

Syllabus Module 205 – Advanced MHPS Core, 2019

Module : 205	Advanced Core: Management and Health Policy Sciences
Coordinator	Odessa Dariel, Lecturer in the Institute of Management EHESP School of Public Health Odessa.petitditdaniel@ehesp.fr
Dates	6 September – 4 October 2019
Credits/ECTS	3 ECTS
Duration	5 days of 6 hours = 30 hours
Description	The multidisciplinary field of health policy and management is concerned with the development of policy and the delivery of healthcare to individuals and populations. This assumes both a policy and managerial concern with the structure, process and outcomes of healthcare services, including costs, financing, organization, accessibility and outcomes of care. This module builds on a basic understanding of health care systems and policies from year 1 and introduces students to more advanced concepts regarding current issues in health policies worldwide. The module is intended to provide basic skills to understand the relationship between public health policy and the healthcare system.
Prerequisites	None
Course learning objectives	At the end of the module, the students should be able to: <ol style="list-style-type: none"> 1. Identify the main components and issues in organizing, financing and delivering health services and public health systems 2. Describe and compare key processes and concepts in health policy development and implementation 3. Identify relationships between stakeholders 4. Provide a broad overview of the content in the MHPS majors and minors
Structure	Lectures and discussions, see details below
Course requirements	<ul style="list-style-type: none"> • Students are expected to attend all five days (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. <u>If students are unable to make it to class they must send an email to the module coordinator explaining their absence.</u> • 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 ONLY for class-related activities. The use of laptops or smartphones to surf the internet or access social media pages or other non-academic pages during class will not be tolerated. 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. • Plagiarism will be penalized. References and sources must be properly cited. All submitted papers are subject to being scanned by our plagiarism detection software.
Assignment & Grading	<ol style="list-style-type: none"> 1. Final exam: 50% - MCQ exam based on the content of the lectures 2. Short essay: 50% - Public health policy in practice (due the same day as the final exam) <p><u>Short essay:</u> Choose one public health issue and present a case study of a country having successfully or unsuccessfully responded to the problem through a policy solution. You will need to choose a topic and country that has enough data to describe the policy-making process that occurred prior to it becoming policy and the results/outcomes following implementation (it is acceptable to use grey literature if the country you have selected does not have a lot of data). The</p>

	<p>essay should include a brief description of the public health issue (its prevalence, significance in the country prior to the policy being put in place); the actors who were involved and the strategies they used to move the topic onto the agenda; and how the policy was then implemented and evaluated. <i>Note bene: This is not a policy analysis</i> rather it is an opportunity to explore in detail how policies are developed in a country of your choice and what contributes to their success (or failure, whichever the case may be) in improving the health of a specific population. You will therefore want to focus on the factors that contributed to its success (or failure) such as the timing, context, stakeholders, culture, and economics of the country and how this influenced agenda-setting, budget priorities, and the implementation of the policy through programs etc.... If the policy was unsuccessful, consider what went wrong by examining the context in both the development of the policy and its implementation. Your essay should not be more than 10 pages double-spaced. Each student is expected to work individually.</p> <p>It is recommended that you have your topic and country approved by the module coordinator.</p>
<p>Course policy</p>	<p>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.</p> <p>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.</p> <p>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)</p> <p>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)</p> <p>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).</p> <p>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.</p>
<p>Valuing diversity</p>	<p>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,</p>

	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	Institutions in health policy: political sociology and health disciplines
Speaker	Matthias Brunn
Session Outline	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 6 th , 2019; 9h -12h
Training methods	Lecture with group discussions
Reading	<p>Buse, Kent; Mays, Nicholas; and Walt, Gill. Making Health Policy, Second Edition. McGraw-Hill Education, 2012.</p> <p>Bergeron, H., Castel, P., 2015. Sociologie politique de la santé. Presses Universitaires de France, Paris.</p>

Session 2	An introduction to and the typology of healthcare systems
Speaker	Pascal Garel
Session Outline	<ul style="list-style-type: none"> • What is a health system? • What is the role of government in relation to the health system? <ul style="list-style-type: none"> ○ What is government? ○ Impact of the political system (institutions) • Government vs. governance <ul style="list-style-type: none"> ○ Decentralization ○ New public management ○ Markets and the private sector ○ Good governance
Learning Objectives	<ol style="list-style-type: none"> 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 6 th , 2019; 13h-16h
Training methods	Lecture with plenary discussions
Reading	<p>Palier, B. The health care systems quadrilemma</p> <p>Ricketts, TC. Health Reform. Chapter 6, from Fried and Gaydos. World Health Systems 2nd Edition, 2012.</p>

