

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

Module : 205	Advanced module: Health Policy & Management
<b>Coordinator</b>	Odessa Dariel, Lecturer in the Institute of Management EHESP School of Public Health <a href="mailto:odessa.petitdidariel@ehesp.fr">odessa.petitdidariel@ehesp.fr</a>
<b>Dates</b>	7 September (Thursday); 15, 22, 29 September & 6 October (Fridays) 2023
<b>Credits/ECTS</b>	3 ECTS
<b>Duration</b>	1 Thursday & 4 Fridays x 6 hour classes = 30 hours
<b>Description</b>	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, workforce management, 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 and healthcare management worldwide. The module is intended to provide basic skills to understand the relationship between public health policy and healthcare systems and provides an overview of most of the HPM track modules offered throughout the year.
<b>Prerequisites</b>	None; required module for HPM track students
<b>Course learning objectives</b>	At the end of the module, the students should be able to: <ol style="list-style-type: none"> <li>1. Identify the main components and issues in organizing, financing, delivering and evaluating healthcare services and public health systems</li> <li>2. Describe the politics, key processes and concepts involved in health policy development &amp; enactment</li> <li>3. Identify relationships between stakeholders and the role of management in policy development and implementation</li> <li>4. Acquire a broad overview of the content in the HPM track modules</li> </ol>
<b>Contributes to developing the following ASPHER-WHO competences</b>	<ul style="list-style-type: none"> <li>• Understand health systems' structure, governance, funding mechanisms and how health-care services are organized</li> <li>• Compare and contrast health and social service delivery systems between countries, which reflect diverse political, organizational and legal contexts</li> <li>• Apply knowledge of organizational systems, theories and behavior to set priorities for, align and deploy relevant resources towards achieving clear strategic goals and objectives</li> <li>• Self-assess and address development needs based on career goals and required competencies</li> <li>• Critically review and evaluate your own practices in relation to public health principles, including critical self-reflection</li> </ul>
<b>Structure</b>	Lectures, group work and discussions, see details below
<b>Course requirements</b>	<ul style="list-style-type: none"> <li>• <b>Students are expected to attend all five days</b> (morning and afternoon). Many lecturers travel to Paris from abroad and make a significant effort to be present. If students are unable to be present in class, they <b>must send an email to the module coordinator explaining their absence</b>.</li> <li>• <b>Tardiness will not be tolerated</b>. Doors will close 10 minutes after the start of class and late arrivals will not be able to enter.</li> <li>• It is expected that students will <b>read all assigned readings</b> prior to each class and will actively participate during class discussions.</li> <li>• <b>Laptops will be accepted only for class-related activities</b>. 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.</li> <li>• <b>Plagiarism will be penalized</b>. References and sources must be properly cited. All submitted papers are subject to being scanned by our plagiarism detection software.</li> <li>• <b>Complete the evaluation forms</b> at the end of the module. We take these evaluations very seriously because constructive feedback provides insight into how we can improve the course. Just as students appreciate feedback on their assignments, so do professors seek feedback on their lessons. Given</li> </ul>

