Module : 205	Advanced Core Management and Health Policy Sciences
Coordinator	Odessa Dariel, Lecturer in the Institute of Management EHESP School of Public Health Odessa.petitditdariel@ehesp.fr
Dates	8 September – 6 October 2017
ECTS	3 ECTS
Duration	5 days of 6 hours = 30 hours
Location	Room : Amphitheater, EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
Description	The module builds upon basic understanding of health care systems and policies and introduces the students to more advanced concepts with key relevance to current issues in health policy worldwide. A focus will be on the implementation of policy and the role of management, stakeholders and external forces. The module is intended to provide the students with the basic skills to evaluate policy and make recommendations to clients and policy makers.
Prerequisites	None
Course learning objectives	At the end of the module, the students should be able to: 1. Describe, analyze and compare key processes and concepts in health policy implementation 2. Identify relationships between stakeholders 3. Challenge the *status quo* and propose policy options
Structure	Details of the sessions: *1.* Introduction to the course – Odessa Dariel *2.* A typology of health systems – Pascal Garel *3.* Managing organizations & organizational theory in health care – Amel Fakda *4.* Payment Policy and DRGs-Wilm Quentin *5.* Primary care policy – Asalee team *6.* Long term care Policy-Derek King *7.* Politics of healthcare – Michael Sparer
Resources	See specific readings for each session.
Course requirements	• **Students are expected to attend all 5 sessions** (morning and afternoon). There will be an attendance sheet for each class. Many lecturers will be coming from outside of Paris and will have made significant efforts to be present. If students are unable to make it to class they must send an email to the module coordinator explaining their absence. • **Tardiness will not be tolerated**. Doors will close 10 minutes after the start of class and late arrivals will not be able to enter. • It is expected that students will **read all assigned readings** prior to each class and will actively participate during class discussions. • **Laptops will be accepted for class-related activities** but will not be tolerated for accessing social media pages or other non-academic pages during class. If you are found using your laptop or tablet for anything other than class-related work, you will no longer be authorized to bring it to class.
Assignment & Grading	Each student will write a report on the implementation of a policy on a particular subject. Policy assignment : 50% Final exam: 50%
Course policy	**Attendance & punctuality** Regular and punctual class attendance is a prerequisite for receiving credit in a course. Students are expected to attend classes and attendance will be taken at each class.

	The obligations of attendance and punctuality cover every aspect of the course: - lectures, conferences, group projects, assessments, examinations, as described in EHESP Academic Regulations http://mph.ehesp.fr EHESP Academic Regulation Article. 3). If students are not able to make it to class, they are required to send an email to the instructor and to the MPH program coordinating team explaining their absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel. Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts and assignments. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class. **Lateness**: Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See http://mph.ehesp.fr EHESP Academic Regulation Article. 3 Attendance & Punctuality) **Maximum absences authorized & penalty otherwise** Above 20% of absences will be designated a fail for a given class. The students will be entitled to be reassessed in any failed component(s). If they undertake a reassessment or they retake a module this means that they cannot obtain more than the minimum pass mark (i.e. 10 out of 20) **Exceptional circumstances** Absence from any examination or test, or late submission of assignments due to physical or mental illness, or exceptional personal reasons must be justified; otherwise, students will be penalized, as above mentioned. Students must directly notify their professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting the student's justification, the professor or the MPH academic secretariat has the right to request either a certificate from the attending physician or from a psychologist, or from any other relevant person (See http://mph.ehesp.fr EHESP Academic Regulation Article 4 Examinations). **Courtesy**: All cell phones/pages MUST be turned off during class time. Students are required to conduct themselves according to professional standards, eating during class time is not permitted during class time, such as course or group work.
Valuing diversity	Diversity enriches learning. It requires an atmosphere of inclusion and tolerance, which often challenges our own closely-held ideas, as well as our personal comfort zones. The result, however, can be the creation of a sense of community and the promotion of excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position.
Course evaluation	EHESP requests that you complete a course evaluation at the end of the school year. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

