



Study Guide

MPH-522: Health Policy, Management and Leadership

Institution	University of Nicosia		
Programme of Study	Master of Public Health		
Module	MPH-522: Health Policy, Management and Leadership		
Level	Undergraduate <input type="checkbox"/>	Postgraduate (Master) <input checked="" type="checkbox"/>	
Language of Instruction	English		
Mode of Delivery?	Distance Learning <input checked="" type="checkbox"/>	Conventional <input type="checkbox"/>	
Type of Course	Required <input type="checkbox"/>	Elective <input checked="" type="checkbox"/>	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 29	With Physical Presence 0	On-line: 29
Assessment	<ul style="list-style-type: none">• Participation• Assignments• Exams		
Number of ECTS credits	10		

Preparation of Study Guide by:	
Review and approval of study Guide by:	

i. Teaching Faculty
Dr Christos Varounis, Dr Neophytos Stylianou, Prof Alexia Papageorgiou, Dr Anne Merewood, Dr Elena Critselis
ii. Course:
<p>Brief description of Course and Aims</p> <p>This course aims to analyse the methods involved in the development, communication, implementation, and evaluation of health policies, as well as the main principles, theories, models and skills for effective management and leadership relevant to Public Health and Health Care. The main learning objectives of the course are to enable students to:</p> <ol style="list-style-type: none"> 1. Apply processes and methods involved in the development, communication, implementation, and evaluation of health policies and evaluate the major policies relevant to global public health. 2. Analyse how the lack of resources during periods of economic crisis, recession, and austerity may affect population health and influence the prioritization and strategic planning as regards public health policies. 3. Apply the main principles, theories, models and skills for effective management and leadership relevant to Public Health and Health Care. <p>Expected Learning Outcomes</p> <ul style="list-style-type: none"> • Analyse and apply concepts and subjects of health economics, health policy, strategy, as well as health management and leadership to improve population health. • Justify why the health care market is different from the market of other goods. • Illustrate and apply the different approaches and methods of health policy implementation, and explain the relationship between the key actors. • Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence. • Advocate for political, social or economic policies and programs that will improve health in diverse populations. • Critically appraise the different ideologies behind different health and social care systems in the developed and developing world. • Relate and contrast the elements of quality in health care services and the use of available quality indicators. • Apply the Delphi technique for developing healthcare quality indicators. • Perform and critically evaluate a clinical audit and apply the principles of clinical governance. • Apply the case-mix adjustment methodology to make comparisons of clinical performance between different hospitals • Apply the methodology for determining health service needs, including participatory needs assessment, and perform prioritization in the context of justice and equity in health care provision. • Justify the role of health for the success of a country. • Apply the relationship of macroeconomics and health: The production function of health (relationship between health and economic outcomes (GDP)). • Critically analyse how the lack of resources in periods of economic crisis, recession, and austerity (particularly in developed societies) may affect population health and influence the prioritization and strategic planning as regards public health policies. • Critically evaluate the application of the main principles, theories, and models of effective management and leadership to Public Health and implementation of health policy.

- Critically evaluate the application of the main principles of delegation, negotiation, influencing, power, authority, role, and conflict in a health management context.
- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
- Critically evaluate the application of theories and methods of effective written and oral communication in a health management context.
- Demonstrate effective personal management skills (e.g. time management, coping with acute stress, managing meetings).
- Demonstrate effective leadership skills {e.g. teamwork (e.g. flexibility), advance communication skills (e.g. dealing with conflict), integrity, and managing change (e.g. planning)}.
- Apply concepts and subjects such as Healthcare Operations Management, Quality Improvement and Performance measurement in the context of Public Health.
- Evaluate different operations management initiatives (i.e. Lean, Six Sigma) used in health organisations to improve their services, and analyse the challenges of healthcare organisations in managing their processes and implementing quality improvement initiatives.
- Analyse the main principles of behavioural change in individuals, groups, and organizations and critically evaluate frameworks of change management.
- Effectively manage health promotion, health protection and health care programmes, at all levels of prevention.
- Demonstrate the ability of applying management and leadership skills for effectively managing healthcare systems and for the organization of effective provision of health services in the population.

Teaching Material

- Weekly PowerPoint presentations
- Bibliography
 - Required
 1. Orme J, Powell J, Taylor P, Grey M, Public Health for the 21st Century, New Perspectives in Policy Participation and Practice (2nd ed.), Open University Press/McGraw Hill (2007).
 2. Buchbinder SB, Shanks NH, Introduction to Health Care Management (3rd ed.), Jones & Bartlett Learning (2016).
 3. Rao PK, Government Austerity and Socioeconomic Sustainability(eBook), Springer (2015).
 - Recommended
 1. Mastering Public Health: A Postgraduate Guide to Examinations and Revalidation, (2nd ed.), Lewis G, Sheringham J, Bernal JL, Crayford T, CRC Press (2014).
 2. Essentials Of Public Health Management (3rd ed.), Fallon FL Jr, Zgodzinski E, Jones & Bartlett Learning (2011).
 3. Managing Health Services Organizations and Systems (5th ed.), Longest B Jr, Darr K, Health Professions Press (2008).
 4. Transforming Health Care Leadership: A Systems Guide to Improve Patient Care, Decrease Costs, and Improve Population Health, Michael Maccoby, Clifford L, Norman, C, Jane Norman, Richard Margolies Jossey-Bass (2013).
 5. International Public Health: Diseases, Programs, Systems and Policies, Merson MH, Black RE, Mills A, Jones & Bartlett Learning (2006).

