



UNIVERSITÀ  
CATTOLICA  
del Sacro Cuore

**Roma**

a.y. 2024/2025

Inter-faculty  
programme

**Economia**

**Medicina  
e chirurgia  
“A. Gemelli”**

2 years Master Degree  
programme in

**Management  
of services**

*Profile*

***Healthcare Management  
(HeMa)***

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**Course guide  
interfaculty**



UNIVERSITÀ CATTOLICA DEL SACRO CUORE  
00168 ROMA– Largo Francesco Vito 1

**GUIDE OF  
MASTER DEGREE PROGRAMME  
IN  
MANAGEMENT OF SERVICES  
Profile HEALTHCARE MANAGEMENT (HeMa)**

**Study plans**

**Academic Year 2024/2025**



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## **FACULTY'S INTRODUCTION**



## *The Faculty and its development*

The Faculty of Economics, established in 1947, has earned a place among the **best Italian and European faculties** thanks to the rigorousness of its research, the quality and comprehensive nature of its programmes and the strong relationship between research and teaching, which allows its highly-qualified teaching staff to teach students the fruit of that research, thereby ensuring high levels of knowledge, learning, and skills.

**The Faculty's approach to economics**, both in terms of teaching and research, encourages researchers to begin with the particular and proceed to the general step by step: from the individual - their identity and individuality - to family units, regions, national contexts and the broader international perspective. Reasoning about economics is essential to make sense of the variety of ways in which people everywhere select, act for, aim to and achieve a goal.

**The Faculty is committed to** ensuring that students are educated to become individuals distinguished by their knowledge and ready to carry out key tasks in society and to demonstrate their commitment to the world.

The Faculty's **formative project** is primarily characterised by its firm anchoring in a system of values, proper to our university's Catholic connotation, that sets the objective of economic action in the integral development of human beings and communities; a system of values that, in the words of one of our lecturers, Professor Francesco Vito, considers economics to be "at the service of man". As a community, both for life and research, our university asks students to engage in intense and constant participation in academic life, making the best use of the many opportunities for growth it offers on a daily basis.

The approach of the Faculty of Economics has always been **student centred**, focusing on students' commitment and responsibility: focusing on their cultural preparation - primarily - and on their systemic, functional and specialised knowledge; providing the real possibility of cultivating a rich university life; enhancing the quality of the time dedicated to teaching, learning and studying by focusing on attendance and active-learning models; the programmability of time and spaces; the continuous certification of the preparation for the level of learning achieved; the tangible and close links to the world of work and the professions through our apprenticeships and qualified internships; the work to improve language skills, through raising the undergraduate and postgraduate level of English language knowledge; the constant openness to internationalisation, with **Bachelor's degree** programmes in **Economics and Management** (three-year course of study), the **Master of Science in Management (Master's degree)**, in **Data Analytics for Business** (interfaculty



Master's degree with Mathematical, physical and natural sciences) and in ***Innovation and Technology Management*** (interfaculty Master's degree with Mathematical, Physical and Natural Sciences), the ***Economics*** profile of the Master's in Economics; the ***Methods and Topics in Arts Management - MATAM*** profile of the Master's in the Economics and Management of Cultural Heritage and Entertainment; the ***Healthcare Management*** profile of the Master's in Service Management of services - Rome campus; and the availability of campuses internationally renowned for their excellence as interfaculty exchange partners, in Europe, the American continent, China, India and Africa.

The design of the study plans aims to balance a **strong interdisciplinary and multidisciplinary foundation** with a course structure that reflects the specialised needs of reality.

In particular, **in the academic year 2024/2025**, the formative project of the Faculty of Economics is characterised as follows: courses are more clearly divided into curricula; collaboration with the world of work and professions in designing courses and in implementing parts of them; degrees are structured to incorporate the effective and significant presence of research activities consistent with professional profiles and specific skills; a balanced distribution of students' learning commitments, proportionate to the staff and skills actually available; introduction of homogeneous and compact organisational forms of teaching; implementation of advanced and more interactive teaching methods.

The Faculty of Economics also stands out for its focus on **building on the already ample opportunities for accessing** higher education which is nowadays a key resource. Indeed, ever since the beginning of the post-war period, the Faculty has offered courses in the late afternoon and evening, in addition to those held in the morning and afternoon. This was to allow people to access university who, for various work-related reasons, could not attend during the day.

An ideal innovation for working students in the evening courses is the launch of the Master's in **Management and Business Consultancy**, which is available either Milan campus or at Rome campus.

The Master's degree in **Management and Business Consultancy**, based on the experience of the late-afternoon programme in "**Markets and Business Strategies**", shares part of the basic formative path with the other Master's programmes in business economics, whilst also offering an original blended formula.

Thanks to close collaboration with the Centre for Innovation and Development

of Educational and Technological Activities of the University (Ilab) and with the Research Centre on Media, Information and Technology Education (Cremit), 50% of the degree programme is delivered in person, during the weekends (no longer in the evening), with the other 50% delivered online using the latest e-learning technologies.

Classroom learning is still present, therefore, and offers more than frontal lectures: it is also an opportunity for discussion between students and revision of work completed online.

In addition to providing moments for self-learning through the study and consultation of teaching materials, the online part of the programme requires students to engage in a series of distance-learning activities on the university Blackboard platform. These include consulting “video lectures” or supplementary materials; creating a database of contents; conducting practical tasks and/or case studies, including in groups; evaluating the topics covered; and, finally, coaching/tutoring activities, thanks to constant contact and discussion with the course lecturer.

Finally, we wish to highlight the ways in which the Faculty emphasises both **foreign language knowledge** and **computer tools** in its formative design by organising courses that use the **most advanced teaching and learning technologies**. With regard to language skills, constant collaboration with the Faculty of Linguistic Sciences and the exchange agreements in place make it possible to learn the main European languages and those of rapidly developing countries, and to follow courses at the best European and international universities, so that students can integrate their learning in specific disciplinary areas with the language and culture of different countries.

## ***Teaching staff***

### ***Resident Faculty***

Prof. GIUSEPPE ARBIA: Statistics and big data

Prof. ALFREDO D'ANGELO: Management and innovation in health and social services

Prof. ANTONIO DE BELVIS: Healthcare and insurance in comparative systems, Epidemiology

Prof. MARIA CHIARA MALAGUTI: International law and health

Prof. CARLO PROVENZANO (School of Medicine and Surgery): Ethics, medicine and public health (Philosophical history of medicine)

Prof. PIETRO REFOLO (School of Medicine and Surgery): Ethics, medicine and public health (Medical anthropology)

Prof. MARCO RIZZO: Planning and control in healthcare

Prof. DARIO SACCHINI (School of Medicine and Surgery): Ethics, medicine and public health (Bioethics)

Prof. LUCA SALMASI, Pharmacoconomics and health technology assessment

Prof. ELISA RAOLI: Financial and management accounting in health care

Prof. GILBERTO TURATI (Academic Course Director), Health economics

Prof. STEFANO VILLA, Quality and operations management

### ***Adjunct Resident Faculty***

Prof. ARIANNA ARIENZO (VoiceMed, Luxembourg): Management and innovation in health and social services

Prof. ANNA GLORIA BILLÉ (University of Bologna): Health econometrics and program evaluation

Prof. ANDREA CAMBIERI (Gemelli Hospital, Rome): Quality and operations management

Prof. LUCA GIORGIO (Università Europea di Roma): Human Resource management in complex organizations

### ***Visiting Faculty***

#### ***Management***

Prof. GILLIE GABAY (College of Management Academic Studies, Israel)

Prof. PAUL GEMMEL (Ghent University, Belgium)

Prof. LUMINITA ENACHE (University of Calgary, Canada)

Prof. ROSANA REIS (ISG International Business School, FR)

Prof. MAGDALENE ROSENMOELLER (IESE Business School, University

of Navarra, Spain)

*Economics*

Prof. FRANCESCO MOSCONE (Brunel University London, UK)

Prof. ELENA PIZZO (University College London, UK)

*Quantitative methods*

Prof. SOPHIE DABO (Université de Lille, FR)

*Law*

Prof. EVA VILLARREAL PASCUAL (Inter-American Commission of Women  
- Organization of American States, USA)

*Public health*

Prof. GIADA SCARPETTI (TU Berlin, Germany, and European Observatory  
on Health Systems and Policies)

Prof. NUNO MIGUEL DE SOUSA LUNET (University of Porto, Portugal)



# **STUDY PLANS**



## MASTER'S DEGREE

### *Management of services (class LM-77)*

*Coordinator:* Prof. Gilberto Turati

#### *Profile in Healthcare management (HeMa)*

The Healthcare Management (HeMa) programme, a specific curriculum within the 2-year Laurea Magistrale in Management dei Servizi is designed for students interested in pursuing a career in the healthcare sector, in both public and private organisations. The curriculum is structured to achieve a good balance between economics, management and statistics, the three core-areas of study. An important feature of the HEMA programme is that all courses are shared between a resident faculty member and a visiting professor from abroad. This will give students the opportunity to learn in a truly international, multidisciplinary and dynamic environment. The programme is characterised by an extensive use of case studies as a way to introduce students to a wide range of practical management issues in healthcare organisations. In addition, HEMA students will be part of a prestigious University that – in addition to a strong reputation in research and education – holds a strong set of values that considers the integrated and balanced development of each community and of each citizen at the center of the healthcare system.

#### *Main Learning Objectives*

Students enrolled in the HEMA programme will acquire knowledge about:

- how to manage quality and operations, human resources and technological innovation in healthcare organisations;
- how to use accounting information to take economic decisions;
- how to interpret the evolution of healthcare spending and the functioning of healthcare markets;
- how to use the most advanced methodologies in Health Technology Assessment;
- how to use cutting-edge statistical and econometric tools for analysing economic and epidemiological data.

Students will apply this knowledge to discuss practical cases during their classes and to participate actively to the workshops and seminars that will be organised throughout the year.



## *Teaching calendar*

Class schedules and exams are available to the web page <https://roma.unicatt.it/polo-studenti-e-didattica-programmi-dei-corsi-e-orari-delle-lezioni>

## *Admission to the master's degree courses*

The curricular requirements and qualifications needed to access the master's programmes are defined by the Admission regulations available online on the individual programme pages (<https://courses.unicatt.eu/cdl-admissions-and-enrolment-guidelines-and-admission-criteria-137845>); students can check online whether they have the necessary curriculum requirements to enrol by accessing the course enrolment portal and filling in the data requested.

Registration/pre-enrolment on the master's courses takes place from June onwards, with deadlines as per the admission regulations.

### STUDY PLANS

Theology courses: the curriculum of the two-year master's degree will be supplemented with a 30-hour semester-long course, made up of seminars and/or single-subject lectures, the topics of which will depend on decisions made by the Theology teaching board (see also the chapter "Theology Courses" on page 63 of this Guide).

#### **First year**

FALL SEMESTER	CfU/ECTS
- International law and health	8
- Management and innovation in health and social services	8
- Quality and operation management	8
- Statistics and big data	8
SPRING SEMESTER	
- Epidemiology	8
- Financial and management accounting in health care	8
- Health economics	8
- Human resources management in complex organizations	8

#### **Second year**

FALL SEMESTER	CfU/ECTS
- Pharmaeconomics and health technology assessment	8
- Healthcare and insurance in comparative systems	8
- Health econometrics and program evaluation (elective)	8

## SPRING SEMESTER

- Planning and control in healthcare	8
- Ethics medicine and public health (elective) or Internship (Project Internship) or Stage digital	8
- Final dissertation	16

### *Career opportunities*

The programme offers knowledge, skills and competencies particularly valuable to pursuing careers in organisations such as:

- Healthcare providers like hospitals, nursing homes and local health authorities.
- Companies supplying medical equipment and devices, pharmaceuticals and biotechnologies.
- Governmental agencies in charge of regulating the healthcare system.
- Insurance companies.
- Consulting companies.

### *Important things to know*

High social and economic impact. Healthcare is an increasingly important sector in world economies, absorbing growing shares of GDP. It influences the quality of life of all citizens. In addition, it is characterized by a fast growing technological innovation.

Growing career opportunities. The healthcare sector is changing at a rapid pace. Understanding and anticipating future challenges will be key to guarantee sustainability. This requires strong management competencies and skills.

Leading institution. Università Cattolica del Sacro Cuore has invested extensively in the area of healthcare management in the two past decades. Several departments host academic researchers with a strong international reputation active in the areas of Health Economics and Management. The Post-Graduate School of Health Economics and Management (ALTEMS) and specific research centers, like the Center for Healthcare Management (CERISMAS), are also active in academic research, consultancy, and executive education on these topics.

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On-campus teaching hospital. The Healthcare Management programme benefits from the partnership between the School of Economics and the School of Medicine and Surgery, as well as the close relationship with the Policlinico

‘Agostino Gemelli’, one of the largest hospitals in Italy. This on-campus teaching hospital is a place where students can experience in practice what they have discussed during their classes.

### ***Project Internship***

A student enrolled on a graduate degree programme opting for a project internship to which the Faculty awards credits is required to adapt to the constraints (duration, location, etc.) inherent in the project internship.

#### *How to find a project internship*

The choice of a project internship is made through the student’s indication of at least one subject area of interest, against which the training and guidance project with the company (host organisation) will be shaped.

The student is proactive in seeking the project internship through the channels offered by the University, or freely and autonomously through other channels. In any case, the internship must be approved, in accordance with the procedures set out in the following points.

#### *Modalities to carry out a project internship*

The implementation of project internships consists of the following steps:

##### 1. Project internship application

Students must submit the project internship application in the manner communicated by the University Tutors via the *iCatt* portal. Meetings are planned from May onwards to inform students about the possibility of project internships.

##### 2. Requirements for submitting an application and carrying out a project internship

Students who have acquired at least 48 or 72 ECTS, in relation to the deadline for submitting project internship applications (see point 4 below), may submit an application and carry out a project internship.

##### 3. University credits awarded

The project internship is awarded 8 ECTS. The project internship may not last less than three months full-time (or 2 months full-time for the 6 ECTS internship).

Each Area Referent lecturer may define a minimum duration of over three months, according to the specific requirements of the project internships in each area.

Students are required to check in advance the minimum duration set by each area.

#### 4. Deadlines for submitting project internship applications

Once the minimum requirements set out in point 2 have been met, the student may submit a project internship application. For each academic year, the deadline for submitting project internship applications is

- 30 September for those who have acquired at least 48 ECTS
- 31 March for those who have acquired at least 72 ECTS

#### 5. Assessment of applications

During the months of October and April of each academic year the Internship Commission, with the collaboration of the Offices, draws up a list of candidates meeting the requirements for the project internship.

Applications are conditionally approved. If, upon verification by the Offices, the student does not meet the requirements set out in point 2 above, the internship may continue but will be recognised as having 0 (zero) ECTS.

#### 6. Activation of project internships

The Commission evaluates and approves the project internships proposed by students on the basis of the student's university curriculum and considering the offers available. The Commission has full discretion in approving project internships for students who have applied. The Commission delegates the University Tutor to manage the activation of the internship in collaboration with the Internship & Placement office.

The Commission approves the project internships after publication of the list of applicants meeting the requirements for project internship activation. Prior to publication, internships with a start date on 1 September and on 1 March will be activated with reserve.

Once a curricular internship with ECTS is approved by the Referent lecturer, the procedure cannot be interrupted and the process will continue on the basis of the approval received, nor can the procedure be activated for another internship with ECTS.

#### 7. Monitoring and updating

The student is required to update the University Tutor on the progress of the project internship experience to enable verification of correspondence with the programme of activities. The University Tutor may contact the Company Tutor in order to coordinate any "path" adjustments. In addition, the student is required to keep a diary of the hours spent at the company.

