Syllabus Module 205 – Advanced MHPS Core, 2018

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	7 September – 5 October 2018
Credits/ECTS	3 ECTS
Duration	5 days of 6 hours = 30 hours
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.* Institutions in health policy : political sociology and health disciplines - Mathias Brunn *2.* Introduction and typology of healthcare systems – Pascal Garel *3.* Mental health Policy: from practice to practice in primary care - Mathias Brunn *4.* The ASALEE protocol : from practice to policy in primary care - Debbie Loughran *5.* Payment Policy and DRGs - Wilm Quentin *6.* Managing organizations & implementing policy: tools & techniques– Tom Ricketts *7.* Politics of healthcare – Tom Ricketts
Course requirements	• **Students are expected to attend all the 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	1. Final exam (50% of grade) – (individual grade) consisting of MCQ and short answer questions 2. Policy assignment (50% of grade) (group grade, but each member's contribution will be taken into account) The report should not be more than 10-15 pages. Using the policy assignments from MHPS module in year 1, each group will submit a report on the **implementation** of this policy as a program.

You will be expected to include:
- o Description of the policy
- o Stakeholders and their interests and power
- o Detailed outline of the implementation program
- o Use of a logic model and other project management tools to illustrate the timeline, resources necessary and expected outcomes across the program
- o A focus on how the program is to be implemented to achieve better outcomes as well as careful consideration of the management role in applying policies in practice

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.
Location	EHESP Greater Paris, 20 Avenue George Sand 93210 La Plaine St Denis
Readings	See specific readings for each session.

Session 1	Module 205 – Advanced Core curriculum, Management and health policy sciences
Session Title	Institutions in health policy : political sociology and health disciplines
Speaker	Matthias Brunn
Session Outline	- What are institutions in health? - The role of ideas, knowledge and framing in the policy process - Health professions and their changing role as policy actors
Learning Objectives	- Understand advanced concepts of policy analysis - Use them to identify barriers and facilitators in change models - Be able to critically appraise case studies
Duration	3 hours
Dates	Friday Sep 07, 2018; **9h00-12h30**
Training methods	Lecture with group discussions
Reading	Buse, Kent; Mays, Nicholas; and Walt, Gill. Making Health Policy, Second Edition. McGraw-Hill Education, 2012. Bergeron, H., Castel, P., 2015. Sociologie politique de la santé. Presses Universitaires de France, Paris.
Validation	Final examination at the end of the module

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	1. Describe and analyze the concepts presented 2. Critically appraise their potential and limitations 3. Apply them to a given health problem and/or a given system
Duration	3 hours
Dates	Friday Sep 7 2018; **13h30**-**16h30**
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 3	Module 205 – Advanced Core curriculum, Management and health policy sciences;
Session Title	Mental health policy: from the asylum to internet treatment
Speaker	Mathias Brunn
Session Outline	- Key aspects and challenges of mental health policies - Interaction with other policy fields - Framework for action - Short group presentations on a particular mental health issue and your action plan – instructions given during the lecture on Sep 7
Learning Objectives	- Put mental health issues in context - Critically appraise mental health policies - Develop, discuss and communicate solutions
Duration	3 hours
Dates	Friday Sep 14, 2018; 9h-12h
Training methods	Lecture with group discussions and presentations
Reading	Academic introduction: Tomlinson M, Lund C (2012) Why Does Mental Health Not Get the Attention It Deserves? An Application of the Shiffman and Smith Framework. PLoS Med 9(2): e1001178. Broader overview for action: Improving health systems and services for mental health. WHO 2009: http://www.who.int/mental_health/policy/services/mhsystems/en/ Short guideline for group presentations: Mental health policies & action plans: key issues and basic definitions. WHO 2007: http://www.who.int/entity/mental_health/policy/services/1_MHPolicyPlan_Infosheet.pdf
Validation	Short group presentations Final examination at the end of the module

Session 4	Module 205 – Advanced Core curriculum, Management and health policy sciences
Session Title	The ASALEE protocol : from policy to practice in primary care
Speaker	Debbie Loughran, APN, ASALEE team member *(Yann Bourgeuil, MD, Mrs, MPH, Research Director IRDES – pending confirmation)*
Session Outline	• Introduction: context leading to the ASALEE protocol • ASALEE as viewed from the different actors (RNs, MDs, policy makers)

	• The future of ASALEE
Learning Objectives	To describe the construction of the ASALEE project To explore the links between policy-making and a bottom-up projet To describe briefly the protocols within the project To discuss the strengths and weaknesses of the project
Duration	3 hours
Dates	Friday Sep 14, 2018; 13h-16h
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 5	Module 205 – Advanced Core curriculum, Management and health policy sciences;
Session Title	Payment policies & DRGs
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	**Thursday Sep 20, 2018; 13h-16h** **Exceptionally class will be on a Thursday so students can attend the ParisWHO conference.**
Training methods	Lecture, small group discussions and group presentations

Reading	Ellis, R. P. & Miller, M. M. 2009. Provider Payment Methods and Incentives. In: CARRIN, Health 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- Quentin, W., D. Scheller-Kreinsen, M. Blumel, A. Geissler and R. Busse (2013). "Hospital payment based based on diagnosis-related groups differs in Europe and holds lessons fo United States." Health Aff (Millwood) 32(4): 713-723.
Validation	Final examination at the end of the module

Session 6 & 7	Module 205 – Advanced Core curriculum, Management and health policy sciences
Session Title	Managing organizations & implementing policy: tools & techniques
Speaker	Thomas Ricketts, PhD, MPH Senior Policy Fellow, Cecil G. Sheps Center for Health Services Research The University of North Carolina at Chapel Hill

Session Outline	Part 1: Understanding management of healthcare organizations (5hrs)
	  a) Organizational structures and models
	  b) Manager's competencies and leadership styles
	  c) Management tools and trends
	
	Part 2: Implementing health policies in healthcare settings (1hrs)
	  a) Definition and purpose of healthcare policies and programs
	  b) Planning essentials and formulation of policies and programs
	  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 uses & applications especially as they relate to planning and implementing programs 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
Duration	6 hours
Dates	Friday Sep 28, 2018
Training methods	Lecture with group discussions
Reading	WHO Evaluation Practice Handbook, 2011 (For reference for your project) sections will be identified for reading. WKKF Step by Step Guide to Evaluation, 2017 (For reference for your project)
Validation	Final examination at the end of the module / Policy implementation report

Session 8 & 9	Module 205 – Advanced Core curriculum, Management and health policy sciences;
Session Title	The politics of health

Speaker	Thomas Ricketts, PhD, MPH Senior Policy Fellow, Cecil G. Sheps Center for Health Services Research The University of North Carolina at Chapel Hill
Session Outline	• Continuation of Implementation discussion with a focus on political contexts • Discussion of the differences between politics and policy • Feasibility and reality in program implementation through a political lens • Democracy and Health, is there a link?
Learning Objectives	1. Acquire an overall comprehension of healthcare policy planning and development 2. Understand common healthcare policy implementation challenges & solutions
Duration	6 hours
Dates	Friday October 5, 2018
Training methods	Lecture with small group discussions and plenary sessions
Reading	Ricketts, 2018. Politics and Health. (under revision for the class) McKee, 2016. Health effects of the financial crisis in Greece. Mackenbach TBA Batniji et al. 2014. Health in the Arab World Granados 2010 Politics and Health in eight European countries. Patterson & Veenstra, 2016 Politics and Population Health.
Validation	Final examination at the end of the Module