

Health Services and Management

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Regional Workshop in Curriculum Development for the
development of Master Program in “Public Health
Management” Amman, Jordan

Aims for day 2

- Introduce UK framework for knowledge around health services and management
- Discuss resources around health services that are available to your students
- Develop your teaching materials further
- Start to consider classroom approaches for interactive learning

Discussion:

- What services have you received that were high quality?
 - Why?

Things to consider.....

- Do you provide a good service to your students?
 - How do you know?
- What is the best way to improve your service?

Things to consider.....

- Do you provide a good service to your **patients**?
 - How do you know?
- What is the best way to improve your service?

These are the kinds of questions that your students may enjoy thinking about in the context of their own public health work area. They also start to link to some of the key concepts in healthcare settings.

Potential aims for 'Health Services and Management'

- This module aims to introduce the basic concepts of service management applicable to health care environment.
- This will provide the methodology for the planning and control of resources within the health and social care environment and allow students to investigate various means of quality management and control their suitability in ensuring the delivery of an appropriate and consistent service in line with the expectations of the service user.



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Target Market



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Kahoot.it

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Key content for HSM: UK

- Faculty of Public Health
- Royal Society of Public Health
- Institute of Health Management
- UK Public Health Skills and Knowledge Framework

Health Information

- How is data collected ?
- Which population groups could be missed in current data?
- How do you measure the data quality?



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Health Information

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[The DHS Program](#) > Data

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Data

ABOUT THE DATA

[Getting Started](#)[Data Collection](#)[Data Processing](#)

UNDERSTANDING SURVEY STATISTICS

[Data Quality and Use](#)

The DHS Program has collected, analyzed and disseminated accurate and representative data on population, health, HIV and nutrition through more than 300 surveys in over 90 countries.

Quick Country Data

Ready-to-use data for over 90 countries from over 300 surveys are only a few clicks away.

Dataset Users

Step-by-step guidelines for dataset users from registration to dataset analysis.

Download Datasets

The DHS Program is authorized to distribute, at no cost, unrestricted survey data files for legitimate academic research. Registration is required for access to data.

[Login](#)[Available Datasets](#)[Data Availability Status](#)

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Health Information

- How to use health information?
 - Projection and Planning
 - Economic evaluation
 - Policy making and resourcing

Health Systems

- Organizational structure and types of organization
- Internal and external environment
- Needs, demands and supply
- Immediacy, uncertainty and necessity
- Financing

Management of Services

- Strategy development
- SWOT Analysis

Leadership and Management

- Leaders and Managers
- Group dynamics
- Managing change

Learning Outcomes

- Learning outcomes are specific statement of what students should know and be able to do as a result of learning (Morss and Murray, 2005).
- Learning outcomes are statements of what is expected that a student will be able to do as a result of learning activity (Jenkinss and Unwin, 2001)
- Learning outcomes are explicit statements of what we want our students to know, understand or to be able to do as a result of completing our courses. (Univ. New South Wales, Australia)

Aims and Objectives

- The **Aim** of a module or programme is a broad general statement of teaching intention, i.e. it indicates what the teacher intends to cover in a programme, module or learning activity.
- The **objective** of a module or programme is a specific statement of teaching intention, i.e. it indicates one of the specific areas that the teacher intends to cover.

Activity 1

- Please write down the aim and objectives for the module Health Services and Management.

Probable Topics to be covered-

Topics to be covered

Depends on Learning Outcomes.



Teaching Strategies



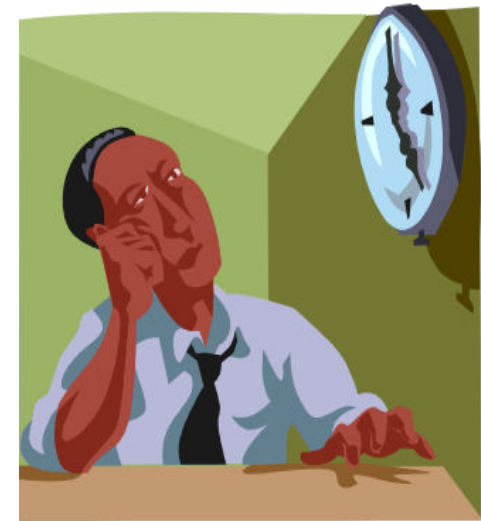
Interactive Teaching

Research shows people will:

- Listen for only 15-20 minutes without a break

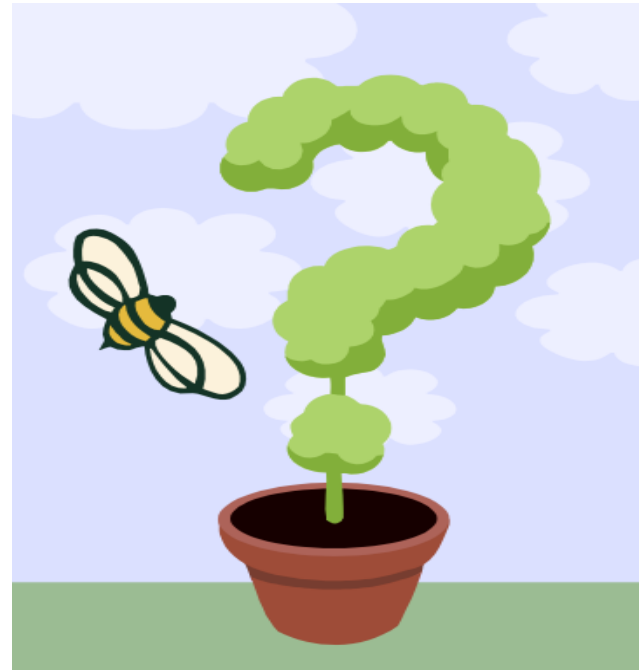
- Learn more when given an opportunity to process what they are learning

