Module : 205	Advanced Core: Health Policy & Management
Coordinator	Odessa Dariel, Lecturer in the Institute of Management EHESP School of Public Health Odessa.petitditdariel@ehesp.fr
Dates	4 September – 2 October 2020
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 and evaluation 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: 1. Identify the main components and issues in organizing, financing, delivering and evaluating healthcare 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 HP&M majors and minors
Structure	Lectures and discussions, see details below
Course requirements	• **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	1. Exam: 50% - Exam (MCQ, short answers, T/F) based on the content of the lectures 2. Reflection journal: 50% due the same day as the exam Reflection journal: After every lecture (one per lecturer), complete a journal entry using Borton's Model of Reflection: 1. *What*? Describe the event or experience (in this case the lecture content and what you consider to be the main take-home message). This should succinctly describe the

situation using the following questions to guide you: What happened? What did you see/do? What was your reaction to it?

2. *So What?* This is your analysis of the event where you try to make sense of what happened and consider what you learned. Reflect on why you think you thought or reacted the way you did at the time? What are your feelings now and are they different from what you experienced in class? What were the positive/negative aspects you retained from the lecture? What have you noticed about your behavior now that you have taken a more measured look at it?

3. *Now what*? This is the stage requiring you to think about what you are going to do next and what the consequences of your actions might be. Some questions you may ask include: Now what are the implications for me and others? What is the main learning that I take away? What help do I need to move forward?

Conclude your reflection with how you think the content acquired in the different lectures may contribute to your future role as a public health professional. Some of these questions may not apply to you depending on the track you have chosen to specialize in, however you are invited to consider how reflective journaling using this framework (or any other reflective framework) may be a useful guide for lifelong learning and professional development.

Your reflective journal should be completed soon after each lecture (there should be 7 entries) and not be more than 10 pages double-spaced. Each student is expected to work individually.

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	Institutions in health policy
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 4th, 2020; 9h -12h
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.

Session 2	An introduction to and the 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 4th, 2020; 13h-16h
Training methods	Lecture with plenary discussions
Reading	Palier, B. The health care systems quadrilemma Ricketts, TC. Health Reform. Chapter 6, from Fried and Gaydos. World Health Systems 2nd Edition, 2012.

Session 3 & 4	Financing & provider payment methods: an overview
Speaker	Matthias Brunn
Session Outline	1. Review existing provider payment methods 2. Understand their characteristics 3. Discuss their impacts on care provision
Learning Objectives	• 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	6 hours
Dates	Friday September 11th 2020; 9h-16h
Training methods	Lecture
Reading	Ellis, Randall, and Michelle Miller. "Provider Payment Methods and Provider Incentives." Encyclopaedia of Public Health, December 31, 2008. https://doi.org/10.1016/B978-012373960-5.00173-8. Porter, M. E., and Robert S Kaplan. "How to Pay for Health Care." Harvard Business Review, August 2016. 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." Health Affairs 32, no. 4 (April 1, 2013): 713–23. https://doi.org/10.1377/hlthaff.2012.0876. Quinn, Kevin. "The 8 Basic Payment Methods in Health Care." Annals of Internal Medicine no. 4 (August 18, 2015): 300–306. https://doi.org/10.7326.

Session 5	Organizational and management theory
Speaker	Jacques Orvain, EHESP, Institute of Management
Session Outline	Overview of various perspectives on healthcare management (HCM) • Historical development of management sciences: from an educational program to eliciting a new object • Some current issues: o Institutionalization and professionalization o Culture and leadership o Situated learning o The paradox of measurement • Reading and commenting Braithwaite's paper (2009)

Learning Objectives	Students will be able to: • Use various perspectives to address HCM issue • Connect HCM challenges with some management sciences issues • Read and comment a paper on a HCM comprehensive approach
Duration	3 hours
Dates	Friday 18th September 2020; 9h-12h
Training methods	Lecture and group discussion
Reading	**Before the class the following paper should be read:** Braithwaite, J., Runciman, W. B., & Merry, A. F. (2009). Towards safer, better healthcare : Harnessing the natural properties of complex sociotechnical systems. *Quality and Safety in Health Care, 18*(1), 37-41. https://doi.org/10.1136/qshc.2007.023317 The following book is a good resource for deepening the topic: Ferlie, E., Montgomery, K., & Reff Pedersen, A. (Éds.). (2016). *The Oxford handbook of health care management* (First edition). Oxford University Press.

Session 6	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: • 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 18th September 2020; 13h-16h
Training methods	Lecture with discussions

| Reading | Brown, T. M., Cueto, M., & Fee, E. (2006). The World Health Organization and the transition from "international" to "global" public health. *American journal of public health*, 96(1), 62-72.

James Ferguson and Larry Lohmann (1994) The anti-politics machine: "development" and bureaucratic power in Lesotho, *The Ecologist*, 24, 5, 176

Ravallion, M. (2018). Should the Randomistas (Continue to) Rule?. *Center for Global Development Working Paper*, 492. |

Session 7 & 8	**Healthcare quality in Europe**
Speaker	Fabrizio Carinci Department of Statistical Sciences University of Bologna fabrizio.carinci@unibo.it
Session Outline	- Introduce the different definitions of quality of care - Explain quality monitoring in health systems performance measurement - Introduce methods and strategies for actionable health care quality indicators - Show how quality measures can continuously improve health systems
Learning Objective	Students will be able to: • Understand the relevance of quality measurement in routine practice. • Understand the role of the information infrastructure for the continuous production of comparable health care quality indicators • Discuss best practices for the continuous quality improvement in regional and national health systems • Evaluate multidimensional sets of indicators to identify strengths and weaknesses in the provision of health services, with a specific attention to person-centred care
Duration	6 hours
Dates	Friday September 25th 2020
Training methods	Lecture with discussions
Reading	Improving healthcare quality in Europe: Characteristics, effectiveness and implementation of different strategies (2019) by Reinhard Busse, Niek Klazinga, Dimitra Panteli, Wilm Quentin Available at: https://apps.who.int/iris/bitstream/handle/10665/327356/9789289051750-eng.pdf?sequence=1&isAllowed=y&ua=1 F. Carinci, K. Van Gool, J. Mainz, J. Veillard, E. C. Pichora, J. M. Januel, I. Arispe, S. M. Kim, N.S. Klazinga, on Behalf of The OECD Health Care Quality Indicators Expert Group on Behalf of The OECD Health Care Quality Indicators Expert Group, Towards actionable international comparisons of health system performance: expert revision of the OECD framework and quality indicators, International Journal for Quality in Health Care, Volume 27, Issue 2, April 2015, Pages 137–146 Available at: https://academic.oup.com/intqhc/article-pdf/27/2/137/5057201/mzv004.pdf

Session 9 & 10	The politics of healthcare
Speaker	Michael Sparer
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 2th 2020; 9h-16h
Training methods	Lecture with small group discussions and plenary sessions
Reading	Gawande, Atul, "Is Health Care a Right," *The New Yorker* (October 2, 2017). https://www.newyorker.com/magazine/2017/10/02/is-health-care-a-right Oberlander, Jon, 'Sitting in Limbo - Obamacare under Divided Government', *NEJM* (May 8, 2019). https://www.nejm.org/doi/pdf/10.1056/NEJMp1903373?articleTools=true Sparer and Beaussier, 'Public Health in a Cross-National Lens: The Surprising Strength of the American System, *Journal of Health Politics, Policy and Law* (October 2018).