



Università  
della  
Svizzera  
italiana

Facoltà  
di scienze  
economiche

Istituto di  
microeconomia  
ed economia  
pubblica  
MecoP

# Summer School

in Public Health Policy, Economics  
and Management

Université d'été en politique, économie et gestion de la santé  
**from 9 to 20 August 2010 – Lugano (Ticino, Switzerland)**

## PREAMBLE

With the 2010 edition, the Università della Svizzera italiana is organising the Summer School in Public Health Policy, Economics and Management for the third time in collaboration with the Swiss Tropical and Public Health Institute and the Swiss School of Public Healthplus. The early days are now behind us: we have in our hands a fully-fledged product.

A child grows up and enters adulthood – and this is true of human beings as it is of institutions – the moment it becomes fully aware of its identity and realises it has a specific vocation. Metaphor aside, we needed to redefine the mission of our Summer School in Public Health Policy, Economics and Management, so as to clearly position the project within a rather intricate international framework.

In recent years governments have come to realise that public health cannot be safeguarded by acting only at the national level: migration, pandemic outbreaks, and economic crises illustrate that health issues require international cooperation and coordination, as well as an interdisciplinary perspective. Hence, the creation of a unique forum of exchange remains a core aspect of our mission in order to foster:



- A meeting of disciplines investigating the health sector: economics, management, policy, epidemiology, public health, etc.;
- A meeting of diverse actors within the healthcare system: professionals working in health service institutions, politicians responsible for creating laws and directives underpinning healthcare systems, civil servants responsible for enforcing these laws and regulations, and researchers and academics called on to assess policies and analyse the performance of organisations;
- A meeting of the West with emerging and transition economies: for the period 2010 – 2012 the Swiss Agency for Cooperation and Development will once more provide annual grants to fund the participation of 25 managers of healthcare institutions in Eastern and South-Eastern European countries.

This year's programme, once again offers a team of internationally distinguished lecturers and will address both well-established issues, as well as emerging problems and topics yet to be sufficiently explored.

But achieving excellence in the selection of themes covered by our guest speakers is not enough. We want to revive our vocation of a frontier region, which is where our courses are held: by facilitating a meeting of diversity (in roles, disciplines, economic and social cultures), ensuring a 360-degree dialogue. With its thoroughfares, historically, the Canton Ticino often acted as a major link between Northern and Southern Europe, and as an intermediary between different cultures and world views (the St Gotthard Pass, an emblem of the bridging role of our region, was famously called *la via delle genti* (The Road of Nations). With this in mind, I bid a warm welcome to all of you who, from such diverse regions, choose to come to Lugano and take part in our Summer school 2010.

Prof. Luca Crivelli  
Director, Summer School

## INTRODUCTION

The **Summer School in Public Health Policy, Economics and Management** is organised by the Foundation Swiss School of Public Healthplus (SSPH+), the Institute of Microeconomics and Economics of the Public Sector (MecoP) of the University of Lugano and the Swiss Tropical and Public Health Institute (Swiss TPH).

Courses are intended for professionals and managers of health administrations, hospitals and other services and facilities within the health sector, policy-makers and any student registered for one of the continuous education programs coordinated and supported by the SSPH+.

The Summer School is an opportunity to meet new colleagues and peers, to exchange knowledge, build networks, and share insights. The emphasis will be on participative approaches, complemented by formal teaching.

This year's edition offers 8 courses (5 days each) distributed over 2 weeks. Hence, each participant can attend one course per week only.

The SSPH+ programmes recognise the Summer School courses within the framework of credits required for a degree. Each course is assigned a credit value of 1.5 ECTS.

Those who actively participate and pass the final assessment are awarded a certificate of success. A certificate of attendance will be issued to any registered student who has regularly attended lectures and seminars.



## PROGRAMME OF THE COURSES

### FIRST WEEK from 9 to 13 August 2010

COURSE N°	PAGE	COURSE
Course 1.	page 8	<b>Economic Evaluation and Healthcare Decision-making</b> Teachers: <b>Mike Drummond (UK)</b> <b>Marco Barbieri (UK)</b>
Course 2.	page 11	<b>Health Planning and Management in Settings with Limited Resources</b> Teachers: <b>Prof. Marcel Tanner (Switzerland)</b> <b>Prof. Don de Savigny (Switzerland)</b>
Course 3.	page 14	<b>Strategic Project Management: The Process of Project Planning</b> Teachers: <b>Dr. Axel Hoffmann (Switzerland)</b> <b>Bernadette Peterhans (Switzerland)</b>
Course 4.	page 17	<b>Le marketing social au service de la santé:</b> Teacher: <b>François Lagarde (Canada)</b>

### SECOND WEEK from 16 to 20 August 2010

COURSE N°	PAGE	COURSE
Course 5.	page 20	<b>Leading and Managing Health Care Organisations</b> Teacher: <b>Meng-Kin Lim (Singapore)</b>
Course 6.	page 23	<b>Mental Health Policy and Economics</b> Teacher: <b>Martin Knapp (UK)</b>
Course 7.	page 25	<b>Migrants' Health.</b> <b>From Determinants of Health, to illness, to access to care</b> Teacher: <b>Prof. Francesco Castelli (Italy)</b>
Course 8.	page 28	<b>Devoirs déontologiques et responsabilités juridiques: vers une transition de l'éthique au droit</b> Teachers: <b>Olivier Guillod (Switzerland)</b> <b>Dominique Sprumont (Switzerland)</b>

Every Tuesday evening a lecture is organised on a topical theme, followed by a wine reception.

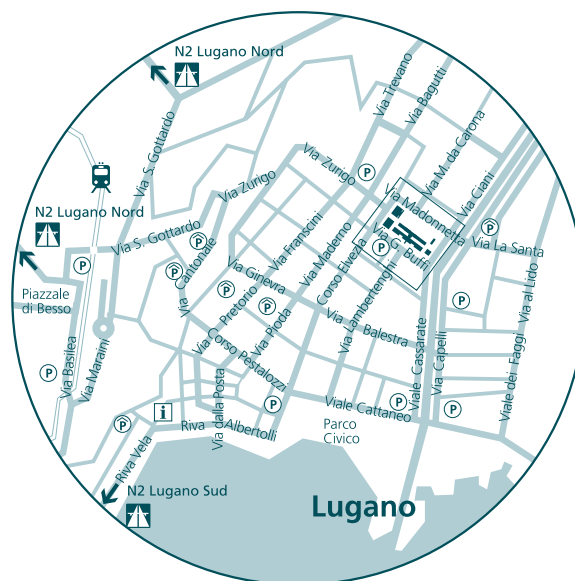
## PRACTICAL INFORMATION

### VENUE

All lectures and seminars are held at the University of Lugano (Switzerland).

