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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 11/20/2013

1b. Department/Division: Dept Of Health Services Manage

1c. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Julia Costich

Email: julia.costich@uky.edu

Phone: 257-6712

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course2a. Will this course also be offered through Distance Learning?: Yes ⁴

2b. Prefix and Number: CPH 551

2c. Full Title: COMPARATIVE HEALTH SYSTEMS

2d. Transcript Title:

2e. Cross-listing: N/A

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: An overview of healthcare system structure in selected countries with attention to their developmental history, financing, and delivery infrastructure.

2k. Prerequisites, if any: NONE

21. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Julia Costich

Instructor Email: julia.costich@uky.edu

Internet/Web-based: No

Interactive Video: No

Hybrid: Yes

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? There will be two face-to-face meetings, at the beginning and end of the semester. The course will be on Blackboard with whiteboard/chat opportunities. It is designed to conform to the Distance Learning Considerations.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. All students will have the same learning experience in hybrid format. Student engagement is encouraged in fulfillment of course goals and learning outcome assessment.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The online components of the course will be offered through Blackboard.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? N/A

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Access information is provided in the syllabus and on the Blackboard site.

6. How do course requirements ensure that students make appropriate use of learning resources? Assignments require online literature searches and citations to references used.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. N/A

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Students are informed of these procedures by listing them on the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Julia F. Costich, PhD

SIGNATURE|BECKI|Rebecca L Flanagan|CPH 551 NEW College Review|20131018

SIGNATURE|TFBO222|Tyrone F Borders|CPH 551 NEW Dept Review|20131018

SIGNATURE|JDLIND2|Jim D Lindsay|CPH 551 NEW HCCC Review|20131125

SIGNATURE|JMETT2|Joanie Ett-Mims|CPH 551 NEW Undergrad Council Review|20140212

SIGNATURE|ZNNIKO0|Roshan N Nikou|CPH 551 NEW Graduate Council Review|20140221

Courses	Request Tracking
New Course	
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New Course Form

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Attachments:

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Delete 3025	CPH 551 live syllabus fall spring 1017 Revised.pdf
Delete 3026	CPH 551 online syllabus fall spring 1017 Revised.p

First 1 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: PUBLIC HEALTH Submission Date: 11/20/2013

b. * Department/Division: Dept Of Health Services Manage

c. * Contact Person Name: Andrea Perkins Email: andrea.perkins@uky.edu Phone: 218-2021
 * Responsible Faculty ID (if different from Contact): Julia Costich Email: julia.costich@uky.edu Phone: 257-6712

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity
- Composition & Communications - II
- Inquiry - Humanities
- Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci
- Statistical Inferential Reasoning
- Inquiry - Social Sciences
- U.S. Citizenship, Community, Diversity
- Composition & Communications - I
- Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number: CPH 551

c. * Full Title: COMPARATIVE HEALTH SYSTEMS

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed² with (Prefix and Number): N/A

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

- Lecture
- Laboratory⁴
- Recitation
- Discussion
- Indep. Study
- Clinical
- Colloquium
- Practicum
- Research
- Residency
- Seminar
- Studio
- Other

If Other, Please explain:

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits: 3

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

J. * Course Description for Bulletin:

An overview of healthcare system structure in selected countries with attention to their developmental history, financing, and delivery infrastructure.

k. Prerequisites, if any:

NONE

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

When this course was offered under a special topics number about half the students were from other degree programs.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, **distance learning** is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirem are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent expe students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	CPH 551	Date:	10/10/2013
Instructor Name:	Julia Costich	Instructor Email:	julia.costich@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/>			

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University :
Syllabus Guidelines, specifically the Distance Learning Considerations?
There will be two face-to-face meetings, at the beginning and end of the semester. The course will be on Blackboard with whiteboard/chat opportunities. It is designed to conform to the Distance Learning Considerations.
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, ;
of student learning outcomes, etc.
All students will have the same learning experience in hybrid format. Student engagement is encouraged in fulfillment of course goals and learning outcome assessment.
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academi
policy; etc.
The online components of the course will be offered through Blackboard.
- Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any f
as defined above?
No
Which percentage, and which program(s)?
N/A
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting
Access information is provided in the syllabus and on the Blackboard site.