#### 8. Conclusion of the project internship

At the end of the project internship, the student is required to send by e-mail to the university Tutor and the Referent lecturer

- the "Project internship evaluation form" (in pdf format) by the company Tutor;

- the “Final report” on project internship activity (following the instructions given on Blackboard in the “Project internship” section activated for each academic year);
- the “Monthly Presence Report” certifying the hours of presence at the company. Incomplete documentation will result in not recognising project internship performance.

#### 9. Recognition of the project internship

The Area Referent, having seen and considered all the documents referred to in point 8, and having consulted, where necessary, the Company Tutor and University Tutor, proposes to the Project Internship Commission an evaluation in thirtieths of the internship experience, based on the “Final Report” submitted by the intern, according to objective criteria relating to project coherence.

The Internship Commission then awards the student a final mark in thirtieths.

The final report is a separate product and does not overlap with the final dissertation.

The student may also link the dissertation to the project internship experience, with a view to continuity and integration of learning.

**Failure to have the project internship recognised will result in the student having to include the 8 ECTS course in their curriculum.**

#### *Internships abroad*

Università Cattolica encourages students to do their training/internship programme abroad. There are three types of internships that can be pursued abroad:

- internships set up by foreign companies: can be viewed on <http://step.unicatt.it>;
- internships proposed by students;
- internships based on the agreements set up by the Cattolica International Office and available on the Wea International portal: <http://ucscinternational.unicatt.it/ucsc-international-programmi-ucsc-network-internships-abroad>.

The procedures to set up the internship and receive recognition for the ECTS and the activities completed abroad are outlined at point 2 and following.

For the last type of internship listed above, the notification that the students’ application has been accepted will be formalised through a confirmation letter by Wea International.

## ***Stage digital***

### *Project and target*

The Stage Digital (SD), created by the UCSC (Università Cattolica del Sacro Cuore) Faculty of Economics in partnership with Guilds42 (a platform offering 250 learning paths to get MOOC certifications in the digital field – website: <https://www.guilds42.com/>) offers students the opportunity to acquire the competences they need to make use of the main tools adopted by companies in the digital field (e.g. Google Ads, Salesforce, Shopify, Hubspot, SEO) and apply them to a project for a company working in this sector.

The SD, corresponding to 8 ECTS, is addressed to graduate students who have obtained at least 48 ECTS by the start of the SD (March 2025).

The SD is divided into two parts:

- The Percorso di Certificazione (Certification Path) in the Digital field, aimed to help students acquire a coherent cluster of digital skills: Shopify, Hubspot, Google, Youtube, Microsoft, Amazon, LinkedIn, Semrush, Tableau, Elemental, Combinator, Kaggle.
- The Percorso di Bottega (Workshop Path), consisting in a project to be carried out in a company in groups of 5-6 students

### *Duration*

The SD has a minimum duration of 3 months. The minimum 12 weeks are structured as follows:

- 4 weeks for the first Cluster of UCSC certifications
- 8 weeks for the Bottega (Workshop) and the second Cluster of UCSC certifications
- The minimum number of hours of training (Cluster 1 + Cluster 2) will be 250-300.

### *UCSC streams and clusters*

The Streams for the 2024/25 academic year are listed below:

Stream 1 – Business development

Cluster 1 (150 hours) – Lead Generation (Google Analytics - Content Marketing - Social Media - LinkedIn - Inbound Marketing - Marketing Cloud Basics - Graphic Design Basics - SEO Certification Course)

Cluster 2 (150 hours) - to be chosen from among Digital Marketing - Tech - Machine learning - Project Management

Stream 2 – CRM & E-Commerce

Cluster 1 (150 hours) – CRM & E-Commerce (Salesforce - Inbound Sales - Hubspot - Ecommerce Marketing - Amazon eCommerce Management - eDock Fundamentals - Designing for Conversion - Google Analytics)

Cluster 2 (150 hours) to be chosen from among: Business development - Tech - Machine learning - Project Management

### *Timing*

- Deadline for the application: 30th November 2024
- Students' selection and admission: December 2024
- Starting date: Semester 2 A.Y. 2024-2025 (March 2025)

### *Assessment*

The overall assessment, expressed in thirtieths, will take into account the results obtained by students in both the percorso di Certificazione and the percorso di Bottega, as well as their commitment and the coherence of their learning path.

The UCSC Coordinator will be assisted by a Guilds42 representative who will define, for each student, a standard mark based on two levels:

- An individual assessment of the overall Percorso di Certificazione (in both phases of the SD). This is calculated automatically by the Dashboard system through the Score Corsi metrics;
- An individual assessment of the work carried out by the students in the Percorso di Bottega, made by the project contact person.

### *Contacts*

UCSC Coordinator: Dr Marco Minciullo (marco.minciullo@unicatt.it) Blackboard: 2024-CES370-25370 STAGE DIGITAL (2024-2025)

### *Final dissertation*

This section contains general information on the final examination. Operational indications and precise deadlines will be made known to students through official channels, faculty notice boards, Blackboard, *iCatt*, as well as on the Faculty's web page at the following address: <https://studenticattolica.unicatt.it/procedure-requisiti-e-scadenze-economia-lm>.

The final examination for the Graduate degree programme consists of the writing and discussion of a written dissertation on a topic previously agreed upon with the professor.

The final Graduate degree examination is agreed upon by the student with a lecturer of the degree programme (thesis supervisor), who assumes responsibility for guidance during the course of this educational activity.

The final examination consists of the presentation and discussion of a written dissertation (thesis). The discussion of the thesis takes place in front of an appointed committee comprising the supervisor and a co-supervisor.

An original contribution

The originality and autonomy of the dissertation required for Graduate degree programmes means that the quality of the dissertation work must be verified

on the basis of two fundamental profiles:

- an ability to independently develop an advanced and sufficiently articulate research topic in the formulation of research questions;
- a written research work that shows a) correct use of sources, data and methodologies; b) the student's ability to develop lines of analysis and autonomous judgment based on the sources used; c) a good command of the results obtained in the literature on the subject.

Theses that are merely descriptive and reduce themselves to a sort of simple repetition of what has been published on certain topics, therefore lacking the traits of originality that must characterise the candidate's work, are not consistent with the Graduate degree programme. The thesis is defended before a special Committee, which includes the Thesis supervisor and a co-supervisor. The final dissertation of the Graduate degree programme is assigned a value of 18 ECTS, and it is therefore crucial and a matter of absolute priority that the supervisor defines criteria that are explicitly selective and rigorously employed from the very first stage of assessment of thesis proposals, consistent and well aligned with the profile outlined herein. For students in the Professional and Business Consultancy pathway (in agreement with the Order of Employment Consultants and the Order of Chartered Accountants and Accounting Experts of Rome) who have completed the Professional Internship (9 ECTS) or the Project Internship (9 ECTS), the final dissertation of a Graduate degree programme is assigned a value of 9 ECTS.

### *Three different types of dissertations*

The conditions mentioned above may give rise in practice to three different types of research:

- “Survey/scoping review” dissertation: it is characterised by an appropriate use of sources and methodological tools, both from the scientific literature and from publications. The candidate's contribution is mainly realised in an adequate capacity of knowledge selection, of selective recourse to sources, and in grasping and representing open problems and critical issues related to the state of knowledge on the subject.
- Empirical or applied thesis: the knowledge or empirical evidence that the thesis work has initially gathered is then synthesised and reworked and then suitably used for an autonomous and specific activity of analysis in the field. In this type of thesis, particular attention is paid to the adequacy and methodological rigour of the survey and analysis techniques used and then to the student's ability to develop independent interpretations of the theoretical and applied problems encountered in the analysis.
- Thesis that is partly the product of an internship or traineeship, which the student may undertake specifically for the purpose of collecting material



for the “Thesis” (so-called Curricular Thesis Internship), which does not, however, offer training credits. In this case, the following conditions must be met:

- a. that the internship is aimed at a specific activity with a professional content;
- b. that the internship activities on the one hand and the thesis on the other are clearly distinguishable, consistent with the different purposes they are intended to serve.

### *Graduation Sessions*

Information regarding deadlines for the graduation session of a.y. 2024/2025 will be made available to the students through the webpage <https://studenti-cattolica.unicatt.it/laurearsi-procedure-requisiti-e-scadenze> and also through *iCatt* page.

### *Degree curriculum and elective courses*

Students enrolled in year 1 are expected to:

- submit their degree curriculum;
- select their elective courses.

Further information on how and when to submit a degree curriculum will be made available by means of specific communications using official channels (online noticeboards, *iCatt* website, etc.).

#### *Selection procedure and notes*

The definition of the degree curriculum and the elective courses is compulsory. The students who, for some reasons, wish to select exams other than the ones proposed will have to request the authorisation of the Coordinator of the Degree Programme.

If the minimum number of enrolled students is not reached, the course may be cancelled. In this case, the students involved will receive a communication explaining how to modify their selection.

With regard to year 2, students will be allowed to replace one of the courses of their choice with an internship only if they meet the requirements described above.

If students are not accepted for the internship because they lack these requirements, they will have to select another elective course, among the ones that have been confirmed, with no late payment fees, according to the procedures and the deadlines specified by the Student Services Centre.

## **Alphabetical list of the courses on the master's degree with the relative subject sector code**

The subject sectors were created in response to the need for clarification and simplification, leading to (with numerous legislative interventions) the grouping of all the subjects taught in Italian universities into sectors, and the attribution of a code and title to each. The titles derive from the most representative subject in the sector (e.g. Italian Literature, History of Law), with all other similar subjects and courses grouped under the same category.

The Ministerial Decree of 4 October 2000, also implemented with a view to reform, provided for the complete revision of the way in which disciplines are organised, grouping them into 14 broad areas, which are then subdivided into 370 individual sectors, each with a new alphanumeric code and title. The alphabetical code refers to the subject area, the following number indicates the sector's ranking within this area.

Degree courses are structured with reference to the subject sectors. Therefore, knowledge of the subject sector that programmes relate to can be useful to students who wish to check whether credits from a particular programme will be valid in another, for example.

### Management of Services

Advanced medicine for managers	MED/42
Epidemiology	MED/42
Ethics medicine and public health <sup>1</sup>	MED/42
Financial and management accounting in health care	SECS-P/07
Health econometrics and program evaluation	SECS-P/05
Health economics	SECS-P/03
Healthcare and insurance in comparative systems	MED/42
Human resources management in complex organizations	SECS-P/10
International law and health	IUS/04
Management and innovation in health and social services	SECS-P/08
Pharmaeconomics and health technology assessment	SECS-P/01
Planning and control in healthcare	SECS-P/07, SECS-P/09
Quality and operation management	SECS-P/07
Statistics and big data	SECS-S/01

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<sup>1</sup> The course is borrowed from the Graduate Degree in Medicine and surgery and follows the timetable scheduled for this programme.



## **COURSE PROGRAMMES**

Course's syllabi can be consulted by accessing the following section of  
Università Cattolica website:

*<http://programmideicorsi-roma.unicatt.it>*

# 1. Epidemiology

PROF. ANTONIO GIULIO DE BELVIS; PROF. NUNO MIGUEL DE SOUSA LUNET

## ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course is aimed to provide students the quantitative dimension of health through the principles and methods of modern epidemiology in order to make them able to design and carry out epidemiological studies, to correctly read them and interpret data. Furthermore, the course will give some insights into specific issues of applied epidemiology.

## ***COURSE CONTENT***

1. *Introduction to epidemiology*
  - Definition and scope of epidemiology.
  - Epidemiology and public health.
  - Determinants of health.
2. *Measures of occurrence: main concepts*
  - Proportion and ratio.
  - Prevalence and incidence.
3. *Measures of association*
  - Absolute measures.
  - Relative measures.
  - Attributable and impact measures.
4. *Principles of study design*
  - Case-control studies: aims, design and conduction, limits and strengths.
  - Cross-sectional studies and ecological studies: aims, design and conduction, limits and strengths.
  - Cohort studies: aims, design and conduction, limits and strengths.
  - Experimental trials and quasi experimental studies: aims, design and conduction, limits and strengths.
5. *Bias*
6. *Confounding and effect modification: main concepts*
  - Analysis of confounders and effect modifiers.
7. *Standardization*
8. *Systematic review and meta-analysis*
9. *Exposure assessment*

## 10. *Study of an epidemics*

## 11. *Evaluation of screenings, diagnostic tests and study results.*

At the end of the course students should:

1. have acquired the knowledge and understanding of the main measures of occurrence that concern the health of the populations, the health risk of the populations and the association measures that link the exposure to the effect of population health;
2. be able to know how to read and interpret epidemiological studies, meta-analysis, epidemiological reports, they should have acquired the skill to interpret the documents drawn up by the main research institutes with critical analysis of the results;
3. have developed useful skills to independently make choices on the use of measures to be used in the epidemiological field;
4. know how to deal with issues concerning the quantitative aspects of population health;
5. have acquired a rigorous and essential language that allows them to communicate clearly and effectively the knowledge acquired in the epidemiological field.

### **READING LIST**

KATZ DL, ELMORE JG, WILD DMG, LUCAN SC. *Jekel's Epidemiology, Biostatistics, Preventive Medicine, and Public Health*. Elsevier; 2014.

FLETCHER RH, FLETCHER SW, FLETCHER GS. *Clinical Epidemiology: The Essentials*. LWW; 2012.

ROTHMAN KJ. *Epidemiology: An Introduction*. Oxford University Press; 2012

### **TEACHING METHOD**

The format of this course is a combination of lectures, case discussions, and readings. We will employ the following teaching methods:

- (a) Readings from textbooks: To provide basic structure, concepts and techniques.
- (b) Readings from journals: To augment the textbooks and provide more rigorous intellectual foundation.
- (c) Lectures/Classes/Discussions: To create a coherent framework of studying the source material; to give students a chance to ask questions and clarify their understanding.
- (d) Case studies: To apply what has been learnt to real life situations.

Active student participation is essential in the classes. In the classes, the lecturer will introduce the topic/case/experiment/exercise and lead the discussion. Pre-assigned reading of cases and exercises is essential: students are encouraged to self learning, to present pre-assigned material and lead part of the discussion in the class group.

Practicals and group activities.

## ***ASSESSMENT METHOD AND CRITERIA***

There are no intermediate tests.

The final mark will be based on a written test through multiple choice items and open ended questions investigating the main course contents.

## ***NOTES AND PREREQUISITES***

There are no specific prerequisites for this course.

### *Office hours*

For both lecturers, receptions continue to be held either in person in Room 536 on the 3rd floor of the Faculty of Economics or remotely, upon request of appointment by email:

Professor A.G. de Belvis: email to [antonio.debelvis@unicatt.it](mailto:antonio.debelvis@unicatt.it).

Professor N. M. De Sousa Lunet: email to [nunolunet@gmail.com](mailto:nunolunet@gmail.com).

## **2. Ethics medicine and public health**

PROF. DARIO SACCHINI

### ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The Course is elective and is borrowed from the “Bioethics and Medical Humanities” Course within Graduate Degree in Medicine and Surgery. “Ethics Medicine and Public Health” Course follows the timetable scheduled for “Bioethics and Medical Humanities” Course. Throughout the Course the student will reach a better understanding of:

*Medical Anthropology*, in order to achieve: a. the basic concepts on humanization of medical practice and care; b. the meaning of the medical practice and the anthropological dimensions of health and disease; c. the meaning of patient-physician relationship.

*Philosophical History of Medicine*: the aim of the Module is to understand how the philosophical and scientific progress influenced the medical art through ages, and the mutual relationship between Medicine and society.

*Bioethics*: through the study of bioethics, the Module will address the ethical complexity of contemporary Biomedicine, moving from main bioethical frameworks through the ethical issues in the areas of the Beginning of life, Genetics, Human experimentation, and Human reproduction.