ECTS Credits					
Compulsory module corresponding to 10 ECTS.					
iii. Each Main Topic/Thematic Area:					
The details for each topic are provided in the respective week that follows in the given study guide.					
iv. Teaching Timetable					
Week	Topic & objective	Readings	Study Hours required	Assessed work & WebEx meetings	
1	<ul style="list-style-type: none"> Analyse and apply concepts and subjects of health economics, health policy, strategy, as well as health management and leadership to improve population health. Justify why the health care market is different from the market or other goods. 	<ul style="list-style-type: none"> Welcome video by Course Lead (introduction to the Course, outline of course objectives, introduction to the course lecturers) PPT presentation (Introduction to health policy and strategic planning) 	15 hours	<ul style="list-style-type: none"> Discussion Forum (Definition of a health policy in the student's country, importance, key actors and context) 	
2	<ul style="list-style-type: none"> Illustrate and apply the different approaches and methods of health policy implementation, and explain the relationship between the key actors. Discuss multiple dimensions of 	<ul style="list-style-type: none"> PPT Presentation (Implementing, Evaluating and communicating health policies) 	15 hours	<ul style="list-style-type: none"> Discussion Forum (health policy in the student's country, axes and indicators, role of ethics, evidence-based public health) Mandatory assignment: Produce a strategy implementation plan that 	

	<p>the policy-making process, including the roles of ethics and evidence</p> <ul style="list-style-type: none"> • Advocate for political, social or economic policies and programs that will improve health in diverse populations 			<p>advocates for a political, social or economic cause, improving health in an underserved population</p>	
3	<ul style="list-style-type: none"> • Critically appraise the different ideologies behind different health and social care systems in the developed and developing world. 	<ul style="list-style-type: none"> • PPT Presentation (Introduction to health policy and healthcare provision) 	15 hours	<ul style="list-style-type: none"> • Q&A Forum (answering questions about health systems types) <p>Mandatory Activity</p>	
4	<ul style="list-style-type: none"> • Relate and contrast the elements of quality in health care services and the use of available quality indicators. • Apply the Delphi technique for developing healthcare quality indicators. 	<ul style="list-style-type: none"> • PPT Presentation (Healthcare quality indicators) 	15 hours	<ul style="list-style-type: none"> • Discussion Forum on healthcare quality indicators 	

5	<ul style="list-style-type: none"> Perform and critically evaluate a clinical audit and apply the principles of clinical governance. 	<ul style="list-style-type: none"> PPT Presentation (Clinical Audit and Clinical Governance) 	15 hours	<ul style="list-style-type: none"> Discussion Forum (clinical audit and governance and apply case-mix adjustment methodology) 	
6	<ul style="list-style-type: none"> Apply the methodology for determining health service needs, including participatory needs assessment, and perform prioritization in the context of justice and equity in health care provision. 	<ul style="list-style-type: none"> PPT Presentation (Health need assessment and health policy priorities) 	15 hours	<ul style="list-style-type: none"> Discussion forum (Choose a list of health need and prioritize it in your country) 	
7	<ul style="list-style-type: none"> Justify the role of health for the success of a country. Apply the relationship of macroeconomics and health: The production function of health (relationship between health and economic outcomes (GDP). Critically analyse how the lack of 		15 hours & 10 hours Assignment Preparation	Webinar on Public Health policy during periods of crises and austerity Mandatory activity	

	resources in periods of economic crisis, recession, and austerity (particularly in developed societies may affect population health and influence the prioritization and strategic planning as regards public health policies.				
8	<ul style="list-style-type: none"> Critically evaluate the application of the main principles, theories, and models of effective management and leadership to Public Health and implementation of health policy. Critically evaluate the application of the main principles of delegation, negotiation, influencing, power, authority, role, 	<ul style="list-style-type: none"> PPT Presentation (Principles of health management and leadership) 	15 hours	<ul style="list-style-type: none"> Discussion forum (Define whether the principles of health management are applied in your country and leadership importance) Webinar based on 3 scenarios: leadership, management/ governance, and negotiation/mediation skills. 	

	<p>and conflict in a health management context.</p> <ul style="list-style-type: none"> • Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making. • Critically evaluate the application of theories and methods of effective written and oral communication in a health management context. 				
9	<ul style="list-style-type: none"> • Demonstrate effective personal management skills (e.g. time management, coping with acute stress, managing meetings). • Demonstrate effective leadership skills {e.g. 	<ul style="list-style-type: none"> • PPT Presentation (Developing effective personal management skills) • PPT Presentation (Develop effective leadership skills) 	15 hours & 10 hours Assignment Preparation	<ul style="list-style-type: none"> • Webinar Session (Healthcare Operation Management and quality improvement) <p>Mandatory Activity</p>	

	teamwork (e.g. flexibility), advance communication skills (e.g. dealing with conflict), integrity, and managing change (e.g. planning)).				
10	<ul style="list-style-type: none"> • Apply concepts and subjects such as Healthcare Operations Management, Quality Improvement and Performance measurement in the context of Public Health. • Evaluate different operations management initiatives (i.e. Lean, Six Sigma) used in health organisations to improve their services, and analyse the challenges of healthcare organisations in managing their processes and 		15 hours	<ul style="list-style-type: none"> • Discussion Forum on healthcare operation management weaknesses and strengths in the students' country • Webinar Session: Operation management and quality improvement <p>Mandatory activity</p>	

	implementing quality improvement initiatives.				
11	<ul style="list-style-type: none"> Analyse the main principles of behavioural change in individuals, groups, and organizations and critically evaluate frameworks of change management. 	<ul style="list-style-type: none"> PPT Presentation (Change Management) 	15 hours	<ul style="list-style-type: none"> Q&A Forum Online Chat 	

