Syllabus Minor MHPS "Advanced Health Policy Analysis"

≠ 212	Advanced Health Policy Analysis
Coordinators	Matthias Brunn, Postdoctoral researcher CNRS/University Paris-Saclay matthias.brunn3@uvsq.fr Odessa Dariel, Lecturer in the Institute of Management EHESP School of Public Health Odessa.petitditdariel@ehesp.fr
Dates	21 to 25 October 2019
Credits/ECTS	3 ECTS
Duration	5 days of 6 hours = 30 hours
Location	EHESP – MSH Avenue George Sand 93210 La Plaine St Denis – Greater Paris
Description	This module delves deeper into public health policy analysis with a focus on the role of management in the implementation of policy through programs, with careful consideration of the various stakeholders and external forces. Students will have the opportunity to discuss the lecture content during work in small groups and plenary sessions and complete a policy analysis which focuses on its implementation.
Prerequisites	Advanced core module 205
Course learning objectives	1. Think more broadly about the role that policy plays in populational health both within and outside the health system 2. Critique differing approaches to public health policy (development & implementation) 3. Apply the principles of program planning, budgeting, management and evaluation in community initiatives. 4. Evaluate the effects of public health policies on health outcomes 5. Enhance skills in collaborating with colleagues.
Structure	Lectures & discussion groups, see details below for each session
Resources	Provided for each session
Course requirement	Read assigned materials BEFORE class sessions (check "Reading" for each session)

Grading and assessment	• 20% = Attendance & meaningful participation. It will be expected that you <u>participate actively in discussions in class</u>. When assigned, students must come to class having read the relevant materials.
	 • 20% = Final exam. Questions will be directly linked to course material in the form of MCQ
	 • 60% = Policy assignment (individual reports) that should not be more than 15-20 pages (due on the day of the final)
	
	 Using either the policy topics from the MHPS module in year 1 or a new topic, each student will submit an individual policy brief focusing on the **implementation** of this policy through a program.You will be expected to include:
	    o A brief description & justification of the choice to focus on this problem
	    o The limitations of the existing policy & the proposed policy improvement you are recommending
	    o Identification of the stakeholders, their interests and power (this is an important consideration for how it will be implemented)
	    o A <u>detailed</u> implementation program with careful attention to the role of management in program planning & evaluation
	    o Use of a logic model and other project management tools to illustrate the timeline, resources necessary and expected outcomes across the program (the choice of a specific community you are familiar with is a strength since it will give you a more accurate perspective of who the actors are and what is possible to expect in terms of implementing the program)

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, 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, <u>they are required to send an email to the instructor</u> 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 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.

Session 1	Review of policy cycle & policy analysis
Speaker	Thomas C. Ricketts, PhD, MPH Senior Policy Fellow Cecil G. Sheps Center for Health Services Research The University of North Carolina at Chapel Hill
Session Outline	- Review the policy cycle - Work through the framing of a policy topic - Policy assignment presentation
Learning Objectives	Students will be able to: - recall the policy analysis process - examine a more detailed process of policy development and implementation drivers for improving the health status of populations - think critically about existing framework for the policy cycle
Duration	3 hours
Dates	Monday October 21st, 2019; 9h-12h
Training methods	Lecture and discussion
Reading	None

Session 2	The politics of provider payment reform
Speaker	Matthias Brunn CNRS/University Paris-Saclay
Session Outline	- Political context of recent payment reforms in welfare states - Case study on pay-for-performance as a policy tool in ambulatory care - Group exercise - Discussion and wrap-up
Learning Objectives	Apply theoretical knowledge in case studies - Reflection on (personal) bias: how do we interpret data (depending on our background)? - Develop more detailed understanding and experience of policy and implementation drivers
Duration	3 hours
Dates	Monday October 21st, 2019; 13h-16h
Training methods	Lecture and discussion
Reading	Naci H, Soumerai SB. History Bias, Study Design, and the Unfulfilled Promise of Pay-for-Performance Policies in Health Care. Prev Chronic Dis 2016. http://dx.doi.org/10.5888/pcd13.160133