In particular, the specific educational objectives of the teaching can thus be interpreted, according to the 5 Dublin Descriptors:

• *Applying knowledge and understanding*: at the end of the Course the student will have to demonstrate to have acquired a wide knowledge related to the ba-



sic concepts and the correlations among different Modules (Medical Anthropology, Philosophical History of Medicine, Bioethics and Medical Humanities) provided within the Course.

- *Applied knowledge and understanding*: at the end of the Course the student, in complete autonomy, must be able to recognize and describe different concepts and contents of the Modules.
- *Making judgments*: at the end of the Course the student, through the information gathered through the classes, must be able to recognize the bioethical frameworks, the basics of Medical Anthropology and to set up an articulate knowledge of different historical ages of Medicine.
- *Communication skills*: at the end of the Course the student will have to communicate what he has learned clearly, exposing the information in a coherent logical sequence, with appropriate technical language and using correct terminology.
- *Learning skills*: at the end of the Course the student, based on the acquired cultural elements, must be able to broaden his / her knowledge and update himself / herself drawing independently on texts, scientific articles and online platforms.

## **COURSE CONTENT**

### ***ML2288 Medical Anthropology***

- The concepts of anthropology, cultural anthropology, and medical anthropology.
- The legacy of P. Laín Entralgo and V. von Weizsäcker.
- The birth of medical anthropology: the historical-cultural background
- What is medicine?
- What makes a human being a person and what is implied in the idea of personhood.
- Medicine as the place where a culture attentive to the person is built: the anthropology of health and disease, and the importance of the doctor-patient relationship.
- The doctor-patient relationship models.

### ***ML2289 Philosophical History of Medicine***

- The concepts of disease and death from the dawn of mankind to the Hellenic and Roman schools and beyond; the Hippocratic Oath: still actual?
- Arabian and Salernitan schools: observation and deduction replace the “Ipse dixit”.
- Caring places: from pilgrim assistance to hospitals and universities; Renaissance and the anatomical studies.
- Gross pathology paves the road to etiopathogenesis.

- Microscopy and physiology: observing and measuring to understand.
- Vaccination precedes Microbiology.
- Experience and experimenting: from Claude Bernard to evidence-based medicine.
- The technical rise of the XIX century: X-rays, anaesthesiology, workers medicine.
- “Homo homini lupus”: the ethics and practice of human testing.
- Prothesization: from Egyptians to the cyborg.
- Asian and pre-Colombian healing: body and spirit are the same.
- The XX century’s surge.

### **ML2290 Bioethics**

- Introduction to the Module; the issues that led to the birth of the discipline: definitions, interpretations and pioneers of Bioethics.
- Bioethical frameworks: foundations and models.
- Preclinical and clinical trials as a paradigm of bioethical issue.
- Genetics, prenatal diagnosis and beginning-of-life issues.
- Human sexuality.

### **READING LIST**

ML2288 Medical Anthropology

WIEDEBACH H. *Some aspects of a medical anthropology: pathic existence and causality in Viktor von Weizsäcker*. *History of Psychiatry* 2009; 20(3): 360-376.

SGRECCIA E., *Personalist Bioethics. Foundations and Applications*. Philadelphia: NCBC, 2012.

L2289 Philosophical History of Medicine

GORTON DA. *The History of Medicine. Philosophical and Critical, from Its Origin to the Twentieth Century*, GP Putnam’s Sons, New York and London 1910.

GUTHRIE D. *A History of Medicine*. Thomas Nelson, New York 1945.

ML2290 Bioethics

SGRECCIA E., *Personalist Bioethics. Foundations and Applications*. Philadelphia: NCBC, 2012.

### **TEACHING METHOD**

The Course will be carried out through Lectures, Self-learning, Case studies, Practicals, Group activities. Teaching includes: theoretical lectures and guided group work for students in small groups. The lecturers make use of the classic subsidies represented by images and / or videos and will be provided by the teachers to all the students. Furthermore, the student can independently study what he has learned in an individual work at other times, in the absence of the teacher. According to the Dublin Descriptors,

the following points will be implemented:

- *Knowledge and understanding*: during the lectures, the lecturers will illustrate to the students the main topics studied, educating a study method that integrates the different levels of knowledge (Ethics/Bioethics; Philosophy, Medical Anthropology, History of Medicine) so as to allow on the one hand the appreciation of the theoretical implications of the subjects of study and on the other side the possible applications. The student is encouraged to develop and improve his/her observation, comparison and deduction skills, qualities that will not only be useful to pass the exam, but that will be fundamental to carry out the future medical profession in the best possible way.

- *Applying knowledge and understanding*: during the lectures the students are invited to an active participation, stimulating their ability to observe and deduct and soliciting questions with requests for clarification. This modality applies even more clearly during workgroups.

- *Making judgments*: once again the critical analysis work of the fundamental concepts underlying the three teachings is relevant, since the reflection is not only carried out on theoretical considerations, but also on applied cases.

- *Communication skills*: students are invited to ask questions and answer questions both in lectures and in workgroups. If the language is not adequate from the point of view of terminology and of the description of what has been observed, the teacher corrects it by proposing the correct way to express the concept to develop an appropriate technical/scientific language in the student.

- *Learning skills*: the lectures provided during the Course are explanatory of the main aspects related to all the topics listed in the program. However, students are encouraged to learn more about these contents using textbooks, e-learning, or other aids available online and invited to propose doubts and/or questions at the end of the lesson or requesting a personal appointment with the teachers.

## **ASSESSMENT METHOD AND CRITERIA**

Written test through MCTs/open questions and / or oral exams. *In itinere*, short individual and/or workgroups can be set up for checking understanding and learning on the topics developed up to that moment.

During eventual MCTs exams, any portable electronic devices, including mobile phones, must be switched off and put over the desk inside an envelope given by the Course Coordinator. The only exception to this rule is if the Course Coordinator gives specific permission to use any device. Violations will be referred to the Disciplinary Committee. Exam will be passed if students give rights answers for at least 60% of the items for each of the three Modules (Medical Anthropology, Philosophical History of Medicine, Bioethics and Medical Humanities).

The maximum score (30/30 and honors [full marks]) will be awarded in cases where all the evaluation parameters outlined below are fully satisfactory (according to the Dublin Descriptors).

In determining the final grade, the Commission will consider the evaluation obtained in the individual parts. In the event of a clear disparity in the assessment obtained by the student in the individual parts, the Commission reserves the right to proceed with other questions to arrive at a final evaluation that is adequately representative of the preparation achieved by the student. The evaluation parameters according to the Dublin Descriptors are:

- *Knowledge and understanding*: through the examination the student will be able to demonstrate that he/she has acquired adequate knowledge relating to the different Modules of the Course.

- *Applying knowledge and understanding*: through the test the student will have to demonstrate to have acquired an adequate ability to have developed a valid comparative ability and deductive logic so as to independently perform a correct recognition of concepts and practical applications relating to the Modules as well as exposes with appropriate technical language.

- *Making judgments*: During the test the student has to demonstrate to have developed an evaluative autonomy and an adequate discernment between different concepts and application within different Modules of the Course.

- *Communication skills*: during the workgroup sessions, the examination of the language used by the student will allow us to deduce his/her capacity of exposition and logical integration of the learned contents, as well as the appropriateness of the acquired scientific terminology.

- *Learning skills*: the different ways of exam and will allow the lecturers whether the learning of knowledge has been sufficiently deepened and guided by a critical spirit, as well as to appreciate if the student has also conducted a in-depth personal work.

### **NOTES AND PREREQUISITES**

No further prerequisite is requested for the students.

Students are requested to attend at least 65% for each of the three Modules (Medical Anthropology, Philosophical History of Medicine, Bioethics). Students can access learning evaluation (through multiple choice tests (MCTs) and/or oral exams) only if their attendance is consistent with the above threshold.

## **3. Financial and management accounting in health care**

PROF. ELISA RAOLI; PROF. LUMINITA ENACHE

### **COURSE AIMS AND INTENDED LEARNING OUTCOMES**

Upon completion of the first module, students are expected to:

- Have learned the primary principles and methods of financial accounting and be able to apply them to the recording of transactions and creation financial statements.

- Be able to evaluate financial reports and make recommendations to internal and external users.
- Analyze how financial statement elements (assets, liabilities, equities, revenues, and expenses) are used in communicating information.
- Prepare accurate financial statements.
- Explain why judgment and interpretation are required to analyze, report, and use financial data.
- Have a proven ability to analyze, interpret, and evaluate financial statements for the purpose of understanding an organization's operating and financial performance and making decisions regarding the provision of capital.
- Have an appreciation of the larger context of financial reporting (beyond rules and procedures).

Upon completion of the second module, students are expected to have the requisite knowledge and competency to apply the following cost accounting tools and techniques:

- Knowledge of the contents of the IAS 1 and more specifically of the Balance Sheet and Income Statement structure
- Analyzing cost/volume/profit relationships by healthcare product or service.
- Conducting break-even analysis.
- Implementing the activity-based costing technique.
- Overview of the budgeting process.
- Analyzing annual economic and financial performance of companies belonging to the pharmaceutical industry.
- Forecasting financial, operational results and planning for the necessary corrective actions to improve performance, both in the short and long-term.

### ***COURSE CONTENT***

The first module will cover the following content (for further details see Appendix A on page 3 and 4.)

- Introduction and Fundamentals of Financial Accounting (Accounting as a decision-making tool, the accounting equation, the transaction analysis, the adjustment and closing process, construction of financial statements).
- Ability to read key Financial Statements.
- The relevance of Cash Flow Statement, the Auditors' Report, the notes to the Financial Statements.
- The Investments and Consolidated Financial Statements
- Financial Statement Analysis using key financial ratios.
- Managing the Revenue Cycle in the Healthcare Organizations.

The second module will cover the following content:

- Managerial Accounting Basics & Cost-Volume-Profit Analysis.
- Overheads Cost Allocation and Activity Based Costing (TDABC).
- Cost calculation
- Operating Budgets and Financial Budgets overview.
- Performance analysis, financial and economic equilibrium.

### **READING LIST**

#### *First module:*

- *Financial Accounting*, 8<sup>th</sup> Global Edition, Libby, R., Libby, P.A., Short, D.A., McGrawHill Education, On-line educational material.
- *Healthcare Finance: An Introduction to Accounting and Financial Management*, Gapenski, Louis C., 6<sup>th</sup> Edition, AUPHA Press/Health Administration Press, 2016.

#### *Second module:*

- GAPENSKI, LOUIS C., *Healthcare Finance: An Introduction to Accounting and Financial Management*, 6<sup>th</sup> Edition, AUPHA Press/Health Administration Press, 2016.
- PINK, GEORGE H., AND PAULA H. SONG, *Gapenski's Cases in Healthcare Finance*, 6<sup>th</sup> Edition, AUPHA Press/Health Administration Press, 2018.

### **TEACHING METHOD**

Students are expected to make an effort to get familiar with the assigned readings prior to the relevant class session as well as keeping up with the homework throughout the duration of the course.

Class participation is particularly important. Students will not receive participation credit solely for attending class. Active participation includes: responding to questions, being engaged during class discussion, and keeping a professional and respectful behavior at all times in the classroom.

The second module builds on fundamentals of financial accounting concepts and financial statement analysis tools to expand students' competencies and skill sets for managing healthcare costs and strategic decision-making. Students will focus on management accounting tools and techniques. Through real case studies, students will learn how to interpret, analysis and forecast costs and revenues in a variety of organizational settings, such as managed care organizations, multi-specialty medical groups, and pharmaceutical companies. The aim is to provide the cost management tools and techniques to improve efficiency (cost per unit) and effectiveness (goal achievement). The takeaways will be cost analysis techniques that can be used by healthcare managers to improve organizational performance, both in the short and long- term.

### **ASSESSMENT METHOD AND CRITERIA**

The final exam is 120 (2h) minutes long.

Attending students will earn their grade based on the following activities:

Final Exam (written)

100%

#### **4. Health econometrics and program evaluation**

PROF. ANNA GLORIA BILLÈ; PROF. FRANCESCO MOSCONE

##### ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims at introducing the student to a rigorous study of the basic econometric models by studying the statistical properties of the various parameter estimators. It also aims at introducing the student to use of the R © statistical package in an econometric context and to correctly interpreting the results of the estimates.

At the end of the course the student:

- will know the properties of the various estimators and will therefore be able to choose the best in each specific case;
- will know how to estimate various types of regression models with the use of the R © statistical software;
- will know how to accurately interpret the meaning of the estimated parameters and the different statistical tests calculated to complement the regressions;
- will be exposed to the most updated work in health econometrics;
- will have notions on how econometric models could be used in the context of public health planning and in evaluating the efficacy of health policies.

##### ***COURSE CONTENT***

###### **Part I (Prof. A. G. Billè) (first 40 hours):**

- 1) *Data introduction.*
- 2) *Multivariate linear regression:* theory of the Ordinary Least Square (OLS) estimation, Gauss-Markov hypotheses, Maximum likelihood (ML) estimation, Method of moments (MM) estimation. Definition of the marginal effects, dummy and categorical variables as regressors, *modus operandi* in choosing the best model specification. Violation of the hypotheses of validity of OLS: Analysis of Residuals and Specification Tests (Normality, Endogeneity, Heteroskedasticity, Autocorrelation), Power Transformations, Robust OLS, Instrumental Variable (IV) estimators, Hausman test on endogeneity, Sargan test on exogeneity.
- 3) *Microeconometrics:* Discrete choice models, Limited dependent variable models, and non-linear regression. Definition of the marginal effects and interpretations.

###### **Part II (Prof. F. Moscone) (20 hours):**

Applications of regression models in health systems and public health research.

Presentation of the results of scientific articles showing the use of econometric models to support decision making in health planning and health policies evaluation.

### **READING LIST**

- ARBIA, G. (2024) *A Primer for Spatial Econometrics: With Applications in R Stata and Python* 2nd edition) Palgrave Texts in Econometrics, Palgrave MacMillan
- BALTAGI, B. H. AND MOSCONE, F. (EDS.) (2018) *Health econometrics, Contribution to economic analysis*, n. 294, Emerald Group Publishing.
- GREENE, W. (2019), *Econometric analysis, Pearson. Eighth Edition (Global Edition)*.

### **TEACHING METHOD**

Lectures, laboratories with the use of the R © software. On a weekly basis students will be offered laboratories on the use of R Studio ©. The laboratories sessions will be conducted by Dott. Filippo Ligabue and will be devoted to the application to real health data of different methods.

### **ASSESSMENT METHOD AND CRITERIA**

Option 1:

Optional intermediate exam on PC after week 6. In the computer lab, students will perform practical exercises using RStudio © software. If successful, the intermediate exam will account for 50% of the final grade. Final examination will be carried out with the same criteria as the intermediate test with a possible additional oral examination. Those who will successfully pass the intermediate exam, at the final exam will be tested only the second part of the course. The intermediate exam can only be used during the winter session at the end of the course, in the January and February appeals.

Option 2:

Full exam in any of the sessions planned during the year. In the computer lab, students will perform practical exercises using R and RStudio © software. Those passing the practical test in the computer lab could be called for an oral examination.

### **NOTES AND PREREQUISITES**

Warnings: In the first lesson of the course the professor will indicate to the students how to download the RStudio software and the main R packages used throughout the course.

*Prerequisites:*

A basic three-years degree course in statistics that includes descriptive statistics, probability, inductive statistical inference (point and interval estimators), hypothesis testing and the simple linear regression model.



Basic notions of the language R. Students who do not possess the necessary prerequisites with the software R will be helped with *ad-hoc* sessions organized outside the official timetable in the first 2 weeks of the course.

Recommended texts for prerequisites:

For the statistical background:

LEVINE, J-SZABAT-K. AND STEPHAN, D. (2018) *Business Statistics*, Pearson.