12	<ul style="list-style-type: none"> Effectively manage health promotion, health protection and health care programmes, at all levels of prevention. 	<ul style="list-style-type: none"> PPT Presentation (How to effectively manage disease prevention programmes: primary and secondary prevention, health promotion and protection) 	15 hours	<ul style="list-style-type: none"> Discussion Forum (Give examples of primary and secondary prevention programs in your country) 	
13	<ul style="list-style-type: none"> Demonstrate the ability of applying management and leadership skills for effectively managing healthcare systems and for the organization of effective provision of health services in the population. 	<ul style="list-style-type: none"> PPT Presentation (Leadership for healthcare professionals) 	15 hours	<ul style="list-style-type: none"> Webinar Session on leadership for healthcare professionals Mandatory Activity 	
14	<ul style="list-style-type: none"> n/a (student revision for exams) 	<ul style="list-style-type: none"> n/a 	30 hours	<ul style="list-style-type: none"> n/a 	

v. Teaching methods

Teaching material including PowerPoint presentations with extended descriptions and explanations, asynchronous video presentations, additional readings (journal articles and e-books), access to additional videos and commercials related to the module, synchronous meetings (WebEx), forums, chats, quizzes, case studies and other formative and summative assessments.

vi. Written work – Exams – Assessment

This course is assessed via a combination of summative assignments and exams.

Written Exams**Final Exam:**

Students are expected to undertake a written final examination. This final examinations will be completed online using electronic invigilation software.

vii. Communication

The following opportunities for communication are provided to students in an attempt to enhance interaction between i. Student and faculty, ii. Student and student iii. Student and content:

- Webinars
- Q&A discussion forums and chats
- Wikis
- Email
- Skype

DEPARTMENT OF PRIMARY CARE AND
POPULATION HEALTH

MASTER OF PUBLIC HEALTH (MPH)

Study Guide

**MPH-522: Health Policy, Management and
Leadership**

Course Lead:

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Introductory note

This Study Guide is a basic supplement for the distance learning course MPH-522 'Health Policy, Management and Leadership', which is offered by the distance learning Master of Public Health (MPH) programme. The broad objective of the course is to analyse the methods involved in the development, communication, implementation, and evaluation of health policies, as well as the main principles, theories, models and skills for effective management and leadership relevant to Public Health and Health Care.

The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based. The Guide must be used in common with the Course Outline and with the educational material (recorded lectures, online tutorials, exercises, articles, and book chapters), as indicated for each section in the interactive e-Learning Platform of the course (Moodle). Students are advised to start their studying by the recorded course lecture for each topic, in order to take full benefit of the additional activities as listed in the current Guide and described in detail on the Moodle page of the course.

The current course includes **13 sections**. The course material will be made available on Moodle over a duration of **14 weeks**, including **1 study week** at the end of the semester. Each of these sections represents a core course topic and is composed of the following components:

- Learning Objectives and Outcomes
- Teaching Material
- Additional learning activities to complete
- Additional Support Material
- Key words

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes, while they should go through the **teaching material** (recorded lectures) and conduct the **additional**

learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. More details on learning activities are provided on Moodle (orientation week). Going through the teaching material and conducting the learning activities is essential, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains **additional support material**, comprising relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other documents such as scientific articles) and online videos to watch. Additional support material found on Moodle is recommended for acquiring more in-depth knowledge of the relevant concepts, however these are not essential for addressing the section Learning Outcomes, nor for the relevant assessment. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the Moodle page of the specific course. It is essential that you follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise your learning time efficiently and take full advantage of the learning material offered.

You will have the opportunity to revise the course material at the end of the Semester, during the examination period.

Course Weekly Schedule

Week 1	
Section 1	Introduction to health policy and strategic planning
Week 2	
Section 2	Implementing, Evaluating and communicating health policies
Week 3	
Section 3	Introduction to health policy and healthcare provision
Week 4	
Section 4	Healthcare quality indicators
Week 5	
Section 5	Clinical audit and Clinical Governance
Week 6	
Section 6	Health needs assessment and health policy priorities
Week 7	
Section 7	Public Health Policy during periods of economic crisis and austerity
Week 8	
Section 8	Principles of health management and leadership
Week 9	
Section 9	Developing personal management and leadership skills
Week 10	
Section 10	Healthcare Quality Improvement and Operations Management
Week 11	
Section 11	Change Management
Week 12	
Section 12	How to effectively manage disease prevention programmes: primary and secondary prevention, health promotion and protection
Week 13	
Section 13	How to effectively manage Healthcare systems and services
Week 14	
Study Week	

Section 1 – Introduction to health policy and strategic planning

Learning Objectives and Outcomes

Objectives

The specific section aims to introduce and analyse the concepts of health policy, strategy, as well as health management and leadership, and critically evaluate the links between these.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Analyse and apply concepts and subjects of health economics, health policy, strategy, as well as health management and leadership to improve population health.
2. Justify why the health care market is different from the market of other goods.

