

Department of Health Promotion & Community Health

**HMPD 318**  
**Policy and Decision Making in Health Systems**  
**[2 credits]**

**Course Syllabus**  
**Fall Semester, Academic Year 2023-2024**

**Class time and Venue:**

**Date:** Fridays  
**Times:** 3:30-5:10 PM  
**Venue:** Van Dyck building, room 332

**Course Instructors and Contact Details:**

**Name:** Fadi El-Jardali, MPH, PhD  
**Email:** [fe08@aub.edu.lb](mailto:fe08@aub.edu.lb)  
**Office:** Van Dyck building, room 140A

**Course Description:**

This course introduces students to concepts, approaches and strategies to promote evidence-informed policy making in health systems. It provides students with the knowledge and skills of how to define and frame health systems and policy problems and assess underlying factors; develop and frame policy options; and assess options in terms of benefits, harms, risks, stakeholder reactions and implementation considerations. Students will be introduced to ways to use knowledge translation tools such as briefing notes, policy briefs and rapid response in order to promote the use of evidence in policy and to effectively communicate with policy makers to influence action. Real world health systems case studies will be provided in class.

**Course learning Objectives**

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

- LO1.** Develop skills to define health systems policy problems and frame policy options
- LO2.** Assess the variety of policy instruments available at the policy formulation stage to decision makers to solve policy problems.
- LO3.** Identify policy implementation considerations including barriers and facilitators
- LO4.** Develop monitoring and evaluation approach of policy options
- LO5.** Determine the types of health systems policy decisions requiring evidence
- LO6.** Apply methods to find health systems evidence and assess the local applicability of evidence (including systematic reviews)
- LO7.** Utilize approached to promote and apply evidence-informed health policymaking
- LO8.** Apply critical thinking while analyzing and evaluating health policies
- LO9.** Utilize knowledge translation tools including briefing notes and policy briefs addressed to policy makers
- LO10.** Acquire skills for effective communication with policy makers

**Council on Education for Public Health (CEPH) Core/Concentration Competencies mapped to HMPD 318**

- **HMPCC2.** Apply systems thinking approaches to improve health organizations’ performance and responsiveness
- **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

**Essential Skills**

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

Link to [PHEO Faculty Portal](#)

**Course Learning Objectives mapped to CEPH competencies**

**Table 1.** Mapping of course LO to CEPH competencies

	L01	L02	L03	L04	L05	L06	L07	L08	L09	L010
<b>HMPCC2.</b> Apply systems thinking approaches to improve health organizations’ performance and responsiveness	X	X	X	X	X					
<b>HMPCC6.</b> Utilize health information systems and data analytics to support evidence-based decision making at the organizational and system levels			X				X	X	X	
<b>HMPCC7.</b> Apply public policy principles, frameworks and tools to understand health problems and priorities	X				X	X	X	X	X	
<b>HMPCC8.</b> Evaluate policy options to address health challenges including economic, legal and political implications						X	X	X	X	X
<b>HMPCC9.</b> Utilize knowledge translation strategies and tools to communicate effectively and influence health policy and system decision making			X		X	X	X	X	X	X

**Assigned Text Book and Readings (if applicable)**

**Please consult with Ms. Samar Saifeddine (HMPD) for the course material and readings. Please make sure you get the material during the first week of the semester.**

*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 Format:**

The course runs as a seminar with readings and discussion questions assigned for each week's class organized around a set of session objectives. Course material will be taught using a combination of formal presentations of key concepts and interactive class discussion to probe the material more deeply and apply concepts to current issues health policy topics. This includes asking pertinent questions about readings, being able to respond to questions, and full and active participation in seminar discussions.