For the language R:

WICKHAM, H., GROLEMUND G. (2018) *R for Data Science*, O'Reilly. Freely available on-line at <https://r4ds.had.co.nz/index.html>

## 5. Health economics

PROF. GILBERTO TURATI, PROF. FRANCESCO MOSCONE

### ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

Health economics is a growing field of studies in economics concerned with the use of economic concepts to analyze issues related to health and healthcare. The goal of this course is to discuss selected topics within this field which are of utmost relevance for the management of healthcare organizations. The course will cover both micro- and macroeconomic issues. At the macro level, attention will be paid first to explaining cross country variation in health spending, with a particular emphasis on the role of productivity and the role of technology and innovation. At the micro level, the focus will be on the market for hospital services, which still represent about half of the healthcare spending in many countries. On the demand side, the course will analyze the choice of patients and the importance of information and networks. On the supply side, the course will focus on organizational design: at the firm level, discussing the role of not-for-profit hospitals as compared to physicians' cooperative, for-profit clinics, public hospitals; at the market level, analyzing the quasi-market model and the role of incentives provided by different payment systems; at the sub-national level, providing a discussion of the implications of federalism and decentralization. Market outcomes will be finally considered in the light of inefficiency in spending and inappropriateness in the services provided. The discussion for all the topics will couple theoretical arguments with the analysis of real cases useful for the management of healthcare organizations.

After the course the student:

- Will have knowledge of the determinants of healthcare spending and their role in explaining the observed evolution of public and private expenditure.
- Will have knowledge of the economic arguments relevant for the analysis of the demand and the supply of hospital services.

- Will be able to apply the knowledge acquired during the course for critically discussing real world cases related to patients' choice, the organization of hospitals, the organization of the market for hospital services, the decentralization of healthcare regulation to sub-national governments.
- Will be able to apply the knowledge acquired during the course to evaluate the efficiency and the inappropriateness of healthcare provision at different levels of aggregation.
- Will be able to correctly interpret the outputs of empirical analyses and to discuss the use of appropriate statistical tools.
- Will be able to use economic language and concepts in their analysis and reports.

### **COURSE CONTENT**

The course is designed as an advanced course in health economics for students interested in becoming professional managers in the healthcare industry. The program is divided in four broad parts:

#### **PART I: UNDERSTANDING HEALTHCARE SPENDING**

*The economic approach to the analysis of health and healthcare*

- Inequalities in healthy life years across countries

*The determinants of healthcare spending*

- Observing the dynamics of expenditure
- The role of innovation and technology

#### **PART II: THE DEMAND SIDE OF THE MARKET FOR HOSPITAL CARE**

*The traditional approaches*

- The Grossman model: health shocks and the demand for care

*Information and networks*

- Availability of information and patients' networks
- The quality of care

#### **PART III: THE SUPPLY SIDE OF THE MARKET FOR HOSPITAL CARE**

*The hospital as a firm*

- Not-for-profit providers
- Incomplete contracts and a theory of the ownership of the firm
- Mixed oligopolies and beyond

*The hospital as a key market player*

- Incentives in the quasi-market model
- The behavior of different types of providers, the role of competition and of information provided to prospective patients

*Decentralization and fiscal federalism*

- The regulation of hospitals at the sub-national level
- The differences across sub-national systems

## PART IV: INEFFICIENCY AND INAPPROPRIATENESS

### *How to evaluate outcomes*

- Methodologies to assess inefficiency and inappropriateness
- DEA and stochastic frontiers

### *CASE STUDIES*

- De-hospitalization
- C-sections

### **READING LIST**

Each topic is covered by a list of selected references (mostly scientific journal articles) that will be provided by instructors and discussed during the lectures. Additional readings will be taken also from:

- B.H. BALTAGI-F. MOSCONE (EDS.) (2018), *Health Econometrics, Contributions to Economic Analysis*, Emerald Publishing.
- COSTA-FONT, J., TURATI, G., BATINTI, A. (2020). *The Political Economy of Health and Health-care: The Rise of the Patient Citizen*. Cambridge: Cambridge University Press.
- S. GLIED-P.C. SMITH (EDS.) (2011), *Oxford Handbook of Health Economics*, OUP.

### **TEACHING METHOD**

Lectures and discussion of case studies.

### **ASSESSMENT METHOD AND CRITERIA**

Evaluation is based only on a written exam lasting 60 minutes. The exam is made of three sections. Section 1 comprises 10 multiple choice questions on basic concepts discussed during the course. Each correct answer is worth 1 point; each wrong answer provides a penalty of 0.25 points. Sections 2 and 3 are open questions and are thought to test the ability of students to apply the knowledge acquired during the course and to communicate using key economic concepts what they have learned. In marking exams, instructors will evaluate the completeness and accuracy in the answers.

### **NOTES AND PREREQUISITES**

Students are required to have basic knowledge of key concepts in microeconomics and key concepts in statistical inference and regression analysis to fully understand the arguments discussed during the course.

Students are kindly asked to refer to the Blackboard website for updated information and additional teaching material related to the course.

### *Office hours*

The calendar for the office hours is published on the official personal website of the instructors. All the details will be made available on Blackboard at the beginning of the course.

## **6. Healthcare and insurance in comparative systems**

PROF. ANTONIO GIULIO DE BELVIS; PROF. GIADA SCARPETTI

### ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The main course objectives are:

1. To provide a way of thinking about health care insurance
2. Understand the different health systems designs
3. A clear analytical way of examining health care reforms and health systems, according to a economic and a public health perspective
4. To understand the policy challenges of insurance, ageing, innovation, and inequality in the health sector.

At the end of the course the student:

1. Will know the main theoretical models that explain the organizations, governance and management of healthcare systems;
2. Will be able to define though original thoughts the main domains of functioning in healthcare systems;
3. Will be able to apply their own knowledge and understanding capabilities by defining a dashboard of indicators to measure the performance of an healthcare systems;
4. Given a public health issue (eg: policy ton gain SDGs standards, vaccination, non communicable diseases,...) will be able to develop an in depth and autonomous integration and comparison of the main functions, organization of services (ie, health promotion and prevention, diagnostics, treatment, follow up and rehabilitation), healthcare and social interventions and policies among a panel of OECD countries.

### ***COURSE CONTENT***

The course will first outline the approaches to analyze the organization, financing and delivery of health services among different health care models: Focus on analysis of the main health systems in the world.

We will classify and describe the main institutional framework for health policy and the process, content and implementation of this policy.

After classifying the models, we proceed by looking at the main dimensions of the health systems performance and how to compare performance in primary, secondary and tertiary care across the several health models.

Attention will also be paid to specific topics like SDGs, social prescribing, digital care, decentralisation, and health inequalities.

## READING LIST

### Main readings:

- IRENE PAPANICOLAS, DHEEPA RAJAN, MARINA KARANIKOLOS, AGNES SOUCAT, JOSEP FIGUERAS. *Health system performance assessment: a framework for policy analysis*. Health Policy Series. World Health Organization 2022. ISBN 978-92-4-004247-6.
- DE BELVIS AG, MEREGAGLIA M, MORSELLA A, ADDUCI A, PERILLI A, CASCINI F, SOLIPACA A, FATTORE G, RICCIARDI W, MARESSO A, SCARPETTI G. *Italy: Health system review*. *Health Systems in Transition*, 2022; 24(4): pp.i–203.

### Other readings:

- WALTZBERG R, [...] DE BELVIS AG, ET AL. *Early health system responses to the COVID-19 pandemic in Mediterranean countries: A tale of successes and challenges*. *Health Policy*. 2021 Oct 12;S0168-8510(21)00255-4.
- POLIN K, [...] DE BELVIS AG, [...] ET AL. *“Top-Three” health reforms in 31 high-income countries in 2018 and 2019: an expert informed overview*, *Health Policy*. 2021. ISSN 0168-8510.
- WINKELMANN J, SCARPETTI G, WILLIAMS GA, MAIER CB. *How can skill-mix innovations support the implementation of integrated care for people with chronic conditions and multimorbidity?* Copenhagen (Denmark): European Observatory on Health Systems and Policies; 2022.
- BUDDE H, WILLIAMS GA, SCARPETTI G, ET AL. *What are patient navigators and how can they improve integration of care?* [Internet]. Copenhagen (Denmark): European Observatory on Health Systems and Policies; 2022.
- SCARPETTI G, SHADOWEN H, WILLIAMS GA, ET AL. *A comparison of social prescribing approaches across twelve high-income countries*. *Health Policy*. 2024 Apr;142:104992.
- PALM W, WEBB E, HERNÁNDEZ-QUEVEDO C, ET AL. *Gaps in coverage and access in the European Union*. *Health Policy*. 2021 Mar;125(3):341-350.

## TEACHING METHOD

The format of this course is a combination of lectures, case discussions, and readings. We will employ the following teaching methods:

- (a) Readings from textbooks: To provide basic structure, concepts and techniques.
- (b) Readings from journals: To augment the textbooks and provide more rigorous intellectual foundation.
- (c) Lectures/Classes/Discussions: To create a coherent framework of studying the source material; to give students a chance to ask questions and clarify their understanding.
- (d) Case studies: To apply what has been learnt to real life situations.

Active student participation is essential in the classes. In the classes, the lecturer will introduce the topic/case/experiment/exercise and lead the discussion. Students are encouraged to present pre-assigned material and lead part of the discussion in the class group. Pre-assigned reading of cases and exercises is essential.

## Practicals

- Evaluation of health care systems; Performance indicators; The Sustainable Development Goals and the Donoughts approach in several countries in the World.

## ***ASSESSMENT METHODS AND CRITERIA***

There are no prerequisites for participation in the Course.

The exam is composed of written questions regarding all modules.

The evaluation is based on two elements:

1. Group work on the organizations, health needs assessment, governance, allocation and health and non health policies and activities on a public health issue in a given OECD country

2. Final written test on the second part of the program.

All the elements of evaluation (group work and final examination) are expressed in 30/30.

All the other details concerning the exam procedures will be given out by the Lecturer at the beginning of the course.

## ***NOTES AND PREREQUISITES***

There are no specific prerequisites for this course.

### *Office hours*

For both the lecturers the reception continues to be carried out, upon agreement, in presence or remotely, using tools of connection that allow the best possible interaction between teacher and student.

Professor Antonio Giulio de Belvis: email to [antonio.debelvis@unicatt.it](mailto:antonio.debelvis@unicatt.it).

Professor Giada Scarpetti: email to [giada.scarpetti@tu-berlin.de](mailto:giada.scarpetti@tu-berlin.de).

### *Code of conduct*

The Code of Conduct of the Università Cattolica del Sacro Cuore is also the reference for behaviors that students must adopt when participating in the life of the University. It is provided for in the art. 35 that “The student of the Università Cattolica del Sacro Cuore is required to satisfy the educational commitments undertaken with enrollment, observing behaviors that allow and favor the correct and fruitful carrying out of teaching activities, admission tests for courses and verification of profit, study and research activities”.

## **7. Human resources management in complex organizations**

PROF. LUCA GIORGIO; PROF. MAGDALENE ROSENMOELLER

### ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

Healthcare organizations are characterized by the central role of human capital in determining quality of care and financial performance. The course aims at

providing students with a good knowledge of HRM processes and tools, with a specific focus on their implementation in the healthcare sector. The objective of the course is to develop both theoretical knowledge and practical skills connected to some of the most effective HRM tools used in complex organizations. Moreover, it is aimed at understanding the ways in which innovation affects the health care sector and in particular the workforce, and how it can best be managed.

After this course, students will have an extensive knowledge of the role of the HRM function within healthcare organizations and will be able to match a number of HRM tools and procedures to the function's (and organization's) strategy. He/she will be able to assess the "maturity" of HRM functions and be aware of the coherence between its objectives and its actions. Moreover, students will simulate the use of tools aimed at managing competencies and driving performance, thereby acquiring practical ability in concrete and "real-life" situations. Students will be invited to develop HRM strategies and present them to an audience, thereby developing their communication and persuasion skills.

### ***COURSE CONTENT***

The course is structured into two parts:

#### **Part I (Prof. Luca Giorgio)**

Introduction; From strategy to people; Medical management and clinical leadership; Assessing jobs, persons and performance; Qualitative and quantitative methods; Pay for performance in medicine; What is a "competence model"?; From job families to professional roles; New competencies for HC professionals: team work; Organizational change; the role of individual. Final presentations and closing remarks.

#### **Part II (Prof. Magdalene Rosenmoeller)**

A complex sector and complex care organizations; The Health Sector and the (Changing) Role of Professionals; HHRR Policy: Needs, Strategy and Planning; The European Context for Health Professionals; Knowledge Management; Continuous Education / Role Professional Journals; Realizing the Technology Revolution in Health Care; IT Technologies: changing paradigm, changed skills set; Integrated Care: Implementation of Innovation; Integrated Care changing role for HHRR; Managing for Quality; Commit to Excellence / Employee Satisfaction; The HHRR Managers Tasks; Career Development – Professional Growth; Leadership in Innovation and Creativity; Bases of Leadership / Clinical Leadership; Creative Teams / Design Thinking; Report Presentations. Conclusions Wrap Up.

## **READING LIST**

### *References*

- CRAWSHAW J, BUDHWAR P, DAVIS A. *Human Resource Management Strategic and International Perspectives*, Sage, London (2019) [Chapters 1, 2, 7, 9, 10, 11, 14]  
“Characteristics & Qualities of a Personnel Manager”, Bob Kelly, Demand Media  
“The Role of HR Manager in Health Care”, ALEJANDRO RUSSELL, DEMAND MEDIA  
Case Study HBS: “Development and Promotion at North Atlantic Hospital”  
*Doctors and managers: a problem without a solution?* (Bmj n. 326, 2003)  
*What doctors and managers can learn from each other? A lot* (Bmj n. 326, 2003)  
Case study HBS: *Hospital Clínic de Barcelona*  
Case Study HBS: “Performance Management at Vitality Health Enterprises, Inc”  
“Successes and Failures of Pay for Performance in the United Kingdom”, NEJM 2014.  
“Allied Health Competency Model”  
“Job families and other taxonomies”  
*Four Habits of High-Value HealthCare Organizations*, R. BOHMER, NEJM, 2011  
*Assessing future health workforce needs*. Gilles Dussault et al. Policy Brief, 2010  
*Action Plan for the EU Health Workforce*, EC, SWD(2012) 93 final  
*Perspective on the Professional Qualification Directive*. Eurohealth, 17,4 2011  
HBS Intermountain Health Care (2013)  
IESE P1102 EN - TMC – Telemedicine Clinic  
IESE P1148E *Innovating in the Basque Country. Moving to Chronic Care*  
*Think integration, think workforce: Three steps to workforce integration*, Centre for Workforce Intelligence, 2013  
*Why Hospitals don't learn from Failures*, ATucker et al Californian Rev.Management 2003  
10 Free (Or Very Inexpensive) Ways To Engage Staff, Quint Studer  
Chapter 8 & 9 Recruitment, Interviewing, and Selection Strategies / Maximizing Performance Management and Evaluation. JE Pynes - Human Resources Management for Health Care Organizations: A Strategic Approach. Jossey Bass 2012  
*Case Pina Bausch: Leadership as collective Genius* (ESMT 412-0132-1)  
NEJM, Leading Clinicians and Clinicians Leading, R. BOHMER, 2013  
Leading Teams (MSH Managers Who Lead, 2008)  
Further articles, case studies and book chapters will be provided and shared through Blackboard.

## **TEACHING METHOD**

Short academic lectures are sided with case study discussions, interactive sessions and laboratories. Regarding case studies, students are asked to read assigned documents in advance, before lessons. Students are also asked to work in groups of 5-6 people and to prepare case discussions of about 30 minutes.



