AMERICAN UNIVERSITY OF BEIRUT
FACULTY OF HEALTH SCIENCES

Department of Health Management and Policy

HMPD 300
Health Systems Management
[3 credits]

Course Syllabus
Fall Semester, Academic Year 2023-2024

Class time and Venue:
Section 1: Fridays 9:00 AM - 11:30 AM Van Dyck 101
Section 2: Fridays 3:00 PM - 5:30 PM Van Dyck 101

Course Instructors and Contact Details:
Dr. Kassem Kassak
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Extension: 4865
Office Hours: By appointment

Course Description:
This course is designed for public health graduate students to identify organizational and health system challenges and apply systems thinking in resolving them. The course is a core MPH module that examines the organization, delivery and funding of health care and addresses the main components, resources, and functions of health systems at several levels including national, regional, and international. It critically integrates analyses of structural biases and social inequities as barriers to equitable public health and health care systems. Although the course topics have relevance to national and regional challenges, an international comparative approach is adopted

Course learning Objectives

By the end of the course, students will be able to:

LO1. Distinguish the main components of the organization, financing and delivery of health services and public health systems employing a comparative international approach, with emphasis on Lebanon and the region
LO2. Describe principles of strategic planning in public health
LO3. Use systems thinking for analyzing contemporary health issues
LO4. Examine the principles of budgeting and financial statements in healthcare settings
LO5. Apply best practices in human capital management and the means to enhance teamwork in healthcare settings
LO6. Comprehend the interdependent and systemic nature of human resources for health
LO7. Comprehend the role of leadership in management and innovation of healthcare settings
LO8. Understand the structural biases and social inequities role in hindering access to needed services at the community, national and international level
LO9. Identify the role of health informatics in public health practice

Council on Education for Public Health (CEPH) Core/Concentration Competencies mapped to HMPD 300

- **CC5.** Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings
- **CC6.** Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
- **CC10.** Explain basic principles and tools of budget and resource management
- **CC13.** Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- **CC16.** Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- **CC21.** Integrate perspectives from other sectors and/or professions to promote and advance population health
- **CC22.** Apply systems thinking tools to a public health issue

Essential Skills

- **Essential Skill 1:**
- **Essential Skill 2:**

Link to **PHEO Faculty Portal**

Course Learning Objectives mapped to CEPH competencies

<u>Table 1</u>. **Mapping of course LO to CEPH competencies**

	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9
CC5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings	X		X			X			X
CC6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	X							X	
CC10. Explain basic principles and tools of budget and resource management				X		X			X
CC13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		X							
CC16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		X					X		

	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9
CC21. Integrate perspectives from other sectors and/or professions to promote and advance population health					X				
CC22. Apply systems thinking tools to a public health issue	X		X						

Assigned Text Book and Readings (if applicable)

The **recommended** textbook for HMPD 300 is:

Burke, R., & Friedman, L. (2011). *Essentials of management and leadership in public health*. **Jones & Bartlett Learning.**

The course will also use an assortment of educational resources including publications, reports, white papers, videos, and case studies. All course readings, except for book chapters, will be posted on Moodle according to the weekly topic and reading schedule. It is the responsibility of students to access the Moodle and download/ print the course readings as per the weekly schedule.

Additional Suggested Instructions:

The course will also use an assortment of educational resources including: publications, reports, white papers, videos and case studies. All course readings, except for book chapters, will be posted on Moodle according to the weekly topic and reading schedule. It is the responsibility of students to access the Moodle and download/ print the course readings as per the weekly schedule.