Address:  
Università della Svizzera italiana  
Via G. Buffi 13, CH-6900 Lugano (Switzerland)  
Phone +41 91 666.48.16  
Fax +41 91 666.47.33  
website [www.usi.ch](http://www.usi.ch)

The Lugano region is well known for the beauty of its landscape, lake, mountains and Mediterranean vegetation. For further information please visit [www.lugano-tourism.ch](http://www.lugano-tourism.ch) and [www.lagolugano.ticino.ch](http://www.lagolugano.ticino.ch).



### ACCOMMODATION

Participants are expected to book their own hotel rooms.

Lugano offers a wide selection of hotels and other residential accommodation (for details please visit [www.lugano-tourism.ch](http://www.lugano-tourism.ch) and [www.lagolugano.ticino.ch](http://www.lagolugano.ticino.ch)).

A limited number of rooms have been set aside (reservation no later than May 31st 2010) for Summer School participants at the following hotels:

Hotel Pestalozzi: [www.pestalozzi-lugano.ch](http://www.pestalozzi-lugano.ch)  
Hotel Rosa: [www.albergorosa.ch](http://www.albergorosa.ch)  
Hotel San Carlo : [www.hotels-suisse.ch/san-carlo/san-carlo.htm](http://www.hotels-suisse.ch/san-carlo/san-carlo.htm)

When booking your room in one of these hotels, please indicate that you are registered to attend the Summer School of Public Health Policy, Economics and Management.

Rooms in flat-shares can be rented at reasonable rates in the area of the University. If you are interested, please contact [lucia.bassetti@usi.ch](mailto:lucia.bassetti@usi.ch)

### LANGUAGES

Courses are taught in English and French. An excellent knowledge of the specific language is required, as translation is not provided. Basic English is also desirable for French-taught classes (4 and 8) as some of the literature used is in English.

## GENERAL COURSE INFORMATION

Courses are intended for professionals and managers operating in health administration, hospitals and other services and facilities within the health sector; they are also open to students registered for one of the continuous education programmes coordinated and supported by SSPH+. Each participant can attend one course per week only. The program runs from 9 to 20 August 2010. One or two courses may be attended during this time. The number of participants is limited to a maximum of 24 students per course.

### ECTS, CERTIFICATE OF SUCCESS

Each course is assigned a credit value of 1.5 ECTS. Those who participate actively and pass the final assessment are awarded a certificate of success. A certificate of attendance will be issued to any registered student who has regularly attended lectures and seminars.

The Summer School's ECTS have so far been recognised by the following SSPH+ programmes:

- MAS Arbeit + Gesundheit / Santé au Travail (ETH Zurich, Universities of Lausanne and Zurich)
- MAS en santé publique (University of Geneva)
- MAS Pharmaceutical Economics and Policy (University of Lausanne)
- MAS en économie et management de la santé (University of Lausanne)
- Master of Public Health (Universities of Basel, Bern and Zurich)
- Net-MEGS, MAS in economia e gestione sanitaria e sociosanitaria (University of Lugano)
- MAS en droit de la santé (University of Neuchâtel)

### COURSE FEES

Fees cover tuition, all teaching materials and lunches (from Monday to Friday). Travel, accommodation and dinners are not included.

- External participants CHF 1'200.-
- Students enrolled in SSPH+ programmes CHF 1'000.-

### MEALS

The University restaurant serves excellent lunches (international cuisine) from Monday to Friday.

The Summer School does not arrange weekday evening meals or lunches and dinners at weekends. Good restaurants can be found locally.

## APPLICATION

Please complete the online registration form, which can be downloaded at:  
[www.ssphplus.ch/summerschool](http://www.ssphplus.ch/summerschool)

The closing date for registration is 15 June 2010. The number of participants is limited, and priority will be given to those who register first.

**Participants will receive a confirmation of admission. Registration is valid upon receipt of the registration form and payment of the full registration fees. The amount must be settled by June 15th 2010 at the latest. Participants will receive a confirmation of admission.**

Participants will receive the necessary preparatory documentation a few weeks before the beginning of the course.

### **PARTICIPANTS WILL RECEIVE THE NECESSARY PREPARATORY DOCUMENTATION A FEW WEEKS BEFORE THE BEGINNING OF THE COURSE.**

- **By bank transfer** to:  
UBS SA  
CH-6900 Lugano  
Account no.: 247-587031.01Y  
Code SWIFT/BIC: UBSWCHZH69A  
IBAN Code: CH460024724758703101Y  
Reference: "Summer School in Public Health Policy, Economics and Management" and your name.
- **By postal transfer** to:  
UBS SA  
CH-6900 Lugano  
Current postal account number: 80-2-2  
In favour of the account: 247-587031.01Y  
Reference: "Summer School in Public Health Policy, Economics and Management" and your name.

Bank costs are chargeable to the participants.

**Full refund is guaranteed for cancellations received by 30 June 2010. Fees will not be reimbursed after this date.**



## COURSE 1

### **Economic Evaluation and Healthcare Decision-making**

**Mike Drummond and Marco Barbieri (UK)**

#### **INTRODUCTION**

The course is designed as a comprehensive introduction to the concepts, methods, and application of economic evaluation in health care. Specific topics that will be covered include: an overview of economic evaluation methods, cost and benefit estimation, economic evaluation using patient-level data, economic evaluation using decision-analytic modelling, and using economic evaluation in healthcare decision-making. Numerous examples and case studies are used to illustrate the main points and considerable emphasis is placed on learning through group work and exercises. There will be ample opportunity for students to discuss any issues or problems they have already encountered in the field of economic evaluation. The course will be of particular benefit to those working in the health care sector who have a need to present a case for funding or reimbursement of particular health care treatments or programs.

#### **OBJECTIVES**

At the end of the course, the student will:

- be familiar with the concepts, methods and applications of economic evaluation in healthcare;
- understand costing methodology and the different approaches to valuing the benefits of health treatments;
- be able to undertake a critical appraisal of published studies;
- be able to perform a discounting calculation;
- understand the limitations of clinical trials as a vehicle for economic evaluation;
- be familiar with decision-analytic modelling approaches, including the construction of decision trees and Markov models;
- appreciate the main issues in the use of economic evaluation in health care resource allocation decisions, including the reimbursement of health technologies;
- have an appreciation of future developments in the theory and application of economic evaluation in health care.

#### **PREREQUISITES**

The course is intended for graduate students who have a background in economics, or the health disciplines. No previous knowledge of economic evaluation is assumed. Some work experience in the health care sector is desirable, but not essential.

#### **PEDAGOGICAL METHOD**

Lectures, interactive exercises, group discussions.