Session 3 & 4	The impact of policies on professional practices
Speaker	Lucie Michel,PhD, research Fellow, IRDES
Session Outline	Part 1: Evaluation of public policies using a mixed method approach - Mixed-methods in health sciences and evaluation - Definitions and overview - Examples form different case studies - Application : case study on telemedicine/ tele -monitoring (student will be asked to work in small group about an evaluation matrix) Part 2: The impact of policies on health care professionals' practices through qualitative methods. The example of nurses' administrative work in France and in the USA - Applying a political concept to a fieldwork experience: the example of "accountability" in nursing.
Learning objectives	Students will be able to: - Describe the main outlines of mixed-methods in health sciences and evaluation - Discuss the application of these methods on real life cases - Address how to evaluate the impact of policies on professional practices - Understand how qualitative methods such as ethnography can help highlights the impact of policies on in situ practices
Duration	6 hours
Dates	Tuesday October 22nd, 2019; 9h-16h
Training methods	Lecture and group discussion about cases studies
Reading	Will be provided before class start

Session 5 & 6	Tools & techniques for implementing programs
Speaker	Thomas C. 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 how policy formation and management interact in healthcare and health policy organizations (3hrs) a) Organizational structures and models as they relate to policy b) Managers' and policy analysts' competencies and leadership styles c) Management and evaluation tools and trends Part 2: Implementing health policies in healthcare settings (1hrs) a) The policy implementation cycle (US CDC) b) Planning essentials and formulation of policies and programs and their evaluation c) Implementation methods and focus on challenges & barriers

Learning objectives	1. Understand the role & importance of management in healthcare and health policy settings
	2. Describe the cycles and processes used in planning, implementing and evaluating programs
	3. Define the various leadership styles and the functions of a manager/policy analyst
	4.Explain best practice management and evaluation trends & tools and their utilization within a healthcare organization
Duration	6h
Dates	Wednesday 23rd October, 2019; 9h- 16h
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) US CDC Evaluating Violence and Injury Prevention Programs, Briefs 1 and 4

Session 7 & 8	OECD – how indicators & quality choices become policies
Speaker	Michael Padget Policy Analyst, OECD
Session Outline	Part 1 Overview of international quality and performance measurement including: • Origins of performance measurement • Policy context of performance measures • Data used for measurement/construction of measures • Use of performance measures • Examples of recent quality measurement work at OECD Part 2 • Group work on integrating quality measurement into policy planning
Learning objectives	• Understand the use of quality measurement in developing policy • Understand the sources and construction of performance indicators • Describe health system/policy contexts where quality measurement is useful/appropriate
Duration	6h
Dates	Thursday October 24th 2019; 9h-16h
Training methods	Lecture and group discussion on case studies
Reading	To be provided prior to class

Session 9	The ASALEE protocol: from skill mix policy to practice in primary care
Speakers	Debbie Loughran, APN, ASALEE team member Yann Bourgueil, MD, Mrs, MPH, Research Director IRDES
Session Outline	• Introduction: primary care innovation and skill mix policies in the French context • ASALEE as viewed from different actors (RN, researcher) • Future of ASALEE
Learning Objectives	• To describe the process of an organizational innovation in primary care : the ASALEE project • To explore the links between policy-making and a bottom-up project: a room for project management and health services research • To describe briefly the protocols within the project and the organizational structure • To discuss the strengths and weaknesses of the project and scaling up issues
Duration	3 hours
Dates	Friday October 25th, 2019; 9h-12h
Training methods	Lecture with group discussions
Reading	http://circulaire.legifrance.gouv.fr/pdf/2015/05/cir_39573.pdf http://www.irdes.fr/english/issues-in-health-economics/232-doctor-nurse-cooperation-through-asalee.pdf http://www.irdes.fr/EspaceAnglais/Publications/IrdesPublications/QES136.pdf http://www.iledefrance.paps.sante.fr/fileadmin/ILE-DE-FRANCE/PAPS/protocole_autorise/Medecine_generale/ASALEE/Protocole_version2014.pdf

Session 10	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
Learning objectives	• Put mental health issues in context • Critically appraise mental health policies • Develop, discuss and communicate solutions
Duration	3 hours
Dates	Friday October 25th, 2019; 13h-16h
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 action guideline for practitioners: 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