Course requirements and Student evaluation:

Pre-requisites: There are no pre-requisites for this course

Student Evaluation:
Assessment will be based on class participation; group assignments, and Exam I&II:

Table-2 Summary of students' assessments mapped to course learning objectives

	Learning Objectives								
	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9
Participation									
Group Assignment & Presentation I	X		X					X	
Midterm/Individual Assignment	X		X		X			X	
Final Assignment		X		X		X	X		X

Table -3 Description of Assessment methods, Due Dates and Corresponding Learning Objectives

Assessment method	Date (tentative)	Grade percentage
Participation	*NA*	*10%*
Active participation is an evaluated aspect of this course. All students are expected to demonstrate interest in the topics and to engage through various forms of communication and discussions throughout the course.		
Group Assignment and Presentation	*[Insert Date]*	*25%*
Students will work in groups of 4 or 5, depending on class enrollment, to prepare an assignment and presentation that demonstrates their understanding of health systems and the means through which systems could help achieve effectiveness, efficiency, as well as health equity (material covered in weeks 2-6). They are further expected to select one system thinking tool and apply it to analyze a public health issue in their selected system. Each group would need to choose a healthcare system and offer a presentation outlining the organization, delivery and financing of this system and then use a comparative health systems lens to suggest improvements that would enhance equity and efficiency. Groups would need to offer reflections on the means to avoid structural bias and racism, enhance and support human capital as well as the initiatives needed to enhance gender equity. *Note*: Group presentations are necessary to examine students' ability to work in groups to appropriately demonstrate the attainment of competencies through the triangulation of teamwork, information gathering and synthesis and high-level presentation skills. In fairness to all students, each team member **MUST** contribute effectively both in time and efforts in preparing the assignments. Free riders are not tolerated. With each assignment, students are required to report on the group dynamics and evaluate the contribution of other members in the group		
Midterm Individual assignment & presentation	*[Insert Date]*	*30%*
Students will individually prepare an assignment and a presentation that demonstrates understanding of the strategic planning and fiscal management process in a health system (material covered in weeks 6, 8 and 9). Each student would select a public health challenge that has a national and/or regional relevance. The approach outlined in the assignment and the presentation should adopt strategic planning and financial management processes in the context of effectiveness across international settings.		
Final Individual assignment & presentation	*[Insert Date]*	*35%*
The final individual assignment & presentation assesses the attainment of competencies covered in weeks 10-13 with students expected to still demonstrate an understanding of the rest of the course competencies.		

Policies and other General Notes:

Academic integrity:
Education is demanding and you need to properly manage your time. Do not hesitate to use the resources around you but do not cut corners. Cheating and plagiarism will not be tolerated. Review the Student Code of Conduct and familiarize yourself with definitions and penalties. Cheating might earn you a failing mark on the assignment, at the very least. You might fail the course in which you cheated, be warned, suspended or expelled from University and a permanent mention of the disciplinary action might be made in your student records. If you're in doubt about what constitutes plagiarism, ask your instructor because it is *your* responsibility to know. Remember that the American University of Beirut has a strict anti-cheating and anti-plagiarism policy. Do not become a lesson to others. For further information, kindly visit AUB's Policies and Procedures or http://pnp.aub.edu.lb/general/conductcode.

Attendance and participation:
Attendance and participation in online synchronous and asynchronous sessions are ***mandatory*** and will be regularly checked. Group discussions require collegiality and assume a shared conceptual base. Therefore, students are required to complete the readings on each topic before that topic's class session occurs and be prepared to engage in discussions. Students will be provided with the opportunity to draw from their own experience and from what has been learned in other courses.

Students with Disabilities:
If you have a disability, for which you may request accommodation in AUB classes, consult the website for more information and make arrangements with the Coordinator (http://www.aub.edu.lb/sao/Pages/Students_20with_20Special_20Needs.aspx). Also, please see the instructor of this course privately in regard to possible support services that can be provided to you.

Non-Discrimination- Title IX- AUB
AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. To report an incident, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Accessible Education Office (AEO):
The Accessible Education Office (AEO) coordinates academic accommodations and services for all eligible AUB students with disabilities (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions, and others). If you have a disability for which you wish to request accommodations at the department, faculty or university level, please contact AEO as soon as possible. Once you register with our office, we will assist you in receiving appropriate accommodations and will liaise with your instructors and any related entity to best support your needs. AEO is located in West Hall room 314, and can be reached by phone at 1-350000 ext. 3246 or by email: accessibility@aub.edu.lb. Information about our services can be found at: https://www.aub.edu.lb/SAO/Pages/Accessible-Education.aspx

Writing:

Written communication is essential for communication, health education and behavioral science. You are expected to proofread and spell-check any written documents before submission. Points will be deducted from the grades for low quality writings. You are encouraged to contact AUB's Writing Center, located in Ada Dodge Hall, 2nd floor or West Hall, 3rd floor.
Appointments can be booked online: https://aub.mywconline.com/, over the phone (Ext. 4077) or by walking in.