	<p>poor response rates on anonymous questionnaires in the past, this year I will be experimenting a new strategy: <u>students' grades for the module will not be posted until at least 80% of the class has submitted an evaluation.</u></p>
<p><b>Assignment Grading &amp;</b></p>	<p>1. <b>Reflection journaling: 25%</b> (3 reflection journals) Pass/Fail. <u>All 3 reflection journals are due October 11<sup>th</sup> 2023 ; max 1 page</u></p> <p>While many of you may not be specializing in Health Policy &amp; Management, reflective skills are a transferable skill no matter what field you turn your attention to in public health. Many of us are not in the habit of methodically reflecting on our experiences. It is a valuable competence to cultivate because it encourages you to systematically question your professional practice. Moreover, a reflexive approach can also help you remain vigilant when occupying a dual role of “practitioner-researcher/evaluator” within your workplace, such as when conducting research where you work or performing a program evaluation as an insider. Reflective journaling is a structured guide that can be applied both in academic and professional contexts. In this assignment, you will be reflecting on <u>three</u> lectures.</p> <p>Choose 3 of the 10 lectures and upload them on one document on Real <u>by</u> October 11<sup>th</sup>. To guide you in your reflections, you are free to use Borton’s Model of Reflection (please do not structure your journal into these 4 sections, rather use a narrative, free flow form) :</p> <ol style="list-style-type: none"> <li>a. <u>What?</u> Describe the event or experience (in this case the lecture content and what you consider to be the main take-home messages). This should succinctly describe the situation/lecture using the following questions to guide you: What happened? What did you see/do/learn? What was your reaction to it?</li> <li>b. <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?</li> <li>c. <u>Now what?</u> This is the stage requiring you to think about what you are going to do next with this new knowledge/experience 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?</li> <li>d. <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.</li> </ol> <p><u>Your reflection journals should include the following:</u></p> <ul style="list-style-type: none"> <li>- Depth of thought as evidenced by your ability to draw on the relationship between your past experiences/classes, readings, articles, events, and the guest speakers and class session.</li> <li>- Ability to discuss issues identified in class and in readings that brings up further thoughts or questions especially how they relate to your professional objectives or views about public health, and health policy and management more specifically.</li> <li>- Use of specific and pertinent examples to make connections between what you’ve learned and how you might apply using an integrative perspective (using the different public health disciplines).</li> </ul> <p><b>2. Weekly quizzes: 25%</b></p> <p>Weekly quiz questions will be posted on REAL based on the topics covered in each lecture. The questions are a mix of multiple-choice questions (MCQ), short answers and True or False (T/F) questions. You are free to complete these quizzes at your own pace, however, it is recommended you complete them weekly while the content is still fresh on your mind. <u>All the quizzes must be completed by the due date of the essay. You will receive a 0/20 for any missing quiz.</u></p> <p><b>3. Essay : 50% (due 2 weeks after the end of the module); max 10 pages double-spaced)</b></p> <p>Watch the PBS documentary “<u>Critical care: America vs the world</u>” examining America’s fragmented system compared to four other countries offering more efficient health coverage to their citizens. Write an essay based on a different country than those featured in the documentary using the following prompts to guide your thinking:</p> <ul style="list-style-type: none"> <li>– What type of healthcare system does this country have? How is healthcare financed and what type of healthcare coverage do citizens have access to?</li> <li>– What are the underpinning values guiding this country’s healthcare policies? What role does societal culture play in the types of healthcare policies they develop?</li> <li>– What types of choices has the country made in terms of who gets what type of care and how much they pay for it?</li> <li>– Who are the most vulnerable populations and how does the healthcare system respond to their needs?</li> </ul>

	<ul style="list-style-type: none"> <li>- How does the system reconcile the availability of highly advanced curative technologies with ensuring basic healthcare access and primary care?</li> <li>- What weaknesses in the healthcare system did the Covid19 pandemic expose?</li> <li>- How does the content covered in this Advanced HPM module (healthcare systems, financing, health economics, management and the politics of healthcare) and this documentary contribute to your understanding of the dilemmas and choices made when making healthcare policy?</li> <li>- What are your thoughts on what an "ideal" healthcare system might look like?</li> </ul>
<b>Course policy</b>	<p><b>Attendance &amp; punctuality</b> Regular and punctual class attendance is a prerequisite for receiving credit in a course. Students are expected to attend classes (whether they are in-person or online). The obligations for 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). <u>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.</u> All supporting documents are provided to the end-of-year panel.</p> <p><u>Students who miss class are responsible for recuperating the 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 module coordinator. 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> <u>More than 1 day (6 hours) of absence without pertinent justification may lead to a student failing this module.</u> The student will be entitled to reassessment but will not be able to obtain more than the minimum pass mark (i.e. 10 out of 20) for the final module grade.</p> <p><b>Exceptional circumstances</b> Absence from any lecture, 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 notify the module coordinator and the MPH academic secretariat <i>before</i> any absences or anticipated late assignments. The MPH team 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/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>
<b>Valuing diversity</b>	<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 module follows 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 module. Your responses will be anonymous, with feedback analyzed as an aggregate. Open-ended comments will be shared with instructors, but not identified to any individual students. Your participation in course evaluation is an expectation and good practice for you since providing constructive feedback is often a professional obligation in the workplace. Moreover, your feedback is critical to improving the quality of our courses, as well as for instructor assessment. <b>Please see details regarding Advanced Module 205's "Course requirements" above.</b></p>
<b>Location</b>	EHESP Greater Paris, 20 Avenue George Sand 93210 La Plaine St Denis