Teaching Material

Recorded Lectures

- Welcome video by Course Lead (introduction to the Course, outline of course objectives, introduction to the course lecturers)
- Recorded PowerPoint presentation (Introduction to health policy and strategic planning)

Additional learning activities to complete

- **Discussion Forum (Mandatory Activity):** Definition of a health policy in the student's country, importance, key actors and context

Additional Support Material

Bibliography

- Orme J, Powell J, Taylor P, Grey M.; Public Health for the 21st Century, New Perspectives in Policy Participation and Practice (2nd ed.) Open University Press/McGraw Hill (2007) Chapters 7, 8, 9, 12, 16.

Websites and Other relevant resources

- Ferraz, M.B., 1995. The importance of health economics in a world of proportionally increasing scarce resources. Sao Paulo Medical Journal, 113(2), pp.54-54.
- WHO - Health Policy (http://www.who.int/topics/health_policy/en/)
- CDC - Health Policy at CDC (<https://www.cdc.gov/policy/>)
- CDC - CDC Health Policy Series (<https://www.cdc.gov/policy/hst/healthpolicy/>)
- WHO - Strategic vision (<http://www.who.int/nationalpolicies/vision/en/>)
- HealthKnowledge - Strategy communication and strategy implementation in relation to health care (<https://www.healthknowledge.org.uk/public-health-textbook/organisation-management/5d-theory-process-strategy-development/historical-development-personal-hsph>)
- OECD - Promoting Health, Preventing Disease: The economic case (<https://www.oecd-ilibrary.org/docserver/9780335262274-en.pdf?expires=1528296549&id=id&accname=guest&checksum=09BB8B4FACBB4CBC038A7B43801B5222>)

Expected study time: 13 hours

Key words

Health, Healthcare, Healthcare management and leadership

Section 2 – Implementing, Evaluating and communicating health policies

Learning Objectives and Outcomes

Objectives

The specific section aims to cover and explain in detail the processes and methods involved implementation and evaluation of health policies and the associated challenges around it.

Expected learning outcomes

After the completion of this section, the students are expected to:

3. Illustrate and apply the different approaches and methods of health policy implementation, and explain the relationship between the key actors.
4. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
5. Advocate for political, social or economic policies and programs that will improve health in diverse populations

Teaching Material

Recorded Lectures

- Recorded PowerPoint Presentation (Implementing, Evaluating and communicating health policies)

Additional learning activities to complete

Discussion forum - Mandatory assignment: Produce a strategy implementation plan that advocates for a political, social or economic cause, improving health in an underserved population

Additional Support Material

Bibliography

- Orme J, Powell J, Taylor P, Grey M.; Public Health for the 21st Century, New Perspectives in Policy Participation and Practice (2nd ed.) Open University Press/McGraw Hill (2007) Chapters 14, 17, 18.
- Cohen, B. E., & Marshall, S. G. (2017). Does public health advocacy seek to redress health inequities? A scoping review. *Health & social care in the community*, 25(2), 309-328.
- Blenner, Sarah R., Cathy M. Lang, and Michael L. Prelip. "Shifting the culture around public health advocacy: Training future public health professionals to be effective agents of change." *Health Promotion Practice* 18.6 (2017): 785-788.

Websites and Other relevant resources

- CDC - Brief 1: Overview of Policy Evaluation
(<https://www.cdc.gov/injury/pdfs/policy/Brief%201-a.pdf>)
- CDC - Coverage and Access
(https://www.cdc.gov/nchs/health_policy/coverage_and_access.htm)
- CDC - Legislation, Regulations, and Policies
(<https://www.cdc.gov/stltpublichealth/policy/legislation-regulation-policies.html>)
- Rychetnik L, Theory and methods: Criteria for evaluating evidence on public health interventions JECH, 2002;56(2) (<http://jech.bmj.com/content/56/2/119>)
- Gleeson DH, et al, Evaluating health policy capacity: Learning from international and Australian experience, *Australia and New Zealand Health Policy*, 2009;6:3
(<https://anzhealthpolicy.biomedcentral.com/articles/10.1186/1743-8462-6-3>)
- American Public Health Association. Advocacy for Public Health. Accessed March 2022. <https://www.apha.org/policies-and-advocacy/advocacy-for-public-health>

Expected study time: 13 hours

Key words

Health Policy, Implementation, Evaluation

Section 3 – Introduction to health policy and healthcare provision

Learning Objectives and Outcomes

Objectives

The specific section aims to introduce and analyse the concepts of health services and healthcare systems.

Expected learning outcomes

After the completion of this section, the students are expected to:

6. Critically appraise the different ideologies behind different health and social care systems in the developed and developing world.

Teaching Material

Recorded Lectures

- Recorded PowerPoint Presentation (Introduction to health policy and healthcare provision)

Additional learning activities to complete

- **Q&A Forum (Mandatory Activity):** Introduction to health policy and healthcare provision

Additional Support Material

Bibliography

- Folland S, Goodman AC and Stano M.; The economics of health and health care, Prentice Hall (1997) Chapter 22.

