

**Program: MBA, Health Resources Administration**

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| <b>Course Name:</b><br>Business Opportunity Development | <b>Course ID:</b><br>AD511 |
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| <b>Placement in curricular map:</b><br>Concentration in Health Resources Administration |
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| <b>Course characteristics:</b><br><p>This course integrates and coordinates the different previous courses in order to sequence a series of strategies that result in the presentation of a project in the health area. It synthesizes the different concepts of the courses to stimulate students to find and explore different and new business opportunities. It encourages students to be part of a team in multidisciplinary environments within the health area. During the course, students make independent readings and practices to obtain information considered as important, and state their opinion and participate in class. At the end of the course, students will identify an opportunity area to develop, design, implement and assess a project that is closely related to the topic's course, thus, consolidating the learning process.</p> |
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| <b>General learning objectives:</b><br><p>Students will find different opportunity areas to apply the acquired knowledge to the different previous courses.</p> <p>Students will detect different development opportunities in health systems based on new administrative technologies.</p> <p>Students will understand and explain the importance of applying diverse administrative methodologies to the health field.</p> <p>They will consolidate their knowledge in a practical and productive way based on the objective knowledge of the different cultural elements in the health area.</p> <p>They will present a business project related to health that can be applied to a public or private area.</p> |
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**Thematic Contents**

| <b>Topics and sub-topics for each unit:</b>               | <b>Hours</b> |
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| <b>1. Project selection</b>                               | <b>8</b>     |
| 1.1 Public and/or private area.                           |              |
| <b>2. Preliminary Project presentation and discussion</b> | <b>12</b>    |
| 2.1 Problems  |              |
| 2.2 Brainstorming   |              |
| <b>3. Project presentation.</b>                           | <b>8</b>     |

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| <b>4. Business plan administration</b> | <b>8</b> |
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| <b>Learning activities:</b>   |           |
| <ul style="list-style-type: none"> <li>• <b>Class Activities:</b> <ul style="list-style-type: none"> <li>- Lab and/or workshop practices guided by the instructor.</li> <li>- Presentation plenary and/or discussion mediated by the instructor.</li> <li>- Group activities guided by the instructor.</li> </ul> </li> </ul> | <b>36</b> |
| <ul style="list-style-type: none"> <li>• <b>Student independent activities:</b> <ul style="list-style-type: none"> <li>- Field practices.</li> <li>- Research and development of a topic assigned by the instructor.</li> <li>- Course integrative project.</li> </ul> </li> </ul>  | <b>60</b> |

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| <b>Assessment criteria and procedures:</b>   |
| Assessment procedures and instruments:   |
| <ul style="list-style-type: none"> <li>- Deliverable products.</li> <li>- Group presentations: All students must present a technical article to the group the day and time agreed by the instructor and the group.</li> <li>- Participation in discussion sessions. (This instrument is not subject to assessment).</li> </ul> <ol style="list-style-type: none"> <li>1. Assessment instruments and procedures are centered in the learning activities, whether independent or guided by the instructor.</li> <li>2. The instructor will assess and assign a grade for each assessment instrument. The assigned grade will be from 0 to 100.</li> <li>3. The instructor will report to the Graduate Studies Department the average grade of all assessment instruments obtained by each student.</li> <li>4. The minimum passing grade will be 80 points.</li> <li>5. A student will not fail the course because of accumulated absences.</li> </ol> |

### Bibliography

|          | Type              | Title | Author | Publisher | Year |
|----------|-------------------|-------|--------|-----------|------|
| <b>1</b> | Text book         |       |        |           |      |
| <b>2</b> | Consultation book |       |        |           |      |

## Course Program

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|---|----------------------------|
| <b>Course Name:</b><br>Legal Health Environment | <b>Course ID:</b><br>DE504 |
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| <b>Placement in curricular map:</b><br>Concentration in Health Resources Administration |
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| <b>Course characteristics:</b>   |
| <p>The course provides general knowledge in laws that regulate the different health disciplines. It legally distinguishes the processing elements of the health professionals. It places Mexico's health policies in different universal contexts. In addition, it explores new regulations according to changes and financial movements of a global environment. Finally, it encourages students to provide their opinions through group participation. During the course, students make independent readings and practices to obtain information considered as important, and state their opinion and participate in class. At the end of the course, students will identify an opportunity area to develop, design, implement and assess a project that is closely related to the topic's course, thus, consolidating the learning process.</p> |

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| <b>General learning objectives:</b>   |
| <p>Students will understand and explain the principal laws affecting the medical practice, as well as diverse disciplines relative to health.</p> <p>Students will understand and explain the obligatoriness regarding international treaties in health matters.</p> <p>Encourage students to place a transborder context in both countries' public health.</p> <p>They will substantiate discussion arguments regarding obsolescence and the discretion of health laws and their influence on the country's macroeconomic indicators.</p> <p>They will be able to detect and discuss technological needs to apply laws related to health services.</p> |

