

### Syllabus Management Tools in Health Services and Systems

<b># 213</b>	<b>Management Tools in Health Services and Systems</b>
<b>Coordinator</b>	<p>Teresa Durães, MHA, hospital managing director, Hospital da Luz Lisboa, Portugal  <a href="mailto:tduraes@hospitaldaluz.pt">tduraes@hospitaldaluz.pt</a></p> <p>With the contribution of <a href="mailto:stephane.barritault@otr3.com">Stephane Barritault</a>, MSc MPH, Vice President OTR3 Organ, Tissue, Regeneration, Repair, Replacement, Paris  <a href="mailto:stephane.barritault@otr3.com">stephane.barritault@otr3.com</a></p>
<b>Dates</b>	November 16 to 20, 2020
<b>ECTS</b>	3 ECTS
<b>Duration</b>	5 days of 6 hours = 30 hours
<b>Location</b>	Room: 408, EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
<b>Description</b>	<p>Managing health services and public health organizations is one of the most challenging tasks there is. From making an organization effective to implementing a community program and appraising results in populational health indicators, this module concerns the top issues involved in this management realm.</p> <p>The program will introduce concepts of mission, goals, and objectives; performance measurement &amp; organizational control; strategic planning and decision making; change and innovation; financial evaluation; project management tools.</p> <p>Students use the case study method for pulling these topics together into an overall “organizational diagnosis” and definition of approaches to improving organizational performance; students also will use specific tools for analyzing projects results</p>
<b>Prerequisites</b>	Working knowledge of Excel.
<b>Course learning objectives</b>	<p>At the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Acquire knowledge in economic evaluation of health care programs</li> <li>• Understand and predict the multifarious impacts of organizational environments on organizational action</li> <li>• Formulate appropriate organizational strategies given internal and external organizational assessment of capabilities</li> <li>• Understand the new value-based market and the new and transforming solutions from digital health</li> <li>• Understand the project management life cycle from start to finish</li> <li>• Use project management tools to plan, implement and monitor complex projects (WBS/OBS model, GANTT charts, others)</li> <li>• Understand key financial statements and follow/plan budgets</li> <li>• Forecast financial projections for a business plan</li> </ul>
<b>Structure</b> (details of sessions title/speaker/date/duration)	<p><b><u>Details of the sessions:</u></b></p> <p><u>Each student is required to bring a computer with Excel of equivalent software installed</u></p> <p><b>Session 1</b>  <b>Initiation to Project Management</b> - apply to both a HC organization setting and in terms of managing a project in an environment with numerous actors (community program)            Project management tools – WBS/OBS, GANTT charts, etc            Instructor: Stephane Barritault, November 16, 2020: 9-12h.</p>

<p><b>Structure</b> (details of sessions title/speaker/date/ duration)</p>	<p><b>Session 2</b> <b>General introduction to financial reporting and accounting</b> Basic introduction to accounting and financial statements (Balance sheet, Income statement, Cash flow statement). Focus on the main financial ratios. Instructor: Stephane Barritault, November 16, 2020: 13h-16h.</p> <p><b>Session 3</b> <b>General introduction to financial analysis &amp; budget planning</b> Cost structure and cost information, breakeven analysis. Budget planning and reporting, esp. for grant (incl. Individual graded work) Instructor: Stephane Barritault, November 17, 2020: 9h-12h.</p> <p><b>Session 4</b> <b>Financial part of a business plan</b> P&amp;L construction and forecasts: considering the financial part of a business plan Instructor: Stephane Barritault, November 17, 2020: 13h-16h.</p> <p><b>Session 5</b> <b>Financial part of a business plan - continued</b> Graded group work on the financial part of a business plan and preparation for investor pitch. Instructor: Stephane Barritault, November 18, 2020: 9h-12h.</p> <p><b>Session 6</b> <b>Economic evaluation of health services and health programs</b> How to analyze economic concepts and models as they apply to healthcare. Provide skills to understand, critically appraise, develop, and interpret cost-effectiveness analyses <b>Organizational performance – what to measure, how to measure</b> Organizations and the healthcare sector. Defining organizational mission, vision, and goals. Key performance areas and critical success factors. Organizational performance: what to measure, how to measure Instructor: Teresa Durães, hospital managing director, Portugal November 18, 2020: 13h-16h.</p> <p><b>Session 7</b> <b>Organizational environments, strategic planning and decision making - Case study analysis</b> How to assess different kinds of organizational environments. How internal and external organizational assessments are done and used in strategic decision making. Case study analysis &amp; instructions to group work Instructor: Teresa Durães, November 19, 2020: 9h-12h</p> <p><b>Session 8</b> <b>Organizational change</b> Digital revolution and the imperative to change. How organizations can bring about change and simultaneously respond to changing circumstances. Instructor: Teresa Durães, November 19, 2020: 13h-16h.</p> <p><b>Session 9</b> <b>Change management</b> Examples of organizational change. Why organizational change is so difficult to achieve. Instructor: Teresa Durães, November 20, 2020: 9h-12h.</p> <p><b>Session 10</b> <b>Group work presentations and classes sum-up</b> Instructor: Teresa Durães, November 20, 2020: 13h-16h.</p>
--	---