Public Health Education Office

Please refer to the Public Health Education Office Student Portal

PHEO Student Portal

Detailed course outline:

Week	Date of Lecture	Topic	Course learning objective	CEPH competency	Readings by session (# from reading list)	Relevant Assignment (where your learning on this will be assessed)
1		Course Organization, Structure and Objectives + Reading in Class			WHO right to health video and discussion	
2		Anatomy of a Health System – Introduction to system thinking tools	LO1, LO3	C5, C6	Ref 14, 15, 16, 24	33% of group presentation 20% of Midterm assignment and presentation
3		Organization, Delivery, and financing of Health Services-Using causal loop analysis	LO1, LO3, LO8	C5, C6	Refs 9, 12, 21, 25, 8,9	34% of group presentation 20% of Midterm assignment and presentation
4		Managing Human Resources for Health- A macro perspective	LO1, LO5	C21	Refs 1, 3, 5, 14	20% of Midterm assignment and presentation
5		Ethics and Professionalism in Public Health Student led presentations Presentation I due	LO1, LO3, LO5, LO8	C5, C6, C21	Textbook Chapter 7 Refs 12, 18, 19	20% of Midterm Assignment 33% Group assignments and presentation
6		Finance and Economics Assignment I due	LO1, LO4	C5, C10	Textbook chapter 6 Ref 23	20% of Final Assignment and Presentation
7		Midterm Assignment and Presentation (30%) Individual meetings with course instructors				
8		Budgeting and Resources Management	LO1, LO4	C5, C10	Textbook Chapter 11	20% of final assignment and presentation
9		Strategic Planning	LO1, LO3, LO6	C5	Textbook Chapter 4	20% of final assignment and presentation
10		Leadership and Management in Public Health	LO7	C16	Textbook chapter 2 Refs 20, 21	10% of Final assignment and presentation

Course readings:

1. Alameddine, M., Baumann, A., Laporte, A., & Deber, R. (2012). A narrative review on the effect of economic downturns on the nursing labour market: implications for policy and planning. Human Resources for Health, 10(1), 23.

2. Alameddine, M., Kazzi, A., El-Jardali, F., Dimassi, H., & Maalouf, S. (2011). Occupational violence at Lebanese emergency departments: prevalence, characteristics, and associated factors. Journal of occupational health, 53(6), 455-464.

3. Alameddine, M., Chamoun, N., Btaiche, R., El Arnaout, N., Richa, N., & Samaha-Nuwayhid, H. (2017). The workforce trends of nurses in Lebanon (2009–2014): A registration database analysis. PloS one, 12(8), e0182312.

4. Alameddine, M., Baroud, M., Kharroubi, S., Hamadeh, R., Ammar, W., Shoaib, H., & Khodr, H. (2017). Investigating the job satisfaction of healthcare providers at primary healthcare centres in Lebanon: A national cross-sectional study. Health & social care in the community, 25(6), 1805-1816.

5. Alameddine, M., Bauer, J. M., Richter, M., & Sousa-Poza, A. (2016). Trends in job satisfaction among German nurses from 1990 to 2012. Journal of health services research & policy, 21(2), 101-108.

6. Dimassi, H., Alameddine, M., & Mourad, Y. (2015). A National Study on Nurses' Exposure to Occupational Violence in Lebanon.

7. Alameddine, M., Dainty, K. N., Deber, R., & Sibbald, W. J. B. (2009). The intensive care unit work environment: Current challenges and recommendations for the future. Journal of critical care, 24(2), 243-248.