### Thematic Contents

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| <b>Topics and subtopics for each unit:</b>  | 4.55 |
| <ol style="list-style-type: none"> <li><b>1. General Health Law.</b> <ol style="list-style-type: none"> <li>1.2 Health, a right and an obligation</li> <li>1.3 Mexican Official Regulations</li> <li>1.4 Sanitary Regulations</li> <li>1.5 Medical Practice Regulations</li> </ol> </li> <br/> <li><b>2. Civil Codes and Criminal Laws.</b> <ol style="list-style-type: none"> <li>2.3 Incompetence, imprudence, and negligence.</li> </ol> </li> </ol> |      |

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| <p>2.4 Medical Expertise.</p> <p>2.5 Legal and Forensic Medicine.</p> <p><b>3. National Medical Arbitration Commission in Mexico.</b></p> <p>3.1 Objectives, scope and viability.</p> <p>3.2 State decentralization.</p> <p><b>4. New laws and technologies.</b></p> <p>4.1 Chemical Pharmaceutical Industry</p> <p>4.2 Bacteriologic resistance to antibiotics.</p> <p>4.3 Bioterrorism, clonation, and transgenics.</p> <p>4.4 Genomic Medicine.</p> <p>4.5 Organ donation and derived issues.</p> |  |
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| <p><b>Learning activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Class activities:</b> <ul style="list-style-type: none"> <li>- Thematic presentation by the instructor.</li> <li>- Lab and/or workshop practices guided by the instructor.</li> <li>- Presentation plenary and/or discussion mediated by the instructor.</li> <li>- Group activities guided by the instructor.</li> <li>- Individual activities guided by the instructor.</li> </ul> </li> <li>• <b>Student independent activities:</b> <ul style="list-style-type: none"> <li>- Reading materials selected by the instructor</li> <li>- Elaboration of article, essay, or reading synthesis from web readings.</li> <li>- Field practices.</li> <li>- Research and development of a topic assigned by the instructor.</li> </ul> </li> </ul> | <p><b>36</b></p> <p><b>60</b></p> |
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### **Assessment criteria and procedures:**

Assessment procedures and instruments:

- Written or oral exam: Students must prove before the instructor, orally or in writing, that they understand the main topics of the course.
- Deliverable products.
- Group presentations: All students must present a technical article to the group the day and time agreed by the instructor and the group.
- Participation in discussion sessions. (This instrument is not subject to assessment).

Criteria:

1. Assessment instruments and procedures are centered in the learning activities, whether independent or guided by the instructor.
2. The instructor will assess and assign a grade for each assessment instrument. The assigned grade will be from 0 to 100.
3. The instructor will report to the Graduate Studies Department the average grade of all assessment instruments obtained by each student.
4. The minimum passing grade will be 80 points.
5. A student will not fail the course because of accumulated absences.

### **Bibliography**

|          | <b>Type</b>       | <b>Title</b>   | <b>Author</b> | <b>Publisher</b> | <b>Year</b> |
|----------|-------------------|--|---------------|------------------|-------------|
| <b>1</b> | Consultation book | Constitución Política de los Estados Unidos Mexicanos        |               |                  |             |
| <b>2</b> | Consultation book | Ley General de Salud   |               |                  |             |
| <b>3</b> | Libro Consulta    | Código Civil   |               |                  |             |
| <b>4</b> | Consultation book | Código Penal   |               |                  |             |
| <b>5</b> | Document          | Ley Reglamentaria Art. 5to. Dirección General de Profesiones |               |                  |             |
| <b>6</b> | Document          | Tercer Informe de la Comisión Nacional de Arbitraje Médico   | CONAMED       |                  |             |

## Course program

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|---|----------------------------|
| <b>Course Name:</b><br>Quality in Health Services | <b>Course ID:</b><br>II518 |
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| <b>Placement in curricular map:</b><br>Concentration in Health Resources Administration |
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| <b>Course Characteristics:</b>  |
| <p>The course discriminates between the perception of quality in public and private health services. The participation of the health staff is highlighted in increasing the quality of services, since the last beneficiary is the patient. It establishes that the administrative services of the public health area play a key role to increase the life level in communities. It encourages students to research on departments in charge of evaluating and certifying the quality level of services and products from public and private health areas. It orients and encourages students to develop or acquire projects involving a better life quality by showing alternatives related to health. During the course, students make independent readings and practices to obtain information considered as important, and state their opinion and participate in class. At the end of the course, students will identify an opportunity area to develop, design, implement and assess different projects that are closely related to the topic's course.</p> |