**Course requirements and Student evaluation:**

**Student Evaluation:**

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

	Learning Objectives									
	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10
Attendance and participation										
Media review & presentation				X		X				
Assignment I: Briefing Note	X	X		X	X	X	X	X	X	X
Assignment II: Policy Brief	X	X	X	X	X	X	X	X	X	X

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

Assessment method	Date (tentative)	Grade percentage
<b>Attendance and participation</b>	NA	10%
<p>Attendance in class meetings / online sessions is, of course, required. Class sessions are group discussions, not solely didactic presentations. Good discussions require collegiality and assume a shared conceptual base. In other words, please complete the readings on each topic before that topic's class session occurs, and please 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 their academic programs in identifying, understanding and analyzing health policy issues.</p> <p>According to AUB attendance policy, students are expected to attend all classes / sessions. Students who, during the semester, miss more than one-fifth of the sessions in the first ten weeks of the semester will be dropped out. In this case, students will receive a grade of "W".</p>		
<b>Media review &amp; presentation</b>	Weekly	25%
<p>To bring the course content alive, we will be making routine use of the national / regional news media coverage of health policy issues. Therefore, it would be helpful for you to choose and follow a major national newspaper as much as possible throughout the course. Each week, 1-2 students will present (5 minutes) on the <b>latest health policy related news</b>. K2P press tracing reports will be also provided</p>		
<b>Assignment I: Briefing Note</b>	Midterm	25%
<p>You will be asked to develop a briefing note. Select a health policy and systems topic/issue of relevance to Lebanon or the region (e.g. Primary health care, Health Human Resources, Pharmaceutical, regulation of private sector, private/public mix, etc..). and identify what the policy problem and causes. Briefing Notes quickly and effectively advise policymakers and stakeholders about a pressing public issue by bringing together global research evidence and local evidence. Briefing Notes are prepared to aid policymakers and other stakeholders in managing urgent public health issues. Briefing Notes describe priority issues, synthesize context-specific evidence, and offer recommendations for action. <b>Submission date is TBD.</b></p>		
<b>Assignment II: Policy Brief</b>	Final assignment	40%
<p>Students will write <b>one policy brief</b> to articulate and analyze a health policy issue (either national or regional). The policy brief requires an extensive and thorough written response to a real health policy issue including an analysis of its development, implementation and evaluation. The brief includes policy options/elements that policymakers should consider to address the policy problem at hand. (Formal Protocol for the policy brief will be provided later including how to frame problems, identify underlying factors, develop and assess policy options and address implementation barriers). <b>Submission date is TBD.</b></p>		

**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>.

**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](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](http://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](mailto:titleix@aub.edu.lb). An anonymous report may be submitted online via EthicsPoint at [www.aub.ethicspoint.com](http://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](mailto: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

**Misconduct**

Students are expected to be honest in all dealings with the University. The Student Code of Conduct at AUB is clear in defining dishonesty and the implications to the student, and it is the student's responsibility to know and understand what constitutes plagiarism and cheating. In the event of cheating, plagiarism, and other academic violations, the student will be subject to penalties including failing marks on the assignment in question, suspension or expulsion from University and a permanent note of the disciplinary action on the student's record. For further information, kindly visit AUB's Policies and Procedures or <http://pnp.aub.edu.lb/general/conductcode>. AUB's policies on both academic and non-academic misconduct (refer to student handbook) will be applied with no exception

**Detailed course outline:**

Week	Topic	Reading	Relevant assignment
Week 1 Sep 2	Problem definition, agenda setting, practical examples and applications	<p>Walt, Gill (1994) Health Policy: An Introduction to Process and Power. Witwatersrand University Press, Johannesburg Chapter 4</p> <p>Buse, K., et al., (2005) Making Health Policy, Chapter 4</p> <p>El-Jardali, F. , Makhoul J., Jamal, D., Ranson M.K., Kronfol, N., and Tchaghchagian†, V. Eliciting policymakers’ and stakeholders’ opinions to help shape health system research priorities in the Middle East and North Africa region, Health Policy and Planning, Vol. 25 (1), 2010, pp. 1-13</p> <p>El-Jardali F, Adam, T., Ataya, N., Jamal, D. Jaafar M. Constraints to applying systems thinking concepts in health systems: A regional perspective from surveying stakeholders in Eastern Mediterranean Countries, International Journal of Health Policy and Management, 2014, 18;3(7):399-407</p> <p>Nakkash RT, Torossian L, El Hajj T, Khalil J, Afifi RA. The passage of tobacco control law 174 in Lebanon: reflections on the problem, policies and politics. Health Policy Plan. 2018 Jun 1;33(5):633-644. doi: 10.1093/heapol/czy023</p> <p>Fadlallah, R., El-Harakeh, A., Bou-Karroum, L., Lotfi, T., El-Jardali, F., Hishi, L., &amp; Akl, E. A. (2020). A common framework of steps and criteria for prioritizing topics for evidence syntheses: a systematic review. <i>Journal of Clinical Epidemiology</i>, 120, 67-85.</p> <p>Bou-Karroum L., Fadlallah R., Assal M., Charif R., El-Jardali F. K2Position4PoliticalPlatforms: A</p>	Assignment I & II