- Retain more if they review or use the information immediately after learning it

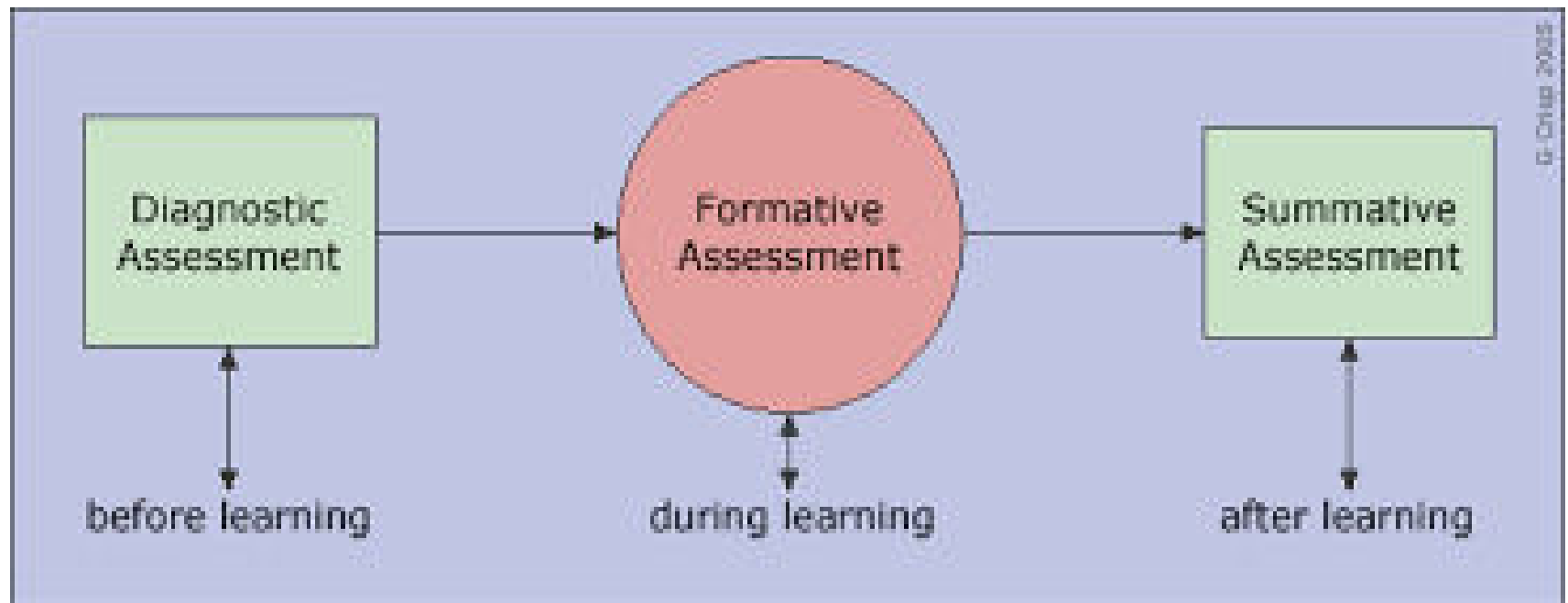


Different Interactive Sessions

1. Think/Pair/Share
2. Group Work
3. Case Study
4. Incident Process
5. Question & Answer Period
6. Short writing exercises
7. Note Review



Assessment Strategy



Summative Assessment

- Unseen Examinations
- Seen Exam papers
- Multiple Choice Tests
- Essay or Report writing
- Portfolio Development
- Presentation/ Role Play
- Work placement
- Oral Examination
- Podcast or Video creation

Develop your own assessment strategy

- Link it with the Learning outcomes of the Module
- Decide and select the best method that will evaluate the learning outcomes

Mark Allocation/ Grading

- Follow your university assessment guidelines
- Give students a breakdown of marking

Feed-in, Feedback and Feedforward of assessment

Feed-in

Well designed assessment, briefing & preparation , VLE resources
Practice sessions, assessment & marking criteria



Feedback

end of task, written, verbal,
Audio, Video, constructive
marks/grades, VLE



Feed-forward

Formative 'feedback', cues, discussion, mid-way
reviews, tutor, peer & self review and feedback

References

- Morss, K. and Murray, R., 2005. *Teaching at university: A guide for postgraduates and researchers*. Sage.
- Kennedy, D., 2006. *Writing and using learning outcomes: a practical guide*. University
- Jenkins, A. and Unwin, D., 2001. How to write learning outcomes.
- Harden, R.M., 2002. Developments in outcome-based education. *Medical teacher*, 24(2), pp.117-120.

Thank You