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| <b>General learning objectives:</b>   |
| <p>Students will be able to define the concept and perception of quality health services in public and private areas.</p> <p>They will understand and argument correlations between quality and cost of health services.</p> <p>They will be able to apply methodological tools to define and diagnose users' expectations of the services.</p> <p>Understand and explain the participation of quality certifying departments specialized in health.</p> <p>Students will explore business opportunities in terms of certification.</p> <p>Students will understand and explain opportunities to apply quality improvement systems that satisfy and can be adapted to different complexity levels of health services providers.</p> |

### Thematic Contents

| Topics and subtopics for each unit:   | Hours     |
|---|-----------|
| <p><b>1. Quality health services in Mexico.</b></p> <p style="margin-left: 20px;">1.6 Modern and traditional definitions and conceptions.</p> <p style="margin-left: 20px;">1.7 Differences between public and private.</p> <p style="margin-left: 20px;">1.8 Cultural environment, attitude and resistance.</p> <p style="margin-left: 20px;">1.9 Basic and complex systems.</p> | <b>12</b> |
| <p><b>2. Quality evaluation and certification.</b></p>  | <b>12</b> |

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| <p>2.6 Authorized and specialized departments.</p> <p>2.7 Methodological evaluation tools.</p> <p>2.8 Competitiveness of services.</p> <p><b>3. Quality administration.</b></p> <p>3.3 Change strategies, 5 “S” and continuous improvement.</p> <p>3.4 Individual, group and business overcoming strategies.</p> <p>3.5 Life quality of users and providers.</p> <p>3.6 Preventive vs. healing medicine.</p> <p>3.7 Development of business opportunities.</p> | <b>12</b> |
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| <p><b>Learning activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Class activities:</b> <ul style="list-style-type: none"> <li>- Thematic presentation by the instructor.</li> <li>- Lab and/or workshop practices guided by the instructor.</li> <li>- Presentation plenary and/or discussion mediated by the instructor.</li> <li>- Group activities guided by the instructor.</li> <li>- Individual activities guided by the instructor.</li> </ul> </li> <li>• <b>Student independent activities:</b> <ul style="list-style-type: none"> <li>- Reading materials selected by the instructor</li> <li>- Elaboration of article, essay, or reading synthesis from web readings.</li> <li>- Field practices.</li> <li>- Research and development of a topic assigned by the instructor.</li> </ul> </li> </ul> | <p><b>36</b></p> <p><b>60</b></p> |
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**Assessment criteria and procedures:**

Assessment procedures and instruments:

- Written or oral exam: Students must prove before the instructor, orally or in writing, that they understand the main topics of the course.
- Deliverable products.
- Group presentations: All students must present a technical article to the group the day and time agreed by the instructor and the group.
- Participation in discussion sessions. (This instrument is not subject to assessment).

**Criteria:**

1. Assessment instruments and procedures are centered in the learning activities, whether independent or guided by the instructor.
2. The instructor will assess and assign a grade for each assessment instrument. The assigned grade will be from 0 to 100.
3. The instructor will report to the Graduate Studies Department the average grade of all assessment instruments obtained by each student.
4. The minimum passing grade will be 80 points.
5. A student will not fail the course because of accumulated absences.

**Bibliography**

|          | <b>Type</b>       | <b>Title</b>                         | <b>Author</b>          | <b>Publisher</b> | <b>Year</b> |
|----------|-------------------|--------------------------------------|------------------------|------------------|-------------|
| <b>1</b> | Text book         | Competitividad y salud               | FUNSALUD               |                  | 2003        |
| <b>2</b> | Consultation book | Desarrollo de una cultura de calidad | Humberto Cantú Delgado | McGraw-Hill      | 2002        |
| <b>3</b> | Consultation book | Six Sigma Desmitificado              | Lamprecht              | Panorama         | 2004        |

## Course Program

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|--|----------------------------|
| <b>Course Name:</b><br>Health Services Marketing | <b>Course ID:</b><br>MK512 |
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| <b>Placement in curricular map:</b><br>Concentration in Health Resources Administration |
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| <b>Course Characteristics:</b><br><p>This course demystifies health traditional concepts. It proposes students a new business focus, even an industrial one. It encourages students to use their creative potential in terms of marketing. It proposes a metamorphosis in the patient concept and transforms it into an external client. It also integrates the concepts of external and internal clients in public and private environments. It proposes ideal methodological tools for the health area. It explores marketing areas of health services in an official environment. It highlights the differences of strategies for health services and products. It prepares students to get directly involved in the ethical aspects of marketing services. It familiarizes students in epidemiologic transition concepts. During the course, students make independent readings and practices to obtain information considered as important, and state their opinion and participate in class. At the end of the course, students will identify an opportunity area to develop, design, implement and assess a project that is closely related to the topic's course, thus, consolidating the learning process.</p> |
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| <b>General learning objectives:</b><br><p>Students will understand and explain the cultural and ethical aspects of the different agents involved in public and private health areas.</p> <p>Understand and explain the evolution process of health services marketing and globalization's influences.</p> <p>Understand and explain the country's epidemiological transition as a booster of new health needs for users.</p> <p>Understand and explain the influences of laws in the health market of the Southern Border.</p> <p>Understand and explain the transition of the patient to client concepts in different complexities of the user-provider relation.</p> <p>Know the marketing tools to detect needs and expectations of health users.</p> <p>Correlate the fundamental aspects of the epidemiologic transition with health market trends within a global environment.</p> |
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### Thematic Contents

| Topics and subtopics for each unit:   | Hours    |
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| <b>1. Cultural aspects of the Medical Profession.</b><br>1.10 Ethics and transition codes<br>1.11 Advertising now and then. | <b>9</b> |