Week	Topic	Reading	Relevant assignment
		Guide to Develop and Evaluate Electoral Platforms (English). Knowledge to Policy (K2P) Center, Beirut, Lebanon. April, 2022.	
Week 2 Sep 9	Policy instruments with examples	Howlett, M., and Ramesh, M. (1995) <i>Studying Public Policy: Policy Cycles and Policy Subsystems</i> . Toronto: Oxford University Press. Chapter 4	Assignment I & II
Week 2 Sep 9	Policy instruments with examples	<p>El-Jardali, F., Fadlallah, R., Morsi, R. Z., Hemadi, N., Al-Gibbawi, M., Haj, M., ... &amp; Akl, E. A. (2017). Pharmacists' views and reported practices in relation to a new generic drug substitution policy in Lebanon: a mixed methods study. <i>Implementation Science</i>, 12(1), 23.</p> <p>Ghandour L, Chalak A, El-Aily A, Yassin N, Nakkash R, Tauk M, El Salibi N, Heffron M, Afifi R. Alcohol consumption in the Arab region: What do we know, why does it matter, and what are the policy implications for youth harm reduction? <i>Int J Drug Policy</i>. 2016 Feb;28:10-33. doi: 10.1016/j.drugpo.2015.09.013. Epub 2015 Oct 9.</p> <p>El Jardali. F, Saleh. S, Ataya.N, and Jamal.D (2011). Design, Implementation and scaling up of the balanced scorecard for hospitals in Lebanon: Policy coherence and application lessons for low and middle income countries. <i>Health Policy</i>. 2011 Dec;103(2-3):305-14. doi: 10.1016/j.healthpol.2011.05.006. Epub 2011 Jun 11.</p>	Assignment I & II
Week 3 Sep 16	Policy implementation / evaluation and political and other constraints that affect implementation with examples from Lebanon	<p>Ammar, W. (2009) <i>Health Beyond Politics</i>. Chapters 1</p> <p>El-Jardali F, Bou Karroum, L., Ghali, H. A Retrospective Health Policy Analysis of the Development and Implementation of the Voluntary Health Insurance Policy in Lebanon: Learning from Failure. <i>Social</i></p>	Assignment I & II



Week	Topic	Reading	Relevant assignment
		<p><i>Science &amp; Medicine</i>, 123 (2014) 45 – 54</p> <p>El-Jardali, F., Hammoud, R., Younan, L., Nuwayhid, H. S., Abdallah, N., Alameddine, M., ... &amp; Salman, L. (2014). The making of nursing practice Law in Lebanon: a policy analysis case study. <i>Health research policy and systems</i>, 12(1), 1-15.</p> <p>Regional Network for Equity in Health in east and Southern: Tackling Implementation Gaps through Health Policy Analysis, Policy Series No. 21, September 2008</p> <p>Fretheim, A ., Oxman, A., Lavis, JN., and Lewin, S (2009). Support Tools for evidence-informed health Policymaking (STP). 18. Planning monitoring and evaluation of Policies</p>	
<b>Week 4 Sep 23</b>	Evidence Informed Policies through Knowledge Translation: models and tools	El-Jardali, F., Fadlallah, R A call for a backward design to knowledge translation,	Assignment I & II
<b>Week 4 Sep 23</b>	Evidence Informed Policies through Knowledge Translation: models and tools	<p><i>International Journal of Health Policy and Management</i>, 2015 Jan; 4(1): 1–5.</p> <p>Oxman, A, Lavis, JN., Lewin, S and Fretheim, A (2009). Support Tools for evidence-informed health Policymaking (STP).1. What is evidence-informed policymaking?</p> <p>El-Jardali F, Lavis J, Moat K, Pantoja T, Ataya N, Capturing lessons learned from evidence-to-policy initiatives through structured reflection, <i>Health Research Policy and Systems</i>, 2014, 12:2</p> <p>El-Jardali F, Jamal D, Ataya N, Jaafar M, Raouf S, Matta C, Michael S, Smith C (2011), <i>Health Policy and Systems Research in Twelve Eastern</i></p>	Assignment I & II