<b>Readings</b>	Health Policy & Management manual (on Real) See sections below for specific readings for each lecture
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<b>Session 1</b>	<b>Introduction to HPM : overview of the policy-making cycle</b>
<b>Speaker</b>	Odessa Dariel
<b>Session Outline</b>	<ul style="list-style-type: none"> <li>- Introduction to 205 module, syllabus and assignments</li> <li>- Review of the role of HPM in public health</li> <li>- Review of fundamental concepts</li> <li>- Review of the policy-making cycle</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>- Provide details for module assignments &amp; expectations</li> <li>- Gain awareness of the politics, key processes and concepts involved in health policy development &amp; enactment</li> <li>- Acquire a broad overview of the content covered in the HPM track modules</li> </ul>
<b>Duration</b>	3 hours
<b>Dates</b>	Thursday September 6 <sup>th</sup> , 2023; 9h-12h – In auditorium
<b>Training methods</b>	Lecture with discussions
<b>Reading</b>	HPM Manual

<b>Session 2</b>	<b>Institutions in health policy</b>
<b>Speaker</b>	Matthias Brunn
<b>Session Outline</b>	<ul style="list-style-type: none"> <li>- What are institutions in health?</li> <li>- The role of ideas, knowledge and framing in the policy process</li> <li>- Health professions and their changing role as policy actors</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>- Understand advanced concepts of policy analysis</li> <li>- Use them to identify barriers and facilitators in change models</li> <li>- Be able to critically appraise case studies</li> </ul>
<b>Duration</b>	3 hours
<b>Dates</b>	Thursday September 6 <sup>th</sup> , 2023; 13-16h – In auditorium
<b>Training methods</b>	Lecture with group discussions
<b>Reading</b>	<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>

<b>Session 3 &amp; 7</b>	<b>Financing &amp; provider payment methods: an overview</b>
<b>Speaker</b>	Matthias Brunn
<b>Session Outline</b>	<ol style="list-style-type: none"> <li>1. Review existing provider payment methods</li> <li>2. Understand their characteristics</li> <li>3. Discuss their impacts on care provision</li> </ol>

<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Identify payment methods implemented in different contexts</li> <li>• Understand the role of payment methods as policy and management tools</li> <li>• Be able to analyze payment systems</li> </ul>
<b>Duration</b>	6 hours
<b>Dates</b>	Friday September 15 <sup>th</sup> 2023: 9h-12h Friday September 29 <sup>th</sup> 2023: 9h-12h
<b>Training methods</b>	Lecture with group discussions
<b>Reading</b>	Quinn, Kevin. "The 8 Basic Payment Methods in Health Care." <i>Annals of Internal Medicine</i> 163, no. 4 (August 18, 2015): 300–306. <a href="https://doi.org/10.7326">https://doi.org/10.7326</a> .

<b>Session 4</b>	<b>Climate change &amp; health systems: Redefining quality</b>
<b>Speaker</b>	Michael Padget, Center for the Environment and Health Mass General Hospital
<b>Session Outline</b>	<ul style="list-style-type: none"> <li>• Foundations of climate change and carbon footprint</li> <li>• The two-sided relationship with the health system</li> <li>• Reducing the carbon footprint of the health system</li> </ul>
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Grasp the challenges of a global policy topic</li> <li>2. How does this subject fit with other health system priorities?</li> <li>3. How to integrate climate-related aspects to your health system</li> </ol>
<b>Duration</b>	3 hours
<b>Dates</b>	Friday September 15 <sup>th</sup> , 2023; 13h-16h
<b>Training methods</b>	Lecture with group discussions
<b>Reading</b>	Announced during class

<b>Session 5</b>	<b>Introduction to Health economics</b>
<b>Speaker</b>	Julien Mousquès, EHESP
<b>Session Outline</b>	<ul style="list-style-type: none"> <li>• Introduction to the intersections of economics applied to health and public health</li> <li>• Overview of the contribution of economics regarding evaluation (Health Technology Assessment, Economic Evaluation and Evaluation Public Policy including pilots and experiments)</li> </ul>
<b>Learning Objective</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe key economic concepts that can be usefully applied in public health policy and practice</li> <li>• Compare the strengths and weaknesses of different study designs to support evidence-informed policy</li> <li>• Challenge their own perspective on how economics and public health intersect</li> </ul>
<b>Duration</b>	3 hours
<b>Dates</b>	Friday September 22 <sup>nd</sup> 2023, 9h-12h
<b>Training methods</b>	Lecture with discussions