## COURSE 1

### ASSESSMENT PROCEDURE

There will be a written examination, consisting of a critical appraisal of a published paper. The paper will be distributed on the Wednesday of the course in order to give participants time to read it in advance. Participants will be able to take the published paper into the exam

### COURSE CONTENT AND STRUCTURE

	<b>Morning</b> (from 9.00am to 11.00am and from 11.30am to 1.00pm)		<b>Afternoon</b> (from 2.00pm to 4.00pm)	
<b>Teaching Days</b>	<b>Content</b>	<b>Method</b>	<b>Content</b>	<b>Method</b>
<b>Monday</b> (from 10.15 am)	Overview of economic evaluation methods	Lectures	Critical appraisal of economic evaluation studies	Exercise and discussion
<b>Tuesday</b>	Cost and benefit estimation, discounting	Lectures	Cost estimation, valuing health outcomes	Exercises and discussion
<b>Wednesday</b>	Economic evaluation using patient-level data, handling uncertainty	Lectures	Analysing data collected alongside a clinical trial	Exercises and discussion
<b>Thursday</b>	Economic evaluation using decision-analytic modeling	Lectures	Decision-analytic modelling	Exercises and discussion
<b>Friday</b>	Using economic evaluation in healthcare decision-making, transferability of economic evaluations	Lectures	Formulary submission exercise, panel discussion	Exercises and discussion

### CURRICULUM VITAE

Dr. **Mike Drummond** is Professor of Health Economics and former Director of the Centre for Health Economics at the University of York. His particular field of interest is in the economic evaluation of health care treatments and programmes. He has undertaken evaluations in a wide range of medical fields including care of the elderly, neonatal intensive care, immunization programmes, services for people with AIDS, eye health care and pharmaceuticals. He is the author of two major textbooks and more than 500 scientific papers, has acted as a consultant to the World Health Organization and was Project Leader of a European Union Project on the Methodology of Economic Appraisal of Health Technology. He has been President of the International Society of Technology Assessment in Health Care, and the International Society for Pharmacoeconomics and Outcomes Research. He is currently a member of the Guidelines Review Panels of the National Institute for Health and Clinical Excellence (NICE) in the UK, and is a Principal Consultant for i3Innovus. His most important publications are:

- Drummond, M.F., Sculpher, M.J., Torrance, G.W., O'Brien, B.J., Stoddart, G.L. (2005), *Methods for the economic evaluation of health care programmes: third edition*. Oxford, Oxford Medical Publications.
- French, M.T. and Drummond, M.F., (2005) *A research agenda for economic evaluation of substance abuse services*. Journal of Substance Abuse Treatment; 29: 125-137.
- Drummond, M.F., Barbieri, M., Wong, J.B. (2005), *Analytic choices in economic models of treatments for rheumatoid arthritis: what makes a difference?* Medical Decision Making; 25(5): 520-533.

**Marco Barbieri**, M.Sc. is a Research Associate of i3Innovus Research Ltd and a Associate Researcher of CRES (Economics and Health Research Centre), University Pompeu Fabra, Barcelona (Spain). He holds a B.Sc. in Economics from the University of Bologna (Italy) and an M.Sc. in Health Economics from the University of York (UK). He spent two years working as a Research Fellow at the Centre for Health Economics, University of York, where he has undertaken a wide range of research including cost-effectiveness modelling in rheumatoid arthritis and cardiovascular disease, study of patient preference measurement and the application of evidence to decision making in health care. He has been involved in several health technology assessments, including systematic reviews of economic evaluations of treatments for bipolar disorder and for second-line advanced ovarian cancer. His particular field of interest is associated with issues of transferability of data and methods between locations, that includes analysis and comparison of pharmacoeconomic guidelines and health technology agencies. His recent publications consist in a comparison of decision models in rheumatoid arthritis, a cost-effectiveness model for influenza vaccination, and an analysis of transferability of cost-effectiveness estimates for pharmaceuticals in Europe.

His most important publications are:

- Barbieri M, Drummond MF, Willke R, Chancellor J, Jolain B, Towse A, *Variability of Cost-Effectiveness Estimates for Pharmaceuticals in Western Europe: Lessons for Inferring Generalizability*, Value in Health 2005, Vol 8 (1), 10-23
- Barbieri M, Drummond MF, Wong JB., *The cost effectiveness of infliximab for the treatment of severe rheumatoid arthritis in the United Kingdom*, Pharmacoeconomics 2005, 23(6); 607-18
- Barbieri M, Drummond M, Puig-Junoy J et al., *A critical appraisal of pharmacoeconomic studies comparing TNF $\alpha$  antagonists for the treatment of rheumatoid arthritis*, Expert Reviews of Pharmacoeconomics and Outcomes research 2007, 7 (6): 613-626

## COURSE 2

### **Health Planning and Management in Settings with Limited Resources**

**Prof. Marcel Tanner and Prof. Don de Savigny (Switzerland)**

#### **INTRODUCTION**

The course will engage participants in the latest tools and methods for assessing population health needs, establishing health intervention priorities, and allocating health resources in a context of highly limited resources. The course work will be illustrated with examples, case studies, good practices, and lessons learned from the Swiss Tropical & Public Health Institute's experience in developing and transition countries.

#### **OBJECTIVES**

At the end of the module students will be able to:

- Understand new concepts of comprehensive health information sub-systems as an integral evidence source for the health system;
- Identify, acquire and use a variety of health information sources and evidence pertinent to a given setting to establish population health needs from a burden of disease perspective;
- Apply practical approaches and health information analyses to understand current intervention coverage/access constraints retarding equity-effectiveness of health services;
- Apply practical approaches to develop plans that use evidence-based priorities for intervention strategies, and allocate appropriate shares of limited resources to address population health needs.

#### **PREREQUISITES**

Basics in public health and epidemiology (i) relevant further training e.g. MPH and/or (ii) practical work experience in public health or health planning/management

#### **PEDAGOGICAL METHOD**

Adult learning methods – theory (readings and brief reminder), examples from case studies, facilitated group work and discussion, break out sessions and role playing.

#### **ASSESSMENT PROCEDURE**

Group presentation (15 min) and discussion (15-20 min) on last day.

## COURSE 2

### COURSE CONTENT AND STRUCTURE

	<b>Morning</b> (from 9.00am to 11.00am and from 11.30am to 1.00pm)		<b>Afternoon</b> (from 2.00pm to 4.00pm)	
<b>Teaching Days</b>	<b>Content</b>	<b>Method</b>	<b>Content</b>	<b>Method</b>
<b>Monday</b>	Priority setting and resource allocation: Lecture	Lecture, discussion round for start of 1st simulation exercise	1st resource allocation simulation	Group work
<b>Tuesday</b>	Results and discussion of 1st simulation  Health system decentralization:	Lecture and discussion  Lecture and case studies	2nd resource allocation simulation Burden of disease and case studies	Group work  Individual reading
<b>Wednesday</b>	Translating burden of disease concepts & data into practical meaning for health planners and managers	Lecture, group work, discussion	Interpreting national and regional burden of disease profiles	Group work, discussion, Hands on exposure to computer assisted planning tools (HMN Assessment Tool)
<b>Thursday</b>	Continuing simulation exercise  Health service utilisation	Continuing simulation exercise  Lecture, case studies and discussion	Continuing simulation exercise	Group work
<b>Friday</b>	Simulation exercise wrap up and discussion.	Group presentation and discussion	Evaluation of course	Questionnaire and free discussion round Handout of course CD and tools