Week	Topic	Reading	Relevant assignment
		<p>Mediterranean Countries: A Stocktaking of Production and Gaps (2000-2008), <i>Health Research Policy and Systems</i>, 9(1):39</p> <p>El-Jardali, F., Akl, E., Bou Karroum, L., Kdouh, O., Akik, C., Fadlallah, R. and Hammoud, R. (2014). Systematic Reviews addressing Identified Policy Priorities in Eastern Mediterranean Countries: A Situational Analysis. <i>Health Research Policy and Systems</i>, 12:48</p>	
<b>Week 5 Sep 30</b>	Evidence informed policy making: examples of successes and failures in Lebanon and region	<p>El-Rabbat, M., El-Jardali, F., Fadlallah, R., Sameh, S., Elham, A., Elsheikh, B., &amp; Jennifer, D. (2021). Funding for health policy and systems research in the Eastern Mediterranean region: amount, source and key determinants.</p> <p>El-Jardali, F. Akl E., Bou Karroum, L., Fadlallah, R. (2018). Impact story: Policy-responsive systematic reviews: the case of Syrian refugees in Lebanon (page 154). <a href="https://www.who.int/alliance-hpsr/resources/publications/Alliance-evidence-synthesis-MethodsGuide.pdf">https://www.who.int/alliance-hpsr/resources/publications/Alliance-evidence-synthesis-MethodsGuide.pdf</a></p> <p>Oxman, A., Lavis, JN., Fretheim, A and Lewin, S (2009). Support Tools for evidence- informed health Policymaking (STP). 17. Dealing with Insufficient research evidence.</p>	Assignment I & II
<b>Week 5 Sep 30</b>	Evidence informed policy making: examples of successes and failures in Lebanon and region	<p>El-Jardali F., Lavis JN, Ataya N, Jamal D, Use of Health Systems and Policy Research Evidence in the Health Policymaking in Eastern Mediterranean Countries: Views and Practices of Researchers, <i>Implementation Science</i> 7:2, 2012</p> <p>El-Jardali, F., Ataya, N., Jamal, D., Jaafar, M. A multi-faceted approach to promote knowledge translation platforms in Eastern Mediterranean countries: climate for evidence-</p>	Assignment I & II

Week	Topic	Reading	Relevant assignment
		<p>informed policy, <i>Health Research Policy and Systems</i> 2012, 10: 15</p> <p>El-Jardali F., Lavis JN, Ataya N, Jamal D, Ammar W, Raouf S, Use of Health Systems Evidence by Policymakers in Eastern Mediterranean Countries: Views, Practices, and Contextual Influences, <i>BMC Health Services Research</i> 2012, 12:200</p>	
<b>Week 6 Oct 7</b>	<p>Systematic reviews, literature search and evidence synthesis Hands on session</p>	<p>In collaboration with SPARK Center.</p> <p>Case examples will be provided to students including search strategies and policy relevant systematic reviews</p> <p>Langlois, É. V., Daniels, K., Akl, E. A., &amp; World Health Organization. (2018). Evidence synthesis for health policy and systems: a methods guide Chapter 1: Strengthening health policy and systems: the role of evidence synthesis</p> <p>Lavis JN, Oxman AD, Grimshaw J, Johansen M, Boyko JA, Lewin S and Fretheim A.(2009). Support Tools for evidence-informed health Policymaking (STP).7: Finding systematic reviews</p> <p>Akl, E. A., Fadlallah, R., Ghandour, L., Kdouh, O., Langlois, E., Lavis, J. N., ... &amp; El-Jardali, F. (2017). The SPARK Tool to prioritise questions for systematic reviews in health policy and systems research: development and initial validation. <i>Health research policy and systems</i>, 15(1), 1-7.</p> <p>Evidence Briefs for Policy. Using the Integrated Knowledge Translation Approach. Guiding Manual. Copenhagen: WHO Regional Office for Europe; 2020. Licence: CC BY-NC-SA 3.0 IGO.</p>	Assignment I & II

