

Syllabus– HPM Advanced module 205
Please note that some changes may occur

Module : 205	Advanced module: Health Policy & Management
Coordinator	Odessa Dariel, Lecturer in the Institute of Management EHESP School of Public Health odessa.petitditdaniel@ehesp.fr
Dates	3 September – 1 October 2021
Credits/ECTS	3 ECTS
Duration	5 Fridays x 6 hour classes = 30 hours
Description	The multidisciplinary field of health policy and management is concerned with the development and evaluation of policy, the implementation and management of public health programs and the delivery of healthcare to individuals and populations. This assumes both a policy and managerial concern for the structure, process and outcomes in healthcare services, including costs, organization, equity and accessibility of care. The HPM track in year 2 builds on 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 and provides an overview of many of the HPM track modules offered throughout the year.
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, delivering and evaluating healthcare services and public health systems 2. Describe the politics, key processes and concepts involved in health policy development & enactment 3. Identify relationships between stakeholders and the role of management in policy development and implementation 4. Acquire a broad overview of the content in the HPM modules
Contributes to developing the following competences	<ul style="list-style-type: none"> • Understand health systems' structure, governance, funding mechanisms and how health-care services are organized • Compare and contrast health and social service delivery systems between countries, which reflect diverse political, organizational and legal contexts • Apply knowledge of organizational systems, theories and behavior to set priorities for, align and deploy relevant resources towards achieving clear strategic goals and objectives • Self-assess and address development needs based on career goals and required competencies • Critically review and evaluate your own practices in relation to public health principles, including critical self-reflection
Structure	Lectures, group work and discussions, see details below
Course requirements	<ul style="list-style-type: none"> • Students are expected to attend all five days (morning and afternoon). Student attendance will be noted for each class. Many lecturers are not from Paris and 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.

	<ul style="list-style-type: none"> • 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. • Plagiarism will be penalized. References and sources must be properly cited. All submitted papers are subject to being scanned by our plagiarism detection software.
<p>Assignment & Grading</p>	<p>1. Final exam: 40%</p> <p>The final exam will be based on the topics covered in each lecture. At the end of the module, guest lecturers provide 3-5 questions based on the content and materials discussed in their class. The questions are a mix of multiple-choice questions (MCQ), short answers and True or False (T/F) questions. Each question has a number of points attributed to it thus providing an indication of its weighted contribution to the final grade. For example, short-answer questions are worth more than MCQ and T/F therefore you are expected to provide thoughtful answers explaining your reasoning and rationale in the short answer questions to get full-points.</p> <p>2. Reflection journaling: 20% (<u>due every Monday at 9am following each HPM Advanced core lecture</u>. It is expected that you complete ½-1 page double-spaced per lecture)</p> <p>While many of you may not be specializing in Health Policy & Management, reflective skills are a transferable skill no matter what field you turn your attention to in public health. Most of us are not in the habit of systematically reflecting on our experiences. Reflective journaling is a structured guide that can be applied both in academic and professional contexts. In this assignment, you will be reflecting on the lectures you attend. This practice can be applied to your other classes or be used in future professional practice.</p> <p>This assignment requires that you complete one entry following every lecture (there will be 7 lectures) and these must be uploaded to Real by the following <u>Monday before 9am</u>. To guide you in your reflections, you can use Borton’s Model of Reflection to structure your ideas:</p> <ol style="list-style-type: none"> <u>What?</u> 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? <u>So What?</u> 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 thoughts/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? <u>Now what?</u> 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? <u>Conclusion:</u> Conclude your reflection with how you think the content acquired in each lecture may contribute to your understanding or behavior in your future role as a public health professional. Some of these questions may not apply given the track you have chosen to specialize in, however you are invited to consider how reflective journaling may be a useful guide for lifelong learning and professional development. <p>3. Essay : 40% (<u>due the same day as the exam</u>; 5 pages double-spaced)</p> <p><i>Watch the PBS documentary “Critical care: America vs the world” examining America’s fragmented system compared to four other countries offering health coverage to citizens more efficiently. Write an essay based on a different country than those in the documentary using the following prompts:</i></p> <ul style="list-style-type: none"> – What type of healthcare system does it have? How is healthcare financed and what type of healthcare coverage do citizens have access to? – What are the underpinning values guiding healthcare policies? What role does societal culture play in the types of healthcare policies passed? – What types of choices has the country made in terms of who gets what type of care and how much they pay for it?