### CURRICULUM VITAE

Professor **Marcel Tanner**, PhD, MSc, MPH, Director of the Swiss Tropical & Public Health Institute. Concurrently he has been Professor of Epidemiology and Medical Parasitology at the University of Basel since 1990, and the Dean of Science until 2004. He studied biology, chemistry and medical microbiology at the University of Basel followed by post-doctoral research in Africa, and post-graduate studies in public health at the London School of Hygiene and Tropical Medicine. He has over 30 years of experience in basic and applied research in the control of communicable diseases and health systems analysis for evidence based planning under resource constraints. Marcel Tanner has been an advisor to the World Health Organization, the Swiss Agency for Development and Cooperation, the International Development Research Centre, Canada, and various other expert panels. His most important publications are:

- Tanner M (2005) Strengthening district health systems. *Bull World Health Organ* 83, 403.
- Tediosi F, Hutton G, Maire N, Smith T, Ross A & Tanner M (2006) Predicting the cost-effectiveness of introducing a pre-erythrocytic malaria vaccine into the expanded program on immunization in Tanzania. *Am J Trop Med Hyg* 75, 131-143.
- Low NM, Schneider M, & Tanner M (2007) *Internationale Gesundheit In: Sozial- und Präventivmedizin - Public Health* Aufl. 3, eds. Gutzwiller F & Paccaud F. Bern: Verlag Hans Huber, 457-485.
- Bechir M, Ould Taleb M, Bonfoh B, Tanner M & Zinsstag J (2008) *Towards integrated and adapted health services for nomadic pastoralists and their animals: a North-South partnership In: Handbook of Transdisciplinary Research*. Ed. Hirsch G. Heidelberg: Springer, 277-291

**Don de Savigny**, PhD, MSc, epidemiologist and public health specialist with more than 30 years experience in health technology assessment, health interventions research, and health systems development in developing countries. He did BSc and MSc studies in medical microbiology, parasitology and immunology at the University of Guelph in Canada and has a PhD in epidemiology from the London School of Hygiene and Tropical Medicine. He has worked extensively in the field of public health interventions research and teaching, particularly in Africa. He is currently head of the Health Systems Unit of the Swiss Tropical & Public Health Institute, Department of Epidemiology & Public. He is also a frequent advisor to the World Health Organization, UNICEF and the World Bank for health systems development and is currently engaged in a number of such initiatives in sub-Saharan Africa.

His most important publications are:

- de Savigny D, Kasale H, Mbuya C, Reid G: *Fixing Health Systems*. Ottawa, Canada: International Development Research Centre; 2004.
- Rowe AK, de Savigny D, Lanata CF, Victora CG: *How can we achieve and maintain high-quality performance of health workers in low-resource settings?* Lancet 2005, 366: 1026-1035.
- Lengeler C, Grabowsky M, McGuire D, de Savigny D: *Quick Wins Versus Sustainability: Options for the Upscaling of Insecticide-Treated Nets*. Am J Trop Med Hyg 2007, 77: 222-226.
- De Savigny D., Adam T: *Systems thinking – for health systems strengthening*. 105pp, World Health Organization, Geneva; 2009

The Swiss Tropical & Public Health Institute is an associated institute of the University of Basel and is a leading centre for international health development, research and post-graduate training.

## COURSE 3

### **Strategic Project Management: The Process of Project Planning**

**Dr. Axel Hoffmann & Bernadette Peterhans (Switzerland)**

#### **INTRODUCTION**

- Introduction into the theory of strategic Project Cycle Management and the Logical Framework Approach
- Problem identification using the Problem Tree
- Planning and designing a project related to health, following the Logical Framework Approach step by step in theory and practice, including a Monitoring and Evaluation framework
- Presentation of the project in plenary

#### **OBJECTIVES**

After successful completion of the course, participants will be able to

- know about the basic principles of project cycle management (PCM) and strategic project management
- have the first experiences with the Logical Framework Approach (LFA) and its utilization for writing a project proposal

#### **PREREQUISITES**

Health professionals with a basic knowledge of the functioning of health systems. Experience in project planning/implementation would be an asset.

#### **PEDAGOGICAL METHOD**

Beside theoretical input sessions the main part of the learning takes place in groups of 4 – 6 participants, where the students will develop a project proposal. Group work is supervised by the facilitators.

#### **ASSESSMENT PROCEDURE**

Individual assessment: participants will have to write a short paper (two to three pages) on the rationale for choosing the respective problem as a reason for designing a project.

Group assessment: participants have to present the designed project; the presentation is assessed by the facilitators independently.

## COURSE 3

### COURSE CONTENT AND STRUCTURE

<b>Monday 09 August 2010</b>		
09.00 – 10.00	Plenary for all participants of the Summer School	
10.15 – 10.45	Introduction to the workshop	Axel Hoffmann Bernadette Peterhans
10.45 – 11.30	Strategic Project Management with the example of the Project Cycle Management with the example x Log Frame Approach (LFA)	Axel Hoffmann
11.30 – 13.00	Introduction to group work: Situation analysis and “problem tree” as a tool	Bernadette Peterhans
14:00 – 15:30	Identification and formulation of a health related problem in groups	Axel Hoffmann Bernadette Peterhans
15:30 – 16:00	Introduction to the LFA	Axel Hoffmann
<b>Tuesday 10 August 2010</b>		
09.00 – 11.00	Continue working on the problem tree and group presentations of first attempts	Axel Hoffmann Bernadette Peterhans
11.00 – 12.00	Theoretical input: goal, purpose, outputs	Bernadette Peterhans
12.00 – 13.00	Project planning in groups	Axel Hoffmann Bernadette Peterhans
14:00 – 15:00	Theoretical input: Activities and inputs	Bernadette Peterhans
15:00 – 16:00	Project planning in groups	Axel Hoffmann Bernadette Peterhans
<b>Wednesday 11 August 2010</b>		
09.00 – 09.30	Assumptions and risks	Axel Hoffmann
09.30 - 12.00	Project planning in groups	Axel Hoffmann Bernadette Peterhans
12.00 – 13.00	Theoretical input: indicators, means of verification	Bernadette Peterhans
14.00 – 16.00	Project planning in groups	Axel Hoffmann Bernadette Peterhans
<b>Thursday 12 August 2010</b>		
09.00 – 10.00	Theoretical Input: Monitoring & Evaluation (M&E) - How to link a M&E-framework with the Logframe	Axel Hoffmann
10.00 – 13.00	Developing a M&E-Framework	Axel Hoffmann Bernadette Peterhans
14.00 – 15.00	Project planning in groups	Axel Hoffmann Bernadette Peterhans
15.00 – 16.00	Timeline and budgeting for the project	Axel Hoffmann

## COURSE 3

Friday 13 August 2010		
09.00 – 09.45	Feasibility & Sustainability	Bernadette Peterhans
09.45 – 11.00	Finalizing project proposals in groups	Axel Hoffmann Bernadette Peterhans
11.00 – 13.00	Presentation and discussion of projects	Axel Hoffmann Bernadette Peterhans
11.00 – 13.00	Project planning in groups	Axel Hoffmann Bernadette Peterhans
14.00 – 15.00	cont. of presentations	Axel Hoffmann
15.00 – 16.00	Evaluation of the course	Axel Hoffmann Bernadette Peterhans

### CURRICULUM VITAE

**Axel Hoffmann** is head of the Teaching and Training Unit, responsible for postgraduate master programme in International Health, and activities of the Institute in continuing education for several professions. He represents the STI postgraduate Master in International Health in the Swiss School of Public Health (SSPH+).