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
Assignments require online literature searches and citations to references used.
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
N/A

Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or r
the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
Students are informed of these procedures by listing them on the syllabus.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No
If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said techn
N/A
- Does the syllabus contain all the required components, below? Yes
 - Instructor's **virtual** office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.

- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/libraries/libpage.php?web_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Julia F. Costich, PhD

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

¹¹¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹¹² The chair of the cross-listing department must sign off on the Signature Routing Log.

¹¹³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. In meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹¹⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹¹⁵ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

CPH 551: Comparative Health Systems

Julia Field Costich, J.D., Ph.D.
College of Public Health
111 Washington Ave., Rm. 107
Office : 257-6712 , Fax : 257-2821
julia.costich@uky.edu

Office hours: [time]-[time], [day of week]

Course Description:

An overview of healthcare system structure in selected countries with attention to the developmental history of their national healthcare systems, financing, and delivery infrastructure.

Dates/times: TBD.

Prerequisites: Upper division undergraduate status or graduate status

Text: Fried B, Gaydos L. World Health Systems, 2d ed. Health Administration Press.

MHA Competencies

This course addresses the following MHA competencies:

1. Analyze the key determinants of population health and health disparities and their relative impact on individuals, communities, and society.
2. Explain the structure of the U.S. healthcare system and the processes through which health policies are formulated and implemented at the state and federal levels.
3. Assess the impact of government policy and regulatory requirements on healthcare organizations.

MPH Competency

This course addresses the following MPH competencies:

1. Identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the U.S.
2. Apply ethical principles to public health program planning, implementation and evaluation
3. Conduct comparative analyses of health systems

Course Objectives:

After completing the requirements of this course, the student will be able to:

1. Identify the components of a healthcare system and required inputs.
2. Describe the three main components of Anderson's model of healthcare utilization.
3. Describe the roles of environmental, social, economic, and political influences in the development of a country's healthcare system.
4. Analyze the development and operation of healthcare systems in the context of micro- and macro-policy making.

5. Describe the underlying principles of the Bismarck model of social insurance.
6. Describe the basic mechanisms for funding of healthcare delivery.
7. Explain the roles of nongovernmental organizations in the delivery of healthcare services in developing countries.

Undergraduate Public Health Learning Objectives

This course addresses many of the ASPPH undergraduate public health learning objectives in some manner but the primary ones are:

- 1.6 Discuss major local, national, and global health challenges.
- 1.7 Explain how the organizational structure, financing, and delivery of personal health care and public health services impact population health.

Grading and Grading Scale:

Weekly assignments and participation: 60% (10% for each week after week one)
Final presentation: 40%

Midterm Grades for Undergraduates

Midterm grades for undergraduates will be the sum of grades on the first four weeks' assignments and will be reported to the Registrar as required by UK policy.

Note that graduate students have additional assignments identified in the syllabus

Grading scale: Graduate

- A: 90% or higher
- B: 80-89%
- C: 70-79%
- E: Less than 70%

Grading Scale: Undergraduate

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- E: Less than 60%

Assignments, Papers and Presentation Requirements

The majority of the course grade (60%) is based on student performance in weekly assignments that are set out at the end of each week's curriculum. Assignments must be submitted no later than one week from the date when they are posted unless otherwise indicated. *Submit assignments as email attachments unless otherwise instructed.*

Group assignments: For all group assignments, please indicate which group members were responsible for which aspects of the total assignment. Example: "Alex performed the financial analysis, Ben wrote up the policy issues, and Carla did the background section on the country's history and economy. All 3 group members reviewed and contributed to the final product."

Late assignments: Assignments that are submitted after the date and time due will be penalized by 5 percentage points of the total score for each hour late. There is no option to make up for late assignments.

Student behavior: Students are expected to communicate with one another and the instructor in a civil, professional manner and should be aware that all of their Blackboard online communications are accessible to the instructor at any time.

Form and Format for Assignments

The form and format for assignments is specified in each assignment. Generally, submit written assignments double-spaced with one-inch margins in 12-point type. Be sure to check spelling, grammar and syntax before you submit your assignments. Your grade may be reduced by as much as 10 percentage points for careless preparation and lack of readability. Be sure to reference every work that you cite, preferably using APA or medical format. Do not provide a list of references without specific citations within the text.