Ten hours of the course are dedicated to a specific laboratory in which students, organized in groups (5-6 people), will have the chance to design job profiles under the guidance of the teacher. Groups are suggested to work during free time and will provide a formal power point presentation.

### ***ASSESSMENT METHOD AND CRITERIA***

The evaluation of contents delivered during course takes place through a:  
Written test (multiple choice and open questions) - 30% of the total mark  
Assessment of group-work presentation (laboratory) - 20% of the total mark  
Group work (prof. Rosenmoeller) - 30% of the total mark  
Assessment of participation in class - 20% of the total mark

It is possible to hold the written test at any session. However, given the nature of the other forms of evaluation, these require a regular presence and participation to lectures. It is therefore mandatory to be present in class.

There are no intermediate exams.

For non-attending students the assessment is based on a longer test. Non-attending students are asked to use material distributed by teachers and to study Crawshaw J, Budhwar P, Davis A. Human Resource Management Strategic and International Perspectives, Sage, London (2019) [Chapters 1, 2, 7, 9, 10, 11, 14].

### ***NOTES AND PREREQUISITES***

Students must be fluent in written/spoken English and must ready to prepare and study materials before class sessions.

## **8. International law and health**

PROF. MARIA CHIARA MALAGUTI; PROF. EVA VILLARREAL PASCUAL

### ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The recent pandemic teaches us many lessons. On the one side, although some international instruments on infectious diseases exist, there is not enough coordination among states. The international organization in charge of these matters, the WHO, has limited powers and can only intervene to a very limited extent. On the other side, domestic health systems differ, are often based on different premises and standards of protection of population varies, requiring further considerations on the protection of human rights and on the role of health as a public good as a global issue. Moreover, the recent pandemic must be considered within the larger context of climate change, protection of the environment and social rights, since the concept of 'health' today has a much broader understanding. These are all matters that require international cooperation

and joint efforts. Finally, the current trade system that sustains globalization strongly affects our general understanding of protection of health, and to many extents principles of free trade interfere with those of health protection.

The aim of the course is to start from the recent pandemic to delve into the global governance of health, evidencing the complexity of the issues at stake and proposing a holistic analysis of these. After the course the student:

- Will be acquainted with all existing international instruments and organizations focusing on health.
- Will be familiar with also WTO, OECD and other international bodies that play an indirect role on cooperation on health and influence the global governance.
- Will know human rights approaches on health.
- Will have acquired practice with indicators applied by international organizations assessing domestic policies.
- Will adopt a holistic approach to health issues at international level.
- Will be able to have a critical approach to issues at stake.

### ***COURSE CONTENT***

The course will address the issues of health and environment protection through the lenses of existing international theory and the most modern approaches on what is usually called “global law”, as a concept going much beyond the analysis of the positive sources of international law (treaties and regulations). Students shall be required to read cases and understand the law in progress, as well as analyse critically concrete examples or actual reports of international organizations. Some economics, political science and theories of governance shall help in better understanding the issues at stake.

To approach global health under all the prospected angles, the course is organized in two interconnected modules. Following an introduction on the works of the WHO and the content of the SDGs in the field of health, these shall develop as follows:

- a) One module, by Professor Villarreal Pascual, will address general issues on human rights norms and standards as well as indicators used to assess their impact on health policies and programs. Additionally, it will delve into an in-depth analysis of the matters above through practical exercises.
- b) Another module, by Prof. Malaguti, will address issues connected to trade and investments, on the one side, and health, food safety and environment protection, on the other side. These will also include treatment of pharmaceuticals, IP and the role of innovation. In this context, also the issue of patentability of viruses will be analysed, as one of the most urgent issues to be considered following the COVID-19 pandemic.

## ***READING LIST***

Students who follow classes on a regular basis will study on the basis of materials distributed during the course and coming from different sources, in particular actual cases.

Students who do not follow classes on a regular basis shall read the following text, which is in any event a reference textbook for all students who want to have a complete and systematic understanding of the matter and supplement materials received in the course.

- LAWRENCE O. GOSTIN, *Global Health Law* (Harvard University Press, 2014)

## ***TEACHING METHOD***

Frontal lessons, case studies and discussions with students. Guests from international organizations and/or ONG may be invited to share their concrete experience with the students.

## ***ASSESSMENT METHOD AND CRITERIA***

Students regularly participating into classes will conclude each module by submitting an individual written essay. Final grades will be the average resulting from the combined scores received in the two essays.

Students not participating into classes on a regular basis will sustain an oral exam based on the reference textbook.

## ***NOTES AND PREREQUISITES***

Students are kindly asked to refer to the backboard website for updated information and teaching materials related to the course.

## **9. Management and innovation in health and social services**

PROF. ALFREDO D'ANGELO; PROF. ROSANA REIS; PROF. ARIANNA ARIENZO

### ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

Building on strategic management, innovation and entrepreneurship, this course aims to provide an understanding of the trends and dynamics related to the management of innovation in the healthcare industry.

More specifically, the course will present students with frameworks and tools offered by multiple perspectives, with the aim of offering a heterogeneous set of the theoretical and practical models. Participants will apply such frameworks and tools to simulated and real case scenarios, to better understand the characteristics of managing innovation in healthcare, life-sciences and social

services organizations (e.g. pharmaceutical companies, biotech firms, medical devices). The course will include the latest trends leading to digital transformation and sustainability of companies, sectors and healthcare industry.

By the end of the course, students will be able to:

- identify and interpret the main challenges faced by healthcare, life-sciences and social services organizations in the current competitive landscape;
- assess what are the main tools and skills necessary to adopt the innovation and how such organizations implement innovation models;
- understand the technological, human, economic, organizational, social and other dimensions of innovation;
- demonstrate operational knowledge of the tools and models explained during the course and apply them to real world contexts (e.g., private firms or public hospitals);
- appreciate the relevance of managerial and innovative solutions adopted by healthcare, life-sciences and social services organizations;
- develop a strategic innovation and entrepreneurial mindset to innovate in healthcare.

### ***COURSE CONTENT***

The course is organized in 3 modules.

The *first module* (Module I) is about the main issues of innovation and R&D management in the healthcare sector (e.g., pharmaceutical companies, biotech firms, medical devices). It will focus first on the basics of innovation and technology management, applied to healthcare, and then on emerging health technologies, their development and diffusion. Finally, it will cover innovative technology-based business models to deal with digital transformation and sustainability.

This module should provide students with the theoretical knowledge base for better appreciate the other two modules. The module will include theoretical lessons, practical exercises, discussion of real-world case studies, and the testimonials for key player in the industry.

The *second module* (Module II) deepens on healthcare organizations and the relationship with their external environment. The module addresses the classical management functions demonstrated by the healthcare professional and management concepts essential for understanding the organisational environment. In addition, we will discuss the application of planning and control tools in real-life situations, as well as the importance of relationships within and outside the organisation to improve care delivery.

The *third module* (Module III) is about discovering the fundamentals practices and challenges of setting an entrepreneurial venture in healthcare, specifically digital health. This module will be delivered by an entrepreneur, and

it will include theoretical lessons and practical exercises to develop skills to assess potential threats and opportunities given by new technologies in the healthcare sector.

### ***READING LIST***

#### Module I

J. BARLOW (2016), *Managing Innovation in Healthcare*, WSP.

Selection of readings and cases uploaded by the lecturer on the Blackboard.

#### Module II

Selection of readings and cases uploaded by the lecturer on the Blackboard.

#### Module III

Selection of readings and cases uploaded by the lecturer on the Blackboard.

### ***TEACHING METHOD***

The teaching method employed in this course drawn inspiration from the old saying “tell me and I will forget, show me and I will remember, involve me and I will understand” (Confucius).

The teaching will be characterized by frontal lessons, case studies, simulations, testimonials and group exercises.

The course may involve presentations by experts, managers and/or business owners for the purpose of better illustrating some of the issues of the course programme.

### ***ASSESSMENT METHOD AND CRITERIA***

The assessment of this course will be based on a written exam (100%) relative to the 3 modules reported above. The exam could include a short case study analysis, multiple choice questions and open question/exercises.

In special circumstances, a homework assignment could be considered as an alternative assessment option. Criteria for evaluation will become available at the beginning of the course.

There are no pre-requisites for this class.

## **10. Pharmaeconomics and health technology assessment**

PROF. ELENA PIZZO; PROF. LUCA SALMASI

### ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

Pharmaeconomics and Health Technology Assessment (HTA) is a relevant field of studies in health economics, concerned with understanding whether

resources are allocated to the most cost-effective treatment or health technology. The aim of this course is to present and discuss selected topics within this field, which are of utmost relevance for the management of healthcare organizations. During the course students will learn both theoretically and empirically how to assess a cost-effectiveness analysis to evaluate the adoption of a new medical treatment or health technology. Theoretical lectures will introduce the basic concepts of pharmaeconomics and HTA, defining how to measure and discount costs and benefits. Then, attention will be paid to the decision-making process, introducing relevant concepts and methods to inform policy makers or hospital managers on whether a new technology should be preferred with respect to the most relevant alternatives. The last part of the course will be devoted to applying the theoretical models through intensive lab sessions using the R package BCEA, one of the most popular statistical software to perform Bayesian cost-effectiveness analysis. During lab sessions two case studies will be presented and discussed.

After the course the student:

- will have knowledge about the main aspects of pharmaeconomics and HTA.
- will have knowledge of the main methods to perform cost-effectiveness analysis of new medical treatments/health technologies.
- will be able to apply the knowledge acquired during classes to discuss relevant topics on pharmaeconomics and HTA with an appropriate technical language.
- will be able to apply the knowledge acquired during classes to discuss results of a Bayesian cost-benefit analysis.
- will be able to apply the knowledge acquired during classes to perform independently a Bayesian cost-effectiveness analysis with the R package BCEA.

## ***COURSE CONTENT***

### **PART I: INTRODUCTION TO PHARMAECONOMICS AND HEALTH TECHNOLOGY ASSESSMENT**

- How to measure costs and case study.
- How to measure outcomes (effectiveness, monetary benefits, utility).
- Quality Adjusted Life Years (QALYs), methods for extrapolation and case study.
- Discounting (both for costs and outcomes).

### **PART II: THE DECISION-MAKING PROCESS**

- Incremental Cost-Effectiveness Ratio (ICER) and the cost-effectiveness plane.
- The National Institute for Health and Care Excellence (NICE) and relevant thresholds.
- Net Monetary Benefit (NMB) and dominance.

- Decision trees.
- Markov models.
- Introduction to dynamic models.
- Bayesian analysis.
- Introduction to sensitivity analysis (discrete and PSA).
- How to appraise a paper (checklist).

#### PART III: INTRODUCTION TO BAYESIAN ANALYSIS AND CASE STUDIES

- Bayesian analysis in health economics.
- Basic concepts of health economic evaluation.
- Doing Bayesian analysis and health economic evaluation in R.
- Case studies: (i) vaccine and (ii) smoking cessation.

#### PART IV: USING R TO PERFORM BAYESIAN COST-BENEFIT ANALYSIS (LAB)

- Basic health economics evaluation.
- Cost-effectiveness plane.
- Expected incremental benefit.
- Health economic evaluation for multiple comparators and the efficiency frontier.
- Probabilistic Sensitivity Analysis.
- Modelling parameter uncertainty.
- Value of information analysis.
- PSA applied to model assumptions and structural uncertainty.

### **READING LIST**

BRIGGS-KLAXTON-SCULPHER, *Decision modelling for health economic evaluations*, Oxford University Press 2011.

DRUMMOND-TORRANCE-STODDART, *Methods for the Economic Evaluation of Healthcare Programmers*, Oxford University Press, 2015.

G. BAIO, A. BERARDI, A. HEATH, *Bayesian Cost-Effectiveness Analysis with the R package BCEA*, Springer International Publishing, 2017.

### **TEACHING METHOD**

Classes are organized as frontal and lab sessions. Frontal lectures provide knowledge necessary to understand fundamental concepts of pharmacoconomics and HTA. Lab sessions propose empirical analysis of case studies using models discussed throughout the course.

### **ASSESSMENT METHOD AND CRITERIA**

Evaluation is based on a written exam lasting 60 minutes. The exam is made of three sections. Section 1 comprises 10 multiple choice questions on basic concepts discussed

during the course. Each correct answer is worth 1 point; each wrong answer provides -0.5 points. Sections 2 and 3 are open questions and are thought to test the ability of students to apply the knowledge acquired during the course and to communicate using key concepts that they have learned. Instructors will evaluate the completeness and accuracy in answers to mark exams. During the second part of the course students will have the option to prepare a group project that will consist of a replication of an empirical application discussed during lab sessions. Group projects will be discussed and evaluated and will contribute to 30% of the overall evaluation of the second part of the course.

### ***NOTES AND PREREQUISITES***

Students are required to have basic knowledge of key concepts in health economics and in statistical inference and regression analysis to fully understand the arguments discussed during the course.

Students are kindly asked to refer to the Blackboard website for updated information and additional teaching material related to the course.

#### *Office hours*

Prof. Pizzo will meet students by appointment. Please send an email at [elena.pizzo@unicatt.it](mailto:elena.pizzo@unicatt.it). Prof. Salmasi will meet students at office 536, 3rd floor, Faculty of Economics (Rome campus) as indicated on his personal web page.

## **11. Planning and control in healthcare**

PROF. MARCO GIOVANNI RIZZO; PROF. GILLIE GABAY

### ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The aim of the course is to enable students to develop a specialized knowledge of performance measurement systems in healthcare organizations, including how they can contribute to shape the strategy and assess the level of strategy implementation. A further aim is to enable students to develop the ability to use relevant concepts and terminology in discussing strategy implementation; profit goals, and strategies achievement; techniques of profit planning; balanced scorecard, and transfer pricing.

On completion of the course, students shall be able to:

- explain relevant advanced concepts of planning and control in healthcare, associated with models and instruments of performance measurement; demonstrate an integrated view of strategic leadership and controlling processes; classify different types of performance areas and indicators; demonstrate understanding of the meaning of critical thinking and reflection in academic texts and seminars;
- use concepts and models of planning, control and performance measurement systems for description, analysis and discussion of the new or unfamiliar



- managerial issues and practices in healthcare; make proposals concerning planning and control in healthcare, including the performance measurement system with a special focus on managing strategic tensions, and coping with tensions through the diagnostics and interactive control systems;
- reflect on financial and organizational control from different perspectives, including an ethical perspective;
  - critically analyze the consequences of the implementation of different strategies and performance measurement systems' decisions in speech and in writing;
  - develop the necessary learning skills for them to continue studying in a largely self-directed or autonomous way or apply for managerial positions.

### ***COURSE CONTENT***

The course will cover the following contents:

- review of the basic concepts of management control;
- introduction to performance measurement and control systems in health-care;
- foundations for implementing strategies (organizational tensions to be managed; basics for successful strategy; organizing for performance; using information for performance measurement and control);
- Understanding how innovative technologies in health may be integrated for strategic competitiveness
- creating a profit plan;
- linking performance to internal markets: transfer prices;
- building a balanced scorecard;
- achieving profit goals and strategies (using diagnostic and interactive control systems; aligning performance goals and incentives; identifying strategic risk; managing strategic risk; levers of control for implementing strategy).

### ***READING LIST***

R. SIMONS, *Performance measurement and control system for implementing strategy*. Pearson. New International Edition (Chapters: 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14) each single module may be purchased at the link: <https://hbsp.harvard.edu/strategy-execution>.

### ***TEACHING METHOD***

Teaching methods include formal lectures as well as the discussion of case studies and exercises in order to enhance students' active participation and learning. Class participation is strongly recommended.

## **ASSESSMENT METHOD AND CRITERIA**

Grading will be based on a written exam including both essay questions, exercises, and short case studies.