Besides several teaching responsibilities in Switzerland and Europe he has consultancy appointments with the Swiss Center for International Health, the Swiss Agency for Development and Cooperation, GTZ and others in the field of teaching and training and curriculum development. In addition, he is working with several partners (WHO, GTZ, etc.) in the field of knowledge management and knowledge transfer in the health sector.

Appointed as an external examiner (2007 – 2010) by the University of Leeds for the Masters programme in Health Management, Planning and Policy. His most important publications are:

- Hoffmann, A.; Mantel, C. (1999). *Ausbildungsinitiative International Health*. Public Health FORUM, Ausgabe April 1999.
- Hoffmann, A. (2009). *Strategisches Projektmanagement*. In: E. Hackenbruch: *Going International*. Bern: Huber.

**Bernadette Peterhans** is since 1997 a course coordinator at the Swiss Tropical Institute in Basel. She was trained as nurse, specialised in emergency care in Switzerland, and involved in several missions for the International Committee of the Red Cross (ICRC). She did a master of science in public health for developing countries at the London School of Hygiene and Tropical Medicine in 1998/1999.

Professional activities include:

- Coordinator in-charge for a 3 months Diploma Course and advanced modules in health district management
- Tutoring MIH students in their course planning and thesis work.
- Cooperating in international teaching/training network

Her most important publications are:

- Peterhans, B. (2007). *What has the tropEd network achieved since the establishment in 1996? Going International*. Friedrichh VDV, Linz, 68.
- Peterhans, B. (2006). *Commentary to: P. Hoyt: Problem Solving for Better Helth Nursing*. Applied Nursing Research, 19, 112

## COURSE 4

### Le marketing social au service de la santé

Prof. François Lagarde (Canada)

#### INTRODUCTION

Dans le cadre de ce cours, les participants aborderont les principes et les outils de base du marketing social qui soutiennent les changements sociaux et comportementaux visant l'atteinte d'objectifs institutionnels, de gestion et de santé publique. Ces notions seront utiles pour planifier et mettre en œuvre des interventions propices à l'adoption de comportements, de pratiques, d'actions ou de mesures par des segments de la population ainsi que de divers professionnels et décideurs.

#### OBJECTIFS

Au terme de ce cours, les participants seront en mesure de :

- Comprendre les notions et les principes du marketing social ainsi que ses nuances et ses liens avec le domaine des communications et du plaidoyer.
- Connaître les questions d'éthique que soulèvent les interventions visant le changements de comportements.
- Reconnaître la contribution du marketing social à l'atteinte des objectifs de santé publique et de gestion dans le domaine de la santé.
- Connaître les composantes d'une stratégie de marketing social.
- Connaître les rudiments des méthodes de recherche formative.
- Être en mesure de procéder à l'analyse des publics cibles et des contextes interne et externe ; d'établir des objectifs mesurables ; d'élaborer une stratégie de marketing social (positionnement, offre, promotion, partenariats) ; de déterminer les composantes de diverses méthodes d'évaluation; d'élaborer un plan de mise en œuvre.

#### PEDAGOGIE

Exposés illustrés par des exemples d'applications, discussions ainsi que travail en petits groupes suivi de plénières avec des échanges sur des situations concrètes amenées par les participants. Élaboration et présentation de plans de marketing social par les étudiants à partir de feuilles de travail.

#### PEDAGOGICAL METHOD

Beside theoretical input sessions the main part of the learning takes place in groups of 4 – 6 participants, where the students will develop a project proposal. Group work is supervised by the facilitators.

#### PROCEDURE D'ÉVALUATION

Présentation PowerPoint d'une stratégie de marketing social (dépôt du document écrit et présentation de 15 minutes en classe, suivie d'une période 10 minutes de discussion).

## COURSE 4

### CONTENU ET STRUCTURE DU COURS

	<b>Matin</b> (de 9.00h à 11.00h et de 11.30h à 13.00h)		<b>Après-midi</b> (de 14:00 à 16:00h)	
<b>Jours des cours</b>	<b>Contenu</b>	<b>Méthode</b>	<b>Contenu</b>	<b>Méthode</b>
<b>Lundi</b> (dès 10.15h)	Notions, principes de base, questions d'éthique et liste des composantes	Exposé du professeur, situations apportées par les étudiants	Détermination d'un sujet de travail et 1 <sup>ère</sup> composante (objectifs de changement)	Travaux individuels ou de groupes, consultation du professeur
<b>Mardi</b>	Analyse des publics cibles et segmentation ; analyse du contexte; objectifs mesurables	Exposé du professeur, situations apportées par les étudiants	2e, 3e et 4e composante d'un plan: analyse du public cible, analyse du contexte, objectifs mesurables	Travaux individuels ou de groupes, consultation du professeur
<b>Mercredi</b>	Positionnement, offre et environnement (produit, prix, lieu), promotion	Exposé du professeur, situations apportées par les étudiants	5e composante d'un plan: stratégie	Travaux individuels ou de groupes, consultation du professeur
<b>Judi</b>	Partenariats ; évaluation; mise en oeuvre; présentations efficaces	Exposé du professeur, situations apportées par les étudiants	5e (suite), 6e et 7e composante d'un plan: stratégie, cadre d'évaluation, mise en oeuvre	Travaux individuels ou de groupes, consultation du professeur
<b>Vendredi</b>	Cas	Présentations par les étudiants	Cas et synthèse	Présentations par les étudiants et période de questions

### PROCEDURE D'EVALUATION

Présentation PowerPoint d'une stratégie de marketing social (dépôt du document écrit et présentation de 15 minutes en classe, suivie d'une période 10 minutes de discussion).

