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

| Modules: 102, 103 & 104 | Introduction to Health Policy and Management |
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| **Coordinators** | Prof. Suzanne Babich<br>Associate Dean of Global Health<br>Professor, Department of Community and Global Health<br>Director, Doctoral Program in Global Health Leadership<br>Richard M. Fairbanks School of Public Health<br>Indiana University-Purdue University Indianapolis, USA<br>smbabich@iu.edu<br>+1 919-360-8717 (cell phone and WhatsApp) |
| **Dates** | January 20-23, 2025<br>January 27-30, 2025<br>February 17-20, 2025<br>February 24-27, 2025<br>March 24-27, 2025 |
| **Credits/ECTS** | 10,5 ECTS |
| **Location** | Room : Sequoia 1, EHESP 15 avenue du Professeur Léon Bernard 35043 Rennes |
| **Description** | 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.<br><br>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: https://www.euro.who.int/__data/assets/pdf_file/0003/444576/WHO-ASPHER-Public-Health-Workforce-Europe-eng.pdf.<br><br>**Module Descriptions**<br>*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.<br><br>*Module 108:*<br><br>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 sequence of policy lessons, running across all three HPM modules, 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.<br><br>Module 109:<br><br>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 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. |

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| | **Module 110:**<br><br>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. |
| **Prerequisites** | None |
| **Course learning objectives** | At the end of the module, you should be able to:<br><ul><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> |
| **Structure** | Content is arranged in modules distributed over five 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.<br><br>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. |
| **Resources** | *Textbook :*<br>No textbook is required. Timely and relevant articles will be assigned to supplement in-class lectures, activities and discussions.<br><br>Recommended (not required):<br>Deborah Stone.  Policy Paradox: The Art of Political Decision Making.  Third Edition. WW Norton & Co.  2011.<br>Eugene Bardach.  A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving.  Fourth Edition.  CQ Press.  2011.<br><br>*Website and Readings :*<br>*Course materials can be found online on the program's REAL website and/or will be distributed in advance via email by individual lecturers and the module coordinator.* |
| **Course requirement** | ***Group Policy Brief Projects:***<br><br>You will work in assigned groups to complete 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 work on their analyses.  Each group prepares a brief (10-15 minutes) oral presentation for delivery in class at the end of module 110 and a policy brief of no more than 10-15 pages (the shorter the better).<br><br>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. |

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.**

Groups must manage their time and establish timelines for completion of project milestones. For planning purposes, these milestones are:

  Problem statement; policy identified
  Evidence; stakeholder analysis
  Evaluation criteria grid; policy alts
  Written brief; oral presentation

We will discuss this in more detail the first week of classes in module 108.

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 major 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_2025). *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 Friday at 9am France time on the last week during module 110 and must also be submitted by email to smbabich@iu.edu.**

Reflection journal grades are based on the following:

- Ongoing reflections recorded periodically throughout the months that modules 108, 109, and 110 are delivered. (It is also OK to include notes from other weeks outside these modules if you are so inspired.) (25 percent)
- Entries are reflective in nature, expressing your learnings in terms of how your thinking or feelings may have been affected or influenced by what you are learning. This may include related goings-on in the world that you may hear or read about in the news, other media and/or in other modules. (25 percent)

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| | • Entries are substantive and demonstrate critical thinking about key concepts learned in class. (40 percent)<br>• On time delivery of the assignment. (10 percent)<br><br>*Attendance/participation :*<br><br>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. |
| **Grading and assessment** | <table><tr><th>Component</th><th>% of Grade</th></tr><tr><td>Policy brief project<br>(50/50 for oral and written presentations)</td><td>60 total</td></tr><tr><td>Reflection paper</td><td>30</td></tr><tr><td>Attendance/participation</td><td>10</td></tr><tr><td>TOTAL</td><td>100% (20 pts)</td></tr></table><br>NOTE: You are expected to come to class prepared to participate in discussions. **The course is designed to encourage interaction and debate** 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. |
| **Course policy** | **Attendance & punctuality**<br>**Regular and punctual class attendance is a prerequisite for receiving credit in a course.**<br>You are expected to attend each class. Attendance will be taken at each class.<br>The obligations of 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).<br>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.<br>.<br>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.<br><br>**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)<br><br>**Maximum absences authorized & penalty otherwise**<br>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)<br><br>**Exceptional circumstances**<br>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 http://mph.ehesp.fr EHESP Academic Regulation Article 4 Examinations).<br><br>**Courtesy**: All cell phones MUST be turned off during class time. |

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| | 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. |
| **Valuing Diversity** | 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. |
| **Course Evaluation** | 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. |