### **NOTES AND PREREQUISITES**

#### *Office hours*

Professor Rizzo's office hours are conducted through virtual meeting or onsite by previous appointment

Professor Gabay's office hours are conducted through virtual meeting by previous appointment

## **12. Quality and operations management**

PROF. STEFANO VILLA; PROF. ANDREA CAMBIERI; PROF. PAUL GEMMEL

### **COURSE AIMS AND INTENDED LEARNING OUTCOMES**

#### *General Learning Objectives:*

To be able to design, operate, and evaluate health care quality management systems and operations.

#### *Knowledge Outcomes:*

- Understand why quality management is needed.
- Understand impact of clinical decision making on quality of care.
- Understand impact of administrative systems on quality of care.
- Understand the impact of ancillary processes on the performance of health-care organizations.
- Understand approaches to measuring quality.
- Understand approaches that have been taken in quality management.
- Understand strengths and weaknesses of different approaches.
- Understand the design and management of health care operations.
- Understand how to design and control a supply chain management system.
- Understand how to create value with healthcare operations management.
- Understand the current trends and innovation in the organization of health-care productions processes

#### *Skills Outcomes:*

- Ability to apply basic tools of quality improvement such as flowcharting, fishbone diagrams, statistical process control, etc. in health care settings.
- Ability to evaluate reliability and validity of criteria, guidelines, protocols, and other decision making tools.
- Ability to apply information systems for quality measurement and improvement.

- Ability to identify and prioritize opportunities for improvement.
- Ability to determine appropriate methods of improving performance and considerations in implementing such methods.
- Ability to measure the performance of hospital patient flows logistics.
- Ability to design a supply chain management system.
- Ability to implement changes in the organization of healthcare delivery processes.

### ***COURSE CONTENT***

Health care organizations are required to provide quality health care as a competitive necessity as well as a regulatory requirement and ethical imperative. The course aims firstly to give students a theoretical framework regarding the definition and measurement of quality in healthcare.

Secondly, students will be introduced to the traditional quality improvement techniques such as regulation, credentialing, education, and to new techniques, including continuous quality improvement, system design, clinical pathways, lean thinking, and performance reports.

The course will focus particularly on operations management issues. The use of operations management techniques, extensively applied in businesses of all kinds, has also become a necessity in health care. In order for managers to improve the quality and efficiency of health care delivery, or successfully launch new services or products, they must understand the design and management of health care operations.

### ***READING LIST***

VILLA S. (2021) “*Operations Management in Healthcare: Theory, Models and Cases*”  
Routledge, London.

Slides, cases studies and readings available on black-board.

### ***TEACHING METHOD***

Classes consist of both lectures and discussions. Case studies will be used to introduce students to a wide range of practical operational issues in healthcare delivery.

The course is aimed primarily at those students interested in managing health care delivery processes. It will be equally valuable for students interested in careers devoted to the definition of health policies in the public and private sectors.

Finally, a good understanding of operations and supply chain management systems is becoming increasingly important for suppliers (e.g. pharmaceutical and medical devices companies) that aim to develop beneficial and lasting relationships with healthcare delivery organizations.

## ***ASSESSMENT METHOD AND CRITERIA***

For attending students, the final grade will be computed as it follows:

Individual assignment (15%)

Group work (15%)

Class Participation (10%)

Mid-term exam (30%)

Final exam (30%)

For non attending students the evaluation will be based on a single written exam on the whole program.

## ***NOTES AND PREREQUISITES***

In your own interest and of your colleagues, please try to observe the following courtesy rules:

1. Arrive in class on time; do not leave early.
2. Keep your mobiles and laptops off; do not use wireless network emailing in class.
3. Minimize wandering in and out of the classroom.
4. Participate fully in class.
5. Pull your weight in group/joint work. Do not free-ride on your colleagues!
6. Hand in assignments on time. Late submissions are not accepted.
7. Participation to all classes is highly recommended.

## **13. Statistics and big data**

PROF. GIUSEPPE ARBIA; PROF.SSA SOPHIE DABO

### ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to introduce the student to the world of Big Data. The course will be divided into two parts. In the first part (taught by Prof. Giuseppe Arbia) the student will use the R language and its packages, to apply the basic statistical methods learned in a first three-years degree course. The second part (taught by Prof. Sophie Dabo-Niang) will instead be devoted to introducing statistical models and methods and machine learning approach for the treatment of large and complex amounts of data. The emphasis will be on the practical aspects of implementing the various methods and models and on the interpretation of the results. Computer laboratories using the language R will be held weekly by Dr. Niccolò Salvini.

At the end of the course the student:

- will know how to analyze structured statistical datasets through the use of the R language and the RStudio development environment.
- will know how to distinguish between structured and unstructured datasets;
- will know how to distinguish between supervised models and non-supervised models.

## ***COURSE CONTENT***

### Part 1:

Introduction to Big Data and Data Science. The importance of correct data collection in the world of Big Data. Hypotheses testing on an average and on a percentage. Hypothesis testing on 2 averages and 2 percentages. Hypothesis testing on more than 2 averages (ANOVA) and on more than 2 percentages (CHI square). Multiple linear regression model. Nonlinear regression. Regression with dummy variables.

### Part 2:

Factor analysis, Clustering, Discrimination and Classification (Binomial and multinomial logistic, kernel, general additive regression models, other supervised classification models).

## ***READING LIST***

For the logic of the statistical analysis of Big Data it is recommended the following:  
ARBIA, G. (2021) *Statistics, new empiricism and society in the world of Big Data*, Springerbrief in statistics, Springer Verlag

The textbook of the course is the following:

JAMES, WITTEN, HASTIE, TIBSHIRANI (2021) *An Introduction to Statistical Learning: With Applications in R*, Springer-Verlag.

## ***TEACHING METHOD***

Theoretical lectures and lab sessions on the software R and RStudio ©

## ***ASSESSMENT METHOD AND CRITERIA***

### Option 1:

Optional intermediate exam on PC after week 6. In the computer lab, students will perform practical exercises using RStudio © software. If successful, the intermediate exam will account for 50% of the final grade. Final examination will be carried out with the same criteria as the intermediate test with a possible additional oral examination. Those who will successfully pass the intermediate exam, at the final exam will be tested only the second part of the course. The intermediate exam can only be used during the winter session at the end of the course, in the January and February appeals.

### Option 2:

Full exam in any of the sessions planned during the year. In the computer lab, students will perform practical exercises using R and RStudio © software. Those passing the practical test in the computer lab could be called for an oral examination.

## ***NOTES AND PREREQUISITES***

Prerequisites:

A basic course in statistics at a bachelor level including descriptive statistics, probability, inductive statistical inference (point and interval estimation).

Basic notions of the language R. Students who do not possess the necessary prerequisites with the software R will be helped with *ad-hoc* sessions organized outside the official timetable in the first 2 weeks of the course.

### ***Recommended texts for prerequisites:***

For the statistical background:

LEVINE, J-SZABAT-K. AND STEPHAN, D. (2018) *Business Statistics*, Pearson.

For the language R:

WICKHAM, H., GROLEMUND G. (2018) *R for Data Science*, O'Reilly. Freely available on-line at <https://r4ds.had.co.nz/index.html>



## THEOLOGY COURSES

### *Nature and aims*

The Theology courses are unique to Università Cattolica. They aim to offer purposeful, well-reasoned and organic knowledge of the contents of the Revelation and of Christian life, thereby furnishing students with a more complete education in the intelligence of the Catholic faith.

The mark achieved in the Theology exams forms an integral part of each student's curriculum and will be considered by the examining board in determining the overall mark for the degree

### **Degrees**

Theology courses are part of the curricular study plan of the degree programmes for students enrolled at Università Cattolica.

### *Syllabi*

For the first, second and third year of the programmes, there will be a single semester-long syllabus (12 weeks per year, three hours per week).

Thr subjects are:

Theology 1: *Fundamental questions: Christological faith and the Holy Scripture*

Theology 2: *Matters of theological anthropology and ecclesiology;*

Theology 3: *Theological questions of Christian ethics and morals.*

Students can choose their Theology course from their individual iCatt page by the deadline communicated on the same page. For students who do not enrol within this deadline, the university will proceed assigning them a lecturer.



## **Master's degree**

The two-year Master's degree programme includes a semester-long course of 30 hours, classed by Professor Rachad El Khoury, in the form of seminars and/or single-subject sessions on different topics, according to the Board of Theology Lecturers' decisions.

The course ends with a test set by the lecturer.

Students can choose the seminar course through their *iCatt* page by the deadline communicated via the same page. For students who do not enrol within this deadline, the university will proceed assigning them a lecturer.

## **Lecturers and course syllabi**

For information on the Theology courses and lecturers, please consult the webpage:

<https://www.unicatt.it/collegio-dei-docenti-di-teologia-programma-dei-corsi-di-teologia>

The syllabi of the Theology courses can be consulted by accessing the following section of the Università Cattolica website: <http://programmideicorsi-milano.unicatt.it>.

## ADMINISTRATIVE PROVISIONS

### ENROLMENT RULES

#### 1. QUALIFICATIONS REQUIRED

Pursuant to Art. 6 of Ministerial Decree No. 270/2004, the following may enrol in the degree programmes opened at Università Cattolica:

- State upper secondary school graduates (five-year or four-year: final diplomas in education programmes of study).
- holders of a foreign degree, recognised as suitable for admission to Italian universities according to the provisions issued for each academic year by the Ministry of University and Research in agreement with the Ministries of Foreign Affairs and the Interior.

#### ***Concurrent enrolment at the university and in highly specialised artistic and musical educational programmes (AFAM)***

It is permitted to simultaneously enrol in two programmes of study at the same University or at different Italian or foreign Universities, or where one of the programmes is at a University and one at the Higher Institutes of Musical and Choral Studies, in compliance with the provisions of Law No. 33 of 12 April 2022 and subsequent ministerial implementing decrees.

The simultaneous enrolment in two programmes of study is allowed provided that the aforementioned programmes do not relate to the same ministerial degree class and that they differ in at least two-thirds of the educational activities in terms of academic teaching credits.

Students interested in concurrent enrolment are required to give prior notice to the Student Centre of the relevant campus using the appropriate forms.

#### 2. MODALITIES

Students who intend to enrol for the first time at Università Cattolica (Milan, Brescia, Piacenza-Cremona) must first read the specific notices “Admission procedures” on the University website ([www.unicatt.it](http://www.unicatt.it)).

The registration application must be completed and submitted online (the submission is necessary since the application, in some parts, must be manually completed and it is also necessary to acquire the handwritten signature of the student or parent, if the student is a minor) using the Registration Portal, available on the University website.

In addition to filling out the registration form, it will be necessary to pay the 1st instalment of the tuition fees and university contributions, and upload all of the required documentation:

**Once registration has been completed, the University, in accordance with the procedures in force, will provide the Carta Ateneo badge.**

When submitting their registration application, priests and other religious figures must submit the declaration by which the Bishop or Superiors authorise them to enrol in the University (written authorisation will be approved by the General Ecclesiastical Assistant of Università Cattolica or by a delegate).

Regarding the presentation of income documentation, the appropriate online procedure must be used, available in the Registration Portal or on the student's personal *iCatt* webpage.

**A student who has been successfully enrolled for a year of university studies is not entitled to a refund of fees and contributions paid.**

### ***Registration on a part-time basis***

Students who do not have full-time availability due to work, family, health or other justified personal reasons, may opt – at the time of registration or renewal of their current enrolment – for a study path that permits them to carry out 50% of the annual educational activities envisaged for the programme. Minor deviations can be determined by the competent Faculty Councils, taking into account the unique features of each programme of study.

A student who intends to register on a part-time basis must first express this intention, with justifications for their request, by filling in the appropriate form at the Student Centre of their campus.

This declaration of interest will be submitted to the competent educational bodies for approval and, once this is received, the student may submit a formal request for registration on a part-time basis.

All information relating to the modalities, timings and economic aspects can be found at the Student Centre of the respective campuses.

### **3. VERIFICATION OF THE INITIAL PREPARATION OF STUDENTS (VPI) – ADDITIONAL LEARNING OBLIGATIONS (OFA)**

To better cope with their chosen university programmes, those who enrol in the first year of the degree programmes and single-cycle graduate degree programmes will be evaluated on their level of initial preparation; an exception is made for those who enrolled in programmes of study for which there are alternative ways of fulfilling the VPI or that provide for a specific admission test.

The VPI is a test on predefined subject areas (for example, knowledge of the Italian language and understanding of text and mathematics), diversified according to the chosen Faculty, covering the knowledge that is expected, irrespective of the diploma they obtained at their upper secondary school.

All information relating to the methods for taking the VPI for each study programme, as well as that relating to the OFA assigned to applicants who obtain an insufficient result on their VPI – which will, in any case, have to be covered by the end of the 1st year – are reported on the website [www.unicatt.it](http://www.unicatt.it) as well as on the student's personal *iCatt*.

#### 4. RULES FOR STUDENTS WITH FOREIGN QUALIFICATIONS

The admission of students holding foreign degrees is regulated by specific ministerial legislation, downloadable from the following link: <https://www.universitaly.it/studenti-stranieri>. Interested students are invited to request the relevant information from the International Admissions Office of each campus. The specific admission procedure is available on the website: <https://international.unicatt.it/>

#### 5. METHODS OF ADMISSION TO GRADUATE DEGREES

For admission to a graduate degree programme, one must have an undergraduate degree and meet certain curricular requirements (ECTS in specific scientific disciplinary sectors (SSD) and/or specific courses). For each degree programme, the admission procedures are established:

- *Chronological order with an interview or degree curriculum evaluation, if required*: the reservation of a place is done in chronological order, following payment of the first instalment of the university contributions, until all envisaged places are filled, and once any necessary interview or degree curriculum evaluation has been completed
- *Chronological order with a compulsory interview*: the reservation of a place is done in chronological order following an interview, once payment of the first instalment of the university contributions has been made, until all envisaged places are filled
- *Chronological order according to a minimum mark average*: the reservation of a place is done in chronological order, following payment of the first instalment of the university contributions, but is conditioned by certain curricular requirements
- *Grading by merit*: the reservation of a place is conditioned by a ranking drawn up on the basis of certain requirements
- *Admission test*: the reservation of a place occurs once an admission test has been passed.

Admission to some degree programmes may include more than one of the aforementioned modalities, therefore it is necessary to refer to the specific “Admission procedures” notices, available on the University website.

## **ADMINISTRATIVE PROCEDURES**

### COMPLIANCE WITH DEADLINES FOR ENROLMENT IN SUBSEQUENT YEARS

Subject to the following instructions, students who intend to enrol in the new academic year are required to make payment within the deadline indicated in the *General Regulations for the Determination of University Contributions* in force and usually reported on the *iCatt* personal webpage.

If payment has been made within the terms indicated, *the student will be automatically placed for the new academic year of the programme year (or as “fuori corso”, supplementary year student, i.e. students who have not managed to complete the scheduled exams in the time frame established by a given university programme) in the REGULAR position.* *If the student intends to vary the proposed enrolment* (for example, from “fuori corso” (supplementary year student) to “ripetente” (repeat students, i.e. students who have not achieved the necessary credits to move on to the following year or who have expressly requested to be able to enrol in the previous year), or request to change to another degree programme) *they must necessarily contact the Student Centre.* If a student enrolls for a year subsequent to the first year and payment was made late, the student will be placed in the ‘in corso’ position, *in debt for late payment* (downloadable online from the student’s personal *iCatt* webpage). N.B. In case enrolment is renewed after the deadline for submission of the degree curriculum, an unalterable *ex-officio* degree curriculum will be assigned.

### REPEAT STUDENTS

Students who have followed the programme of study, for which they are enrolled, for its entire duration without having enrolled in all the courses envisaged in the degree curriculum, or without having obtained the relevant attendance certificates where such attendance is expressly requested, must register as repeat students for the courses lacking enrolment or attendance.

