

**Syllabus–Health Policy and Management  
Modules 108, 109 and 110**

Modules: 102, 103 & 104	Introduction to Health Policy and Management
<b>Coordinators</b>	<p>Prof. Suzanne Babich Associate Dean and Professor of Global Health Acting Chair, Department of Global Health Richard M. Fairbanks School of Public Health Indiana University-Purdue University Indianapolis, USA <a href="mailto:smbabich@iu.edu">smbabich@iu.edu</a> +1 919-360-8717 (cell phone and WhatsApp)</p> <p>Anne Girault, PhD Candidate EHESP School of Public Health <a href="mailto:Anne.GIRAULT@ehesp.fr">Anne.GIRAULT@ehesp.fr</a></p>
<b>Dates</b>	<p>September 27-29, 2021 November 1-3, 2021 November 29-December 1, 2021 January 10-12, 2022 February 7-9, 2022 March 14-16, 2022</p>
<b>Credits/ECTS</b>	10,5 ECTS
<b>Location</b>	Room : Grande Salle, EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
<b>Description</b>	<p>This set of modules provides an introduction and framework for understanding the structures, systems, and policies of health care and prevention around the world. The goal is to increase your knowledge and abilities to think critically and analyze health care issues from management and policy perspectives. The major structural and system issues include the “big three,” access, quality, and financing, which include forms of social insurance and private insurance. Other system topics relate to mental health, pharmaceuticals, technology, and other timely and often contentious topics of great importance to health and wellbeing around the world. The course prepares learners to confront the underlying values and ethics that drive the politics and economics of health care systems and to understand and apply basic concepts in communication, policy analysis and advocacy in practice settings.</p> <p>The curriculum addresses core competencies in health policy and management and global public health using as a guide the WHO ASPHER competency framework described here: <a href="https://www.euro.who.int/_data/assets/pdf_file/0003/444576/WHO-ASPHER-Public-Health-Workforce-Europe-eng.pdf">https://www.euro.who.int/_data/assets/pdf_file/0003/444576/WHO-ASPHER-Public-Health-Workforce-Europe-eng.pdf</a>.</p> <p><b>Module Descriptions</b></p> <p>*Note that some changes may occur – sessions in one module may be moved to another, for example – from time to time to accommodate changes in guest lecturer’s availability.</p> <p><i>Module 108 (September-November):</i></p> <p>The week begins with an overview of the three-module Health Policy and Management sequence and an introduction to the terminology used in understanding health policymaking, including the importance of culture and language in health services delivery. We take an in-depth look at the French health care system in the context of cost, quality and access to services. Finally, we launch a year-long sequence of policy lessons designed to help students apply a systematic approach to understanding the rationale and efficacy of health policies and how to improve them, examining the roles of stakeholders, including the media.</p> <p><i>Module 109 (November-January):</i></p> <p>This module builds on key concepts introduced in Module 108, extending to an exploration of how health care is financed in low, middle and high resource settings. We also explore the roles</p>

	<p>of the pharmaceutical industry and technology, health informatics (including the use of electronic medical records and privacy challenges), and development of leadership skills for application in field settings.</p> <p>Module 110 (February-March):</p> <p>This module examines the burden of mental illness around the world and how health systems cope with the challenge of supporting individuals within the context of culture. We discuss and debate timely topics related to development funding as well as how health systems responded – and why – during the COVID-19 pandemic. The module concludes with team presentations of in-depth policy analyses conducted over the course of the year.</p>
<b>Prerequisites</b>	None
<b>Course learning objectives</b>	<p>At the end of the module, you should be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish among various health care payers, providers, organizations and functions</li> <li>• Understand past, current, and emerging key issues in health care financing, insurance, delivery, organization, policy, administration, access, and quality in selected countries</li> <li>• Apply knowledge of these issues to administrative decision-making and policy development, and do so with a grounding in public health ethics</li> <li>• Compare and evaluate the impact of programs and policies on the health of individuals and populations</li> <li>• Explore and analyze an important public health issue and recommend a realistic approach to addressing the issue</li> <li>• Achieve the previous objective by working effectively in a team of fellow students</li> <li>• Cogently discuss and debate complex, current and future public health and health services issues</li> </ul>
<b>Structure</b>	<p>Content is arranged in modules distributed over six weeks. Modules are designed to be highly interactive, encouraging critical thinking, debate and reflection. Material in each module builds sequentially on the module before it, reinforcing key concepts. At times, the schedule for sessions within modules may be modified to take advantage of the availability of a guest lecturer, field-based activity or other rich learning opportunity that may arise.</p> <p>Most weeks, sessions will devote at least the last half hour of each morning, and the first half hour of each afternoon, to engaged discussion and reflection.</p>
<b>Resources</b>	<p><i>Textbook :</i> No textbook is required. Timely and relevant articles will be assigned to supplement in-class lectures, activities and discussions.</p> <p>Recommended (not required): Roberts, Hsiao, Berman and Reich. Getting Health Reform Right : A Guide to Improving Performance and Equity. Oxford University Press. 2008. Deborah Stone. Policy Paradox: The Art of Political Decision Making. Third Edition. WW Norton &amp; Co. 2011. Eugene Bardach. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. Fourth Edition. CQ Press. 2011.</p> <p><i>Website :</i> Course materials can be found online on the program's REAL website.</p> <p><i>Readings :</i> See links posted on REAL for each session.</p>
<b>Course requirement</b>	<p><b>Group Policy Brief Projects:</b> You will work in assigned groups for the purpose of completing this important part of the course. Each group will conduct an analysis of a problem and associated policy in the context of a specific country. Groups will deliver oral presentations of their analyses at the end of the last module and turn in a written policy brief. Time is set aside during one or more class periods for groups to meet to identify the specific focus of their analysis. Each group prepares a brief oral presentation for delivery in class in March and a policy brief of no more than 10-15 pages (the shorter the better).</p>

Many sample formats for policy briefs are available via a simple Web search of “writing a health policy brief.” Also see samples at: [www.healthaffairs.org/healthpolicybriefs](http://www.healthaffairs.org/healthpolicybriefs). We will also share examples of previous program cohorts’ written policy briefs.

