COURSE PROFILE

Organizational Theory in the Health Sector

Semester 2/ 2 SKS/ KUI 6661

Health Policy and Management

Universitas Gadjah Mada
Faculty of Medicine, Public Health, and Nursing
2019

	Universitas Gadjah Mada
	Faculty of Medicine, Public Health, and Nursing
	Department of Biostatistics, Field Epidemiology, and Population Health

Course Profile

Course Code	Course Name	Credits (sks)	Semester	Course Status	Prerequisite Courses
KUI 6661	**Organizational Theory in the Health Sector**	2	2	Minat	Core courses

Expected learning outcomes	*ELO 2. Able to analyze public health programs from 5 core public health principles* *ELO 6. Able to apply theories and principles in public health field concentrations or tracts*

Course Learning Outcome (CLO)	*CLO1*	Demonstrate ability to explain the focus and context of organizational theories that are relevant to health care institutions and the health system.
	CLO2	Discuss and defend arguments derived from specific theoretical reasoning for institutions and health systems.
	CLO3	Apply organizational principles and theories in the health system and in health institutions
	CLO4	Shows the ability to make organizational designs that are more suitable for the environment and specific needs.
	CLO5	Distinguish the components of the health system, which consists of health facility subsystems (individual health efforts) and public service systems (public health efforts).

ELO and CLO Mapping						
		CLO 1	**CLO 2**	**CLO 3**	**CLO 4**	**CLO 5**
	ELO 2	X	X	X		
	ELO 6				X	X

Brief Description of the Course	MPH graduates Health Policy and Health Management who are managers are responsible for the performance of health care institutions and regional health systems. The manager manages the organization as a system that supports delivery of services to the community. This lecture describes the main organizational theories that can explain the organization's performance and the relationship of one institution with other institutions in the health system. Students who attend this course are expected to be able to describe the organizational components in the puskesmas, hospital, or health office. Students are able to identify organizational and managerial problems in the three types of health institutions. Students are also expected to be able to analyze the compatibility between organizational structure and design with the client's needs and regional health system needs, and design plans for changes from machine structures to matrix structures both in the organizations they work in and in the health system in the area where they live.

Learning Materials	Able to understand the meaning of the Reformation and its application in the health sector.
	Able to understand the meaning of changes in health financing with health reform;
	Able to understand the decentralization policy in Indonesia and its relationship with centralized health financing.

	Able to understand the health system scenario in the context of reform.	
	able to understand why health reform is needed.	
	able to understand techniques to start health reform.	
	able to write scenarios about the health system needed to understand what is happening now and what might happen in the future.	
	understand about health reform, fragmentation and the role of policy analysis.	
	understand about the financing buttons in the policy system.	
	understand about the Payment Mechanism button in the health system	
	understand about the Button Regulations in the health system	
	understand about the Keys to Organizing Health Services in the health system	
	understand about the Button to Change Behavior in the health system	

Assessment Methods and CLO							
	Assessment Components	Percentage	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
	Public Opinion	10%					
	Contextual analysis	20%					
	Framework development	20%					
	Policy brief	20%					
	Presentation	30%					

Learning Resources and References	1. Scott, W. R., & Davis, G. F. (2007). Organizations and organizing: Rational, natural, and open system perspectives. Prentice Hall.
	2. Shortell, S. M., & Kaluzny, A. D. (2013). Health care management: a text in organization theory and behavior. Albany, New York: Delmar Thomson Learning.
	3. Mintzberg, H. (1993). Structure in fives: Designing effective organizations. Prentice-Hall, Inc.
	4. Mick SS. Innovations in health care delivery: Insights for organization theory. 1990.
	5. De Savigny, D., & Adam, T. (2009). Systems thinking for health systems strengthening. World Health Organization.
	6. World Health Organization. (2010). Everybody's business: strengthening health systems to improve health outcomes: WHO's framework for action. Geneva: WHO.
	Mahasiswa diminta untuk mengikuti artikel di jurnal-jurnal sebagai berikut:
	7. BMC Health Services, terutama bidang organization structure and delivery of health care: http://www.biomedcentral.com/bmchealthservres/sections/organization_structure_and_delivery_of_healthcare

Team Teaching	

Authorization	Date	Course Coordinator	Coordinator of the Area of Expertise (if any)	Heads of program
		Signature *Name*	*Signature* *Name*	*Signature* *Name*