Attendance Policy

Because this class requires student participation in small groups and meets only once a week, students must communicate in advance of planned absences and within 48 hours of unplanned and unavoidable absences. Students with more than one unexcused absence will have their semester grades lowered by 5 percentage points for every additional absence. For these purposes, an absence is defined as missing one hour or more of the class period without an excuse approved by the instructor.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester student are able to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.

Academic Integrity

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on

which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university, may be imposed. All incidents of cheating and plagiarism are taken very seriously at the University of Kentucky, and there are specific policies and procedures in place to prosecute them. See S.R. 6.3.0 (PDF) for the exact Senate Rules regarding academic offenses.

Academic Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities. Contact Jake Karnes via email at jkarnes@email.uky.edu or by telephone 859-257-2754. You may also visit the DRC website for information on how to register for services as a student with a disability:

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Religious Observances

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor at least two weeks prior to such an absence and propose how to make up the missed academic work.

Inclement Weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at

http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

Web References

Organization/Type of Information	Website
UNICEF-Child Statistics	www.childinfo.org
Demographic and Health Surveys	www.measuredhs.com
Disease Control Priorities Project, 2 nd Edition	www.dcp2.org
Maps of the world	www.embassyworld.com/maps
The Global Fund For AIDS, TB, and Malaria	www.globalfundatm.org
Global Health Council	www.globalhealth.org
The Population Reference Bureau	www.prb.org
UNAIDS	www.unaids.org
UNICEF	www.unicef.org
United Nations Development Program	www.undp.org
USAID	www.usaid.gov
USAID 2007 Mini-University	http://www.maqweb.org/mini/session.php
US Centers for Disease Control and Prevention	www.cdc.gov
The World Bank	www.worldbank.org
The World Health Organization	www.who.int
The Lancet	www.thelancet.com
The Lancet Student	http://www.thelancetstudent.com/category/global-health-resources/
The Kaiser Family Foundation-online health policy resource for faculty and students	http://www.kaiseredu.org/
Gapminder – resource for global health stats and presentations	http://www.gapminder.org

Course Schedule and Reading Assignments

Note: the following schedule covers 12 weeks of class. The balance of class meetings will be used for visiting speakers, which vary by topic and schedule every semester.

Week 1. Introduction to Global Health

Course Overview

Semester-Long Assignment: Design the Ideal Health System

Overview

This exercise requires students to design what they consider to be the ideal health system for a specific country. This project should draw on information taught throughout the semester, such as system financing, service provision, equity, access, and management.

Student Assignment

Each student selects a country and designs what the student considers to be the ideal health system for this country. Each design should consider the relevant cultural and resource components of the selected country. Students should work from a blank slate; the current structure of the health system should not affect their designs. However, political and economic factors should be considered with respect to implementation. Students should include the following elements in their designs:

- System type (e.g., entrepreneurial, national health system, mandated insurance)
- Financing
- Service provision
- Access and equity
- Management
- Human resources

Students will share their designs with classmates in 15-minute presentations at the last class meeting of the semester.

Graduate students will prepare a comprehensive paper 12-15 pages long for this assignment.

Week 2: Assessing Health System Performance

Readings

- *World Health Systems*, 2nd edition, Introduction, pages 141–43
- *World Health Systems*, 2nd edition, Chapter 2, “Defining and Measuring Health Systems”
- *World Health Systems*, 2nd edition, Chapter 30, “The United States of America” • World Health Organization. 2006. “Constitution of the World Health Organization.” Available online at www.who.int/governance/eb/who_constitution_en.pdf.
- Murray, C. J. L., and J. Frenk. 2000. “A Framework for Assessing the Performance of Health Systems.” Available online at www.who.int/docstore/bulletin/pdf/2000/issue6/bu0542.pdf.
- World Health Organization. 2000. *The World Health Report 2000*. See in particular the country rankings on health system performance.
- Coyne, J. S., P. Hilsenrath, and V. Navarro. 2002. “The World Health Report 2000: Can Health Care Systems Be Compared Using a Single Measure of Performance?” *Journal of Public Health* 92 (1): 30, 31, 32–33, 33–34.. • World Health Organization. 2007.