Websites and Other relevant resources

- CDC – Definition of Policy
(<https://www.cdc.gov/policy/analysis/process/definition.html>)
- Sherry Glied, Steven M. Teutsch, Kakoli Roy, The Use of Economics in Informing U.S. Public Health Policy, American Journal of Preventive Medicine Special Edition, 2016 ([http://www.ajpmonline.org/issue/S0749-3797\(16\)X0013-X](http://www.ajpmonline.org/issue/S0749-3797(16)X0013-X))

Expected study time: 13 hours

Key words

Healthcare Systems, Social Care, Health Policy, Healthcare Provision.

Section 4 – Healthcare quality indicators

Learning Objectives and Outcomes

Objectives

The specific section aims to introduce and analyse the different healthcare quality indicators and the methodology for their development and application.

Expected learning outcomes

After the completion of this section, the students are expected to:

7. Relate and contrast the elements of quality in health care services and the use of available quality indicators.
8. Apply the Delphi technique for developing healthcare quality indicators

Teaching Material

Recorded Lectures

- Recorded PowerPoint Presentation (Healthcare quality indicators)

Additional learning activities to complete

- **Discussion Forum:** Health Quality Indicators

Additional Support Material

Bibliography

- Fried BJ, Gaydos LM; World Health Systems: Challenges and Perspectives, Second Edition (2nd ed.), Health Administration Press (2012) Chapter 2.

Websites and Other relevant resources

- OECD - Data for Measuring Health Care Quality and Outcomes
(<http://www.oecd.org/els/health-systems/health-care-quality-indicators.htm>)
- US Agency for Healthcare Research and Quality
(<https://qualityindicators.ahrq.gov/>)

- De Vos M, et al., Using quality indicators to improve hospital care: a review of the literature *Int J Qual Health Care*, 2009;21(2):119-129.
- Arah OA, et al., A conceptual framework for the OECD: Health Care Quality Indicators Project, *International Journal for Quality in Health Care*, 2006: 5–13
- Mainz J, Defining and classifying clinical indicators for quality improvement, *Int J Qual Health Care*, 2003; 15(6):523-530.
- Ramalho A, Castro P, Gonçalves-Pinho M, Teixeira J, Santos JV, Viana J, Lobo M, Santos P, Freitas A. Primary health care quality indicators: An umbrella review. *PLoS One*. 2019 Aug 16;14(8):e0220888.

Expected study time: 13 hours

Key words

Healthcare Quality Indicators, Healthcare Services, Delphi Technique.

Section 5 – Clinical audit and Clinical Governance

Learning Objectives and Outcomes

Objectives

The specific section aims to equip students with the knowledge and skills to perform a clinical audit and evaluate healthcare services provision through the perspective of clinical governance.

Expected learning outcomes

After the completion of this section, the students are expected to:

9. Perform and critically evaluate a clinical audit and apply the principles of clinical governance

Teaching Material

Recorded Lectures

- Recorded PowerPoint Presentation (Clinical Audit and Clinical Governance)

Additional learning activities to complete

- **Discussion Forum:** Clinical audit and governance; practical examples of the case-mix adjustment for the comparison of two countries or hospitals

Additional Support Material

Bibliography

- Fried BJ, Gaydos LM; World Health Systems: Challenges and Perspectives, Second Edition (2nd ed.), Health Administration Press (2012) Chapter 2.

Websites and Other relevant resources

- NHS England – Clinical Audit (<https://www.england.nhs.uk/ourwork/qual-clin-lead/clinaudit/>)
- RCGP – Clinical Audit (<https://qiready.rcgp.org.uk/resources/rcgp-quick-guide-clinical-audit/#.W2qr6VUzaUk>)

- The BMJ - Audit: how to do it in practice
(<http://www.bmj.com/content/336/7655/1241>)
- HQIP – Clinical Audit Manual
(<https://www.hqip.org.uk/resources/#.XErEZ1wzaUI>)
- Phillips CB, Pearce CM, Hall S, Travaglia J, de Lusignan S, Love T, Kljakovic M. Can clinical governance deliver quality improvement in Australian general practice and primary care? A systematic review of the evidence. Med J Aust. 2010 Nov 15;193(10):602-7.
- Tighe D, Sassooun I, Hills A, Quadros R. Case-mix adjustment in audit of length of hospital stay in patients operated on for cancer of the head and neck. Br J Oral Maxillofac Surg. 2019 Nov;57(9):866-872.

Expected study time: 13 hours

Key words

Clinical Audit, Clinical Governance

Section 6 – Health needs assessment and health policy priorities

Learning Objectives and Outcomes

Objectives

The specific section aims to equip students with the knowledge and skills for performing health needs assessment and setting health policy priorities.

Expected learning outcomes

After the completion of this section, the students are expected to:

10. Apply the methodology for determining health service needs, including participatory needs assessment, and perform prioritization in the context of justice and equity in health care provision.

Teaching Material

Recorded Lectures

- Recorded PowerPoint Presentation (Health need assessment and health policy priorities)

Additional learning activities to complete

- **Discussion forum (Mandatory Activity):** Health needs assessment and health policy priorities

Additional Support Material

Bibliography

- Folland S, Goodman AC and Stano M.; the economics of health and health care, Prentice Hall (1997) Chapters 5, 6.