**Assessment criteria and procedures:**

Assessment procedures and instruments:

- Written or oral exam: Students must prove before the instructor, orally or in writing, that they understand the main topics of the course.
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- Group presentations: All students must present a technical article to the group the day and time agreed by the instructor and the group.
- Participation in discussion sessions. (This instrument is not subject to assessment).

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3. The instructor will report to the Graduate Studies Department the average grade of all assessment instruments obtained by each student.
4. The minimum passing grade will be 80 points.
5. A student will not fail the course because of accumulated absences.

**Bibliography**

|          | <b>Type</b>       | <b>Title</b>               | <b>Author</b>   | <b>Publisher</b> | <b>Year</b> |
|----------|-------------------|----------------------------|-----------------|------------------|-------------|
| <b>1</b> | Text book         | Fundamentos del Marketing  | William Stanton | McGraw-Hill      | 2002        |
| <b>2</b> | Consultation book | Administración Estratégica | Charles Hill    | McGraw-Hill      | 1996        |

## Course Program

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|---|----------------------------|
| <b>Course Name:</b><br>Health Services Provider-User Binomial | <b>Course ID:</b><br>RI500 |
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| <b>Placement in curricular map:</b><br>Concentration in Health Resources Administration |
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| <p><b>Course characteristics:</b></p> <p>This course introduces students to the environment of health professionals through classical readings. It explains the reason of the health services cornerstone, and the doctor-patient binomial. It orients students to explore the cultural aspects of health professionals with special emphasis on doctors. It analyzes the bio-psycho-social areas of the human being and their approach as a health services user and Ethics codes in health. During the course, students make independent readings and practices to obtain information considered as important, and state their opinion and participate in class. At the end of the course, students will identify an opportunity area to develop, design, implement and assess a project that is closely related to the topic's course.</p> |
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| <p><b>General learning objectives:</b></p> <p>Students will understand and explain the bio-psycho-social areas and their approach as a user of health services.</p> <p>Students will acknowledge and place the new and traditional national health performers in time and space.</p> <p>Research and explain professional Ethical Values and their transcendence in the profession.</p> <p>Encourage students to research the doctors' sociological perceptions of their environment.</p> <p>Encourage students to state arguments on the new patient-client topics and other polemic topics regarding a right to life, among others.</p> |
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### Thematic Contents

| Topics and subtopics of each unit:   | Hours     |
|--|-----------|
| <p><b>1. History and philosophy of medicine.</b></p> <p style="padding-left: 20px;">1.12 From Hippocrates to professionalization.</p> <p style="padding-left: 20px;">1.13 The doctor-patient relation.</p> <p style="padding-left: 20px;">1.14 Medical Ethics.</p> | <b>8</b>  |
| <p><b>2. The bio-psycho-social body.</b></p> <p style="padding-left: 20px;">2.16 Approach as a user of public and private health services.</p> <p style="padding-left: 20px;">2.17 The ideal mix.</p>  | <b>10</b> |
| <p><b>3. Globalization of economies.</b></p> <p style="padding-left: 20px;">3.12 The public sector: IMSS, ISSSTE, and others.</p>  | <b>10</b> |

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| <p>3.13 Mixed schemes.</p> <p>3.14 From patient to client.</p> <p>3.15 From the Dispensary to the Specialization Center.</p> <p><b>4. New Health Ethics.</b></p> <p>a. Euthanasia and abortion.</p> <p>b. Bioterrorism and Clonation.</p> <p>c. Transgenic foods.</p> | <b>8</b> |
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| <p><b>Learning activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Class activities:</b> <ul style="list-style-type: none"> <li>- Thematic presentation by the instructor.</li> <li>- Lab and/or workshop practices guided by the instructor.</li> <li>- Presentation plenary and/or discussion mediated by the instructor.</li> <li>- Group activities guided by the instructor.</li> <li>- Individual activities guided by the instructor.</li> </ul> </li> <li>• <b>Student independent activities:</b> <ul style="list-style-type: none"> <li>- Reading materials selected by the instructor</li> <li>- Elaboration of article, essay, or reading synthesis from web readings.</li> <li>- Field practices.</li> <li>- Research and development of a topic assigned by the instructor.</li> </ul> </li> </ul> | <p><b>36</b></p> <p><b>60</b></p> |
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### Assessment criteria and procedures:

Assessment procedures and instruments:

- Written or oral exam: Students must prove before the instructor, orally or in writing, that they understand the main topics of the course.
- Deliverable products.
- Group presentations: All students must present a technical article to the group the day and time agreed by the instructor and the group.
- Participation in discussion sessions. (This instrument is not subject to assessment).