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Relevant assignment</b>
<b>Week 7 Oct 14</b>	Briefing Note / Policy Brief writing / Policy Dialogue Session I Hands on session	<p>Evidence Briefs for Policy. Using the Integrated Knowledge Translation Approach. Guiding Manual. Copenhagen: WHO Regional Office for Europe; 2020. Licence: CC BY-NC-SA 3.0 IGO.</p> <p>Lavis JN, Permanand G, Oxman AD, Lewin S, and Fretheim A(2009). Support Tools for evidence-informed health Policymaking (STP).13: Preparing and using policy briefs to support evidence-informed policymaking.</p> <p>Lavis, J N., Wilson, MG. , Oxman, A., Grimshaw, J, Lewin, S and Fretheim, A (2009). Support Tools for evidence-informed health Policymaking (STP). 5. Using research evidence to frame Options to Address a Problem.</p> <p>Fretheim, A., SG., Munabi-Babigumira, Oxman, A., Lavis, JN., and Lewin, S (2009). Support Tools for evidence-informed health Policymaking (STP).6. Using research evidence to address how an option will be implemented.</p> <p>Lavis, JN., Oxman, A., Marti, SG., Munabi-Babigumira S, Lewin, S and Fretheim, A (2009). Support Tools for evidence-informed health Policymaking (STP). 11. Finding and using Evidence about local conditions.</p> <p>Oxman AD, Fretheim A, Lavis JN, and Lewin S (2009). Support Tools for evidence-informed health Policymaking (STP).12. Finding and using research evidence about resource use and costs.</p>	Assignment I & II
<b>Week 8 Oct 21</b>	Briefing Note / Policy Brief writing / Policy Dialogue Session II	<p>In collaboration with K2P Center</p> <p>El-Jardali, F., Yehia, F. K2P Policy Brief: Securing Access to Quality</p>	Assignment II

Week	Topic	Reading	Relevant assignment
	Hands on session	<p>Mental Health Services in Primary Health Care in Lebanon. Knowledge to Policy (K2P) Center, Beirut, Lebanon, April 2014</p> <p>Yehia, F., El-Jardali, F. K2P Dialogue Summary: Securing Access to Quality Mental Health Services in Primary Health Care in Lebanon. Knowledge to Policy (K2P) Center, Beirut, Lebanon, May 2014 (<a href="http://www.aub.edu.lb/k2p">www.aub.edu.lb/k2p</a>)</p> <p>El-Jardali, F., El Bawab L., Fadlallah, R. K2P Policy Brief: Addressing Medical Errors in the Lebanese Healthcare System. Knowledge to Policy (K2P) Center, Beirut, Lebanon, February 2016</p> <p>Examples of knowledge translation products (all accessible from the K2P website)</p> <p>Saleh, R., Nakkash, R., &amp; El-Jardali, F*. K2P Policy Brief: Promoting Effective School Policies for Childhood Overweight and Obesity Prevention in Lebanon. Knowledge to Policy (K2P) Center, Beirut, Lebanon, March 2019.</p> <p>El-Jardali F., Abou Samra C., Hilal N. K2P Briefing Note: Strengthening Child Protection Practices in Healthcare Institutions in Lebanon. Knowledge to Policy (K2P) Center. Beirut, Lebanon; April 2018.</p> <p>Barakat E, Khalife J, El-Jardali F. K2P Briefing Note: Performance Based Contracting for Hospitals in Lebanon. Knowledge to Policy (K2P) Center. Beirut, Lebanon; March 2018</p> <p>Akik C, Ghattas H, El-Jardali F. K2P Briefing Note: Protecting breastfeeding in Lebanon. Knowledge to Policy (K2P) Center. Beirut, Lebanon; August 2015.</p>	