Everybody's Business: Strengthening Health Systems to Improve Health Outcomes.
Available online at www.who.int/healthsystems/strategy/everybodys_business.pdf.

Discussion Questions

1. In the *World Health Report 2000*, countries were ranked on the performance of their health system. These rankings were widely criticized (for examples, see Almeida et al. 2001 and Coyne, Hilsenrath, and Navarro 2002 in the reading list above). What is the basis for this criticism? In what ways are these rankings useful—or not useful?
2. On what basis do you think we should evaluate the performance of health systems? Should we consider the income and capacity of a country when evaluating its health system? In other words, should we expect better health outcomes in wealthier countries because they are relatively resource rich?

Week 3: Class Activity: Components of Good Health Systems

Overview

This activity has students brainstorm components they believe are most important to ensuring a good health system. Students should consider the positive and negative components of a system with which they are familiar.

Student Assignment

Students should think about what good health and healthcare mean. Does good healthcare mean patients can see their provider without waiting? Does good healthcare mean patients receive the right treatment? Does good healthcare have to do with how much it costs you? Does good healthcare mean a sufficient number of physicians serve the population?

Once students have generated a list of what they consider to be components or indicators of a good health system, they should indicate which elements are critical (i.e., the system would be inherently flawed without it). Does the health system they selected have all the components or indicators they listed as critical? What other nations' systems, if any, have these critical components or indicators?

Each group reports its conclusions to the class on the Blackboard site. Their reports should cover the components and indicators they chose, their reasons for selecting them, and whether group members reached consensus or disagreed on certain components.

Week 4: Organization of National Health Systems and Primary Care

Readings

- *World Health Systems*, 2nd edition, Chapter 3, "Financing and Organization of National Healthcare Systems"
- *World Health Systems*, 2nd edition, Chapter 23, "Republic of Korea" (example of entrepreneurial model)
- *World Health Systems*, 2nd edition, Chapter 28, "Germany" (example of mandated insurance model); can substitute Chapter 21, "Spain"
- *World Health Systems*, 2nd edition, Chapter 15, "The United Kingdom" (example of national health service model); can substitute Chapter 29, "Canada," or Chapter 25, "Japan"
- World Health Organization. 2008. *The World Health Report 2008, Primary Care: Now More than Ever*.

Note that the country examples provided are all wealthy countries, allowing for comparison of system model types without consideration of economic resources.

Discussion Questions

1. What is meant by primary care, and why is it a priority of all health systems?
2. Does the concept of primary care mean different things in wealthy and poorer countries?
3. What health system components need to be in place to ensure a well-functioning system of primary care?
4. Considering entrepreneurial, mandated insurance, and national health service models:
 - a. Which model do you think results in the greatest equity of access to health services? Why?
 - b. Which model is most likely to deliver the highest-quality care?
 - c. Which is the best model? Would this model work in your country? Why or why not?

Week 5: Class Activity--Market Debate

Overview

This activity has students debate the merits of two different health systems: one that is market maximized and one that is market minimized. What are the advantages of each of the two systems? What are the disadvantages? Is one of the systems superior to the other?

Student Assignment

Students are divided into debate teams and assigned a country-specific system. The team's job is to argue that its assigned health system is superior to that assigned to the opponent team. When creating the debate arguments, students should consider equity of access, quality of care, and efficiency of financing. The debate proposition is that a market-maximized health system is superior to a market-minimized health system. • Each debate consists of two teams: an affirmative team that upholds the proposition and a negative team that opposes it.

- Each team researches its system, including the country in which it exists and the country in which the opposing team's system exists.
- Each team prepares a two-page paper summarizing its arguments.