8. Alshamsan, R., Lee, J. T., Rana, S., Areabi, H., & Millett, C. (2017). Comparative health system performance in six middle-income countries: cross-sectional analysis using World Health Organization study of global ageing and health. Journal of the Royal Society of Medicine, 110(9), 365-375.

9. Ammar, W. (2003). Health system and reform in Lebanon. Entreprise universitaire d'études et de publications.

10. Deber, R. B. (2002). Delivering health care services: Public, not-for-profit, or private. Commission on the Future of Health Care in Canada.

11. El-Jardali, F., Alameddine, M., Jamal, D., Dimassi, H., Dumit, N. Y., McEwen, M. K.... & Murray, S. F. (2013). A national study on nurses' retention in healthcare facilities in underserved areas in Lebanon. Human resources for health, 11(1), 49.

12. Fouad, F. M., Sparrow, A., Tarakji, A., Alameddine, M., El-Jardali, F., Coutts, A. P. ... & Abbara, A. (2017). Health workers and the weaponisation of health care in Syria: a preliminary inquiry for The Lancet–American University of Beirut Commission on Syria. The Lancet, 390(10111), 2516-2526.

13. Fried, B., & Gaydos, L. M. (Eds.). (2002). World health systems: challenges and perspectives. Chicago: Health Administration Press.

14. George, A. S., Campbell, J., & Ghaffar, A. (2018). Advancing the science behind human resources for health: highlights from the Health Policy and Systems Research Reader on Human Resources for Health. Health research policy and systems, 16(1), 80.

15. Peters, D. H. (2014). The application of systems thinking in health: why use systems thinking? Health Research Policy and Systems, 12(1), 51

16. Senge, P. M. (1991). The fifth discipline, the art and practice of the learning organization. Performance+ Instruction, 30(5), 37-37.

17. Rowitz, L. (20114). Public Health Leadership: Putting Principles into Practice Burlington: Jones & Bartlett. Chapter 4 – A systems and complexity perspective. Journal for Healthcare Quality, 24(3),

18. Saleh, S., Farah, A., Dimassi, H., El Arnaout, N., Constantin, J., Osman, M., ... & Alameddine, M. (2018). Using Mobile Health to Enhance Outcomes of Noncommunicable Diseases Care in Rural Settings and Refugee Camps: Randomized Controlled Trial. JMIR mHealth and uHealth, 6(7).

19. Saleh, S. S., Alameddine, M. S., Natafgi, N. M., Mataria, A., Sabri, B., Nasher, J., ... & Siddiqi, S. (2014). The path towards universal health coverage in the Arab uprising countries Tunisia, Egypt, Libya, and Yemen. The Lancet, 383(9914), 368-381.

20. Saleh, S., Alameddine, M., Mourad, Y., & Natafgi, N. (2015). Quality of care in primary health care settings in the Eastern Mediterranean region: a systematic review of the literature. International Journal for Quality in Health Care, 27(2), 79-88.

21. Saleh, S. S., Alameddine, M. S., & Natafgi, N. M. (2014). Beyond accreditation: a multi-track quality-enhancing strategy for primary health care in low-and middle-income countries. International Journal of Health Services, 44(2), 355-372.

22. WHO. (2001). Technical Discussions: Heath Systems Development. Regional Office for the Eastern Mediterranean. EMRO. Session 48, agenda item 9.

23. Yassoub, R. (2013). A Lifeline for Lebanon's Ailing Healthcare and Social Security Systems: A Primary Care Health Benefits Package. A practicum report submitted FHS MPH HMPD student.

24. Alameddine, M., Fouad, FM, Diaconu, K., Jamal, Z., Lough, G., Witter, S. and Ager, A. (2019). Resilience capacities of health systems: Accommodating the needs of Palestinian refugees from Syria. *Soc Sci Med.* 2019 Jan; 220:22-30.

25. Sarriot, E., Morrow, M., Langson, A., Weiss, J., Landegger, J. and Tsuma, L. (2015). A causal loop analysis of the sustainability of integrated community case management in Rwanda. *Soc Sci Med.* 2015 131; 147-155.