Websites and Other relevant resources

- WHO - Community Health Needs Assessment
(http://www.euro.who.int/data/assets/pdf_file/0018/102249/E73494.pdf)

- CDC - Community Health Assessment & Health Improvement Planning
(<https://www.cdc.gov/stltpublichealth/cha/index.html>)
- CDC Public Health 101 - Introduction to Prevention Effectiveness
(<https://www.cdc.gov/publichealth101/prevention-effectiveness.html>)
- CDC Public Health 101 - Introduction to Prevention Effectiveness
(<https://www.cdc.gov/publichealth101/prevention-effectiveness.html>)
- HealthKnowledge - Participatory needs assessment
(<https://www.healthknowledge.org.uk/public-health-textbook/research-methods/1c-health-care-evaluation-health-care-assessment/participatory-needs-assessment>)
- Rabarison KM, Economic Evaluation Enhances Public Health Decision Making,
Front Public Health. 2015;3:164

Expected study time: 13 hours

Key words

Health Needs Priorities, Health Needs Assessment, Justice and Equity in Healthcare Provision.

Section 7 – Public health policy during periods of economic crisis and austerity

Learning Objectives and Outcomes

Objectives

The specific section aims to introduce and analyse the implications of periods of economic crises and austerity (particularly in developed societies) on public health policy.

Expected learning outcomes

After the completion of this section, the students are expected to:

11. Justify the role of health for the success of a country.
12. Apply the relationship of macroeconomics and health: The production function of health (relationship between health and economic outcomes (GDP).
13. Critically analyse how the lack of resources in periods of economic crisis, recession, and austerity (particularly in developed societies may affect population health and influence the prioritization and strategic planning as regards public health policies.

Additional learning activities to complete

- **Webinar Session:** Public Health policy during periods of crises and austerity

Additional Support Material

Bibliography

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- IMF – Health in a Time of Austerity
(<http://www.imf.org/external/pubs/ft/fandd/2017/09/laxminarayan.htm>)
- WHO Europe - Health policy responses to the financial crisis in Europe
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Expected study time: 13 hours

Additional activity: Webinar

Key words

Public Health Policy, Economic crisis, Recession, Austerity, Population health.

Section 8 – Principles of health management and leadership

Learning Objectives and Outcomes

Objectives

The specific section aims to introduce health management and leadership, in the context of Public Health and Healthcare.

Expected learning outcomes

After the completion of this section, the students are expected to:

14. Critically evaluate the application of the main principles, theories, and models of effective management and leadership to Public Health and implementation of health policy.
15. Critically evaluate the application of the main principles of delegation, negotiation, influencing, power, authority, role, and conflict in a health management context.
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
17. Critically evaluate the application of theories and methods of effective written and oral communication in a health management context.

Teaching Material

Recorded Lectures

- Recorded PowerPoint Presentation (Principles of health management and leadership)

Additional learning activities to complete

- **Webinar session:** Discussion based on three scenarios: leadership, management/governance, and negotiation/mediation skills

Additional Support Material

Bibliography

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- Saleh SS, Evaluating the Effectiveness of Public Health Leadership Training: The NEPHLI Experience, *Am J Public Health*. 2004; 94(7): 1245–1249.
(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448428/>)

Online videos

- Online video (Virtual Staff College - Margaret Wheatley Leadership for change programme), (<https://www.youtube.com/watch?v=gQ33O5S2-LI&feature=youtu.be>)

Expected study time: 13 hours

Key words

- Health Management, Health Leadership.

Section 9 – Developing personal management and leadership skills

Learning Objectives and Outcomes

Objectives

The specific section aims to equip students with effective personal management and leadership skills.

Expected learning outcomes

After the completion of this section, the students are expected to:

18. Demonstrate effective personal management skills (e.g. time management, coping with acute stress, managing meetings).
19. Demonstrate effective leadership skills {e.g. teamwork (e.g. flexibility), advance communication skills (e.g. dealing with conflict), integrity, and managing change (e.g. planning)}.

Teaching Material

Recorded Lectures

- Recorded PowerPoint Presentation (Developing effective personal management skills)
- Recorded PowerPoint Presentation (Develop effective leadership skills)

Additional learning activities to complete

- **Webinar Session:** Healthcare Operation Management and quality improvement

Additional Support Material

Bibliography

- Buchbinder SB, Shanks NH; Introduction to Health Care Management (3rd ed.), Jones & Bartlett Learning (2016), Chapters 2, 3, 4, 5, 13.

Websites and Other relevant resources

- HealthKnowledge - Personal management skills (e.g. Managing: time, stress, difficult people, meetings) (<https://www.healthknowledge.org.uk/public-health-textbook/organisation-management/5a-understanding-itd/personal-management-skills>)
- WHO - Leadership and Management (http://www.who.int/hiv/pub/imai/om_10_leadership_management.pdf?ua=1)
- AL-Dossary R, Kitsantas P, Maddox PJ. The impact of residency programs on new nurse graduates' clinical decision-making and leadership skills: a systematic review. Nurse Educ Today. 2014 Jun;34(6):1024-8.

Expected study time: 13 hours

Key words

Personal Management Skills, Personal Leadership Skills.

Section 10 – Healthcare Quality Improvement and Operations Management

Learning Objectives and Outcomes

Objectives

The aim of the course is to make the students familiar with the basic concepts, methods and techniques of health service operations management and to enable them to apply these concepts in the context of Public Health.

