.2025 - 25.05.2025	01 Week
Proposal Submission &Proposal Presentation, Ethical Clearance	26.05.2025 – 13.07.2025	07 Weeks
Practicum	14.07.2025 – 21.09.2025	10 Weeks
Portfolio Submission	22.09.2025 – 05.10.2025	02 Weeks

Practicum Evaluation	06.10.2025 – 12.10.2025	01 Week
Study Leave	13.10.2025 – 19.10.2025	01 Week
First Semester Examination	20.10.2025 – 02.11.2025	02 Weeks
End Semester Break	03.11.2025 – 09.11.2025	01 Week

Second Semester Lecture Programme

Data Collection & Analysis	10.11.2025 – 18.01.2026	10 Weeks
Report Submission	19.01.2026 – 08.02.2026	03 Weeks
Study Leave	09.02.2026 – 01.03.2026	03 Weeks
Research Final Viva	02.03.2026 – 15.03.2026	02 Weeks

STUDENT PAYMENT SCHEDULE:

Total payment inclusive of registration, tuition, library fees, computer fees, examination fee, statement and results fees and library refundable fee is 355,000/-

Payment schedule:

At registration, beginning of first semester	155,000/-
Beginning of second semester	100,000/-
Beginning of third semester	100,000/-