	<ul style="list-style-type: none"> - Who are the most vulnerable populations and how does the healthcare system respond to their needs? - How does the system reconcile the availability of highly advanced curative technologies with ensuring basic healthcare access and primary care? - What weaknesses in the healthcare system did the Covid19 pandemic expose? - How does the content covered in this module (healthcare systems, financing, health economics, management and the politics of healthcare) and this documentary contribute to your understanding the dilemmas and choices made when making healthcare policy? - What are your thoughts on what an "ideal" healthcare system might look like? <p>Your reflective journals and final essay should be uploaded on REAL in the appropriate folders. Points will be taken off for late submissions. Each student is expected to work individually.</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 for 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><u>Students who miss class are responsible for content.</u> 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 More than 20% absences will be designated a fail for a given class. The student will be entitled to reassessment of any failed component(s). If they undertake a reassessment or they retake a module they will not 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.</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, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position.</p>

Course evaluation	EHESP requests that you complete a course evaluation at the end of the module. 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	Health Policy & Management manual (on Real) See sections below for specific readings for each lecture

Session 1	Institutions in health policy
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 3 th , 2020; 9h30 -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 3 th , 2020; 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 & 4	Financing & provider payment methods: an overview
Speaker	Matthias Brunn
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	6 hours
Dates	Friday September 10 th 2020; 9h-16h
Training methods	Lecture
Reading	Quinn, Kevin. "The 8 Basic Payment Methods in Health Care." <i>Annals of Internal Medicine</i> 163, no. 4 (August 18, 2015): 300–306. https://doi.org/10.7326 .

Session 5 & 6	Organizational and management theory
Speaker	Jacques Orvain, EHESP, Institute of Management
Session Outline	<p>Overview of various perspectives on healthcare management (HCM)</p> <ul style="list-style-type: none"> • Historical development of management sciences: from an educational program to eliciting a new object with several dimensions • Some current issues: <ul style="list-style-type: none"> ○ Institutionalization and professionalization ○ Culture and leadership ○ Situated learning ○ The paradox of measurement ○ Processes of attention • Reading and commenting Braithwaite's paper (2009)
Learning Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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	6 hours
Dates	Friday 17 th September 2021; 9h-16h
Training methods	Lecture and group discussion
Reading	<p>Read the following paper before class: Braithwaite, J., Runciman, W. B., & Merry, A. F. (2009). Towards safer, better healthcare : Harnessing the natural properties of complex sociotechnical systems. <i>Quality and Safety in Health Care</i>, 18(1), 37-41. https://doi.org/10.1136/qshc.2007.023317</p> <p>The following book is a good resource for deepening the topic: Ferlie, E., Montgomery, K., & Reff Pedersen, A. (Éds.). (2016). <i>The Oxford handbook of health care management</i> (First edition). Oxford University Press.</p>

Session 7 & 8	The politics of healthcare (online)
Speaker	Michael Sparer
Session Outline	<ul style="list-style-type: none"> • 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 September 24 th 2021; 9h-16h
Training methods	Lecture with small group discussions and plenary sessions
Reading	<p>Gawande, Atul, "Is Health Care a Right," <i>The New Yorker</i> (October 2, 2017). https://www.newyorker.com/magazine/2017/10/02/is-health-care-a-right</p> <p>Oberlander, Jon, 'Sitting in Limbo - Obamacare under Divided Government', <i>NEJM</i> (May 8, 2019). https://www.nejm.org/doi/pdf/10.1056/NEJMp1903373?articleTools=true</p> <p>Sparer and Beaussier, 'Public Health in a Cross-National Lens: The Surprising Strength of the American System', <i>Journal of Health Politics, Policy and Law</i> (October 2018).</p>

Session 9	Health economics
Speaker	Nicolas Sirven
Session Outline	<ul style="list-style-type: none"> - Economic Contribution to the Analysis of Population Health and its Determinants - Economic Arguments for Government Intervention in Public Health - Economic Evaluation in Public Health
Learning Objective	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Assess the contribution of economics to public health • Compare various economics concepts and theories to other disciplines • Challenge their own perspective on priorities setting in public health
Duration	3 hours
Dates	Friday October 1 st , 9h-12h
Training methods	Lecture with discussions
Reading	Cookson R. & Suhrcke M. (2014). "Public Health: Overview." In Culyer, A. J. (Ed.) <i>Encyclopedia of Health Economics</i> . Newne: 210-217.

Session 10	An introduction to healthcare policies in LMIC (online)
Speaker	Bertrand Lefebvre
Session Outline	<ul style="list-style-type: none"> - 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	<p>Students will be able to:</p> <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 October 1 st 2021; 13h-15h45
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>