Expected learning outcomes

After the completion of this section, the students are expected to:

20. Apply concepts and subjects such as Healthcare Operations Management, Quality Improvement and Performance measurement in the context of Public Health.
21. Evaluate different operations management initiatives (i.e. Lean, Six Sigma) used in health organisations to improve their services, and analyse the challenges of healthcare organisations in managing their processes and implementing quality improvement initiatives.

Additional learning activities to complete

- **Discussion Forum:** Healthcare operation management weaknesses and strengths in the students' country
- Webinar Session: Operation management and quality improvement

Additional Support Material

Bibliography

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- Buchbinder SB, Shanks NH; Introduction to Health Care Management (3rd ed.), Jones & Bartlett Learning (2016), Chapters 3, 4, 7, 11.

Websites and Other relevant resources

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(<https://onlinelibrary.wiley.com/doi/10.1002/9781118785317.weom100249>)
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- PHF - Performance Management
(http://www.phf.org/focusareas/performancemanagement/Pages/Performance_Management.aspx)
- PHF - Performance Management Toolkit
(http://www.phf.org/focusareas/performancemanagement/toolkit/Pages/Performance_Management_Toolkit.aspx)

- PHF - Performance Management Applications in Public Health
(http://www.phf.org/resourcestools/Pages/Performance_Management_Applications_Public_Health.aspx)
- Chapman RW, Beitsch L, Performance Management Systems: A Public Health Model Practice, *Journal of Public Health Management & Practice*, 2017; 23(3): 311–314
(http://journals.lww.com/jphmp/Citation/2017/05000/Performance_Management_Systems_A_Public_Health.12.aspx)

Expected study time: 13 hours

Key words

Healthcare Operations management, Continuous Improvement, Process management, Performance Management, Goals and Objectives.

Section 11 – Change management

Learning Objectives and Outcomes

Objectives

The specific section aims to introduce the concept of change management and analyse the main principles of behavioural change in the context of Public Health and Healthcare.

Expected learning outcomes

After the completion of this section, the students are expected to:

- 22. Analyse the main principles of behavioural change in individuals, groups, and organizations and critically evaluate frameworks of change management.

Teaching Material

Recorded Lectures

- Recorded PowerPoint Presentation (Change Management)

Additional learning activities to complete

- Q&A Forum

Additional Support Material

Bibliography

- Buchbinder SB, Shanks NH; Introduction to Health Care Management (3rd ed.), Jones & Bartlett Learning (2016), Chapters 3, 7, 11, 18.

Websites and Other relevant resources

- HealthKnowledge - Change Management
(<https://www.healthknowledge.org.uk/teaching/change-management>)
- The Monieson Centre - Change Management in Healthcare Literature Review
(https://smith.queensu.ca/centres/monieson/knowledge_articles/files/Change%20Management%20Literature%20Review.pdf)

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- The King's Fund - Transforming the delivery of health and social care: The case for fundamental change
(<https://www.kingsfund.org.uk/publications/transforming-delivery-health-and-social-care>)
- WHO - Managing Change in the NHS
(<http://www.who.int/management/makinginformeddecisions.pdf>)
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Expected study time: 13 hours

Key words

Change Management, Principles of Behavioural Change.

Section 12 – How to effectively manage disease prevention programmes: primary and secondary prevention, health promotion and protection

Learning Objectives and Outcomes

Objectives

The specific section aims to train students on how to apply acquired management and leadership skills for effectively managing disease preventive programmes, involving primary and secondary disease prevention, as well as health promotion and protection.

Expected learning outcomes

After the completion of this section, the students are expected to:

23. Effectively manage health promotion, health protection and health care programmes, at all levels of prevention (programmes involving individual education and lifestyle modification, programmes involving wider determinants, such as environmental, social, and cultural modification, programmes involving early disease detection (i.e. screening programmes, programmes involving health protection from infectious conditions (e.g. immunization), and programmes involving health protection).

Teaching Material

Recorded Lectures

- Recorded PowerPoint Presentation (How to effectively manage disease prevention programmes: primary and secondary prevention, health promotion and protection)

Additional learning activities to complete

- **Discussion Forum:** Give examples of primary and secondary prevention programs in your country

Additional Support Material

Bibliography

- Orme J, Powell J, Taylor P, Grey M.; Public Health for the 21st Century, New Perspectives in Policy Participation and Practice (2nd ed.) Open University Press/McGraw Hill (2007) Chapters 15, 17.

Websites and Other relevant resources

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- WHO - Management of health programmes (<http://www.who.int/management/programme/en/>)
- HSE - Managing for health and safety (<http://www.hse.gov.uk/managing/>)
- HSE - Leading health and safety at work (<http://www.hse.gov.uk/leadership/>)
- GOV.UK - Managing common infections: guidance for primary care (<https://www.gov.uk/government/publications/managing-common-infections-guidance-for-primary-care>)

Expected study time: 13 hours

Key words

Effective Management, Disease Prevention Programmes, Health Promotion, Health Protection

Section 13 – How to effectively manage Healthcare systems and services

Learning Objectives and Outcomes

Objectives

The specific section aims to train students on how to apply acquired management and leadership skills for effectively managing Healthcare systems and services.