#### Criteria:

1. Assessment instruments and procedures are centered in the learning activities, whether independent or guided by the instructor.
2. The instructor will assess and assign a grade for each assessment instrument. The assigned grade will be from 0 to 100.
3. The instructor will report to the Graduate Studies Department the average grade of all assessment instruments obtained by each student.
4. The minimum passing grade will be 80 points.
5. A student will not fail the course because of accumulated absences.

### Bibliography

|   | Type              | Title                               | Author                  | Publisher | Year |
|---|-------------------|-------------------------------------|-------------------------|-----------|------|
| 1 | Text book         | Historia y Filosofía de la Medicina | Manuel Barquín González | Oteo      | 1977 |
| 2 | Consultation book | Ética y Moral                       | Nietzsche               | FCE       | 1982 |
| 3 | Consultation book |                                     | Ignacio Chávez          |           |      |

## Course Program

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|--|----------------------------|
| <b>Course Name:</b><br>Health Insurance and Medical Expenses | <b>Course ID:</b><br>RI501 |
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| <b>Placement in curricular map:</b><br>Concentration in Human Resources Administration |
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| <b>Course characteristics:</b>  |
| <p>The course will form a frame of reference on the Mexican insurance market. It will present an outlook of the corresponding laws. It will encourage students to seek new business alternatives in this area. It presents world trends in this market. It will roughly distinguish the special characteristics of the southern border. It contrasts the different production chains of this segment in diverse countries with different public health schemes. During the course, students make independent readings and practices to obtain information considered as important, and state their opinion and participate in class. At the end of the course, students will identify an opportunity area to develop, design, implement and assess a project that is closely related to the topic's course, thus, consolidating the learning process.</p> |

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| <b>General learning objectives:</b>   |
| <p>Students will understand and explain the regulatory environment of the Mexican insurance market.</p> <p>They will understand and explain substantial differences between traditional and innovating products, as well as their positioning in the market.</p> <p>They will understand and explain the importance of Preventive Medicine in the insurance market.</p> <p>Encourage students to be informed and understand the strong financial movements of the great investors regarding insurance and providers of health in Mexico.</p> <p>They will identify and develop new business opportunities parting from the available statistic information.</p> |

### Thematic Contents

| Topics and subtopics of each unit:   | Hours     |
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| <p><b>1. Regulatory environment of the Mexican insurance market.</b></p> <ul style="list-style-type: none"> <li>1.15 Insurances and Mutual Institutions General Law.</li> <li>1.16 Traditional Insurances.</li> <li>1.17 People's Health Insurance (SPS).</li> <li>1.18 Institutions specialized in health.</li> <li>1.19 New products.</li> <li>1.20 Preventive medicine and insurances.</li> </ul> | <b>12</b> |
| <b>2. International Context.</b>   |           |

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| <p>2.18 United States, Health Maintenance Organization.</p> <p>2.19 South America, ISAPRES (Institution of Health Insurance), and prepayment.</p> <p>2.20 Southern border, insurances.</p> <p>2.21 Service competitiveness.</p>                     | <b>12</b> |
| <p><b>3. Market trends.</b></p> <p>3.16 Epidemiologic transitions as a market booster.</p> <p>3.17 Design of providers' network.</p> <p>3.18 Local health systems articulators.</p> <p>3.19 Intermediarism.</p> <p>3.20 Business opportunities.</p> | <b>12</b> |

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| <p><b>Learning activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Class activities:</b> <ul style="list-style-type: none"> <li>- Thematic presentation by the instructor.</li> <li>- Lab and/or workshop practices guided by the instructor.</li> <li>- Presentation plenary and/or discussion mediated by the instructor.</li> <li>- Group activities guided by the instructor.</li> <li>- Individual activities guided by the instructor.</li> </ul> </li> </ul> | <b>36</b> |
| <ul style="list-style-type: none"> <li>• <b>Student independent activities:</b> <ul style="list-style-type: none"> <li>- Reading materials selected by the instructor</li> <li>- Elaboration of article, essay, or reading synthesis from web readings.</li> <li>- Field practices.</li> </ul> </li> </ul> <p>-Research and development of a topic assigned by the instructor</p>   | <b>60</b> |

**Assessment criteria and procedures:**

Assessment procedures and instruments:

- Written or oral exam: Students must prove before the instructor, orally or in writing, that they understand the main topics of the course.
- Deliverable products.
- Group presentations: All students must present a technical article to the group the day and time agreed by the instructor and the group.
- Participation in discussion sessions. (This instrument is not subject to assessment).