Session 3	An introduction to policies and coverage in OECD health systems
Speaker	Ane AURAAEN Policy Analyst at OECD Ane.AURAAEN@oecd.org
Session Outline	Tackling wasteful spending on health
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Understand the concept of health system efficiency • Explain the different concepts of wasteful spending in OECD health systems using concrete policy and country examples • Understand the various consequences of waste on public health, quality of care and access to care • Discuss policy tools and initiatives which can be used to tackle wasteful clinical care, operational waste and governance-related waste • Give concrete examples of policies implemented to tackle waste and whether they have been successful
Duration	3 hours
Dates	Friday 20th September 2019; 9h-12h
Training methods	Lecture and group discussion
Reading	OECD (2017), Tackling Wasteful Spending on Health, OECD Publishing, Paris. http://dx.doi.org/10.1787/9789264266414-en OECD Health Working Paper No. 96 THE ECONOMICS OF PATIENT SAFETY Strengthening a value-based approach to reducing patient harm at national level Luke Slawomirski, Ane Auraaen and Niek Klazinga https://doi.org/10.1787/18152015

Session 4	An introduction to healthcare policies in LMIC
Speaker	Bertrand Lefebvre Department of Environmental and Occupational Health and Sanitary Engineering, EHESP School of Public Health bertrand.lefebvre@ehesp.fr
Session Outline	- Present the keys challenges / milestones of health care policies in LMIC - Introduce models of care that have been developed in the context of LMIC - Introduce the theoretical and conceptual foundations of Universal Health Coverage
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Understand the importance of considering historical and political dimensions in health sector reforms ((path dependency). • Understand the role of international agencies in the definition and financing of national health policies and programs in LMIC. • Discuss the increasing role played by international and local philanthropists in the financing and the making of public health interventions. • Discuss the importance placed on assessing the efficiency of public health interventions through scientific methods (i.e. RCT) and auditing
Duration	3 hours
Dates	Friday 13 th September 2019; 13h-16h

Training methods	Lecture with discussions
Reading	<p>Brown, T. M., Cueto, M., & Fee, E. (2006). The World Health Organization and the transition from “international” to “global” public health. <i>American journal of public health</i>, 96(1), 62-72.</p> <p>James Ferguson and Larry Lohmann (1994) The anti-politics machine: "development" and bureaucratic power in Lesotho, <i>The Ecologist</i>, 24, 5, 176</p> <p>Ravallion, M. (2018). Should the Randomistas (Continue to) Rule?. <i>Center for Global Development Working Paper</i>, 492.</p>

Session 5	Provider payment methods: an overview
Speaker	Pierre-Yves Brossard PhD candidate, management EHESP School of Public Health
Session Outline	<ol style="list-style-type: none"> 1. Review existing provider payment methods 2. Understand their characteristics 3. Discuss their impacts on care provision
Learning Objectives	<ul style="list-style-type: none"> • Identify payment methods implemented in different contexts • Understand the role of payment methods as policy and management tools • Be able to analyze payment systems
Duration	3 hours
Dates	Friday September 20 th 2019; 9h-12h
Training methods	Lecture
Reading	<p>Ellis, Randall, and Michelle Miller. “Provider Payment Methods and Provider Incentives.” <i>Encyclopaedia of Public Health</i>, December 31, 2008. https://doi.org/10.1016/B978-012373960-5.00173-8.</p> <p>Porter, M. E., and Robert S Kaplan. “How to Pay for Health Care.” <i>Harvard Business Review</i>, August 2016.</p> <p>Quentin, Wilm, David Scheller-Kreinsen, Miriam Blümel, Alexander Geissler, and Reinhard Busse. “Hospital Payment Based On Diagnosis-Related Groups Differs In Europe And Holds Lessons For The United States.” <i>Health Affairs</i> 32, no. 4 (April 1, 2013): 713–23. https://doi.org/10.1377/hlthaff.2012.0876.</p> <p>Quinn, Kevin. “The 8 Basic Payment Methods in Health Care.” <i>Annals of Internal Medicine</i> no. 4 (August 18, 2015): 300–306. https://doi.org/10.7326.</p>

Session 6	Private health insurance in Europe
Speaker	Gael Coron Department of social sciences EHESP School of Public Health Gael.coron@ehesp.fr
Session Outline	<ul style="list-style-type: none"> • Private Health insurance (PHI) in Europe: definitions and roles