Appendix I. Reinforced – Introduced CEPH competencies

Introduced competencies: the competency is introduced at a basic level. Instruction and learning activities focus on basic knowledge, skills and entry-level complexity. The competency is **not assessed**

Reinforced competency: The competency is reinforced with feedback; students demonstrate the outcome at an increasing level of proficiency (above the introductory stage). Instruction and learning activities concentrate on enhancing and strengthening existing knowledge and skills, as well as expanding complexity. The competency is **not assessed**

Core Competencies	Introduced	Reinforced
CC1. Apply epidemiological methods to the breadth of settings and situations in public health practice		
CC2. Select quantitative and qualitative data collection methods appropriate for a given public health context		
CC3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate		
CC4. Interpret results of data analysis for public health research, policy or practice		
CC5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings		
CC6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels		
CC7. Assess population needs, assets and capacities that affect communities' health		
CC8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs		
CC9. Design a population-based policy, program, project or intervention		
CC10. Explain basic principles and tools of budget and resource management		
CC11. Select methods to evaluate public health program		
CC12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		
CC13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		
CC14. Advocate for political, social or economic policies and programs that will improve health in diverse populations		
CC15. Evaluate policies for their impact on public health and health equity		
CC16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		
CC17. Apply negotiation and mediation skills to address organizational or community challenges		
CC18. Select communication strategies for different audiences and sector		
CC19. Communicate audience-appropriate public health content, both in writing and through oral presentation		
CC20. Describe the importance of cultural competence in communicating public health content		
CC21. Integrate perspectives from other sectors and/or professions to promote and advance population health		

CC22. Apply systems thinking tools to a public health issue		

HPCH competencies	Introduced	Reinforced
HPCHCC1. Demonstrate a critical understanding of multidisciplinary theories/frameworks utilized in health promotion research and practice		
HPCHCC2. Employ theoretical knowledge and methodological skills in health promotion program planning, implementation, monitoring, and evaluation		
HPCHCC3. Conduct rigorous quantitative and qualitative research for health promotion		
HPCHCC4. Use participatory approaches in community health programs and research		
HPCHCC5. Promote social justice and equity in health promotion research, practice, and policy		

HMPD competencies	Introduced	Reinforced
HMPCC1: Assess how the structure, organization, delivery, and financing of health care systems affect system performance in terms of efficiency, quality, equity, and effectiveness		
HMPCC2: Apply systems thinking approaches to improve healthcare organizations' performance and responsiveness		
HMPCC3: Apply quality tools and concepts to evaluate and improve performance in health care organizations		
HMPCC4: Apply the principles of planning, budgeting, management and evaluation in healthcare related programs and projects		
HMPCC5: Analyze relevant financial data for efficient management of healthcare programs and organizations		
HMPCC6: Utilize health information systems and data analytics to support evidence-based decision making at the organizational and system levels		
HMPCC7: Apply public policy principles, frameworks and tools to understand health problems and priorities		
HMPCC8: Evaluate policy options to address health challenges including economic, legal and political implications		
HMPCC9: Utilize knowledge translation strategies and tools to communicate effectively and influence health policy and system decision making		

EPHD competencies	Introduced	Reinforced
EBCC1: Discuss the extent, distribution and determinants of common and emerging communicable and non-communicable diseases, and mental health disorders of local, regional and global importance		
EBCC2: Discuss prevention and control strategies/programs for common and emerging communicable and non-communicable diseases and mental health disorders		
EBCC3: Design epidemiological studies to investigate public health research questions		
EBCC4: Demonstrate ability to write software codes in order to manage and analyze health data through the use of multiple statistical software		
EBCC5: Apply inferential statistics and advanced statistical approaches such as regression modelling to analyze complex health related data		
EBCC6: Interpret and communicate statistical findings in oral and written format		

EBCC7: Review, synthesize and communicate published epidemiological findings in oral and written format		
EBCC8: Appraise the quality of epidemiological evidence by evaluating studies for bias and other sources of systematic errors		
EBCC9: Analyze Health related data using advanced statistical techniques and software packages		