<b>Resources</b>	<p>Drummond, Michael F, Methods for the Economic Evaluation of Health Care Programmes, 4<sup>th</sup> edition, Oxford University Press, NY, 2015</p> <p>Peter M. Ginter, W. Jack Duncan, Linda E. Swayne, The Strategic Management of Health Care Organizations, 7th Edition, Jossey-Bass imprinting, San Francisco, 2013</p> <p>Zuckerman, Alan M., Healthcare Strategic Planning, 3rd ed, Health Administration Press, Chicago, 2012</p> <p>Jeffrey P Harrison, Essentials of strategic planning in healthcare, 2nd ed, health administration Press, Chicago, 2012</p> <p>E Ray Dorsey, The New England Journal of Medicine, July 2016; 375:154-161. State of the Telehealth, DOI: 10.1056/NEJMrA 1601705</p> <p>Østbye T et al. Ann FamMed 2005; 3(3):209–214. <i>Is there time for management of patients with chronic diseases in primary care?</i>, PMID: PMC1466884, NCBI Pubmed</p> <p>Durães, T, Chapter 19 Portugal, <i>in</i> World Health Systems, challenges and perspectives, Fried, B, Gaydos, L Editors, 2nd edition, Health Administration Press, Chicago, Chicago, 2012</p> <p><b>On Financial Valuation</b>  <a href="http://pages.stern.nyu.edu/~adamodar/">http://pages.stern.nyu.edu/~adamodar/</a> : very complete website to get a general understanding of financial valuation.</p>
<b>Course requirements</b>	<p>Attendance at class, participation in group exercises, completion of readings and homework assignments.</p>
<b>Grading and assessment</b>	<p>Class attendance and participation Plus case study assessment: 50%  Final exam: 50% Grade</p>
<b>Course policy</b>	<p><b>Attendance &amp; punctuality</b>  <b>Regular and punctual class attendance is a prerequisite for receiving credit in a course.</b>  Students are expected to attend each class. 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 <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article. 3).</p> <p>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><b>Lateness:</b> Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article. 3 Attendance &amp; Punctuality)</p> <p><b>Maximum absences authorized &amp; penalty otherwise</b>  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)</p>

<b>Course policy (continued)</b>	<p><b>Exceptional circumstances</b> 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 <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article 4 Examinations).</p> <p><b>Courtesy:</b> <u>All cell phones/pages MUST be turned off during class time.</u> 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>
<b>Valuing diversity</b>	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.
<b>Course evaluation</b>	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.

Sessions 1 to 5	<b>Understanding and preparing financial projections for business plans and management of financed projects</b>
Speaker	<u>Stephane Barritault, MSc MPH, Vice President OTR3</u> Organ, Tissue, Regeneration, Repair, Replacement, Paris stephane.barritault [at] otr3.com
Session Outline	Nowadays a manager in a healthcare organization or company is expected to have a good financial literacy, and will be facing crucial choices of investment, development, and general strategy planning that require a strong economic valuation. He/she is also expected to be an efficient project manager, to keep track of time, budget and objectives. The first session will focus on project management planning, implementation and monitoring tools, and the four following sessions of this course will focus on allowing students to understand key concepts needed to follow a budget, forecast future costs and revenues. The course was designed to give students a hands-on experience on project management with a focus on the financial tools, and practical examples with group and individual work cases.
Learning Objectives	At the end of the sessions, students will be able to: <ul style="list-style-type: none"> <li>- Plan, implement and monitor a complex project</li> <li>- Understand key financial statements and follow/plan budgets</li> <li>- Prepare or assess a business plan for a new project/investment/technology</li> </ul>
Duration	5 sessions: 15 hours
Dates	16 to 18 Nov, 2020
Training methods	Lecture In class applications: EXCEL
Reading	See above
Validation	See above for the Minor

Sessions 6 to 10	<b>Organizations and organizational environment; Strategy and strategic planning; Organizational change</b>
Speaker	Teresa Durães, MHA, hospital managing director at Hospital da Luz – Lisboa, Portugal <a href="mailto:tduraes@hospitaldaluz.pt">tduraes@hospitaldaluz.pt</a>
Session Outline	The Session provides an overview of the theory underlying economic evaluation as applied to the health care sector. Exploring the main principles of management and strategy that impact on organizational change, group decision making, innovation and leadership, students will develop skills in evaluating health care interventions and outcomes. In the end students will develop an in-depth healthcare management case study and will choose lines of action to creating high performing healthcare delivery
Learning Objectives	At the end of the sessions, students will be able to: <ul style="list-style-type: none"> <li>- Define goals that improve value for patients and define outcome measurements</li> <li>- Develop strategic objectives and action plans considering internal and external environment challenges</li> <li>- Prepare organizational change in the new value-based market</li> <li>- Understand the game-changing process of digital health</li> </ul>
Duration	5 sessions of 15 hours
Dates	18 to 20 Nov, 2020
Training methods	Lecture In-class applications
Reading	See above for the Minor
Validation	See above for the Minor