Expected learning outcomes

After the completion of this section, the students are expected to:

24. Demonstrate the ability of applying management and leadership skills for effectively managing healthcare systems and for the organization of effective provision of health services in the population.

Teaching Material

Recorded Lectures

- Recorded PowerPoint Presentation (Leadership for healthcare professionals)

Additional learning activities to complete

- **Webinar Session:** Leadership for healthcare professionals

Additional Support Material

Bibliography

- Buchbinder SB, Shanks NH; Introduction to Health Care Management (3rd ed.), Jones & Bartlett Learning (2016), Chapters 2, 3.

Websites and Other relevant resources

- WHO - The Health Manager's Website (<http://www.who.int/management/en/>)
- WHO - Management of quality of care (<http://www.who.int/management/quality/en/>)

- WHO - Management for health services delivery
(<http://www.who.int/management/newitems/en/index1.html>)
- WHO - Management of resources and support systems
(<http://www.who.int/management/resources/en/>)
- WHO - Management of health facilities
(<http://www.who.int/management/facility/en/>)
- WHO - Management of health facilities: Hospitals
(<http://www.who.int/management/facility/hospital/en/>)
- WHO - Readings for a new hospital manager
(<http://www.who.int/management/readingshospital/en/index2.html>)
- WHO - Health Systems Strengthening Glossary
(http://www.who.int/healthsystems/hss_glossary/en/)
- The King's Fund - Leadership and leadership development in health care
(<https://www.kingsfund.org.uk/publications/leadership-and-leadership-development-health-care>)
- GOV.UK -Better leadership for tomorrow: NHS leadership review
(<https://www.gov.uk/government/publications/better-leadership-for-tomorrow-nhs-leadership-review>)
- NHS Leadership Academy - Healthcare Leadership Model: Helping you to become a better leader (<http://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/>)
- The Health Foundation - Research and Analysis on NHS Funding and Finances
(<http://www.health.org.uk/collection/research-and-analysis-nhs-funding-and-finances>)

Expected study time: 13 hours

Key words

Effective Management, Disease Prevention Programmes, Healthcare Systems, Health Services.

Assessment

This course is assessed via a combination of attendance and participation in webinars and mandatory interactive activities (comprising 10% of total course marks), coursework (comprising 30% of total course marks) and a final comprehensive examination (comprising 60% of total course marks). In addition, the students will have the opportunity to undergo formative assessment, as a means of familiarising with the summative examination, as well as evaluating their performance in the course and receiving feedback from the course's tutor(s).

Participation and engagement in webinars and mandatory interactive activities

The Participation Grade will constitute 5% of the *total course marks* and will be awarded based on i) webinar attendance and participation and ii) participation in five (5) learning activities. Participation includes active engagement in synchronous activities, such as webinars, and online chats; and/or successful completion of mandatory in-course interactive activities, such as discussion fora, Q&A fora, short quizzes and problem-solving scenarios. The mandatory interactive activities that will be used for this course are clearly stated under each section of this study guide.

Coursework

The MPH-522 course comprises of the following 2 coursework components:

- 3 short essays (Public Health outputs) (15% of *total course marks*)
- 1 mini project on health management and leadership (20% of *total course marks*)

Detailed information and guidelines on the above coursework components will be uploaded on the course's Moodle page. All course work will be submitted via Moodle and marks will be communicated to students electronically.

Final Examination

The MPH-522 final examination is a comprehensive exam assessing the specific learning outcomes (LOs) from all courses. Since the exam is constructed explicitly based on the course's learning outcomes, students are strongly advised to follow an LO-driven approach while revising and preparing for the final examination. Students should be expected to be able to answer a given question on any LO covered during the course.

The final examinations will be completed online using electronic invigilation software.

Formative quiz and feedback

Students will have the opportunity to attempt a formative quiz, which although not contributing to the course's total marks (i.e. formative), is compulsory. The purpose of the formative quiz is for students to: (a) evaluate their performance and understanding/assimilation of the learning material up to the point of the quiz; (b) familiarize themselves with the level and format of the course's exams; and (c) receive valuable feedback from the course tutor(s) on their performance, as well as guidance on how to improve. The formative quiz will be conducted via Moodle.

Self-assessment exercises

SBA1: Stakeholder consultation is a crucial part of planning any new public health intervention. To drive an effective stakeholder engagement strategy, stakeholders will need to be prioritised in order of their interest and power or influence.

What level of engagement would be most appropriate for stakeholders with a high level of power & influence, but low interest in the intervention?

- A. Exclude due to confidentiality issues
- B. Inform via newsletters or website links
- C. Involve in decision making bodies

D. Make use of interest in low risk areas

E. Meet their needs

SBA2: Health systems have regularly undergone restructuring. Public health practitioners can apply change management skills to help improve the quality, efficiency and value of healthcare services, with the aim of improving population health.

What is a typical example of a type of change management?

A. Circular change

B. Incremental change

C. Radical change

D. Real change

E. Superficial change

SBA 3:

(a) Please read the reference paper and try to answer the question:

Reference paper: Sen, A. (1998). "Mortality as an indicator of Economic Success and Failure." The Economic Journal 108: 1-25.

Question: Why Sen considers that mortality is an "economic" indicator at macroeconomic level?

(b) Please, write a short essay (three - four paragraphs, less than 200 words) on the subject:

"Does health promotes economic growth? Arguments and evidence