Week	Topic	Reading	Relevant assignment
		<p>El-Jardali, F., El Bawab L., Fadlallah, R. K2P Policy Brief: Addressing Medical Errors in the Lebanese Healthcare System. Knowledge to Policy (K2P) Center, Beirut, Lebanon, February 2016</p> <p>Bou-Karroum L, Nassour S, Nasreddine R, Abou Samra C, El-Jardali F. K2P Evidence Brief: Informing the design and implementation of the newly approved Cash Transfer Program by the Parliament of Lebanon, Knowledge to Policy (K2P) Center, Beirut, Lebanon, July 14, 2021</p> <p>Hilal N, Bizri A, Ataya N, El-Jardali F. K2P COVID-19 Series: Countdown to a COVID-19 Vaccine: Spotlight on Lebanon, Knowledge to Policy (K2P) Center. Beirut, Lebanon, January 7, 2021</p> <p>Hilal N, Fadlallah R, Jamal D, El-Jardali F, K2P Evidence Summary: Approaching the Waste Crisis in Lebanon: Consequences and Insights into Solutions. Knowledge to Policy (K2P) Center. Beirut, Lebanon; December 2015 (<a href="http://www.aub.edu.lb/k2p">www.aub.edu.lb/k2p</a>)</p> <p>Hemadi N, BouKarroum L, El-Jardali F, K2P Evidence Summary: How Does Public Disclosure and Reporting Influence the Behavior of Health Providers and Consumers? Knowledge to Policy (K2P) Center. Beirut, Lebanon; May 2016</p> <p>Soueidan S, Osman H, El-Jardali F. K2P Policy Brief: Integrating Palliative Care into the Health System in Lebanon. Knowledge to Policy (K2P) Center, Beirut, Lebanon, July 2018</p> <p>Abou Samra, C., Soueidan, S., Hilal, N., El-Jardali, F. K2P Policy Brief: Addressing Early Identification and mIntervention of Children with</p>	

Week	Topic	Reading	Relevant assignment
		Disabilities and Developmental Delays. Knowledge to Policy (K2P) Center, Beirut, Lebanon, November 2018	
<b>Week 9 Oct 28</b>	Evidence in the context of uncertainty: COVID-19, rapid response services and growing shift towards health in all policies and multi-sectoral collaborations  Hands on session	<p>El-Jardali, F., Bou-Karroum, L., &amp; Fadlallah, R. (2020). Amplifying the role of knowledge translation platforms in the COVID-19 pandemic response. <i>Health Research Policy and Systems</i>, 18, 1-7.</p> <p>Marten, R., El-Jardali, F., Hafeez, A., Hanefeld, J., Leung, G. M., &amp; Ghaffar, A. (2021). Co-producing the covid-19 response in Germany, Hong Kong, Lebanon, and Pakistan. <i>bmj</i>, 372.</p> <p>El-Jardali F, Fadlallah R, Abou Samra C, Hilal N, Daher N, BouKarroum L, Ataya N. K2P Rapid Response: Informing Lebanon’s Response to the COVID-19 Pandemic, Knowledge to Policy (K2P) Center. Beirut, Lebanon, March 2020</p> <p>El-Jardali F, Fadlallah R, Daher N, Jabbour M, K2P COVID-19 Rapid Response Series: Suppressing COVID-19 Epidemic through Community-Centered Care Approach, Knowledge to Policy (K2P) Center. Beirut, Lebanon, April 8th 2020</p> <p>Bou-Karroum L, Fadlallah R, Jabbour M, Daher N, El-Jardali F*. K2P Rapid Response: Rapid Guide to Support Health and Social Care Systems in Response to Beirut Explosion, Knowledge to Policy (K2P) Center. Beirut, Lebanon, August 12th 2020</p> <p>Mumtaz, G. R., El-Jardali, F., Jabbour, M., Harb, A., Abu-Raddad, L. J., &amp; Makhoul, M. (2021). Modeling the impact of COVID-19 vaccination in Lebanon: A call to speed-up vaccine roll out. <i>medRxiv</i>.</p>	Assignment II

Week	Topic	Reading	Relevant assignment
		<p>Fadlallah R, Jamal D, Masri R, Kabakian-Khasholian T, ElJardali F. K2P COVID-19 Rapid Response Series: Reopening Schools during COVID-19 Pandemic: A Comprehensive Roadmap for Action*, Knowledge to Policy (K2P) Center, Beirut, Lebanon, September 24, 2020</p> <p>Rhona Mijumbi-Deve, Fadi El-Jardali. Fostering the conduct and use of rapid review of health policy and systems research in low and middle income countries</p> <p>El-Jardali, F., Ataya, N., &amp; Fadlallah, R. (2018). Changing roles of universities in the era of SDGs: rising up to the global challenge through institutionalising partnerships with governments and communities. <i>Health research policy and systems</i>, 16(1), 1-5.</p> <p>Hinton, R., Armstrong, C., Asri, E., Baesel, K., Barnett, S., Blauvelt, C., ... &amp; Kuruvilla, S. (2021). Specific considerations for research on the effectiveness of multisectoral collaboration: methods and lessons from 12 country case studies. <i>Globalization and health</i>, 17(1), 1-11.</p> <p>Cairney, P., St Denny, E., &amp; Mitchell, H. (2021). The future of public health policymaking after COVID-19: a qualitative systematic review of lessons from Health in All Policies. <i>Open Research Europe</i>, 1(23), 23.</p>	
<b>Week 10 Nov 4</b>	Communicating with Policy makers in verbal and written ways	<p>In collaboration with K2P</p> <p>Lavis, JN., Boyko, J., Oxman, A., Lewin, S and Fretheim, A (2009). Support Tools for evidence-informed health Policymaking (STP).14. Organizing and using Policy Dialogues to support evidence-informed policymaking.</p>	Assignment II and student presentations