Session 1	Module 205 – Advanced Core curriculum, Management and health policy sciences
Session Title	Introduction to the module
Speakers	Odessa Dariel
Session Outline	Introduction to the module and the expected assignment
Learning Objectives	The student will know what to expect over the next 5 weeks
Duration	3 hours
Dates	Friday Sep 08, 2017; 9h-12h
Training methods	Lecture
Reading	Jonathan Weiner, Eugene Bardach : Health Policy analysis checklist Bardach, E : The eight-fold path Shortell, S. M., & Kaluzny, A. D. (2000). Health care management: organization, design, and behavior. Cengage Learning.

Validation	1.Final exam (50% of grade) consisting of MCQ and short answer questions
	
	2. Policy assignment (50% of grade) to be turned in at the end of the module.
	
	The assignment is as follows:
	1. Choose a topic
	2. Choose a country
	3. Write a short report that addresses:
	   o what is currently being done to address the problem: policies already in place
	   o whether and to what extent these policies have been successful and why/why not
	   o the stakeholders and their interests and power
	   o suggest additional policies that could be implemented
	   o Focus on **how** they could be implemented to achieve a better outcome (consider the management role in applying policies in practice)
	
	The report should not be more than 5 pages and you can choose any model as a guideline (ex. Bardach eight-fold path, Five-E approach or other generic model)

Session 2	Module 205 – Advanced Core curriculum, Management and health policy sciences
Session Title	An introduction to and typology of healthcare systems
Speaker	Pascal Garel

Session Outline	• What is a health system?
	• What is the role of government in relation to the health system?
	   o What is government?
	   o Impact of the political system (institutions)
	• Government vs. governance
	   o Decentralization
	   o New public management
	   o Markets and the private sector
	   o Good governance

Learning Objectives	• Describe and analyze the concepts presented

	• Critically appraise their potential and limitations • Apply them to a given health problem and/or a given system
Duration	3 hours
Dates	Friday Sep 08, 2017; 13h-16h
Training methods	Lecture with plenary discussions
Reading	Ricketts, TC. Health Reform. Chapter 6, from Fried and Gaydos. World Health Systems 2nd Edition, 2012.
Validation	Final examination at the end of the module

Session 4	Module 205 – Advanced Core curriculum, Management and health policy sciences;
Session Title	Health systems and payment policies
Speaker	Wilm Quentin (wilm.quentin@tu-berlin.de) Senior research fellow in the Department of Health Care Management at the Berlin University of Technology and a research fellow of the European Observatory on Health Systems and Policies, in Germany
Session Outline	• The session will introduce alternative ways for paying providers and the incentives of different systems • It will introduce a framework that allows to systematically analyze the advantages and problems of different payment systems • Students will learn to use the framework by applying it to a payment system in one of their countries.
Learning Objectives	• The student will understand the incentives of different payment systems and be able to analyze payment systems for different providers and in different countries.
Duration	3 hours
Dates	Friday Sep 15, 2017
Training methods	Lecture, small group discussions and group presentations
Reading	Ellis, R. P. & Miller, M. M. 2009. Provider Payment Methods and Incentives. In: CARRIN, G. (ed.) H systems policy, finance, and organization. Amsterdam: Elsevier Academic Press: Quinn K: The 8 basic payment methods in health care. Ann Intern Med 2015, 163(4):300-306. Quentin, W., D. Scheller-Kreinsen, M. Blumel, A. Geissler and R. Busse (2013). "Hospital payment based on diagnosis-related groups differs in Europe and holds lessons for the United States." Heal (Millwood) 32(4): 713-723.
Validation	Final examination at the end of the module

Session 3	Module 205 – Advanced Core curriculum, Management and health policy sciences
Session Title	Managing organizations & organizational theory in health care (logic models)
Speaker	Amal Fakha

