

Syllabus Module HPM “The politics of health financing”

# 212	The politics of health financing
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Dates	16 – 20 Jan 2023
Credits/ECTS	3 ECTS
Duration	5 days of 6 hours = 30 hours
Location	EHESP – MSH Nord, Avenue George Sand, 93210 La Plaine St Denis
Description	This module delves deeper into the analysis of political dynamics in health & social services and public health with a focus on the role of financing and economic issues, 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. A writing lab will help students with the preparation of their final written class assignment, a short health policy essay.
Prerequisites	Advanced core module 205
Course learning objectives	<ol style="list-style-type: none"> 1. Understand how various disciplines co-construct health policy and politics 2. Critique differing approaches to financing, funding and insurance 3. Improve competencies in arguing and analytical writing 4. Enhance skills in presenting and collaborating
Learning competences <i>(according to ASPHER-WHO competence framework)</i>	<p>Understands health systems' structure, governance, funding mechanisms and how health-care services are organized (1.10)</p> <p>Able to compare and contrast health and social service delivery systems between countries, which reflect diverse political, organizational and legal contexts (3.3)</p> <p>Understands and applies the principles of economic thinking in public health (8.9) and performs health economic evaluation and assessment of a given procedure, intervention, strategy or policy (8.10)</p> <p>Communicates facts and evidence effectively within the context of translating science and evidence into practice and policy for various actors in the system and populations of concern, especially to increase the effectiveness of responses to risks, threats and damages to health (7.3)</p>
Structure	Lectures & exercise 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	<ul style="list-style-type: none"> • 30% attendance & meaningful participation. It will be expected that you participate actively in discussions and exercises in class. When assigned, students must come to class having read the relevant materials. • 70% written assignment of 2500 words \pm 10% (excluding references, tables, figures, acknowledgements, appendix); up to 1 bonus point (out of 20) can be obtained if the individual feedback on the first version of the written assignment is integrated into a second version. <p>Using the themes covered in the HPM track or another topic (with instructor approval), each student will submit an individual analytical essay. You should include:</p> <ul style="list-style-type: none"> ○ A brief description of the problem ○ The elaboration of your main argument/hypothesis ○ Data/arguments/findings that confirm and/or contradict your main argument ○ Conclusions and outlook <p>Depending on your background (experience with analytical writing), and after feedback from the instructor, you may choose a more flexible outline for your assignment.</p>
Course policy	<p>Attendance & punctuality</p> <p>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.</p> <p>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).</p> <p>If students are not able to make it to class, <u>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</u>. 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>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</p> <p>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).</p> <p>Exceptional circumstances</p> <p>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 MUST be turned off during class time.</p> <p>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> <p>Plagiarism</p> <p>Written assignments must conform to university and professional standards for academic integrity. The electronic copy of your written work must be uploaded on REAL where it is validated on Compilatio. Please refer to this document in order to manage your sources correctly: https://content.compilatio.net/documents/brochure/FR_COMPILATIO-GUIDE-ETUDIANT_EVITER-LE-PLAGIAT.pdf</p> <p>(See also http://mph.ehesp.fr EHESP Academic Regulation Article 6 Intellectual honesty)</p>

<p>Valuing diversity</p>	<p>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.</p>
<p>Course evaluation</p>	<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>

Session 1 & 3	The political economy of health
Speaker	Matthias Brunn LIEPP, Sciences Po Paris
Session Outline	<ul style="list-style-type: none"> - Introduction to the overall module and the links between its elements - Key notions of political economy in health: the place of health economics and agency - Key approaches to raising revenue in the health system: public and private health insurance, taxes, user charges - The critical political perspective - Applications to practice and health reform
Learning Objectives	<ul style="list-style-type: none"> - Acquire key technical notions of health system financing - Critique current reforms and approaches and link them to political processes - Develop and strengthen your personal position on the relation between economics and health
Dates	Monday and Tuesday (am)
Duration	6 hours (two times 9h-12h)
Training methods	Lecture and discussion
Reading	Nguyen H. The principal-agent problems in health care: evidence from prescribing patterns of private providers in Vietnam. Health Policy Plan. 2011 Jul;26 Suppl 1:i53-62. doi: 10.1093/heapol/czr028. PMID: 21729918.