Students who, despite having completed the normal duration of the programme of study, intend to modify their degree curriculum by adding new courses in which they have never enrolled, must register as repeat students.

Registration as a repeat student will only be allowed if the degree programme is still active. and in any case within the final deadline for the submission of the degree curriculum, in compliance with the deadlines set by the respective Faculties.

STUDENTS WHO HAVE NOT COMPLETED UNIVERSITY EXAMS WITHIN THE SET TIME PERIOD (“FUORI CORSO” (SUPPLEMENTARY YEAR STUDENT))

Students who have been enrolled and have attended all the courses required for the entire study programme are enrolled as “fuori corso” (supplementary year) students until they obtain their academic title, except in the case of alternative provisions set by the individual educational systems.

ENROLMENT IN A PROGRAMME/REPEAT PROGRAMME YEAR SUBSEQUENT TO THE FIRST YEAR

*The enrolment procedure is digital. Students who wish to enrol as repeat students must submit the appropriate application form to the Student Centre of the relevant campus.*

Any student already registered with Università Cattolica and regularly enrolled must pay the first instalment proposing enrolment in the new academic year and can download the *General Regulations for the Determination of University Contributions*.

*In order to be enrolled in the following year, students must pay the first instalment: payment of the first instalment constitutes a definitive expression of willingness to enrol in the new academic year.*

*Updating of the computer database takes place as soon as the University receives news of the payment through the banking circuit. Therefore, it may take a few days after the payment before a student’s enrolment is registered for the academic year.*

*N.B. given that the payment of the first instalment immediately completes the registration process, it is non-refundable under any circumstances – (Article 4, paragraph 8, Title I “General Rules” of the Teaching Regulations of Università Cattolica and Article 27 of the Student Regulations, approved by Royal Decree 4 June 1938, No. 1269).*

Only one fulfilment remains to be met by students enrolled in degree programmes that are subject to income-dependant university contributions: they must present their income documentation using the online application on the student’s personal *iCatt* webpage, which is indicated in the *General Regulations for the Determination of University Contributions* in force and usually reported on the personal *iCatt* webpage. After this date, late payment is incurred for late delivery of administrative documents.

## SUSPENSION OF STUDIES

Students have the right to suspend the studies undertaken in the cases provided for in the current rules and regulations. At the end of the suspension, students can resume the interrupted programme of study provided that the programme itself is still active.

## TRANSFER AND WITHDRAWAL FROM STUDIES

Students have the right to transfer or withdraw from the studies undertaken with the obligation to pay any outstanding contributions at the time of submitting their application.

## DEGREE CURRICULUM

The deadline for students to submit their individual degree curriculum is set within the deadlines published on the website. For delays falling within seven days of the deadline, the degree curriculum may be submitted upon payment of the expected late payment fee (for the amount see “Secretariat Fees, Late Payments and Reimbursements of Miscellaneous Expenses” in the *General Regulations for the Determination of University Contributions*). In the event of a longer delay, an unmodifiable degree curriculum will be assigned.

## EXAMINATIONS

### General Rules

*Students are required to know the rules relating to the degree curriculum of their degree programme and are, therefore, responsible for cancellation of any exams taken in violation of said rules.*

In order to avoid the cancellation of exams taken, students are reminded that the prepared order of exams set between the individual years of a multi-year course or between the preparatory and the advanced or higher exam, is rigid and compulsory.

Any infringement of the exam provisions will result in the cancellation of the examination. The cancelled exam must be repeated.

The mark assigned by the examining committee, once recorded, cannot be subsequently modified: the mark is final, unless expressly waived by the student. A recorded examination with a pass mark cannot be repeated (pursuant to Art. 6 paragraph 6, Title I “General Rules” of the University Teaching Regulations). Students are only allowed to take the examinations if they have: a) presented their degree curriculum; b) paid the contributions; and c) registered for the exams in the manner indicated below.

### How to Register for Exams

Registration takes place online via the student's personal *iCatt* webpage and must be made no later than the fourth calendar day preceding the exam date.

*Simultaneous registration for the same exam on several exam dates is not allowed.*

A registration may be cancelled until the day before the first day of the exam date. Transferring the registration for an exam from one exam date to a later date can only take place once registration in the exam date one intends to abandon has been cancelled.

If the deadline for registering for an exam date has passed, it is no longer possible to cancel any registrations made and one must wait till the day after the expired exam date before registering for the next one.

**N.B.:** The following students will not be allowed to sit the exam:

- those who have failed to register for the exam date within the deadline;
- those who, despite registering for the exam date, did not sit the exam with a university badge and a valid identity document;
- those who have not regularised their administrative position.

### FINAL EXAM FOR THE AWARDING OF A DEGREE

The didactic system of each degree programme offers several possible ways to take the graduation exam. The competent teaching structure defines the method to be adopted for each programme of study (see in this regard the indications on the webpages of the University website and those contained in the Faculty Guide).

The procedure remains currently similar to that described for graduate degree programmes *with the following differences:*

1. it is a paper on a topic normally agreed with a lecturer of reference;
2. the commitment required for this paper is lower than that required for a traditional degree thesis (the commitment is proportional to the number of university credits attributed to the final exam in the educational system of one's degree programme). Consequently, the document will have a limited extension;
3. the subject title of the final paper must be obtained according to the procedures established by the Faculty Council (*direct assignment by the lecturer, acquisition through the thesis desk in one of the various forms available, or other*) in time for the development and completion of the paper within the deadline set for submitting an application to take the final exam for the awarding of the degree. This deadline will be published on the webpage of each Faculty for each reference session;



4. The application to take the final exam for the awarding of the degree must be submitted no less than 45 days from the beginning of the chosen session. The aforementioned application may be submitted provided that the outstanding number of exams and/or credits is not greater than that established by each Faculty;
5. the final paper, in pdf format, must be sent to the lecturer of reference via the personal *iCatt* webpage in the section “Online Secretariat – Final Exam – Send Final Exam” according to the methods and deadlines provided and published on the webpage of each Faculty. The deadline for uploading the document cannot be extended. The lecturer of reference may request a hard copy.

#### FINAL EXAM FOR THE AWARDING OF A GRADUATE DEGREE

The final exam for the awarding of the graduate degree involves the development and discussion of a written dissertation carried out on a subject previously agreed upon with the subject professor.

To be admitted to the final exam, students must fulfil the following requirements in order:

- a. choose and present a topic verifying the expected curricular/temporal requirements;
- b. submit the application for admission to the final exam by verifying the expected curricular/temporal requirements;
- c. deliver the final paper.

1. In order to present *the topic of their degree thesis*, students must respect:
  - the deadlines for submission;
  - the curricular requirements

The subject of the final exam must be related to a course included in the degree curriculum, and the title must be agreed with the lecturer of reference. To obtain approval for the subject, it is necessary to contact the lecturer, in the manner provided for by each Faculty. The subject must then be inserted into the personal *iCatt* webpage (Online Secretariat – Final Exam) within the deadline indicated in the section “Four-year and Graduate Degree Exam Dates” on the University Internet pages.

Any delay will result in the thesis being postponed to the next exam date.

2. In order to submit an *application for admission to the final examination*, the following must be complied with:
  - the deadlines for submission;
  - the curricular requirements

3. To submit *the application for admission to the final exam* it is necessary to follow the procedures provided for by each Faculty and published on their webpages.  
Any changes to the title of the final paper, approved by the lecturer, must be made at the time the application is submitted. The title that is submitted must, therefore, be definitive since no changes can be accepted.
4. Students will be invited to take the final exam exclusively through their personal *iCatt* webpage, in good time and certainly no later than the tenth day prior to the graduation date.

#### *Notes*

1. No graduating student may be admitted to the graduation exam if they have not complied with the deadline dates published on the webpage of each Faculty.
2. *Graduating students must have taken and recorded all exams at least one week before the start of the graduation session.*
3. Graduating students are obliged to promptly notify their thesis supervisor if, for any reason, they are unable to graduate on the exam date for which they have applied, and, in such cases, must subsequently resubmit a new application for admission to the graduation exam.  
This information must also be sent to the Student Centre, by filling in the appropriate “Information Request” form from the student’s personal *iCatt* webpage.

#### GRADUATION EXAMS RELATING TO PROGRAMMES PRIOR TO THE ENTRY INTO FORCE OF MINISTERIAL DECREE NO. 509 OF 3 NOVEMBER 1999

The procedure is substantially similar to that described for the final exam for the awarding of a graduate degree, unless different instructions are published in the Faculty Guide. For the graduation exams of the four-year/five-year programmes too, prior to the regulation referred to in Ministerial Decree 509/99, application for admission to the final exam may be submitted provided that the number of outstanding exams is not higher than that established by each Faculty.

#### LOSS OF STUDENT STATUS BY THOSE ENROLLED IN A STUDY PROGRAMME FOLLOWING THE UNIVERSITY REFORM PURSUANT TO MINISTERIAL DECREE 509/1999

Students who have not regularly enrolled for five consecutive academic years or students who, after the normal duration of their study programme, have not passed exams for five consecutive academic years, may not enrol in a new academic year and, therefore, **lose their student status**. The aforementioned provision does not apply to students who only have to take the graduation exam or who have obtained all the credits except those covered in the final exam.

Students who, despite having passed all the exams in their degree curriculum, have not renewed their enrolment for at least 5 consecutive academic years, are exclusively outstanding on their final paper or thesis, yet complete their studies within the academic year 2024/2025, are required to make, at the same time and no later than 31 December 2024, the following payments:

- the recognition contribution relating to 5 academic years regardless of the number of academic years of non-renewal;
- the first instalment to fully cover university tuition fees for the academic year 2024/2025 (thus exempting the second and third instalments).

They are also required to pay the graduation fee for the exam date of the relevant graduation session.

#### LOSS OF STUDENT STATUS BY THOSE ENROLLED IN A STUDY PROGRAMME PRIOR TO THE UNIVERSITY REFORM PURSUANT TO MINISTERIAL DECREE 509/1999

Students who have not taken exams for eight consecutive years may not enrol in a new academic year and, therefore, **lose their student status**. The aforementioned provision does not apply to students who only have to take the graduation exam or who have completed all the exams except those covered in the final exam.

Students who, despite having passed all the exams in their degree curriculum, have not renewed their enrolment for at least 8 consecutive academic years, are exclusively outstanding on their thesis, yet complete their studies within the academic year 2024/2025, are required to make, at the same time and no later than 31 December 2024, the following payments:

- the recognition contribution relating to 8 academic years regardless of the number of academic years of non-renewal;
- the first instalment to fully cover university tuition fees for the academic year 2024/2025 (thus exempting the second and third instalments).

They are also required to pay the graduation fee for the exam date of the relevant graduation session.

## WITHDRAWAL FROM STUDIES

Students have the right **to withdraw from the studies undertaken** with the obligation to pay any outstanding contributions at the time of submitting their application for withdrawal from studies. This is done by printing the withdrawal application from their personal *iCatt* webpage in duplicate, affixing the stamp mark according to the current value and submitting the application for withdrawal to the Student Centre of the relevant campus, the registration booklet (if received) and the badge (in the case of a Carta Ateneo + provided that the banking services have not been activated).

Their withdrawal must be written in a clear and explicit way, without affixing any conditions, terms and clauses that limit its effectiveness. Those who have withdrawn from their studies, upon request, may be issued certificates relating to the academic career previously pursued under conditions of administrative regularity.

## TRANSFER TO ANOTHER DEGREE PROGRAMME

Regularly enrolled students who intend to transfer to another degree programme within the same or another Faculty of Università Cattolica must use the online procedure on their personal *iCatt* webpage.

**The students concerned are also** invited to consult the notices published on the University website to check the deadlines for uploading the necessary documentation on the *Registration Portal*.

## TRANSFERS

### Transfers to another University

The regularly enrolled student can transfer to another University, **after consulting its study regulations, from 15 July to 31 October of each year (unless the final deadline in the provisions of the destination University is before 31 October), by submitting a specific application to the Student Centre.**

**Students who request a transfer to another University beyond the deadline set by the regulations and certainly no later than 31 December** are required to pay an operational contribution directly proportional to the delay in submitting the application. However, the transfer cannot take place without authorisation from the University of destination.

In order to obtain the transfer, the student must follow the procedures and not have outstanding university contributions at the time of submitting their application.

*As from the date of submission of the transfer application, no further examination shall be allowed.* Any exams taken and not yet recorded on the aforementioned date will not enter the student's career record.

Students who obtain authorisation to return to Università Cattolica are admitted to the programme year corresponding to the exams passed, regardless of the registration previously obtained. They will also be required to pass any additional supplementary tests deemed necessary by the competent Faculty Council to bring them in line with the students of Università Cattolica.

### Transfers from another University

Students already enrolled at another University who intend to enrol at Università Cattolica are required to use the *Registration Portal*. The students concerned are also invited to consult the University website to check how and when to submit the necessary documentation.

Students are, in any case, required to submit a transfer request to the University of origin.

### REGISTRATION “EX NOVO” WITH ANY SHORTENED COURSE (CAREER RECOVERY)

Students who withdrew from their studies or who lost their student status prior to 1 November 1999, and students who incurred cessation of their student status, may request to enrol “ex novo” in the study programmes provided for by the new regulations.

The competent teaching structures establish which credits acquired in the previous university career may be recognised.

### *Single Course Enrolment*

Pursuant to Art. 11 of the University Teaching Regulations and subject to authorisation from the competent teaching structure, the following students may register for individual courses and take the exams for these courses on the exam dates of their respective academic year of attendance:

- a. students enrolled in other universities authorised by the University to which they belong and, if foreign citizens, in compliance with current legislation and procedures;
- b. graduates interested in completing the training curriculum followed;
- c. other interested parties, previously authorised by the Council of the competent teaching structure, provided that they hold the necessary qualifications for enrolment in the study programme to which the individual courses refer.

A tuition fee plus a contribution is due for each course (see *General Regulations for the Determination of University Contributions*).

The students mentioned above can enrol in individual courses corresponding to a number of university credits established by the Council of the competent teaching structure and, as a rule, no more than 30 per academic year, for no more than two academic years; any exceptions will be considered, upon motivated request, by the Council of the competent teaching structure.

*The application for registration may be submitted, only once per academic year and with reference to courses belonging to (or shared with) the same Faculty, to the Student Centre within the following dates: if one or more courses begin/s in the first semester, by 4 October 2024; if the course or courses of interest begin/s in the second semester, by 7 February 2025.*

## **NOTES REGARDING SECRETARIAL DUTIES**

Unless otherwise stipulated, students are reminded that, in order to protect personal data, *they must present themselves in person* at the relevant offices to carry out any administrative procedures.

Please note that some administrative procedures may be done online on the student's personal *iCatt* webpage.

Students are recommended not to wait until the last days before the deadlines to complete the procedures for the various requirements.

## **STUDENT CENTRE OPENING HOURS**

The Student Centre is open to the public on weekdays (Saturdays excluded) according to the times indicated on the website ([www.unicatt.it](http://www.unicatt.it)).

The Student Centre will be closed on the feast of the Sacred Heart, from 24 to 31 December, for two consecutive weeks in August, and on Good Friday. Students will be advised of any additional closure days with appropriate notice via notices on the website.

## **STUDENT CONTACT FOR MISCELLANEOUS COMMUNICATIONS**

It is essential that both the residence and contact details, in case of subsequent changes, be updated promptly: this update must be carried out directly by the student online using the appropriate function via their personal *iCatt* webpage.

## CERTIFICATES

Certificates relating to students' academic careers are normally issued on request, except in the cases indicated by current legislation in which the exemption or substitute declaration of certification (self-certification) is expressly provided for.

Via the self-service, students can produce certificates digital format (pdf) and in signed digital format.

