**Syllabus–Management and Health Policy Sciences (MPHS)**
**Modules 108, 109 and 110**

| Modules: 108, 109 & 110 | Introduction to Management and Health Policy Sciences |
|---|---|
| **Coordinator** | Dr. Suzanne Babich<br>Associate Dean of Global Health and Professor<br>Department of Health Policy and Management<br>Richard M. Fairbanks School of Public Health<br>Indiana University-Purdue University Indianapolis, USA<br>babichsue@gmail.com<br>+1 919-360-8717 (cell phone)<br>Skype: suzanne.babich1 |
| **Dates** | October 24, 25, 27 and 30 & 31 2017<br>January 16, 17, 19 and 23, 24 & 26 2018<br>March 13, 14, 16 and 20, 21 & 23 2018 |
| **Credits/ECTS** | 10,5 ECTS |
| **Location** | Room : Grande Salle, EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS |
| **Description** | This set of modules is designed to provide students with an introduction to the structures, systems, and policies of health care delivery around the world.  The goal is to increase students' knowledge and abilities to analyze and address health care issues from both management and policy perspectives.  The major structural/system issues include the "big three," access, quality, and financing, which includes forms of social insurance and private insurance.  Other system topics include the uninsured, health care professions, hospitals, long-term care, mental health, pharmaceuticals, and technology.  The course prepares learners to confront the underlying values and ethics that drive the politics of health care systems and to understand and apply basic concepts in communication, policy analysis and advocacy in practice settings.  The course concludes with a discussion of the future of health care around the world.<br><br>The curriculum addresses core competencies in health policy and management and global health as described by the Association of Schools of Public Health (http://www.asph.org/document.cfm?page=1083#Global ).The curriculum also incorporates elements of cross-cutting competencies related to communication and informatics, diversity and culture, leadership, program planning and systems thinking. |
| **Prerequisites** | None |
| **Course learning objectives** | At the end of the module, the students should be able to:<br>• Distinguish among various health care payers, providers, organizations and functions<br>• Understand past, current, and emerging key issues in health care financing, insurance, delivery, organization, policy, administration, access, and quality in selected countries<br>• Apply knowledge of these issues to administrative decision-making and policy development, and do so with a grounding in public health ethics<br>• Compare and evaluate the impact of programs and policies on the health of individuals and populations<br>• Explore and analyze an important public health issue and recommend a realistic approach to addressing the issue<br>• Achieve the previous objective by working effectively in a team of fellow students<br>• Cogently discuss and debate complex, current and future public health and health services issues |
| **Structure** | Content is arranged in modules distributed over three weeks. In mid-December, a special integrative activity provides students with an opportunity to synthesize and apply content gained across multiple disciplines in a highly interactive, applied exercise. |

| | |
|---|---|
| | Modules are designed to be highly interactive, encouraging critical thinking, debate and reflection. Material in each module builds sequentially on the module before it, reinforcing key concepts. At times, the schedule for sessions within modules may be modified to take advantage of the availability of a guest lecturer, field-based activity or other rich learning opportunity that may arise.<br><br>Module 108: Oct. 24-31<br>Module 109: Jan. 16-26<br>Module 110: Mar. 13-23 |
| **Resources** | *Textbook :*<br>No textbook is required. Timely and relevant articles will be assigned to supplement in-class lectures, activities and discussions.<br><br>Recommended (not required):<br>Roberts, Hsiao, Berman and Reich. Getting Health Reform Right : A Guide to Improving Performance and Equity. Oxford University Press. 2008.<br>Deborah Stone. Policy Paradox: The Art of Political Decision Making. Third Edition. WW Norton & Co. 2011.<br>Eugene Bardach. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. Fourth Edition. CQ Press. 2011.<br><br>*Website :*<br>*Course materials can be found online on the program's REAL website.*<br><br>*Readings :* See links posted on REAL for each session. |
| **Course requirement** | *Group Poster/Policy Brief Projects:* Students work in assigned groups for the purpose of completing this important part of the course. Each group is assigned a country and a broad topic such as long-term care, mental health services, children's health (e.g., France – Mental Health Care). Groups may address the entire broad topic but will probably find it more manageable to focus on a specific, significant element of the topic, with instructor approval. Time is set aside during one or more class periods for groups to meet to identify the specific focus of their poster and brief. Each group prepares a brief oral presentation for delivery in class in March and a policy brief of no more than 10-15 pages (the shorter the better).<br><br>Many sample formats for policy briefs are available via a simple Web search of "writing a health policy brief." Also see samples at: www.healthaffairs.org/healthpolicybriefs.<br><br>Students are expected to use resources from the library, Internet, and course materials in documenting their work. (Include a list of resources, including websites and the date you visited each site as an addendum to your policy brief.) Projects should integrate concepts from course lectures and readings, and from other academic and professional literature. **Final papers are due and posted on REAL by Monday morning at 9am France time of the week in which module 110 begins, and must also be submitted by email to babichsue@gmail.com.**<br><br>We recommend that you use the American Psychological Association's citation style in your paper. The APA style is commonly used in our field. For information about this style, see http://www.lib.unc.edu/instruct/citations/apa/index.html. Other styles are also acceptable ; the<br><br>key is to be sure your writing style is consistent and clear.<br><br>Group project grades are based on the following:<br>• Logical, appropriate, evidence-based conclusions, analyses, and recommendations in both the presentation and paper (30 percent)<br>• Effectiveness of oral presentation (30 percent)<br>• Clearly written paper with topics arranged logically. Well designed tables and figures that convey relevant, important information (20 percent)<br>• Effective, appropriate application of course materials and other resources in the poster and paper (20 percent)<br><br>Note also that students will complete a questionnaire that assesses their own and their |