	<ul style="list-style-type: none"> ○ Private/public or mandatory/voluntary? ○ Substitutive, complementary or substitutive : the PHI in national health systems ● Europeanization of insurances companies <ul style="list-style-type: none"> ○ The E-U level regulatory framework ○ Consequences on insurances companies: concentration and specialization ○ A single market? ● Health issues in insurance markets <ul style="list-style-type: none"> ○ Privatization of funding? ○ Can European insurers regulate care givers?
Learning Objectives	<ol style="list-style-type: none"> 1. to help students better understand the importance of private actors in health policies using the European example 2. to explain how European Union changes national health systems through single market legislation
Duration	3 hours
Dates	Friday 20 th September 2019; 13h-16h
Training methods	Lecture with group discussions
Reading	Thomson, S., & Mossialos, E. (2010). Private health insurance and the internal market. In E. Mossialos, G. Permanand, R. Baeten, & T. Hervey (Eds.), Health Systems Governance in Europe: The Role of European Union Law and Policy (Health Economics, Policy and Management, pp. 419-460). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511750496.011

Session 7 & 8	From theory to practice in Public Health: Managing Evidence Based Public Health Tobacco Policies and Interventions
Speaker	Stjepan Oreskovic Professor at University of Zagreb School of Medicine Chairman of the Board, Center for Research and Promotion of Best Practice in Healthcare soreskov@snz.hr
Session Outline	<p>Part 1: This session will provide students with an overview of contemporary behavioral and organizational science theory used for developing and implementing public health and health promotion interventions to understand multiple determinants and multiple levels of health behavior.</p> <p>Part 2: This session will address the formulation of health policies (using tobacco as a case example) to demonstrate complex social models of public health interventions depending on a variety of scientific, economic, social, behavioral, and political forces. Students will</p> <ol style="list-style-type: none"> 1) analyze historical and economics <i>processes</i> influencing the likelihood of policy adoption; 2) identify specific contents of policy interventions that are likely to be effective; and 3) compare <i>outcomes</i> of different tobacco policies to document the effective and less-effective polices.
Learning Objectives	<ul style="list-style-type: none"> ● Learn how to capitalize on multi-disciplinarity with a foundation in organizational, economic and behavioral science theory for understanding health, social and economic cost of tobacco ● Know how to make health policy decisions grounded in the best available peer-reviewed evidence (both quantitative (e.g., epidemiological) and

	<p>qualitative information (e.g., narrative accounts) research using tobacco policies as a case example</p> <ul style="list-style-type: none"> • Understand the historical developments behind tobacco policies and how research, publications, databases and information systems may be used for and against the public interest • Learn how to use communication strategies to disseminate what is learned to key stakeholders and decision makers • Learn how to apply program-planning frameworks and best practice examples and models to provide a structured framework for developing and managing public health interventions and improving them through evaluation • Learn how to engage the community in assessment and decision making • Develop skills to employ tools for conducting sound evaluation of different public health tools, instruments and policies to curb tobacco epidemics
Duration	6 hours
Dates	Friday September 27 th 2019; 9h-16h
Training methods	Lecture, problem solving and group discussions
Reading	<p>Karen Glanz¹ and Donald B. Bishop The Role of Behavioral Science Theory in Development and Implementation of Public Health Interventions <i>Annu. Rev. Public Health</i> 2010.31:399-418. Downloaded from www.annualreviews.org Access provided by 93.136.94.88 on 05/01/19</p> <p>Fielding JE, Teutsch SM. So What? A Framework for Assessing the Potential Impact of Intervention Research. <i>Prev Chronic Dis</i> 2013;10:120160. DOI: http://dx.doi.org/10.5888/pcd10.120160</p> <p>Ross C. Brownson, Jonathan E. Fielding, Christopher M. Maylahn Evidence-Based Public Health: A Fundamental Concept for Public Health Practice <i>Annu. Rev. Public Health</i> 2009. 30:175–201</p> <p>Ivana Bozicevic, Anna Gilmore and Stipe Oreskovic The Tobacco Epidemic in South-East Europe. Consequences and Policy Responses. HNP Discussion Paper. The Economics of Tobacco Control 2004 The International Bank for Reconstruction and Development / The World Bank 1818 H Street, NW. Washington, DC 20433</p> <p>Marta Čivljak¹, Lorainne Tudor Car², Silvana Skara³ and Stipe Orešković¹ The Gap between the Knowledge and Current Practices – A Case of Tobacco Control Programs in Croatia <i>Coll. Antropol.</i> 39 (2015) 3: 803–808</p>

Session 9 & 10	The politics of healthcare
Speaker	Michael Sparer
Session Outline	<ul style="list-style-type: none"> • 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	<ol style="list-style-type: none"> 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 4 th 2019; 9h-16h

Training methods	Lecture with small group discussions and plenary sessions
Reading	TBA