Week 6: Healthcare Financing

Part I: Healthcare Financing

Readings

- *World Health Systems*, 2nd edition, Chapter 3, "Financing and Organization of National Healthcare Systems"
- International Social Security Association. "Methods of Financing Healthcare." Available online at www.issa.int/content/download/40620/789950/file/TR-05-2.pdf. • Any three country chapters from *World Health Systems*, 2nd edition (One recommended grouping is Brazil [Chapter 16], Canada [Chapter 29], and Taiwan [Chapter 27].)
- *World Health Systems*, 2nd edition, Chapter 30, "United States of America"

Discussion Questions

1. In an ideal world, where should the money for health services come from?
2. What are the major differences in health services financing between Canada, Brazil, Germany, and Taiwan? What are the strengths and drawbacks of each method of financing?
3. Discuss problems regarding equity of access to health services in your country. How are these issues related to the insurance system and other financing mechanisms in your country?

Week 7: Paper--Commercial Insurance

Overview

This assignment asks students to consider the role of commercial insurance in nations that do not have entrepreneurial health systems. What role does commercial insurance play in countries that have nationalized healthcare systems or mandated insurance systems? What role should it play? Is commercial insurance a major component of the health system? Should commercial insurance be allowed? What impact does commercial insurance have on equity of access and quality of care?

Student Assignment

Each student will be assigned one country from the textbook that maintains a national health system or a mandated insurance system and will write a three- to four-page paper on the influence of commercial insurance in the nation they selected. Papers should discuss

- the presence and use of commercial insurance in the chosen country,
- the appropriateness of commercial insurance in that nation, and
- the impact of commercial insurance on equity (access and quality).

Undergraduate midterm grades will be based on class assignments during the first 7 sessions and will be reported to the registrar.

Week 8: Health System Regulation

Readings

- *World Health Systems*, 2nd edition, Chapter 4, "Health System Regulation" • World Health Organization. 2007. "Everybody's Business: Strengthening Health Systems to Improve Health Outcomes—WHO's Framework for Action." Available online at www.who.int/healthsystems/strategy/everybodys_business.pdf.
- European Observatory on Health Care Systems. 2002. *Regulating Entrepreneurial Behavior in European Health Care Systems*. Philadelphia: Open University Press.

Discussion Questions

1. How is health system regulation related to the WHO "building blocks" as described in *Everybody's Business*?
2. We sometimes think of health system regulation as a way to address market failure. What is meant by "market failure," and how would regulation be a potential remedy?
3. What is the role of regulation in a country whose government has decided to eliminate its role in providing health services and turned over health facilities to private companies?
4. Many countries and health systems face corruption. Can regulation be used to control corruption? What might be limitations of regulation regarding corruption?
5. Some people feel as if foreign assistance should not be given to countries with corrupt governments. Others do not see value in withholding aid. What is the rationale for each of these views?

Week 9: Regulating Healthcare Providers

Overview

In this exercise, students consider a country that has little or no laws or regulations governing providers of health services at any level, from community health workers to physicians and nurses. Health professionals are not licensed, and the media frequently features stories of poor quality care. In addition, substantial disparities exist in the geographic distribution of health professionals, particularly physicians. Physicians, particularly specialists, are typically employed by the public system, but they also have

private practices. The amount of time physicians practice in the country's public institutions and how they spend their time when they are in the public system are not well monitored.

Student Assignment

Students' job in this assignment is to develop a plan for regulating the country's health workforce. Students should pay particular attention to

- identifying the precise goals of the plan and associated strategies, incentives, and metrics for assessing effectiveness of the plan,
- the types and scope of needed regulations,
- possible barriers to regulation and how they might be addressed,
- how regulations will be enforced,
- who will develop the regulations,
- the consequences of noncompliance, and
- conflicts of interests that may emerge from government and regulatory bodies.

Students briefly present their conclusions to the class.

Week 10: Burden of Disease

Topics: Funding priorities, disability-adjusted life years (DALY), and quality-adjusted life years (QALY)

Readings

- *World Health Systems*, 2nd edition, Chapter 1, "The Nature and Etiology of Disease," pages 7–11
- World Health Organization. "The Global Burden of Disease 2004: Part 4—Burden of Disease: DALYs." Available online at www.who.int/healthinfo/global_burden_disease/GBD_report_2004update_part4.pdf.
- UNAIDS. "UNAIDS Report on the Global AIDS Epidemic 2010." Available online at www.unaids.org/globalreport/Global_report.htm.