- Contenu abordant chacune des sept composantes
- Respect des meilleures pratiques
- Discussion des questions d'éthique pertinentes
- Liens entre l'analyse du public et du contexte, et les objectifs ainsi que les éléments de la stratégie
- Stratégies de produit, prix et distribution incluses
- Présentation qui correspond aux attentes normales de décideurs dans les réseaux de santé

## CURRICULUM VITAE

**François Lagarde** est une figure reconnue dans le domaine du marketing social tant au Canada qu'à l'étranger. Après avoir œuvré au sein d'organismes communautaires voués à la promotion de la santé, il a travaillé de 1984 à 1991 à ParticipACTION, un organisme national de promotion de la santé et de l'activité physique. Il y a assumé diverses responsabilités, notamment la vice-présidence et la coordination de l'ensemble des campagnes publicitaires. Depuis, il a conseillé quelque 160 organismes dans les domaines de la santé, de la philanthropie et du développement international. À ce titre, il a contribué à la conception, à la mise en œuvre et l'évaluation d'initiatives de changement social et comportemental. Il a également animé plus de 110 ateliers et donné quelque 90 conférences dans toutes les provinces canadiennes et dans douze autres pays. François Lagarde est professeur associé à la Faculté de médecine de l'Université de Montréal. Il a reçu le prix 2008 d'excellence en enseignement de l'Université de Montréal. Il est aussi membre du conseil de révision des publications de la revue *Social Marketing Quarterly*.

Ses publications les plus importantes sont:

- Lagarde, F., Kryzanowski, C. & Mintz, J.H. (2010). *Saskatchewan in Motion: A community-based, provincewide social marketing initiative in Canada to promote physical activity*. In H. Cheng, P. Kotler & N.R. Lee. *Social marketing for public health: Global trends and success stories* (pp. 57-81). Jones & Bartlett Publishers.
- Lagarde, F. (2009). What if your organization couldn't care less about social marketing? *Social Marketing Quarterly*, 15(2), 105-108.
- Della Santa, M. & Lagarde, F. (2008). *Rete Sanitaria: Formative research to introduce an e-Health network in the Ticino Canton*. In P. Kotler & N.R. Lee. *Social marketing: Influencing behaviors for good*, 3rd edition (pp. 175-177). Sage Publications.

## COURSE 5

### Leading and Managing Health Care Organisations

Prof. Meng-Kin Lim (Singapore)

#### INTRODUCTION

Topics covered include: Leadership and management in the health care context; the changing health care environment; competitive advantage; strategy formulation and implementation; balanced scorecard; financial management; patient satisfaction; quality assurance; patient safety; physician incentives; negotiations and conflict resolution; media handling; crisis management; and change management. Emphasis will be on real-world application. Participants will come away with fresh insights critical management tools.

#### OBJECTIVES

This course is aimed at equipping participants with the knowledge and skills needed to effectively lead and manage health care organisations in today's complex and highly competitive health care environment.

#### PREREQUISITES

This graduate-level course will benefit anyone who aspires to be in leadership and senior management positions in health and health-related organizations, both public and private sector. Prior experience in the health care sector is desirable, but not required.

#### PEDAGOGICAL METHOD

The course combines academic knowledge with real-world application, drawing on the facilitator's vast and varied experiences in leading and managing health care organisations. Classroom teaching will be fast-paced and highly interactive. Inductive learning will be aided by case studies and group work. Participants will come away with fresh insights and critical management tools.

#### ASSESSMENT PROCEDURE

- Class participation 10%
- Group work 30%
- Written examination 60%

## COURSE 5

### COURSE CONTENT AND STRUCTURE

	<b>Morning</b> (from 9.00am to 11.00am and from 11.30am to 1.00pm)		<b>Afternoon</b> (from 2.00pm to 4.00pm)	
<b>Teaching Days</b>	<b>Content</b>	<b>Method</b>	<b>Content</b>	<b>Method</b>
<b>Monday</b> (from 10.15 am)	Leadership and management – what business and medical schools don't teach	Lecture and classroom interaction	The changing health care environment - issues and the challenges	Lecture and classroom interaction
<b>Tuesday</b>	Strategic management of health care organisations – what, why, and how?	Lecture and classroom interaction	Case: Strategic planning	Break-out discussion and group work
<b>Wednesday</b>	Quality of care and patient safety - first things first	Lecture and classroom interaction	Critical management tools – handling finances, media, and conflict.	Lecture and classroom interaction
<b>Thursday</b>	Patient satisfaction and physician performance – what you can't measure you can't manage	Lecture and classroom interaction	Case: Change management	Break-out discussion and group work
<b>Friday</b>	Leading for superior performance - critical cockpit controls	Lecture and classroom interaction	Written examination	(questions based on a case)

### CURRICULUM VITAE

Professor **Lim** has more than 30 years' experience in leading and managing health care organisations – from being Chief of Singapore's Armed Forces Medical Services, to Director of a national medical research institute, to Chief Executive Officer of Singapore's largest group of hospitals and specialist medical centres.

A physician by training and a specialist in Occupational Medicine, he obtained his MPH in Health Policy and Management from Harvard University. He is currently Associate Professor of Health Policy and Management at the National University of Singapore's School of Medicine; Academic Director of the NUS Business School's Master of Business Administration (Healthcare Management) Program ; and Public Health Director of the Association of Pacific Rim Universities' World Institute.

An elected Fellow of the Royal College of Physicians of Edinburgh and Fellow of the Faculty of Occupational Medicine in UK, he is Visiting Consultant to the Singapore General Hospital and the Singapore Armed Forces, Member of the Advisory Board of the Singapore Medical Association Centre for Medical Ethics & Professionalism, Member of the National Workplace Safety and Health Council, Chairman of the Healthcare Committee of the Workplace Safety and Health Council, Member of the Civil Aviation Medical Board, Vice-Chairman of the Singapore Red Cross, Chairman of the Singapore Red Cross's Disaster Preparedness Committee, and Vice-Chairman of the Asia Tsunami Reconstruction Facilitation Committee.

He has served on eight hospital boards and numerous national-level medical commissions, and published over 100 scientific articles in international, peer-reviewed journals - including *New England Journal of Medicine*, *Health Affairs*, *Health Policy*, *Medical Care*, *Quality and Safety in Health Care*, *Journal of Health Policy, Politics and Law*, *British Medical Journal*, and *British Journal of Public Health Medicine*. He also serves on the Editorial Boards of *Health Services Research* and *Health Research Policy and Systems*, *Asian Journal of Health and Information Sciences*, and *Asian Journal of Arts and Sciences*.

Internationally, he has represented Singapore on the WHO Western Pacific Advisory Committee on Health Research, the International Network on Healthcare Reform, and the Global Knowledge Exchange Network on Healthcare. He has consulted extensively for the WHO, World Bank, and Asian Development Bank, as well as Ministries of Health of Singapore, China, Vietnam, Thailand, Malaysia, Indonesia, Iran, Lebanon, Egypt, West Bank & Gaza, Kuwait, and Bulgaria.

Among his numerous awards are the Public Service Star, the Public Administration (Silver) Medal, and the National University of Singapore's Special Commendation Award for Teaching Excellence.

His most important publications are:

- Lim MK, Yang H, Zhang TH, Feng W, Zhou Z. *Public perceptions of private health care in socialist China*, *Health Affairs*, 23: 222-234
- Lim MK, Yang H, Zhang TH, Zhou Z, Feng W and Chen YD. *China's evolving healthcare market: how doctors feel and what they think*. *Health Policy* 2004;69(3)329-337
- Lim MK. *Quest for quality care and patient safety: the case of Singapore*. *Quality and Safety in Health Care*. 2004;13:71-5.