## ISSUANCE OF DEGREE CERTIFICATES AND REQUESTED DUPLICATES

To receive the original degree certificate, students must follow the instructions contained in the invitation letter to the graduation exam.

Should the original degree certificate be lost, the interested party may – by way of a specific application, subject to stamp duty and accompanied by the documents proving the loss (a competent judicial authority report) – request from the Rector a duplicate of the certificate after paying the associated issuance fee.

The original certificates are delivered to the interested party to the address on the records held in administration at the time of applying for the graduation examination.

## UNIVERSITY CONTRIBUTIONS

Information on university contributions as well as financial benefits can be consulted through the website of Università Cattolica and from the student's personal *iCatt* webpage.

Students who are not in good standing with the payment of contributions and with the prescribed documents cannot:

- be enrolled in any course year, either as a repeat or “fuori corso” (supplementary year) student;
- be admitted to examinations;
- obtain transfer to another degree/diploma programme;
- transfer to another university;
- obtain registration certificates;
- withdraw from the study programme in which they are enrolled.

Students who resume their studies after having interrupted them without a formal withdrawal, or having suspended them for one or more academic years are required to pay the contributions of the academic year in which they resume their studies, while for the years related to the period of interruption or

suspension, they need only pay a recognition fee. Students who, on resuming their studies at the beginning of the academic year, ask to be able to take exams during the extraordinary session between January and April, normally scheduled for those who attended the previous academic year, are also required to pay an additional contribution.

As a rule, payment of all instalments must be made via the student's personal *iCatt* webpage (approximately 20 days before the instalment deadline).

*Students who enrol in the first year of a programme or who enrol in admission tests to degree programmes will have to make the payment from the Registration Portal; moreover, solely in these cases, it is also possible to pay the first instalment and the contribution of the admission test by credit card via the website of Università Cattolica.*

*Bank transfer is not allowed as a means of payment.*

Already registered students will have to access their personal *iCatt* webpage to pay the first and subsequent instalments.

Arrears are due for late payment of university contributions to the extent annually established in the General Regulations for the Determination of University Contributions.

For the purposes of any future feedback, students should retain all receipts of payments made until the end of their studies.

## **RULES OF CONDUCT**

According to the provisions of the University regulations and the Code of Ethics of Università Cattolica, students are required to conduct themselves in a manner that is not detrimental to dignity and honour and does not conflict with the spirit of Università Cattolica.

In case of non-compliance, the University regulations provide for the possibility of disciplinary sanctions of various entities in relation to the seriousness of the infractions (see Art. 18 bis - *Disciplinary Powers Regarding Students*, Title I "General Rules" of the University Teaching Regulations).

The possible imposition of sanctions is ordered by the competent academic bodies on the basis of procedures that ensure the right of defence of the interested parties in keeping with the general principles in force in this matter.



## **RULES FOR MAINTAINING SAFETY AT THE UNIVERSITY: SAFETY, HEALTH AND THE ENVIRONMENT**

With regard to Safety, Health and the Environment, Università Cattolica del Sacro Cuore has as its strategic objective the protection of employees, lecturers and non-lecturers, researchers, doctoral students, trainees, scholarship holders, students and visitors, as well as the protection of the environments and assets used for the performance of its institutional activities in accordance with the provisions of its mission.

The task of all, lecturers, students and administrative staff, is to collaborate in the pursuit of the aforementioned objective, constantly verifying that the conditions necessary for the maintenance of health and safety in the workplace are met and that the procedures are known and constantly applied; alternatively, it is the task of everyone to report potentially dangerous situations, collaborating with the services responsible for the continuous improvement of the practices and procedures for carrying out institutional activities.

Students can also contribute to the improvement of safety (in compliance with current regulations) by conducting themselves in the following way:

- a. observing the provisions and instructions given for the purposes of collective and individual protection;
- b. using machinery, equipment, tools, substances and safety devices correctly;
- c. using protective equipment made available to them in an appropriate manner;
- d. immediately notifying the personnel in charge of any defects in vehicles and/or devices, as well as any other dangerous conditions of which they become aware, making direct efforts in an emergency, within the scope of their competences and possibilities, to eliminate or reduce these defects or dangers;
- e. not removing or modifying any safety, warning or monitoring devices without authorisation;
- f. not carrying out on their own initiative any operations or manoeuvres that are not within their competence or that may compromise their own or other people's safety;
- g. undergoing any required health checks for the tasks identified by the competent doctor in the health plan;
- h. contributing to the fulfilment of all the obligations imposed by the competent authority or, in any case, necessary to protect safety and health at the University;
- i. avoiding behaviour that is dangerous to oneself and others.

Some examples to help maintain safety conditions:

- in corridors, staircases and hallways do not run;  
do not deposit items that may obstruct the passage;  
leave the passageways and emergency exits free;
- in institutes/departments, in laboratories and in the library scrupulously follow the indications of the staff in charge;  
before using any appliance, equipment or other device, read the rules of use, instructions and safety directives;  
do not use one's own equipment without specific authorisation from the personnel in charge;  
do not carry out different activities to those that are educational or authorised;
- in the places indicated do not smoke or light uncovered flames;  
do not access those places with a no entry sign;
- in case of emergency remain calm;  
report the ongoing emergency immediately to the staff present and/or on the phone numbers indicated;  
use the firefighting safety equipment to extinguish a fire only if reasonably confident to do so (small fires) and ensure to always have a feasible and safe escape route;

- **in case of evacuation (announced via a broadcast audio message or by a continuous, uninterrupted sound of the end-of-lecture bell)**

follow the instructions provided by the emergency team personnel;

do not use the lifts;

get to open-air places as soon as possible following the displayed signage;

go to the nearest meeting point (indicated in the charts displayed in the building);

verify that all persons who were present have been able to reach a place of safety;

report the case of a possible missing person to the emergency team personnel.

### *During an earthquake*

- Take cover under a desk;
- shelter under the jamb of a door;
- stay away from bookshelves or furniture that may fall on you;
- stay away from windows or glass doors;
- stay inside the room until the shock wave has passed;
- if you are outdoors, get away from buildings, trees and power lines.

## **PEOPLE UNABLE TO LEAVE THE BUILDING OR IN DIFFICULTY DURING THE EMERGENCY**

Make sure that everyone has correctly received the evacuation message and is aware of what is happening; accompany, or have accompanied, people with reduced motor or sensory abilities outside the building; if it is not possible to reach the outside of the building, transport them, while waiting for help, to a suitable place (*quiet space or safe place*), indicated on the emergency charts, or to locations not directly affected by the current emergency; report to the following EMERGENCY NUMBER:

111 (internal telephone)

0372499111 (external telephone)

and/or to the emergency manager of the meeting point the presence of people with particular difficulties, or if it has not been possible to reach the meeting point, report their location or presence inside the building.

## **RESTRICTIONS**

The smoking ban applies in all offices of Università Cattolica del Sacro Cuore, within the limits and in the manner established by the relevant legislation.

## **STUDENT COLLABORATION**

If you have initiated a collaboration contract with the University, carry out the online safety training using the credentials you were provided with, take care of your safety and that of the other people present in the workplace, and always follow the instructions received from your activity points of reference.

If you think you have any health problems that may also be indirectly caused by the work activity you are carrying out, ask to arrange a meeting with the competent university doctor.

## **COVID-19 PREVENTION MEASURES**

Please see any notices published on the University website

## **EMERGENCY**

The emergency plan of Università Cattolica del Sacro Cuore for the Rome campus envisages the activation and intervention of the Fire Safety Unit of the Fondazione Policlinico Agostino Gemelli which, operating 24 hours a day even

on public holidays, is in charge, in case of need, of circumscribing a negative event by coordinating interventions (fire, flooding, gas leaks, resolution of dangers caused by accidental breakages of any kind). Anyone who notices an anomalous situation that could lead to an emergency, a fire outbreak, or another dangerous situation, is required to alert the Emergency Management Centre, using the telephone number dedicated to the emergency (internal telephone number 4000 or by dialling 06-30154000 from any other telephone), giving details, their position, the type of danger or emergency already underway, the number of people involved, and an estimate of the seriousness of the situation. The person reporting the emergency must not close the communication until authorised to do so by the operator of the Emergency Management Centre. All students must comply with the instructions given by the emergency coordinator. Plans showing escape routes in the event of an emergency and the rules of behaviour to be adopted are posted in all common transit areas.

## **ACCIDENTS AT WORK**

In the event of an illness or accident that requires urgent medical attention, dial 5555 (Medical emergency).

Students who suffer an accident on the Rome campus of the Università Cattolica del Sacro Cuore are required to notify the person in charge and to go to the Emergency Room to seek medical assistance from the SSN doctor they trust, should they require treatment. For minor medication, the injured person may use the first-aid kits available in the various offices.

In any case, the injured person must comply with the accident management procedure in force in our organisation<sup>1</sup>.

Given the specific nature of the injury and its possible repercussions, the way in which post-exposure injuries are managed requires the use of different resources and methods than in the case of injuries in general; in this case, therefore, the student must follow the Operational Instruction issued by the Fondazione Policlinico Gemelli.

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<sup>1</sup> Procedure of the Università Cattolica del Sacro Cuore – Rome campus entitled: "Gestione infortuni" ("Accident Management"); Operating Instructions of the Fondazione Policlinico Universitario Agostino Gemelli entitled: "Gestione post-esposizione occupazionale a materiale biologico" ("Management after occupational exposure to biological material").

## **ASSAULT OR THEFT**

Following an assault or theft, the useful number for such emergencies is 06/30153373 Vigilance and Access Control Services (security guard).

## **REFERENCE UCSC SERVICES AND THEIR PHONES**

Health Emergency	06/3015555
Emergency Management Centre	06/30154000
University Prevention and Protection Service	06/30154256/5809
Fire safety unit	06/30155311/4683
Surveillance and Access Control Service	06/30153373
Management and maintenance	06/30155000
First Aid	06/30154030/4031/4034
Health physics	06/30154997/4772

## **SINGLE EMERGENCY NUMBER FOR EXTERNAL ASSISTANCE: 112**

### **IMPORTANT!**

**After calling the single emergency number, you must also inform the internal emergency service by calling 4000 to coordinate assistance.**

## **UNIVERSITY STAFF**

The staff of Università Cattolica are at the service of the students and users of the University. The staff is committed to ensuring the best conditions so that all users can take advantage of the services and facilities of the University in the most profitable way.

The Secretarial, Library and Logistics staff, in exercising their duties within the University premises, are authorised to enforce the provisions underlying the use of university spaces and facilities.

According to Art. 47 of Royal Decree 1269/1938, all personnel – and in particular the Supervisory, Janitorial and Concierge employees – may act to prevent and inhibit any disturbance of the University's internal order. In exercising such actions, they draw up a report that also has external relevance and can be equated to the reports drawn up by officers and agents of the Police Force.

## **RULES GUARANTEEING THE FUNCTIONING OF ESSENTIAL SERVICES**

*(Rules governing the exercising of rights to strike in an essential public service and the protection of constitutionally protected personal rights – Laws no. 146/1990, no. 83/2000 and subsequent amendments and additions)*

Within the context of a university's educational essential services, the continuity of the following essential services must be guaranteed to ensure respect for the constitutionally protected values and rights:

- registration for and enrolment in university programmes;
- final exams, graduation and state exams;
- final exams of the annual and/or semi-annual educational cycles;
- certification for participation in competitions in cases of documented urgency due to the expiry of deadlines.

## ONLINE SERVICES

### ***Student's personal online page (iCatt)***

The student has a personal *iCatt* web page which provides access to administrative services and information about courses (e.g. timetables, exam sessions, announcements etc.). Through *iCatt* web page the student can:

- submit the study plan
- apply for exams
- monitor already taken exams and outstanding exams
- update income and tax information.

Moreover, the *iCatt* homepage will show communications from the Student Services via an online notice board.

The student can access *iCatt* by logging on <http://icatt.unicatt.it> with his/her personal login and password.

The student can send an e-mail to [gestione.iam@unicatt.it](mailto:gestione.iam@unicatt.it) to receive technical assistance on the access and use of *iCatt*.

### ***Teacher's personal page***

The student can find information about teachers' e-mail, office hours, courses provided and course programs on the teacher's personal page, available on the University website <http://docenti.unicatt.it>

### ***Blackboard***

Blackboard is a platform accessible at <http://blackboard.unicatt.it>. It is not only a download area of course support materials (slide lessons, exercises, exam topics, ...) but a real online interaction room for students and teachers.

The student can access Blackboard courses directly from his/her *iCatt* page.

For more information or questions related to registration to Blackboard, the student can refer to the Help section on the I-Catt page or send an e-mail to [support.blackboard@unicatt.it](mailto:support.blackboard@unicatt.it)



## STUDENT SERVICES AND CONTACT DETAILS

Information about the following services can be found online at <http://roma.unicatt.it>:

- Library: [biblioteca-rm@unicatt.it](mailto:biblioteca-rm@unicatt.it); [documenti.delivery-rm@unicatt.it](mailto:documenti.delivery-rm@unicatt.it); tel. 06/30154264 - 4339;
- Advising and Tutoring: [tutordigruppo-rm@unicatt.it](mailto:tutordigruppo-rm@unicatt.it); tel. 06/30154750;
- Internships and Placement Service: [stage.placement-rm@unicatt.it](mailto:stage.placement-rm@unicatt.it); tel. 06/30154480;
- Global Engagement and International Education (international student mobility programmes) [ucsc.international-rm@unicatt.it](mailto:ucsc.international-rm@unicatt.it); tel. 06/30155819;
- ILAB – Centre for innovation and development of university teaching and technologies (ICT courses and Blackboard): <http://blackboard.unicatt.it>;
- SeLdA – University Language Service
- Services for inclusion, aimed at students with disabilities, with specific learning disabilities (SLD), as well as with special educational needs (SEN) (at the Student Services Centre – *Polo Studenti*): [servizi.inclusione-rm@unicatt.it](mailto:servizi.inclusione-rm@unicatt.it); [servizi.dsabes-rm@unicatt.it](mailto:servizi.dsabes-rm@unicatt.it);
- Public Relations Office: [rapporti.pubblico-rm@unicatt.it](mailto:rapporti.pubblico-rm@unicatt.it);
- EDUCatt – Università Cattolica del Sacro Cuore Organisation for the right to academic education (health service, student cafeterias, housing solutions, book loans) [info.rm.dsu@edu-catt.it](mailto:info.rm.dsu@edu-catt.it); tel. 06/3050120;
- Pastoral Centre: [centro.pastorale-rm@unicatt.it](mailto:centro.pastorale-rm@unicatt.it); tel. 0630154258;
- On-campus Student Work: [collaborazione.studenti-rm@unicatt.it](mailto:collaborazione.studenti-rm@unicatt.it);
- Cultural and Recreational Activities;
- Psychological Counselling Service;
- Youth Health - Front Office.

## GENERAL INFORMATION

### ***Office hours***

Student-teacher meetings are an important exchange opportunity between teachers and students outside the classroom to clarify doubts about the classes and to ask for advice on how to best deal with challenges that the student may encounter. A meeting can be scheduled throughout the academic year according to the instructions on the instructor's personal pages.

### ***Covid-19 emergency***

The information contained in this Guide are referred to ordinary university activity, with physical attendance. If – in connection with the containment of the Covid-19 health emergency - activities and services cannot be provided in full or in part, the University will implement measures and tools (blended teaching, interaction with teachers and tutors remotely through the Blackboard platform and other applications, etc.) to avoid their disruption. All the necessary information will be provided to students through notices on the *iCatt* personal page and on the University's website.



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UNIVERSITÀ  
CATTOLICA  
del Sacro Cuore

[www.unicatt.it](http://www.unicatt.it)

**Roma**  
Largo F. Vito, 1