Session Outline	**Part 1**: Understanding management of healthcare organizations (4hrs) a) needs, definition, and functions b) organizational structures and models c) manager's competencies and leadership styles d) management tools and trends **Part 2**: Developing & implementing health policies in healthcare settings (2hrs) a) definition and purpose of healthcare policies b) planning essentials and formulation of policies c) implementation methods and focus on challenges & barriers
Learning Objectives	1. Understand the role & importance of management in healthcare settings 2. Describe the different organizational models usages & applications 3. Define the various leadership styles and the functions of a manager 4. Explain best practice management trends & tools and its utilization within a healthcare organization 5. Acquire an overall comprehension of healthcare policy planning and development 6. Discuss the key healthcare policy implementation challenges & solutions
Duration	6 hours
Dates	Friday Sep 15, 2017
Training methods	Lecture with group discussions
Reading	To be announced
Validation	Final examination at the end of the module

Session 5	Module 205 – Advanced Core curriculum, Management and health policy sciences
Session Title	The ASALEE protocol : from policy to practice in primary care
Speaker	September 15: Debbie Loughran, APN, ASALEE team member Dr. Patrick Bastien, ASALEE team member September 29: Amaury Derville, Managing Director of ASALEE Yann Borgueil, Research director at IRDES
Session Outline	• Introduction: context leading to the ASALEE protocol • What is the ASALEE protocol? • ASALEE as viewed from the different actors (RNs, MDs, patients) • Strengths & weaknesses of the protocol • Measuring the impact of ASALEE • The future of ASALEE
Learning Objectives	• To describe the construction of the ASALEE project. • To describe briefly the protocols within the project • To have a brief understanding of ETP(health promotion) • To discuss the strengths and weaknesses of the project
Duration	6 hours
Dates	Friday Sep 15 & 29, 2017

Training methods	Lecture with group discussions
Reading	http://circulaire.legifrance.gouv.fr/pdf/2015/05/cir_39573.pdf http://www.iledefrance.paps.sante.fr/fileadmin/ILE-DE-FRANCE/PAPS/protocole_autorise/Medecine_generale/ASALEE/Protocole_version2014.pdf
Validation	Final examination at the end of the module

Session 8	Module 205 – Advanced Core curriculum, Management and health policy sciences;
Session Title	Long Term Care and its place in the politics of health
Speaker	Derek King Personal Social Services Research Unit LSE Health and Social Care London School of Economics and Political Science
Session Outline	• This session will allow the student to understand the special place policy makers and practitioners have given to Long Term care
Learning Objectives	• The understand the contexts and processes of long term care • To recognize the stakeholders in the debate over the role of long ter care in healthcare delivery and costs control
Duration	3 hours
Dates	Friday Sep 29, 2016
Training methods	Lecture with small group discussions and plenary sessions
Reading	To be announced
Validation	Final examination at the end of the module

Session 9 & 10	Module 205 – Advanced Core curriculum, Management and health policy sciences;
Session Title	The politics of healthcare
Speaker	Micheal S. Sparer, PhD, JD Chair and Professor Health Policy and Management Mailman School of Public Health Columbia University
Session Outline	• The role of government in healthcare • The cost of healthcare • The relationship between government and markets • Interest group politics • Cultural influence on relationship with government intervention
Learning Objectives	• To understand the politics behind healthcare policy-making • Recognize the influence of culture on political implication in healthcare
Duration	6 hours

Dates	Friday October 6, 2016
Training methods	Lecture with small group discussions and plenary sessions
Reading	Sparer, M. S. (1999). Myths and Misunderstandings Health Policy, the Devolution Revolution, and the Push for Privatization. American Behavioral Scientist, 43(1), 138-154. Sparer, M. S. (2015). Medicaid at 50: Remarkable growth fueled by unexpected politics. Health Affairs, 34(7), 1084-1091. Isett, K. R., Glied, S. A., Sparer, M. S., & Brown, L. D. (2013). When change becomes transformation: A case study of change management in Medicaid offices in New York City. Public Management Review, 15(1), 1-17.
Validation	Final examination at the end of the Module