



بسمه تعالی
دانشکده مدیریت و اطلاع رسانی پزشکی
گروه آموزشی اقتصاد سلامت

English for Students of Health Economics

Master of Science in Health Economics

Semester 1st, Year, 2021-2022

2 credit hours – Sunday 8:00 – 10:00 am

Instructor: Dr Alireza Mahboub-Ahari, Health Economics (PhD)

Session 1

Objective : Introduction to the Course

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
-	Lesson plan-computer	120 min	Class	In order to find what they already know and make sure the lesson isn't just teaching them the same thing, students are supposed to write a brief autobiography.	Teacher presents the course plan and explains his expectations	-	By the end of the session students: - - will be familiar with the learning objectives, the class rules and

					and from students. Teacher reads and analyzes student's autobiography and makes essential changes in course plan according to students English language level.		approaches. -informed about their assignments and how they should perform it session by session - finally they will be familiar with the assessment approach and each assignment weight in final grade.
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Session 2

Objective : Grammar Review , Time Tenses(simple present, present continuous, simple past)

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
	Book-computer	120	class	Students read the units : 3, 4, 5, from the book “ English Grammar in use” and do exercises provided in each unit.	Lecture: teacher presents grammar tips and provides examples of each.	Knowledge -	students will be able to write short sentences for each time tense

Session 3

Objective: Grammar Review/ Past continuous / present perfect (.. continuous)

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
workbook	Book-computer	120	class	Students read the units : 6, 7,9, from the book “ English Grammar in use” and accomplish exercises provided in each unit.	Lecture: teacher presents grammar tips and provides examples of each.	Knowledge -	students will be able to write short sentences for each time tense

Session 4

Objective: Grammar Review: Past Perfect, Past Perfect Continuous, active and passive going to, will/shall , might,

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
workbook	Internet - grammar books	120	class	Students read the units : 15, 16, 20, 21 from the book “ English Grammar in use” and do exercises provided in each unit.	lecture how to use S	Knowledge	students will be able to write short sentences for each time tense

Session 5

Objective : Reading , Comprehension and word skills : what is the main principal of economics

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
Students translation and their verbal ability to answer teacher's questions	Book-computer-internet	120 min	Class	<p>the book "English for the Students of Economics " Reading Comprehension (Economics) Work book for unit 1 (up to page 7,part B)</p> <p>Translation : 10 health economics terms : <i>Ability to pay, willingness to pay, willingness to accept, world health organization, access, adverse event, insurance, agency relationship, Asymmetry of information, primary care.</i></p>	Teacher explains grammar tips and important economic terms of the unit	Knowledge	<ul style="list-style-type: none"> - To enable Students to translate economic texts -To enhance students comprehension and pronunciation skills

Session 6

Objective : why economics is important, which areas are covered by

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
- work book - translation Class discussion	Book-computer-internet	120	class	<p>Students read , translate and analyze the unit 3, of the book "English for the Students of Economics "</p> <p>Key terms for translation : general practitioner, gate keeper, ambulatory patient, secondary care, tertiary care, primary prevention, risk</p>	Teacher trains techniques of analyzing a scientific written text Teacher run discussions around key terms	Knowledge / attitude	<ul style="list-style-type: none"> - enable students to understand and translate economic texts -enable students to analysis different sections of a text and a paragraph -to enhance student's

				factors, National Health System, Activity based Financing, Acute			knowledge of health economic terms
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Session 7

Objective: wrap up and midterm exam

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
Five questions from the Iranian health system				Mid Terms Exam covers all previous topics up to the last session. The exam will be in the form of MCQ and matching, key features. For the next session students read, translate and analyse the paper Iranian health system			

Session 8 :Iranian Health System

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
-a 500	Book-comput	120	Class	- For the next session students read,	Teacher		To enhance

word summary Quiz- -Text analysis s report	er- internet			translate and summarize the paper “Iranian health Insurance”	identifies important terms and key points of the paper and make discussion about them in the class		students comprehension and writing skills
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Session 9 : what is the main principles of Health Economics

Assessme nt	media	dura tion	Lear ning plac e	Student Tasks	Teacher Roles	Taxono my	Specific objectives
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<p>- paraph rased paper Quiz- -class discus sion</p>	<p>Book- comput er- internet</p>	<p>120</p>	<p>Clas s</p>	<p>- For the next session students read, and paraphrases the paper principles of health economics</p>	<p>Teacher identifies important terms and key points of the paper and make discussion about them in the class</p>		<p>To enhance students comprehension and writing skills</p>
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Session 10 : what is the main principles of Health Economics