## COURSE 6

### **Mental Health Policy and Economics**

**Prof. Martin Knapp (UK)**

#### **INTRODUCTION**

What are mental health problems and what are their consequences? What contributions can economics make to their understanding? How can policy makers use economics tools and evidence to improve systems, services and lives?

#### **OBJECTIVES**

There are many and complex links between mental health and economics: economic experiences and events are risk factors for mental illness; mental health problems have substantial and durable economic consequences; policy makers seeking to promote mental health must be very aware of resource limitations, and seek efficient and equitable solutions. The course will address all of those links, drawing quite heavily on the latest research evidence in the context of today's policy developments.

#### **PEDAGOGICAL METHOD**

Lectures, seminar discussions, role play, group work.

#### **ASSESSMENT PROCEDURE**

Examination

## COURSE 6

### COURSE CONTENT AND STRUCTURE

	<b>Morning</b> (from 9.00am to 11.00am and from 11.30am to 1.00pm)		<b>Afternoon</b> (from 2.00pm to 4.00pm)	
<b>Teaching Days</b>	<b>Content</b>	<b>Method</b>	<b>Content</b>	<b>Method</b>
<b>Monday</b> (from 10.15 am)	Introduction: What is mental health? What is economics? Efficiency and equity. Simple framework for mental health policy discussion	Lecture; discussion	Economic impacts of mental health problems – breadth, depth and durability (including childhood to adulthood; dementia projections)	Lecture: group work
<b>Tuesday</b>	Cost-effectiveness – principles, and mental health complications	Lecture; discussion; group work	Using cost-effectiveness evidence to inform policy and practice – some treatment stuff	Group work; lecture
<b>Wednesday</b>	Hospitals and community care; early intervention for psychosis; crisis resolution; assertive outreach	Lecture : discussion	Prevention and promotion; happiness; suicide	Group work; lecture
<b>Thursday</b>	Employment and activity ; recession and debt	Lecture; role play	Financing; commissioning; choice and personalisation	Lecture; discussion
<b>Friday</b>	Stigma and discrimination; violence and crime; compulsion; implementation barriers	Lecture discussion	Exam	

### CURRICULUM VITAE

**Martin Knapp** is Professor of Social Policy, and Director of the Personal Social Services Research Unit at the London School of Economics and Political Science in the UK. He is also Professor of Health Economics, and Director of the Centre for the Economics of Mental Health at King's College London, Institute of Psychiatry. Recently, he was appointed the inaugural Director of the NIHR School for Social Care Research in England. His programme of work is primarily focused on economic aspects of policy and practice in the mental health and social care areas. His most important publications are:

- Martin Knapp, David McDaid, Elias Mossialos and Graham Thornicroft, editors (2007) *Mental Health Policy and Practice across Europe*, Open University Press, Buckingham.
- Martin Knapp (2008) Health economics, in Michael Rutter, Dorothy Bishop, Daniel Pine, Stephen Scott, Jim Stevenson, Eric Taylor and Anita Thaper (editors) *Rutter's Child and Adolescent Psychiatry*, Fifth Edition, Blackwell Publishing, Oxford, pages 123-133.
- Martin Knapp, Michelle Funk, Claire Curran, Martin Prince, Margaret Gibbs and David McDaid (2006) *Mental health in low- and middle-income countries: economic barriers to better practice and policy*, Health Policy and Planning, 21, 157-170.

## COURSE 7

### **Migrants' Health.**

#### **From Determinants of Health to Illness, to Access to Care**

**Prof. Francesco Castelli (Italy)**

in collaboration with Prof. Rosella Levaggi, Prof. Dominique Sprumont, Prof. Luis Loutan, Dr. Issa El Hamad

#### **INTRODUCTION**

The course will cover the following aspects of migration medicine:

- History, epidemiology, impact
- Economic and legal aspects
- Clinical aspects (trans-cultural issues, communicable and non-communicable diseases)
- Health care services for migrants

#### **OBJECTIVES**

At the end of the module students will be able to:

- Understand the determinants of health in migrants' populations
- Understand the public health impact (communicable and non communicable diseases) of migration medicine
- Understand the economic and legal aspects of migration, with particular focus on the European context
- Apply practical approaches to develop plans that use evidence-based information for intervention strategies in the field of migration medicine.

#### **PREREQUISITES**

Health-related background or responsibility. Basic knowledge of health problems (clinical, management, public health) in disadvantaged populations.

#### **PEDAGOGICAL METHOD**

Adult learning methods – theory (readings and brief reminder), examples from case studies, facilitated group work and discussion, break out sessions and role playing.

#### **ASSESSMENT PROCEDURE**

*Multichoice questionnaire: pass rate 60% correct answers*

## COURSE 7

### COURSE CONTENT AND STRUCTURE

	<b>Morning</b> (from 9.00am to 11.00am and from 11.30am to 1.00pm)		<b>Afternoon</b> (from 2.00pm to 4.00pm)	
<b>Teaching Days</b>	<b>Content</b>	<b>Method</b>	<b>Content</b>	<b>Method</b>
<b>Monday</b> (from 10.15 am)	Introduction to the course. Self presentation. Course objectives Migration. An historical perspective	Plenary discussion  Plenary lecture and discussion	Definitions (migrants, asylum seekers, refugees, etc.)	Working groups followed by plenary discussion
<b>Tuesday</b>	Global mobility  European legislation. Rights of migrants, refugees and asylum seekers. Undocumented migration and access to care. Ethical aspects	Plenary lecture (key information) Plenary lecture and discussion followed by working groups	Feed-back from morning working groups	Plenary discussion
<b>Wednesday</b>	Migration and health. An economic perspective	Plenary lecture and discussion, followed by working groups	Feed-back from morning working groups  What do the migrants suffer from. Determinants of diseases	Plenary discussion Plenary lecture and discussion
<b>Thursday</b>	Communicable and non-communicable diseases in migrants	Plenary lectures and discussion	How to establish efficient health services for migrants? Specific of integrated services?	Working groups
<b>Friday</b>	Transcultural approach. Access to culture-sensitive services, training of professionals, interpreters and cultural mediators How to establish a coherent network and partnership (NGOs, public institutions, private sector, etc.) to respond to the health needs of migrants?	Plenary lecture, video and discussion  Working groups	Feed-back from morning working groups  Students' assessment and course evaluation	Plenary discussion  Questionnaire and free discussion round

## CURRICULUM VITAE

Prof. **F. Castelli**, MD, FRCP (London) is specialist in Infectious Diseases and Tropical Medicine. At present, he holds the position of Director, Post-Graduate School in Tropical Medicine and Director, Department for Mother-and-Child Care and Medical Biotechnologies, University of Brescia (Italy). In the last 25 years, he has carried out research projects in many Countries in Africa, Asia and Latin American. He has authored more than 130 publications on peer-reviewed journals, mainly focusing on HIV infection, parasitic and tropical diseases, travel and imported infections and migration medicine. He has also authored 88 chapters of Books and Manuals and edited 1 Book on Infectious and Tropical Diseases (in Italian). He is the President of the Italian NGO Medicus Mundi Italy. His most important publications are:

- El Hamad I., Scarcella C., Pezzoli M.C., Ricci A., Castelli F. for the Migration Health Committee of the ISTM. Dead blood under my skin. *Journal of Travel Medicine*, 2009; 16: 284-285
- Pezzoli MC, Hamad IE, Scarcella C, Vassallo F, Speziani F, Cristini G, Scolari C, Suligo B, Luzi AM, Bernasconi D, Lichtner M, Cassara G, Manca N, Carosi G, Castelli F; and the PRISHMA Study Group. HIV infection among illegal migrants, 2004-2007. *Emerg Infect Dis*. 2009 Nov;15(11):1802-4.
- Tomasoni LR, Sosta E., Beltrame A., Rorato G., Bigoni S., Frusca T., Zanardini C., Driul L., Magrini F., Viale P., Castelli F. Antenatal screening for mother to child infections in immigrants and nationals: the case of toxoplasmosis in northern Italy. *Journal of immigrant and minority health*, 2010 Feb 6. [Epub ahead of print]

## COURSE 8

### Devoirs déontologiques et responsabilités juridiques: vers une transition de l'éthique au droit

Prof. Olivier Guillod et Prof. Dominique Sprumont (Switzerland)

#### INTRODUCTION

- cadre juridique général de la responsabilité dans le domaine de la santé, y compris assurances
- responsabilités professionnelles individuelles
- responsabilités en institution et sécurité des soins
- responsabilités des autorités de santé publique
- responsabilité du fait des produits (médicaments, appareils médicaux, OGM, etc.)

#### OBJECTIFS

- sensibiliser les professionnels de la santé et les membres des autorités sanitaires aux responsabilités qu'ils encourent dans l'accomplissement de leurs tâches de soins et de santé publique
- démystifier la responsabilité juridique, en en faisant connaître les conditions et les conséquences
- donner des outils pour prévenir la mise en cause de sa responsabilité et pour gérer les situations concrètes qui se présentent
- montrer les liens entre responsabilités professionnelles et amélioration de la sécurité et de la qualité des soins
- montrer les liens entre mécanismes de responsabilité et autres moyens de régulation de l'Etat

#### PUBLIC CIBLE

Lecture préalable d'un document d'introduction au droit

#### PEDAGOGIE

Cours interactifs, analyse de cas pratiques en groupes, discussions en plenum, présentations de décisions judiciaires.

#### PROCEDURE D'EVALUATION

Examen écrit de 120 minutes le vendredi après-midi

## CONTENU ET STRUCTURE DU COURS

	<b>Matin</b> (de 9.00h à 11.00h et de 11.30h à 13.00h)		<b>Après-midi</b> (de 14:00 à 16:00h)	
<b>Jours des cours</b>	<b>Contenu</b>	<b>Méthode</b>	<b>Contenu</b>	<b>Méthode</b>
<b>Lundi</b> (dès 10.15h)	Droit, responsabilités et santé Responsabilités et santé: cadre général (civil, pénal, disciplinaire, déontologique)	Cours interactif  Cours interactif	Responsabilité professionnelle et assurances	Cours interactif et discussion de cas pratiques
<b>Mardi</b>	Responsabilités individuelles	Cours interactif Présentation de décisions judiciaires	Responsabilités individuelles (suite)	Analyse de cas pratiques en petits groupes et rapport en séance plénière
<b>Mercredi</b>	Responsabilités en institution et sécurité des soins	Cours interactif Présentation de décisions judiciaires Analyse de cas pratiques	Responsabilités en institution et sécurité des soins (suite)	Exercice (élaborer un système d'annonce et d'analyse des incidents médicaux)
<b>Judi</b>	Responsabilités des autorités de santé publique (épidémies, épizooties, denrées alimentaires, etc.)	Cours interactif Présentation de décisions judiciaires Analyse de cas pratiques	Responsabilités des autorités de santé publique (suite)	Exercice (réponse à une crise sanitaire)
<b>Vendredi</b>	Responsabilité du fait des produits (médicaments, appareils médicaux, OGM, etc.)	Cours interactif Présentation de décisions judiciaires Analyse de cas pratiques	Examen	Examen écrit de 120 minutes

## CURRICULUM VITAE

**Olivier Guillod** est né à Neuchâtel le 20 avril 1956, marié, deux filles de 20 et 18 ans. Licence en droit (Uni Neuchâtel, 1978), brevet d'avocat (1980), maîtrise en droit (LL.M.) ; Harvard Law School 1981), doctorat en droit (Uni Neuchâtel, 1986). Amateur d'astronomie, de grands crus, de tennis, de musique contemporaine et de saveurs italiennes. Professeur de droit de la santé, Webster University, Genève, 1988-2000. Directeur-adjoint du Centre d'études juridiques européennes et Chargé de cours en droit civil, Université de Genève, 1988-1992. Professeur extraordinaire (1988) puis professeur ordinaire (dès 1992) à l'Université de Neuchâtel. Fondation de l'Institut de droit de la santé en 1994 et directeur de cet Institut depuis lors. Professeur invité en droit de la santé à l'IEMS des HEC Lausanne depuis 1997. Membre de la Commission nationale d'éthique dès sa création en 2001. Vice-doyen puis doyen de la Faculté de droit (2001-2005). Membre individuel de l'Académie suisse des sciences médicales dès 2008.

Ses publications incluent :

- *Le consentement éclairé du patient* (thèse de doctorat), Neuchâtel, 1986
- *Les droits des personnes en psychiatrie*, Cahier de l'action sociale et de la santé n° 15, Genève, 2001
- *Droit des familles*, Neuchâtel 2009

**Dominique Sprumont** est né à Kinshasa en 1964, marié, 3 enfants de 14, 13 et 10 ans. Bac type C au Collège St-Michel de Fribourg (1984), licence en droit, Fribourg (1988), Doctorat en droit, Fribourg (1993). Visiting Fellow, Yale Law School et Yale School of Medicine (1990-1991). Assistant du Professeur Olivier Guillod de 1992 à 1994, date à laquelle ils fondent l'Institut de droit de la santé. Depuis 1994, directeur-adjoint de l'IDS. De 1994 à 2001, maître-assistant, Université de Neuchâtel. De 1996 à 1997, séjour au Centre de recherche en droit public (CRDP) Université de Montréal (bourse pour chercheur avancé du FNRS et une bourse d'excellence du Ministère de l'éducation du gouvernement du Québec). De 1999 à 2001, chargé de cours à l'Université de Neuchâtel. De 2001 à 2007, professeur associé aux Universités de Neuchâtel et de Fribourg dans le cadre du programme Professeurs boursiers du FNRS. Depuis septembre 2006, professeur extraordinaire de droit de la santé à l'Université de Neuchâtel.