- Lopez, A. D. 2005. "The Evolution of the Global Burden of Disease Framework for Disease, Injury and Risk Factor Quantification: Developing the Evidence Base for National, Regional and Global Public Health Action." Available online at www.globalizationandhealth.com/content/1/1/5.
- Robberstad, B. 2005. "QALYs vs DALYs vs LYs Gained: What Are the Differences, and What Difference Do They Make for Health Care Priority Setting?" Available online at www.ntnu.no/ojs/index.php/norepid/article/view/217.
- Weinstein, M. C., G. Torrance, and A. McGuire. 2009. "QALYs: the Basics." Available online at www.ispor.org/meetings/invitational/QALY/Paper2revised.PDF.

Discussion Questions

1. What do you believe are the most pressing health issues, and why?
2. How do international organizations like the World Health Organization and The World Bank determine funding priorities with regard to health?

Class Activities/Assignments

1. Discussions based on the questions above

Week 11: In-Class Country Health Budget Exercise

Overview

In this exercise, students work together to reach consensus regarding the most important health concerns and how to address them given resource constraints. Each group is given a fictitious budget for a country, a list of priority health issues, and the approximate cost of addressing each issue. A budget is provided on the following page, but instructors are encouraged to modify the budget as they see fit (e.g., to emphasize particular points).

Student Assignment

Students work in groups to prioritize health services for a country on the basis of its budget and priority health issues (see the following page). Groups cannot exceed the budget, and group members must reach a consensus on which interventions to fund.

Note: This exercise is simplified for the purposes of learning. The country, budget, and priority issues have been constructed specifically for this exercise.

Groups share their completed budget plan with the class and discuss the process they used to reach consensus. Did group members disagree? If so, in what areas did they disagree? How did they overcome them? What additional information would have helped them make their decisions?

The nation of Barku is a (fictitious) poor nation in Central America. Barku has a poor health infrastructure, and only the wealthiest individuals in the capital city of Tamka have access to healthcare services. Few, if any, people outside of Tamka have access to electricity and potable water. Barku is a small nation with a population of 1 million.

The following are some important facts about the population of Barku:

- Fifty-five percent of the adult population is literate.
- Twenty percent of Barku's children are undernourished.
- Nine percent of Barku's population is infected with HIV.
- The child immunization rate is 72 percent.
- Two percent of children die from diarrhea before age 4.
- The people of Barku suffer from a high rate (13 percent) of throat cancer (typically fatal).
- Because of economic difficulties, domestic violence tends to be high, but there are no verifiable statistics due to the nature of the issue.
- The typical diet in Barku consists of rice, corn, and vegetables. Meat is uncommon and expensive.

The health budget for next year is \$5 million (For the purposes of this assignment, all monetary information is given in US dollars.) A list of priority health interventions and corresponding costs are provided in the following table. Each issue must be addressed in its entirety, and interventions may not be funded only in part.

Intervention

Creation of rural prenatal care clinics
AIDS education program
AIDS medication program (9 percent of the population is HIV+)

Cost

\$300,000
\$250,000
\$400,000

School-age child immunization program	\$300,000
Food safety education program	\$200,000
Establishment of 20 new primary care clinics (badly needed)	\$600,000
Training program for primary-care community healers	\$300,000
Food supplement program (30 percent of the population suffers from malnutrition)	\$400,000
Construction of a general hospital with surgical capabilities	\$1 million
Adult literacy program	\$100,000
Nurse training program	\$500,000
Malaria treatment and prevention program	\$300,000
Purchase of three MRI machines (none currently available)	\$1 million
Recruitment of foreign physicians to fill need (only ten doctors practice in the nation)	\$1 million
School lunch program	\$200,000
Diarrhea prevention program (10 percent of child deaths result from diarrheal disease)	\$200,000
Tuberculosis prevention program	\$200,000
Cancer treatment program	\$400,000
Domestic violence awareness and treatment project	\$150,000