<b>Reading</b>	Jakovljevic, M. M., & Ogura, S. (2016). Health Economics at the Crossroads of Centuries - From the Past to the Future. <i>Frontiers in public health</i> , 4, 115. <a href="https://doi.org/10.3389/fpubh.2016.00115">https://doi.org/10.3389/fpubh.2016.00115</a> Turner HC, Archer RA, Downey LE, Isaranuwatjai W, Chalkidou K, Jit Mand Teerawattananon Y (2021) An Introduction to the Main Types of Economic Evaluations Used for Informing Priority Setting and Resource Allocation in Healthcare : Key Features, Uses, and Limitations. <i>Front. Public Health</i> 9:722927. doi: 10.3389/fpubh.2021.722927
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<b>Session 6</b>	<b>Introduction to Humanitarian Health in crisis situations (online)</b>
<b>Speaker</b>	Bill Gentry The University of North Carolina at Chapel Hill
<b>Session Outline</b>	<ol style="list-style-type: none"> <li>1. Evaluating health needs in crisis situations</li> <li>2. How to prioritize humanitarian health problems</li> <li>3. Brief introduction of preparedness planning tools and health indicators to evaluate and adapt humanitarian operational plans</li> </ol>
<b>Learning Objectives</b>	<p>The course is an introduction to humanitarian health in crisis situations for students willing in the future to:</p> <ul style="list-style-type: none"> <li>• Explore and understand major policies, planning efforts and dilemmas of global humanitarian public health action in crisis situations;</li> <li>• Understand the complexities of a humanitarian health emergency and crisis situation: international conflicts, civil wars, natural disasters, technological disasters...;</li> <li>• Design humanitarian health actions that respond to assessed population health needs;</li> <li>• Develop a critical understanding of field practices and impact of humanitarian action in crisis situations that effect policy</li> </ul>
<b>Duration</b>	3 hours
<b>Dates</b>	Friday September 22 <sup>nd</sup> 2023; 13h-16h
<b>Training methods</b>	Class utilizes lecture, student led crisis solving teamwork, and a final team presentation
<b>Reading</b>	TBA

<b>Session 8</b>	<b>An introduction to healthcare policies in LMIC</b>
<b>Speaker</b>	Celia Mir Alvarez, PhD candidate at CERMES3 CNRS/INSERM, University of Paris
<b>Session Outline</b>	<ul style="list-style-type: none"> <li>- Present the keys challenges / milestones of health care policies in LMIC</li> <li>- Introduce models of care that have been developed in the context of LMIC</li> <li>- Introduce the theoretical and conceptual foundations of Universal Health Coverage</li> </ul>
<b>Learning Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of considering historical and political dimensions in health sector reforms (path dependency).</li> <li>• Understand the role of international agencies in the definition and financing of national health policies and programs in LMIC.</li> <li>• Discuss the increasing role played by international and local philanthropists in the financing and the making of public health interventions.</li> <li>• Discuss the importance placed on assessing the efficiency of public health interventions through scientific methods (i.e. RCT) and auditing</li> </ul>
<b>Duration</b>	3 hours
<b>Dates</b>	Friday September 29 <sup>th</sup> 2023; 13h-16h
<b>Training methods</b>	Lecture with discussions

<b>Reading</b>	<p>Brown, T. M., Cueto, M., &amp; 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>
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<b>Session 9 &amp; 10</b>	<b>Healthcare management &amp; Program management</b>
<b>Speaker</b>	Teresa Durães, Management director Hospital da Luz Lisboa
<b>Session Outline</b>	<p><b>1) Healthcare management</b></p> <p>a) <i>From macro (HC System) to micro (Organizations) management</i> - Organizational environment, strategic planning, decision-making.</p> <p>b) Organizational culture and organizational results</p> <p><b>4. Program management</b></p> <p>a) Organizational performance – what to measure, how to measure. Understanding the project management life cycle</p>
<b>Learning Objectives</b>	<p>At the end of the sessions, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Know how to assess different kinds of organizational environments. How internal and external organizational assessments are conducted and used in strategic decision-making.</li> <li>2. Acknowledge how project management impacts organizational performance, group decision-making, health care interventions and outcomes.</li> </ol>
<b>Duration</b>	6 hours
<b>Dates</b>	Friday October 6 <sup>th</sup> 2023; 9h-16h
<b>Training methods</b>	Lecture with small group discussions and plenary sessions
<b>Reading</b>	TBA