Course Profile

Week	CLO	Assessment Methods			Learning Materials	Learning Methods	Course Duration	Students Learning Experience	Learning Methods	References and External Learning Resources
		Indicators	Components	%						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	Able to understand the meaning of the Reformation and its application in the health sector.			10%	Introduction: JKN cases and future health system scenarios	Discussion and lecture	2 x 50 minutes	Discussion	Computer, *in focus*	National Nutrition Strategy Paper of Indonesia
2	Able to understand the meaning of changes in health financing with health reform;				Health System Diagnostics for Health Reform.	Lecture and discussion *Flipped learning*	2 x 50 minutes	Discussion	Computer, *in focus*	Health System Decentralization: concepts, issues, and country experience
3	Able to understand the decentralization policy in Indonesia and its relationship with centralized health financing.				Writing Health System Scenarios in a situation of health decentralization	*Collaborative learning, problem-based learning*	2 x 50 minutes	Discussion on the current policy using the perspective of public health specialization.	Computer, *in focus*	

4	Able to understand the health system scenario in the context of reform.				Health Reform, Fragmentation, and the Role of Policy Analysts	*Self-learning, essay writing*	2 x 60 minutes structured assignment	Literature review exercise and writing public opinion for the community.	Computer	
5	able to understand why health reform is needed.				Financing Button:					
6	able to understand techniques to start health reform.				Button Payment Mechanism					
7	able to write scenarios about the health system needed to understand what is happening now and what might happen in the future.				Regulatory Button					
8	understand about health reform, fragmentation and the role of				Button for Organizing Health Services	*Self-learning*	2 x 60 minutes structured assignment	Problem solving exercise and innovation development	Computer	

	policy analysis.									
9	understand about the financing buttons in the policy system.			30%	Change Behavior Button	*Flipped learning, Collaborative learning*	2 x 50 minutes	Discussion, group learning, problem solving	Computer, *in focus*	
10	understand about the Payment Mechanism button in the health system				Policy Analysis JKN: Is it a Reformation or not? Seminar	*Flipped learning, Problem based learning, Collaborative learning*	2 x 50 minutes	Problem solving	Computer, *in focus*	
11	understand about the Button Regulations in the health system				Following the JKKI (JKN FORNAS) Seminar	*Collaborative learning*	2 x 50 minutes	Discussion	Computer, *in focus*	
12	understand about the Keys to Organizing Health Services in the health system				Review	*Self-learning, essay writing*	2 x 60 self-learning	Policy brief writing	Computer	
13	understand about the Button to Change Behavior in			30%		*Flipped learning, Collaborative learning*	2 x 50 minutes	Discussion and problem solving (policy advocacy)	Computer	

	the health system									
14	Able to understand the meaning of the Reformation and its application in the health sector.					*Flipped learning, Collaborative learning*	2 x 50 minutes	Discussion and problem solving (policy advocacy)	Computer	
15						*Collaborative learning*	2 x 50 minutes	Simulation (policy advocacy)	Computer	
16						*Collaborative learning*	2 x 50 minutes	Simulation (policy advocacy)	Computer	

Notes:

The assessment of course (3), (4), (5) are:

- Methods:
    - o On-campus: observation, written test, quiz, etc.
    - o Online: essay, feedback, peer assessment, proposal, paper, etc.
- Instruments
    - o On-campus: essay, etc.
    - o Online: multiple choices questions, etc.
- Score weighing

Learning resources (6) could be in the form of:

- Learning materials from the lecturers
- Online learning materials acquired by the students in the form of text, presentation slides, audio, video, etc.

Learning methods (7) could be in the form of:

- On-campus: lectures, collaborative learning, problem-based learning, etc.
- Online: self-learning, structured assignments, essay writing, etc.

Course duration (8):

- Face-to-face 2 x 50 minutes, or
- Online: 2 x 60 minutes of self-learning, 2 x 60 minutes of structured assignments

Students learning experience / students activities (9) could be in the form of:

- On-campus: group learning, discussion, constructive debate, literature review exercise, problem solving, etc.
- Online: self-learning, literature review exercise, essay writing exercise, etc.

Learning media (10) could be in the form of:

- On-campus: computer, in focus, stationeries, props, etc.
- Online: computer, *gadget*, internet access, etc.