Assessme nt	media	dura tion	Lear ning plac e	Student Tasks	Teacher Roles	Taxono my	Specific objectives
<p>-lecture presentati on - discussio n</p>	<p>Internet -pc</p>	<p>120</p>	<p>Clas s- inter net</p>	<p>Students choose one of the following topics and present a lecture in English and a 250 word essay about the topic : -Economic Evaluation -Health Technology Assessment</p>	<p>Teacher identifies important terms and</p>		<p>To enhance students comprehension and writing</p>

-essay				-health Financing -Equity -Payment Mechanisms they can make their presentation more challenging and interactive by using innovative teaching such as showing movies, running debates or discussions for solving a given problem or making a consensus	key points of the paper and make discussion about them in the class		skills
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Session 11 : Student Presentations(topic 1)

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
-lecture presentation - discussion - essay	Internet -pc	120	Class- internet	They can make their presentation more challenging and interactive by using innovative teaching methods such as showing movies, running debates or discussions for solving a given problem. - Other students must participate in class discussion with asking questions or giving comments.	Teacher observes the presentation and takes notes. After the lecture teacher gives comments about the lecture , clarifies key terms and explains grammar tips. Teacher must attempt to encourage students for more discourse	Application/psychomotor	Students will be able to present a lecture in an interactive area and make a discussion around one of the Health Economics issues. Students can write an essay about the topic and abstract their findings from the literature and the class discussion.

Session 12 : Student Presentations(topic 2)

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
-lecture presentation - discussion - essay	Internet -pc	120	Class- internet	<p>They can make their presentation more challenging and interactive by using innovative teaching methods such as showing movies, running debates or discussions for solving a given problem.</p> <ul style="list-style-type: none"> - Other students must participate in class discussion with asking questions or giving comments. 	<p>Teacher observes the presentation and takes notes. after the lecture he gives comments about the lecture .he notes down new words and grammar tips and discuss them in a group discussion.</p>	<p>Application/psychomot or</p>	<p>Students will be able to present a lecture in an interactive area and make a discussion around one of the Health Economics issues. Students can write an essay about the topic and abstract their findings from the literature and the class discussion.</p>

Session 13 : Student Presentations(topic 3)

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
-lecture presentation	Internet -pc	120	Class- internet	<p>They can make their presentation more challenging and interactive by using innovative teaching methods such as</p>	<p>Teacher observes the presentation</p>	<p>Application/psychomot</p>	<p>Students will be able to present a lecture in an</p>

- discussion - essay			net	<p>showing movies, running debates or discussions for solving a given problem.</p> <ul style="list-style-type: none"> - Other students must participate in class discussion with asking questions or giving comments. 	<p>and takes notes. after the lecture he gives comments about the lecture .he notes down new words and grammar tips and discuss them in a group discussion.</p>	or	<p>interactive area and make a discussion around one of the Health Economics issues.</p> <p>Students can write an essay about the topic and abstract their findings from the literature and the class discussion.</p>
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Session 14 : Student Presentations(topic 4)

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
-lecture presentation - discussion - essay	Internet -pc	120	Class- internet	<p>They can make their presentation more challenging and interactive by using innovative teaching methods such as showing movies, running debates or discussions for solving a given problem.</p> <ul style="list-style-type: none"> - Other students must participate in class discussion with asking questions or giving comments. 	<p>Teacher observes the presentation and takes notes. after the lecture he gives comments about the lecture .he notes down new words and grammar tips and discuss them in a group discussion.</p>	Application/psychomotor or	<p>Students will be able to present a lecture in an interactive area and make a discussion around one of the Health Economics issues.</p> <p>Students can write an essay about the topic and abstract their findings from the literature and the class discussion.</p>

Session 15 :wrap up / course/course plan assessment

Assessment	media	duration	Learning place	Student Tasks	Teacher Roles	Taxonomy	Specific objectives
				In this session students are expected to review the course and give their feedbacks on the course plan, covered contents, class management, home assignments and the assessment process.	Teacher asks questions about the course and encourages all students to participate in discussion and give their feedbacks		

✿ Class Rules for attendance and absenteeism :

Student's full attendance in class brings 1 point; however each absence results in missing 0.25 points, up to 4 sessions and then s/he will fail the exam. Delay more than 15 minutes is considered as absence.

✿ Assessment :

Class activity: 60%: (attendance5%) + (Portfolio: 40%) + (lecture: 15%)

Midterm exam: 10% (MSQ, Key Features, Matching)

Final exam: 30% ((MSQ, Key Features, Matching)

منابع اصلی درس (رفرانس):

- "English for the Students of Economics, Elaheh Sotoudenia
- The Dictionary of Health Economics, Second Edition, Anthony J. Culyer.
- English Grammar in use, Raymond Murphy
- English for academic purposes.