You are expected to use resources from the library, Internet, and course materials in documenting your work. (Include a list of resources, including websites and the date you visited each site as an addendum to your policy brief.) Projects should integrate concepts from course lectures and readings, and from other academic and professional literature. **Final papers are due and posted on REAL by Monday morning at 9am France time of the week in which module 110 begins, and must also be submitted by email to [smbabich@iu.edu](mailto:smbabich@iu.edu).**

We have also set some interim dates by which components of the project are due to instructors for evaluation. This is to help ensure that groups are making appropriate and timely progress on their projects.

#### Policy brief project

Problem statement; policy identified (due January 3<sup>rd</sup> 5pm CET)

Evidence; stakeholder analysis (due January 24<sup>th</sup> 5pm CET)

Evaluation criteria grid; policy alts (due Feb 14<sup>th</sup> 5pm CET)

Written brief; oral presentation (as above, due last week of class)

We recommend that you use the American Psychological Association’s citation style in your paper. The APA style is commonly used in our field. For information about this style, see <http://www.lib.unc.edu/instruct/citations/apa/index.html>. Other styles are also acceptable ; the key is to be sure your writing style is consistent and clear.

Group project grades are based on the following:

- Logical, appropriate, evidence-based conclusions, analyses, and recommendations in both the presentation and paper (30 percent)
- Effectiveness of oral presentation (30 percent)
- Clearly written paper with topics arranged logically. Well designed tables and figures that convey relevant, important information (20 percent)
- Effective, appropriate application of course materials and other resources in the poster and paper (20 percent)

Note also that you will complete a questionnaire that assesses your own and your teammates’ contributions to the project. All team members will receive the same grade except if it is clear that someone has not participated effectively (attended and contributed to meetings; made timely, helpful contributions; been constructive, etc.). In that case, that individual’s grade will be lowered accordingly.

#### Reflection Paper/Journal:

Another assignment is maintenance of an ongoing journal document in which you record your personal reflections or reactions to materials covered in the course. During and after each module, you will write a brief (not more than one single-spaced page) journal entry in a Word document labelled with your name (e.g. BABICH, S\_Journal\_2022). Journal entries should be reflective and may address such points as what you learned that surprised you, what you agreed or disagreed with, how you might apply what you’ve read to a work situation, how the information may have influenced your view on the topic, and so on. **Journal entries should NOT simply summarize or repeat what the author or lecturer wrote or said.**

**Reflection papers are due and posted on REAL on or before Monday, May 2 at 9am France time and must also be submitted by email to [smbabich@iu.edu](mailto:smbabich@iu.edu).**

#### *Attendance/participation :*

You are expected to come to class prepared to participate in discussions with faculty, fellow students and guest lecturers. Credit for this part of the course is divided into two aspects: attendance and participation. Scores for attendance are simply based on number of class days

	attended. Credit for participation is earned by active involvement in discussions with faculty, fellow students and guest lecturers.																		
<b>Grading and assessment</b>	<table border="1"> <thead> <tr> <th>Component</th> <th>% of Grade</th> </tr> </thead> <tbody> <tr> <td>Policy brief project</td> <td>70 total</td> </tr> <tr> <td>  Problem statement; policy identified</td> <td>10</td> </tr> <tr> <td>  Evidence; stakeholder analysis</td> <td>10</td> </tr> <tr> <td>  Evaluation criteria grid; policy alts</td> <td>10</td> </tr> <tr> <td>  Written brief; oral presentation</td> <td>40</td> </tr> <tr> <td>Reflection paper</td> <td>20</td> </tr> <tr> <td>Attendance/participation</td> <td>10</td> </tr> <tr> <td>TOTAL</td> <td>100% (20 pts)</td> </tr> </tbody> </table> <p>NOTE: You are expected to come to class prepared to participate in discussions. <b>The course is designed to encourage interaction and debate</b> by students. The quality (not quantity) of your in-class comments and questions can move your final grade up or down one point. Quality is assessed by the relevance, thoughtfulness, and understanding displayed.</p>	Component	% of Grade	Policy brief project	70 total	Problem statement; policy identified	10	Evidence; stakeholder analysis	10	Evaluation criteria grid; policy alts	10	Written brief; oral presentation	40	Reflection paper	20	Attendance/participation	10	TOTAL	100% (20 pts)
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<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> You 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). If you are not able to make it to class, you are required to send an email to the instructor and to the MPH program coordinating team explaining your absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel.</p> <p>If you miss class, you 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. Students are entitled to be reassessed in any failed component(s). If you undertake a reassessment or retake a module, you cannot normally obtain more than the minimum pass mark (i.e. 10 out of 20)</p> <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, you will be penalized, as above mentioned. You must directly notify your professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting a 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> All cell phones <b>MUST</b> 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>																		
<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																		

	<p>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>
<b>Course Evaluation</b>	<p>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.</p>