**Criteria:**

1. Assessment instruments and procedures are centered in the learning activities, whether independent or guided by the instructor.
2. The instructor will assess and assign a grade for each assessment instrument. The assigned grade will be from 0 to 100.
3. The instructor will report to the Graduate Studies Department the average grade of all assessment instruments obtained by each student.
4. The minimum passing grade will be 80 points.
5. A student will not fail the course because of accumulated absences.

**Bibliography**

|          | <b>Type</b>       | <b>Title</b>   | <b>Author</b>  | <b>Publisher</b> | <b>Year</b> |
|----------|-------------------|--|--|------------------|-------------|
| <b>1</b> | Libro<br>Consulta | Ley General de Instituciones<br>Mutualistas y de Seguros | Comisión Nacional de<br>Seguros y Fianzas                    |                  | 2002        |
| <b>2</b> | Libro<br>Consulta | Anuario Estadístico de Seguros                           | Asociación Mexicana de<br>Instituciones de Seguros<br>(AMIS) |                  | 2002        |

## Course program

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| <b>Course Name:</b><br>Human Capital in Public and Private sectors | <b>Course ID:</b><br>RI517 |
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| <b>Placement in curricular map:</b><br>Concentration in Health Resources Administration |
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| <b>Course characteristics:</b><br><p>The course offers an overview and identifies the direct and indirect performers that intervene in health areas, describing their functions in a general way and the order of the production chain. It proposes referrals to explore and analyze the outline of a collective awareness that conform a guild image in all health workers. It presents students with elements to build opinions regarding the companies' administrative process, with special emphasis on talent or human capital. Likewise, it provides students with information of the public sector, discovering great opportunities of change and substantial betterment in health systems. During the course, students make independent readings and practices to obtain information considered as important, and state their opinion and participate in class. At the end of the course, students will identify an opportunity area to develop, design, implement and assess a project that is closely related to the topic's course, thus, consolidating the learning process.</p> |
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| <b>General learning objectives:</b><br><p>Students will be able to identify traditional workers and those who have new functions in the health sector by describing their fundamental roles.</p> <p>They will understand and explain the public and private working environment of health workers, acknowledging their historical trajectory.</p> <p>Students will apply the organizational development in groups of health professionals from public and private sectors.</p> <p>They will obtain knowledge to evaluate the personnel's needs based on a post analysis.</p> <p>They will develop performance evaluation systems and compensations for workers of the private and public health sector.</p> <p>They will build opinions regarding Mexican human capital and its induction to research and innovation.</p> |
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### Thematic Contents

| Topics and subtopics for each unit:  | Hours     |
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| <b>1. Health and its performers.</b><br>1.21 Socio-cultural aspects of health workers.<br>1.22 Traditional performers and new characters.<br>1.23 Work division in the administrative and assistance areas and their specialization.<br>1.24 Doctors' syndicalism. | <b>12</b> |

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| <p><b>2. Working environment.</b></p> <p>2.22 Public and private services.</p> <p>2.23 Inter-disciplinary groups.</p> <p>2.24 Work load and responsibilities.</p> <p>2.25 Material resources.</p> <p><b>3. Administration of human talent in public and private sectors.</b></p> <p>3.21 Selection, induction and training.</p> <p>3.22 Description, evaluation and post remuneration.</p> <p>3.23 Performance evaluation and incentives.</p> <p>3.24 Cost of services.</p> | <p><b>12</b></p> <p><b>12</b></p> |
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| <p><b>Learning activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Class activities:</b> <ul style="list-style-type: none"> <li>- Thematic presentation by the instructor.</li> <li>- Lab and/or workshop practices guided by the instructor.</li> <li>- Presentation plenary and/or discussion mediated by the instructor.</li> <li>- Group activities guided by the instructor.</li> <li>- Individual activities guided by the instructor.</li> </ul> </li> <li>• <b>Student independent activities:</b> <ul style="list-style-type: none"> <li>- Reading materials selected by the instructor</li> <li>- Elaboration of article, essay, or reading synthesis from web readings.</li> <li>- Field practices.</li> <li>- Research and development of a topic assigned by the instructor</li> </ul> </li> </ul> | <p><b>36</b></p> <p><b>60</b></p> |
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| <p><b>Assessment criteria and procedures:</b></p> <p>Assessment procedures and instruments:</p> <ul style="list-style-type: none"> <li>- Written or oral exam: Students must prove before the instructor, orally or in writing, that they understand the main topics of the course.</li> <li>- Deliverable products.</li> <li>- Group presentations: All students must present a technical article to the group the day and time agreed by the instructor and the group.</li> <li>- Participation in discussion sessions. (This instrument is not subject to assessment).</li> </ul> |
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**Criteria:**

1. Assessment instruments and procedures are centered in the learning activities, whether independent or guided by the instructor.
2. The instructor will assess and assign a grade for each assessment instrument. The assigned grade will be from 0 to 100.
3. The instructor will report to the Graduate Studies Department the average grade of all assessment instruments obtained by each student.
4. The minimum passing grade will be 80 points.
5. A student will not fail the course because of accumulated absences.