teammates' contributions to the project.  All team members will receive the same grade except if it is clear that a student has not participated effectively (attended and contributed to meetings; made timely, helpful contributions; been constructive, etc.).  In that case, the student's grade will be lowered accordingly.

*Reflection Paper/Journal:*

Another assignment is maintenance of an ongoing journal document in which students record their personal reflections or reactions to materials covered in the course. During and after each module, you will write a brief (not more than one single-spaced page) journal entry in a Word document labelled with your name (e.g. BABICH, S_Journal_2016). Journal entries should be reflective and may address such points as what you learned that surprised you, what you agreed or disagreed with, how you might apply what you've read to a work situation, how the information may have influenced your view on the topic, and so on. **Journal entries should NOT simply summarize or repeat what the author or lecturer wrote or said**.

**Reflection papers are due and posted on REAL by Monday morning at 9am France time of the week after module 110 ends and must also be submitted by email to babichsue@gmail.com.**

*Exam :*

An exam covering modules 108-110 is scheduled in the spring and must be completed individually with no assistance from another person. It usually consists of short answer, brief essay questions and/or lengthier case questions. The exam requires students to demonstrate basic knowledge and comprehension, to apply concepts to specific problems and situations, and to analyze how different concepts, trends, and issues influence health care delivery and policy.  The exam covers material from required readings, lectures, guest speakers, and in-class discussions and activities.

*Attendance/participation :*

Students are expected to come to class prepared to participate in discussions with faculty, fellow  students and guest lecturers.  Credit for this part of the course is divided into two aspects: attendance and participation. Scores for attendance are simply based on number of class days attended. Credit for participation is earned by active involvement in discussions with faculty, fellow students and guest lecturers.

**Grading and assessment**

| Component | % of Grade |
|---|---|
| Policy brief project | 30 |
| Reflection paper | 20 |
| Exam | 30 |
| Attendance/participation | 20 |
| TOTAL | 100% (20 pts) |

NOTE: Students are expected to come to class prepared to participate in discussions.  **The course is designed to encourage interaction and debate** by students. The quality (not quantity) of a student's in-class comments and questions can move the student's final grade up or down one point.  Quality is assessed by the relevance, thoughtfulness, and understanding displayed.

Note also that students will complete a questionnaire that assesses their own and their teammates' contributions to group work.  All team members will receive the same grade except if it is clear that a student has not participated effectively (attended and contributed to meetings; made timely, helpful contributions; been constructive, etc.).  In that case, the student's grade will be lowered accordingly.

| | |
|---|---|
| **Course policy** | **Attendance & punctuality**<br>**Regular and punctual class attendance is a prerequisite for receiving credit in a course.**<br>Students are expected to attend each class. Attendance will be taken at each class.<br>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).<br>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.<br>.<br>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.<br><br>**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)<br><br>**Maximum absences authorized & penalty otherwise**<br>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 normally obtain more than the minimum pass mark (i.e. 10 out of 20)<br><br>**Exceptional circumstances**<br>Absence from any examination or test, or late submission of assignments due to illness, psychological problems, 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).<br><br>**Courtesy**: All cell phones/pages MUST be turned off during class time.<br>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 oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote 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. |