Session 2 & 4	Paying providers
Speaker	Pierre-Yves Brossard, EHESP
Session Outline	<ul style="list-style-type: none"> • Review of existing provider payment methods • Main characteristics and implications for policy and management • Discussion of impacts on care provision and outcomes
Learning objectives	<ul style="list-style-type: none"> • Identify payment methods implemented in different contexts • Understand underlying principles, objectives and political drivers • Grasp payment tools in a wider health system context
Dates	Monday and Tuesday (pm)
Duration	6 hours (two times 13h-16h)
Training methods	Lecture and group discussion

Reading	<ul style="list-style-type: none"> - 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. - Quinn, Kevin. "The 8 Basic Payment Methods in Health Care." Annals of Internal Medicine 163, no. 4 (August 18, 2015): 300–306. https://doi.org/10.7326/M14-2784.
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Session 5	How health economics shape health policy and politics
Speaker	Marc Smyrl, professor of political science, University of Montpellier
Session Outline	<ul style="list-style-type: none"> - Case study on the regulation of health markets and systems in the UK and the role of different health economic programs - Link to other policy areas and trends such as competition and state intervention - Perspectives and implications for future health reform
Learning objectives	<ul style="list-style-type: none"> - Acquire advanced concepts necessary to understand current health reform - Gain competencies in grasping the interrelation of policy fields and trends - Advance your skills in synthesizing and defending your arguments
Dates	Wednesday morning
Duration	3h, 9h-12h
Training methods	Lecture with group discussions
Reading	Will be available on REAL

Session 6 & 10	Writing lab
Speakers	<p>Alexander Parry, project manager, INSERM</p> <p>Matthias Brunn</p> <p>Co-founder of the lab and script: Michael Padget, health policy consultant (Boston)</p>
Session Outline	<ul style="list-style-type: none"> • Introduction on rhetoric and writing skills – key for anyone making or analyzing health policy • Students are invited to draft during class (or bring along) an introduction to a health policy essay of a topic they choose (which can be the topic of the final module assignment) • Individual feedback by instructors • Wrap-up and sharing of 'best practice' in plenary

Learning objectives	<ul style="list-style-type: none"> • Acquire and practice writing skills • Critically appraise your colleagues' writing
Dates	Wednesday and Friday
Duration	6h (two times 13h-16h)
Training methods	Introductory lecture, individual feedback and plenary
Reading	<p>Oxford Handbook of Public Health Practice (3 edn)</p> <p>Chapter: effective writing</p> <p>DOI: 10.1093/med/9780199586301.003.0046</p>

Session 7	Payment reform
Speaker	Matthias Brunn
Session Outline	<ul style="list-style-type: none"> - Political context of recent payment reforms in welfare states - Group exercise (simulation of a payment policy negotiation) - Discussion, feedback and wrap-up
Learning Objectives	<ul style="list-style-type: none"> - Apply theoretical knowledge to case studies - Reflection on bias: how do we interpret data depending on our background/role? - Develop rhetoric skills in group exercise
Dates	Thursday
Duration	3 hours, 9-12h
Training methods	Group exercise with role play and feedback
Reading	Detailed instructions for the group exercise will be given at the beginning of the module, see REAL

Session 8	Health politics, climate change and money
Speaker	Michael Padget, Harvard Medical School
Session Outline	<ul style="list-style-type: none"> • Foundations of climate change and carbon footprint • The two-sided relationship with the health system • Reducing the carbon footprint of the health system
Learning Objectives	<ul style="list-style-type: none"> • Grasp the challenges of a global policy topic • Is there an economic case to be made? • How to integrate climate-related aspects to your public health program

Dates	Thursday
Duration	3 hours, 14-16h, Zoom
Training methods	Lecture with group discussions
Reading	Announced during class

Session 9	Mental health economics
Speaker	Matthias Brunn
Session Outline	<ul style="list-style-type: none"> • Key aspects and challenges of mental health policies and economics • Interaction with other policy fields
Learning objectives	<ul style="list-style-type: none"> • Put mental health issues in context • Critically appraise mental health policies • Develop, discuss and communicate solutions
Dates	Thursday
Duration	3 hours, 9h-12h
Training methods	Lecture with group discussions
Reading	<p>- 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.</p> <p>- Poverty, inequality and a political economy of mental health. J. K. Burns 2015. Epidemiology and Psychiatric Sciences (2015), 24, 107–113. doi:10.1017/S2045796015000086</p>