**Bibliography**

|          | <b>Type</b>       | <b>Title</b>                                   | <b>Author</b> | <b>Publisher</b> | <b>Year</b> |
|----------|-------------------|--|---------------|------------------|-------------|
| <b>1</b> | Text book         | Administración de Personal                     | Gary Dessler  | Prentice Hall    | 2001        |
| <b>2</b> | Consultation book | Desperdicio de Personal Médico y de Enfermería | Ana Aguilar   |                  | 2000        |

## Course Program

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| <b>Course Name:</b><br>Continuous Education and Training | <b>Course ID:</b><br>RI518 |
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| <b>Placement in curricular map:</b><br>Concentration in Health Resources Administration |
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| <b>Course characteristics:</b>  |
| <p>The course explores briefly a few primary points in the academic training of health professionals and technicians. It presents an overview of the public and private sectors from the regulation point of view of training and education. It offers information on the different businesses that offer different education and training services. It encourages students to find new business opportunities specialized in health. It explores new information technologies and global trends. During the course, students make independent readings and practices to obtain information considered as important, and state their opinion and participate in class. At the end of the course, students will identify an opportunity area to develop, design, implement and assess a project that is closely related to the topic's course, thus, consolidating the learning process.</p> |

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| <b>General learning objectives:</b>   |
| <p>Students will know, in a general way, the fundamental aspects in academic training of health professionals.</p> <p>They will be able to explain the cultural aspects of their profession and their guild environment.</p> <p>They will know and explain the laws, norms and regulations related to education and training of the personnel related to health.</p> <p>They will understand and explain the substantial differences of continuous education in the public and private sector.</p> <p>They will diagnose the specific needs of each health area on training and continuous education.</p> <p>They will obtain a general overview on alternatives and available supply of education services and continuous training to evaluate results.</p> <p>They will explore new technological alternatives and business opportunities regarding continuous education specialized in health.</p> |

### Thematic Contents

| Topics and subtopics for each unit:  | Hours     |
|--|-----------|
| <p><b>1. Academic training for health professionals, technicians and personnel.</b></p> <p>1.25 Basic concepts of Education and Training in the health area.</p> <p>1.26 Schools and Colleges.</p> <p>1.27 Administration as a new course.</p> <p>1.28 Professional health groups and their culture.</p> | <b>18</b> |



## Course Program

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| <b>Course Name:</b><br>Administration of Health Technology | <b>Course ID:</b><br>SI508 |
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| <b>Placement in curricular map:</b><br>Concentration in Health Resources Administration |
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| <b>Course Characteristics:</b>  |
| <p>The course presents applications to administrative technologies of health services. It also presents the possibility to apply investment projects to health services. It also presents the possibility to apply investment projects to have access to bio-technology applied to diagnostics and treatments. The course orients on strategic order alternatives that allow a greater number of patients to access these first world services. It presents the medical providers service with strategic planning methodologies, organizational development, and team work. During the course, students make independent readings and practices to obtain information considered as important, and state their opinion and participate in class. At the end of the course, students will identify an opportunity area to develop, design, implement and assess a project that is closely related to the topic's course, thus, consolidating the learning process.</p> |

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| <b>General learning objectives:</b>  |
| <p>Students will find opportunity areas to apply strategic planning to health providers.</p> <p>Students will apply organizational development to a group of health professionals from the public and private sector.</p> <p>They will be able to diagnose the needs for technology acquisition according to the health business situation.</p> <p>Students will develop continuous improvement systems in assistance medicine basic systems.</p> <p>They will develop financial projects for the acquisition of the ultimate bio-technology to groups of health professionals.</p> <p>They will apply the SWOT analysis to groups of health professionals and acquire more appropriate business methodologies.</p> <p>They will apply benchmarking as a competitiveness strategy in private health services.</p> <p>Students will know the applications of cyber-technology at the service of doctors in all business levels.</p> |

### Thematic Contents

| Topics and subtopics for each unit:   | Hours    |
|---|----------|
| <p><b>1. Strategic Planning and Organizational Development of health services.</b></p> <p style="padding-left: 20px;">1.29 Doctors' Offices.</p> <p style="padding-left: 20px;">1.30 Hospitals, Drug Stores and Administration.</p> <p style="padding-left: 20px;">1.31 Assistance Diagnosis Units.</p> | <b>9</b> |

