

Human Resources for Health leadership and management: a prototype curricula package

Prototype curriculum for an executive short
course: facilitator's guide



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(Human Resources for Health leadership and management: a prototype curricula package.

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Abbreviations

CU	curricular unit
GRIPP	Getting Research into Policy and Practice
GSHRH 2030	WHO Global strategy on human resources for health: Workforce 2030
HLM	health labour market
HRH	human resources for health
HRIS	human resource information system
NHWA	national health workforce accounts
SDG	Sustainable Development Goal
UHC	universal health coverage
WHO	World Health Organization

Introduction

This facilitator's guide is intended to be used alongside the Prototype curriculum for an executive short course, and Case studies. It forms part of the resources to support delivery of courses in human resources for health (HRH) leadership and management.

Curricular Unit 1: HRH environment and introductory concepts

Learning objectives

- Discuss the role and scope of human resources for health (HRH) in the context of the global health agenda: Sustainable Development Goals (SDGs), universal health coverage (UHC) and the Global strategy on human resources for health: Workforce 2030 (GSHRH 2030).
 - Identify and describe the different components of health systems and HRH.
 - Differentiate between the components of developing and managing a sustainable health workforce (HWF).
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Session 1.0 (40 minutes)

Course introduction and orientation

Participants introduce themselves, where they work, expectations of the course. This could involve ice-breakers as culturally appropriate.

Facilitators give an overview of the course.

Session 1.1 (30 minutes)

Introduction to the SDGs, UHC agenda, and national and global development priorities

This session aims to embed this course in the context of global debates around UHC and the SDGs, and to create a common frame of reference for all participants.

Suggested activities

1. Watch the following two short videos in class. The first gives an overview of what UHC is and aims to achieve. The second explains the links between UHC and the SDGs through the words of several world leaders (5 minutes):
 - Improving Health through Universal Health Coverage – UHC explained (3:30 minutes)
https://www.youtube.com/watch?time_continue=162&v=SfKp-gg2m0g&feature=emb_logo.
 - Why is Universal Health Coverage vital to achieving the health SDG? (1:20 minutes)
<https://theelders.org/news/why-universal-health-coverage-vital-achieving-health-sdg>.

2. Group discussion (25 minutes):

- Using the AAAQ model (availability, accessibility, acceptability, quality) as a frame for reflection, what are the key challenges to ensure HRH provision of UHC?
- What other factors – outside of the HWF – are necessary to enable UHC?
- What is the state of health service coverage in your country?
- How are health services paid for (health insurance, public funded, needs-based funding, out-of-pocket, a mixture)?
- How do people access health services (pay for access, self-referral)?
- Does coverage and access vary – for example city vs rural areas?

Session 1.2 (50 minutes)

Health systems and the role and rationale of HRH in the functioning of health systems

This session aims to familiarize participants with the concept of systems thinking and to apply this thinking to locate HRH development within health systems.

Suggested activities

1. Watch the following short video, which introduces participants to the concepts of systems thinking:

- Infographic on Systems Thinking (5 minutes)
https://www.youtube.com/watch?v=GPW0j2Bo_eY.

2. Group work: describe HRH development and its place and function within a health system (40 minutes):

- Working in groups, participants imagine they are meeting a visitor from Mars, and together draw a visual to explain what HRH development within a health system is, and why it is important to society. Thinking about their different experiences, they seek to identify the common key features of HRH.
- 'Gallery walk': if running this exercise in-person, the pictures are put up on the wall and the group moves from picture to picture for discussion; if running this exercise virtually, one visual at a time is displayed on the screen and a nominated speaker from each group presents a rationale and narrative for their visual: what were they seeking to reflect on in the picture? Why that set of issues? What sort of experiences/perspectives drove them?
- Whole class discussion:
 - i. What are the similarities and differences across the visual representations of HRH development and its place and function within a health system?
 - ii. How can groups learn from any differences to add to their own understanding?
 - iii. What are the takeaway lessons and key issues?

As facilitator, look for and comment on similarities and differences between groups. Get feedback from the whole class on what they are taking from the comparison among groups – and link that to your own comments, so that they can see connections between points. The key issues may include:

- The use of a building block approach, and the types of building blocks highlighted (specifically pick out not just service delivery, but funding, people, etc.).
- The use of a patient perspective (perhaps focused on service delivery in particular, with recognition of providers and referral systems, but not much acknowledgement of system functions such as funding, HRH, drug supply, etc.).
- The role of actors within health systems, and which stakeholders are identified as key actors.
- The importance of relationships among, for example, facilities and people.
- The hidden influence of context, and features of context.
- The use of mechanical/structured models in the visuals.
- The acknowledgement of complexity, and different kinds of complexity – perhaps reflected in people and relationships, various inputs combining in unclear ways, feedback loops, potential for unintended consequences, etc.
- The dynamism of systems and the extent to which that is reflected in the visuals, and what gives it dynamism (people and relationships).
- Identification of specific policy issues: theoretical frameworks, actors, health systems context, the nature of policy as a living process to inform ongoing practice, rather than just a document.
- The hidden influence of disciplinary perspectives on the visuals (e.g. an economics perspective, or economic issues vs a more sociological/anthropological vs a more political issue), reflecting the particular experiences and perspectives of the people in the group.

It is useful to note the very fact that similarities and differences between groups indicates the multiple perspectives on what health systems are, demonstrating that there are different ways of understanding health systems, and different experiences of them. Then link this point to the fact that these differences show the socially constructed nature of health systems, and have bearing on how to approach research on systems and system issues. This point can be picked up again in the discussion of different paradigms of knowledge and research strategies of preference.

3. Conclude the session by watching this video, which summarizes the experts' views on health systems and their importance:

Systems thinking for health systems strengthening (6 minutes)

<https://www.youtube.com/watch?v=ils6zQXUpAU>.

Session 1.3 (1 hour 30 minutes)

The field of HRH: overview of the dimensions of HRH

The purpose of this session is to identify the main elements related to HRH that influence/contribute as determinants of health system performance.

Suggested activities

1. Lecture on introduction of HRH development, covering the following topics (25 minutes):
 - HRH development
 - Conditions to make HRH development effective (HRH action fields)
 - HRH development in policy-making (evolution of initiatives, global strategies)
 - Determinants of policy-making for HRH development: an overview (HRH supply, retention, management, governance and leadership).
2. Watch Health #Workforce2030 (5 minutes):
<https://www.youtube.com/watch?v=QXpp4kmUCLU>.
3. Group discussion or case-based discussion (60 minutes).
The facilitator may identify a particular HRH policy challenge for the context, and invite participants to think about the different policy interventions using the HRH Action Framework.
 - What are the policy interventions that enable HRH development?
 - What are the policy interventions that enable HRH management?
 - How are the different HRH action fields interrelated and interdependent?

Session 1.4 (1 hour 30 minutes)

Global strategies for HRH

The purpose of this session is to engage more closely with key international policy documents on human resource development, and to discuss them critically in the context of participants' respective professional experiences. Participants should explore the relevance of international policy documents for their own context and their potential to guide strategic leadership in their countries. It also allows participants to share common and different dimensions of their country

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