Week 12: Health System Strengthening

Readings

- *World Health Systems*, 2nd edition, Chapter 1, "The Nature and Etiology of Disease"
- *World Health Systems*, 2nd edition, Chapter 7, "Zambia"
- World Health Organization. "Everybody's Business: Strengthening Health Systems to Improve Health Outcomes—WHO's Framework for Action." Available online at www.who.int/healthsystems/strategy/everybodys_business.pdf.
- World Health Organization. "Monitoring the Building Blocks of Health Systems: A Handbook of Indicators and Their Measurement Strategies." Available online at www.who.int/healthinfo/systems/monitoring/en/index.html.
- World Trade Organization. "Aid for Trade at a Glance 2011: Showing Results." Available online at www.wto.org/english/res_e/publications_e/aid4trade11_e.htm.
- Virtual Zambia. "The Benefits of Receiving Aid." Available online at www.bized.co.uk/virtual/dc/aid/theory/th1.htm.
- Virtual Zambia. "The Arguments Against Foreign Aid." Available online at www.bized.co.uk/virtual/dc/aid/theory/th2.htm.

Discussion Questions

1. Why do donor countries give aid? (See www.bized.co.uk/virtual/dc/aid/theory/th6.htm.)
2. Do wealthy countries have an obligation to give foreign aid? If so, what is the basis of this obligation?
3. Do LDCs always accept aid when it is offered? Why might aid be refused?
4. How does foreign aid and foreign debt affect the health of a poor nation?
5. Should donating nations and organizations have the right to dictate how money is used?

Week 13: In Class Exercise: Virtual Zambia Foreign Aid Tour

Overview

Students take a virtual tour of Zambia to learn about the role of development in this nation. Students should think about how the issues discussed during the tour would affect the health of the Zambian people. Students then write a paper discussing selected health-related issues.

Student Assignment

First, students take the virtual tour available at www.bized.co.uk/virtual/dc/aid/index.htm and note issues that would positively and negatively affect the health of the Zambian people.

Second, students write a four-page paper examining at least three health-related issues they identified during the tour. These issues may have positive or negative effects on the health of the population. Papers should discuss the cause and effect of each issue and any steps being taken to mediate or maximize the effects. Students may use outside sources to further examine the issues they choose to discuss.

Week 14: Health System Reform

Readings

- Choice of any unassigned country chapter from the *World Health Systems* textbook
- *World Health Systems*, 2nd edition, Chapter 6.
- Roberts, M., W. Hsiao, P. Berman, and M. Reich. 2008. *Getting Health Reform Right: A Guide to Improving Performance and Equity*. Chapter 7, "From Diagnosis to Health-Sector Reform." Oxford: Oxford University Press. Also available online at www.oxfordscholarship.com/view/10.1093/acprof:oso/9780195371505.001.0001/acprof-9780195371505-chapter-7.

Discussion Questions

1. What is meant by health reform, and why do health systems undergo reforms?
2. What factors are associated with a successful health system reform? Unsuccessful reform efforts?
3. On the basis of what you have read about your country, what do you think is the most important health reform to be implemented in your country in the last five years?
4. Can a successful reform in one nation be transplanted to another nation successfully? Why or why not? What would success depend on?
5. Because so many factors affect the health of the population, should health reform efforts extend beyond the formal health system, perhaps including such areas as education and transportation? Why or why not?

Week 15: Health Reform Proposal

Overview

Students draw on the information they have gathered throughout the course to propose a health reform for an assigned country. Proposed reforms should touch on one or more of the following elements of a health system: financing, payment, organization, behavior, and regulation. See Roberts, M. J., et al., *Getting Health Reform Right* (2008) for a summary of these five "control knobs." Students should emphasize the difference between a system reform and the addition of a new program or improvement of an existing program. For example, providing additional funding for prevention of HIV infection is not a reform. However, changing the manner in which physicians are compensated may be considered a reform. In the HIV example, physician payment methods may be changed to include strong incentives to provide patient education. The difference between reforms and system enhancements is not always clear. Chapter 7 of the text by Roberts and colleagues mentioned above reinforces this point.

Student Assignment

Students work in groups to generate an idea for a health reform in the country they have been assigned. Students are not expected to be aware of all current health policies in the country, so some ideas may replicate an existing reform.

Groups should consider the major needs of their assigned country and agree on one priority reform. They should consider the reform itself, the resources required to implement it, the effect of cultural concerns on the likelihood of achieving it, and barriers to its success.

Each group does a five-minute presentation to the class about its proposed reform.

Week 16: Student Presentations