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| <p>1.32 Health Professional Groups.</p> <p><b>2. Health Professionals Group Work.</b></p> <p>2.33 Private and public services.</p> <p>2.34 Inter-disciplinary Groups.</p> <p>2.35 Inter-operability aspects.</p> <p>2.36 Service Competitiveness.</p> <p><b>3. Information Technologies.</b></p> <p>3.25 Basic and complex service units.</p> <p>3.26 Administrative services, user-patient interactivity.</p> <p>3.27 E-clinical files.</p> <p>3.28 Health e-business.</p> <p>3.29 Binational health managed systems.</p> <p>3.30 Epidemiological trends.</p> <p><b>4. Financial scenario projection.</b></p> <p>a. Financial viability in the acquisition of bio-technology.</p> <p>b. Health professionals' business societies.</p> <p>c. Financial trends of private health groups.</p> <p>d. Main established partnerships.</p> | <p><b>9</b></p> <p><b>9</b></p> <p><b>9</b></p> |
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| <p><b>Learning activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Class activities:</b> <ul style="list-style-type: none"> <li>- Thematic presentation by the instructor.</li> <li>- Lab and/or workshop practices guided by the instructor.</li> <li>- Presentation plenary and/or discussion mediated by the instructor.</li> <li>- Group activities guided by the instructor.</li> <li>- Individual activities guided by the instructor.</li> </ul> </li> <li>• <b>Student independent activities:</b> <ul style="list-style-type: none"> <li>- Reading materials selected by the instructor</li> <li>- Elaboration of article, essay, or reading synthesis from web readings.</li> <li>- Field practices.</li> <li>- Research and development of a topic assigned by the instructor</li> </ul> </li> </ul> | <p><b>36</b></p> <p><b>60</b></p> |
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**Assessment criteria and procedures:**

## Assessment procedures and instruments:

- Written or oral exam: Students must prove before the instructor, orally or in writing, that they understand the main topics of the course.
- Deliverable products.
- Group presentations: All students must present a technical article to the group the day and time agreed by the instructor and the group.
- Participation in discussion sessions. (This instrument is not subject to assessment).

**Criteria:**

1. Assessment instruments and procedures are centered in the learning activities, whether independent or guided by the instructor.
2. The instructor will assess and assign a grade for each assessment instrument. The assigned grade will be from 0 to 100.
3. The instructor will report to the Graduate Studies Department the average grade of all assessment instruments obtained by each student.
4. The minimum passing grade will be 80 points.
5. A student will not fail the course because of accumulated absences.

**Bibliography**

|          | <b>Type</b>       | <b>Title</b>                     | <b>Author</b>               | <b>Publisher</b> | <b>Year</b> |
|----------|-------------------|----------------------------------|-----------------------------|------------------|-------------|
| <b>1</b> | Text book         | Desarrollo Organizacional        | Rafael Guisar               | McGraw-Hill      | 2004        |
| <b>2</b> | Consultation book | Administración Estratégica       | Charles Hill                | McGraw-Hill      | 1996        |
| <b>3</b> | Consultation book | Plan Nacional de Salud 2001-2006 | Secretaría de Salud, México |                  | 2001        |
| <b>4</b> | Consultation book | Estadísticas Vitales SSA         | Secretaría de Salud, México |                  | 2001        |

## Course Program

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| <b>Course Name:</b><br>Health Services Information Systems | <b>Course ID:</b><br>SI509 |
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| <b>Placement in curricular map:</b><br>Concentration in health services administration |
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| <b>Course characteristics:</b>   |
| <p>The course highlights the use of information systems tools in the different public and private health providers. It presents obstacles for a generalized utilization of information systems procedures. It encourages students to find and develop information systems applications in the health sector. During the course, students make independent readings and practices to obtain information considered as important, and state their opinion and participate in class. At the end of the course, students will identify an opportunity area to develop, design, implement and assess a project that is closely related to the topic's course, thus, consolidating the learning process.</p> |

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| <b>General learning objectives:</b>  |
| <p>Students will know and explain the current issues on information systems from public and private health sectors.</p> <p>They will find limitations and obstacles on the modern uses of information systems.</p> <p>They will be capable to find new information systems applications in products and services related to health.</p> <p>Students will develop continuous improvement systems in assistance medicine basic systems.</p> <p>Students will know the applications of cyber-technology at the service of doctors in all business levels.</p> |

### Thematic contents

| Topics and subtopics of each unit:  | Hours     |
|---|-----------|
| <p><b>1. Development of information technologies in the health sector.</b></p> <p>1.33 Public and private service.</p> <p>1.34 Limitations and obstacles in information systems.</p> <p>1.35 Medicine based on Evidences.</p>   | <b>14</b> |
| <p><b>2. Applications of information systems in health.</b></p> <p>2.1 Basic and complex service units.</p> <p>2.2 Administrative services.</p> <p>2.3 User-patient inter-activity.</p> <p>2.4 Management of medical files.</p> | <b>22</b> |