Week	Topic	Reading	Relevant assignment
		<p>El-Jardali, F., Bou-Karroum, L., &amp; Fadlallah, R. (2020). Amplifying the role of knowledge translation platforms in the COVID-19 pandemic response. <i>Health Research Policy and Systems</i>, 18(1), 1-7.</p> <p>Zakkar M, Sedig K. Interactive visualization of public health indicators to support policymaking: An exploratory study. <i>Online J Public Health Inform</i>. 2017 Sep 8;9(2):e190.</p> <p>Quinn E, Huckel-Schneider C, Campbell D, Seale H, Milat AJ. How can knowledge exchange portals assist in knowledge management for evidence-informed decision making in public health? <i>BMC Public Health</i>. 2014 May 12;14:443.</p> <p>Bou-Karroum, L., El-Jardali, F., Hemadi, N., Faraj, Y., Ojha, U., Shahrour, M., Darzi, A., Ali, M., Doumit, C., Langlois, E.V. and Melki, J., 2017. Using media to impact health policy-making: an integrative systematic review. <i>Implementation Science</i>, 12(1), p.52.</p> <p>Fadlallah, R., El-Jardali, F., Nomier, M., Hemadi, N., Arif, K., Langlois, E. V., &amp; Akl, E. A. (2019). Using narratives to impact health policy-making: a systematic review. <i>Health research policy and systems</i>, 17(1), 26.</p>	
<b>Week 11 Nov 11</b>	Case study of evidence to impact (in collaboration with SPARK /K2P)	<p>Yehia F, El Jardali F. Applying knowledge translation tools to inform policy: the case of mental health in Lebanon. <i>Health Res Policy Syst</i>. 2015;13:29. Published 2015 Jun 6.</p> <p>El-Jardali F, Hammoud R, Fouad FM, Bou Karoum L. K2P Briefing Note: Securing Access to Essential Health Care Services for Syrian Refugees in Lebanon. <i>Knowledge to Policy (K2P) Center</i>. Beirut,</p>	Assignment II and student presentations

Week	Topic	Reading	Relevant assignment
		<p>Lebanon; May 2014 (<a href="http://www.aub.edu.lb/k2p">www.aub.edu.lb/k2p</a>)</p> <p>El-Jardali F, Hammoud R, Fouad FM, Bou Karoum L. K2P Dialogue Summary: Securing Access to Essential Health Care Services for Syrian Refugees in Lebanon. Knowledge to Policy (K2P) Center. Beirut, Lebanon; May 2014 (<a href="http://www.aub.edu.lb/k2p">www.aub.edu.lb/k2p</a>)</p> <p>El-Jardali, F., Bou-Karroum, L., &amp; Fadlallah, R. (2020). Amplifying the role of knowledge translation platforms in the COVID-19 pandemic response. <i>Health Research Policy and Systems</i>, 18, 1-7.</p>	
<b>Week 12 Nov 18</b>	Student Presentations / simulations	Priority topics will be identified for students	Student presentations
<b>Week 13 Nov 25</b>	Plenary session and wrap up		

**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**

<b>Core Competencies</b>	<b>Introduced</b>	<b>Reinforced</b>
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		
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<b>HPCH competencies</b>	<b>Introduced</b>	<b>Reinforced</b>
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		

<b>HMPD competencies</b>	<b>Introduced</b>	<b>Reinforced</b>
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		

<b>EPHD competencies</b>	<b>Introduced</b>	<b>Reinforced</b>
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		