

❖ Module I (Fall 2007)- Montreal

Course 1: Health Technology Assessment: Principles and Practice

Description: This course aims at introducing the concepts, analytical tools and practices in health technology assessment. The course offers an all-embracing vision of the role of HTA in the decision-making process and it covers the need and the process of HTA, the analysis of scientific evidence and the main assessment methods applied. Key case studies illustrate the contents.

Pedagogical objectives: At the end of this course, students will be able: 1) to understand and use the main concepts in HTA; 2) to gain an overall vision of the purpose of HTA and the use of methods in a multidisciplinary perspective; and 3) to discuss the role of HTA in decision-making by means of illustrative examples.

Course 2: Principles and practices in systematic reviews and health technology assessment (HTA)

Description: The aim of this course is to introduce you (the student) to systematic review methodology and the role that systematic reviews play in the decision-making process within HTA. It introduces you to the principles of evidenced based health-care, systematic review methodology and its use for policy recommendations: 1) Development of review question; 2) searching for appropriate literature; 3) critical appraisal of the quality of different clinical study designs (cohort studies, randomized controlled studies, and systematic reviews) and 4) data synthesis (including the use of statistical tests)

Pedagogical objectives: At the end of this course, students will be able: 1) to locate and use various tools designed to assist in the critical appraisal of various study designs; 2) to develop a protocol for a systematic review including how to: a) formulate a review question; b) develop a search strategy to retrieve the literature; c) critically appraise the identified literature; d) extract the data; e) synthesize and graphically display the data; f) how to draw conclusions for clinical practice, health policy and future research will only be briefly addressed; 2) to understand the basic statistics used in cohort studies, randomized controlled studies and meta-analyses; 3) to understand the purpose of systematic reviews in HTA and 4) to discuss the role of systematic reviews and HTA in decision-making by health care practitioners, professional organizations and policy makers.

❖ Module II (Spring 2008)- Barcelona

Course 3: Economic Evaluation

Description: This course aims at introducing the elements of economic analysis of health care interventions and its role in health care decision making. The course provides a basic understanding of the methods of economic analysis and the context in which it may be used.

Pedagogical objectives: At the end of this course, students will be able: 1) to understand the principles and practices of economic analysis in health care; 2) to understand the role of economic analysis in health care policy making; 3) to be able to critically evaluate the

quality of published economic analyses; and 4) to be able to assist in the conduct of economic analysis

Course 4: Health Systems, Economics of Health Care, Equity, HTA and Policy-making

Description: This course aims at introducing the elements of health policy analysis and its role in health technology assessment and management. The course sets the context where decisions are taken, the various constraints faced by decision makers and the policy instruments and strategies implemented.

Pedagogical objectives: At the end of the course, students will be able to : (1) understand the main concepts present in health policy analysis and the relevance of its use; (2) to gain an overall and comparative vision of health systems models and practices; and (3) to discuss the common and differential challenges and values among countries.

❖ Module III (Fall 2008)- Rome

Course 5: Institutional Management and Impact Evaluation

Description: The objectives of the course are twofold: 1. to identify the main features of health care organization's management and performance evaluation; 2. to provide participants with the a

general overview of the main methods and instruments to evaluate health services activities. The

course gives a particular emphasis on planning, coordination and control activities in health care

organization.

Pedagogical objectives: At the end of the course students will: 1) understand the main concepts of health care management; 2) understand the main concepts of an health services evaluation activities; 3) improve a system to assess performances of health care organizations.

Course 6: Ethical, Sociocultural and Legal issues.

Description: This course is aimed at defining how ethical, sociocultural and legal issues influence, and can be integrated into, evaluation-based decision- and policy-making in health care. Students will also learn how to disseminate HTA findings to targeted audiences. Basic concepts, analytical tools and methodological procedures are presented and illustrated with examples and hands-on exercises.

Pedagogical objectives: At the end of this course, students will be able: 1) to define the ethical, sociocultural and legal dimensions of health technology; 2) to analyse these dimensions in relation to a given technology; 3) to discuss strengths and weaknesses of such an analysis; 4) to devise a communication plan for a given technology; and 5) to clarify the potential

❖ **Module IV (Spring 2009) – Toronto**

Course 7: Clinical Decision Making.

Description: This course introduces the major elements of health care decision making. The course provides a basic understanding of the methods used to develop/produce systematic reviews, decision rules, decision analyses, patient decision aids, and practice guidelines

Pedagogical objectives: At the end of this course, students will be able: 1) to understand the principles of some of the more prevalent technologies involved in health care decision making, 2) to be able to critically evaluate the quality of systematic reviews, decision rules, and practice guidelines.

Course 8: Presentations of Research / Policy Analysis Projects.

Description: The aim of this course is to synthesize the key themes taught during the ULYSSES Master's Program, and to ensure that students have gained a clear vision of the purpose and methods of HTA. During the course, each student will present his/her personal project (thesis or bibliographic essay), respond to questions, criticisms and comments made by faculty and peers, and participate in the constructive critique of other students' presentations. Attendance throughout the week is mandatory.

Pedagogical Objectives: At the end of this course students will be able: 1) to communicate a clear vision of the purpose of HTA and the use of methods from a multidisciplinary perspective as applied to their own project; 2) to formulate a cogent rationale about why and how their particular project should contribute to decision-making and clinical practice; and 3) to discuss the strengths and limitations of different types of HTA projects