HSMP 6618: Comparative Health Systems

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Department of Health Systems Management and Policy
University of Colorado Denver

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Time: Tuesdays, 10:00-11:50 AM

Credits: 2

COURSE OVERVIEW:
The purpose of the course is to provide a framework for students to analyze the different ways that health care is organized and delivered in settings around the world, including low-, middle- and high-income countries. The course will also engage students in a comparative analysis of health indicators in different countries. Through the exploration of health systems, students will reflect on how a country’s history, geography, government and economy influence the way that health care is provided and its relationship with population health; and students will also undertake a detailed analysis of health care financing, workforce, quality, and access.

EDUCATIONAL OBJECTIVES AND COMPETENCIES:
The course will address core competencies from Health Systems, Management and Policy as well as a MPH core cross-cutting competency. In addition, the course will cover content and address competencies from the global health plus and global health and health disparities concentrations.

Core Competencies: Cross-Cutting and for Health Systems, Management, and Policy

<table>
<thead>
<tr>
<th>CR-CC 1</th>
<th>Define, assess and report on the health status of populations, determinants of health and illness, and factors contributing to health promotion and disease prevention.</th>
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<tbody>
<tr>
<td>CR-HSMP 3</td>
<td>Distinguish between models used for financing and delivering healthcare.</td>
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<td>CR-HSMP 9</td>
<td>Identify and interpret key public health laws, regulations, and policies affecting health programs and the delivery of health services.</td>
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<tr>
<td>CR-HSMP 10</td>
<td>Describe commonly used frameworks for systematically and critically evaluating the policy development and implementation process at the federal, state, and local levels and outside the U.S.</td>
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</table>
### Global Health Plus and Global Health and Health Disparities Concentrations

<table>
<thead>
<tr>
<th>CN-GLH 1</th>
<th>Describe and analyze the determinants and the globalization of health as well as the health status of a given jurisdiction using credible data sources.</th>
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<tbody>
<tr>
<td>CN-GLH 2</td>
<td>Understand contemporary and historic global health issues, programs, best practices and players.</td>
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<tr>
<td>CN-GLH 3</td>
<td>Apply critical thinking to the political, economic and ethical issues in global health.</td>
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<tr>
<td>CN-GHHD 2</td>
<td>Assess how social, behavioral, environmental, cultural and biological factors contribute to global health outcomes.</td>
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<tr>
<td>CN-GHHD 6</td>
<td>Identify the role of cultural, social, economic, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services locally, nationally, and internationally.</td>
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The specific educational objectives and competencies for the course are:

<table>
<thead>
<tr>
<th>Educational Objectives</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>1. Identify key components in a framework for analyzing health care delivery and organization and contrast systems in different settings.</td>
<td>Demonstrate an understanding of key components of a health care system and the diversity of systems in different settings.</td>
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<tr>
<td>2. Critically and systematically analyze health care system delivery and organization, and population health, through the use of country case studies.</td>
<td>Analyze the historical development, organization, financing and delivery of public and private health services in a health care system. Demonstrating an understanding of the relationship of public health to the health care delivery system and the economic factors influencing components of the delivery system.</td>
</tr>
<tr>
<td>3. Present an analysis of health care delivery and organization - focusing on financing, workforce, quality, access - and populations health in a group project and in a final research paper on a country's health system.</td>
<td>Identify, retrieve, and synthesize current scientific evidence in order to conduct an analysis of a health system. Effectively communicate both in writing and orally.</td>
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**READINGS:**

In addition, journal articles and/or book chapters from other texts will be assigned and available on the course website or online.

**ASSIGNMENTS AND GRADING:**

1) **Research paper** [45% of course grade]
   - **Country identification:** Tuesday February 3rd
   - **Research paper part one:** Tuesday March 3rd
   - **Final research paper due in class on Tuesday April 7th**

   You will prepare a 2500 word research paper on the health system of a country of your choice. In this paper, you will be expected to do the following: a) present an overview of how healthcare is funded and delivered in the country, b) map out the health care system’s major actors and institutions, c) describe two of the key health problems facing the country, d) present the perspective of a group in the country that has limited healthcare access and what the primary barriers are to care, and e) provide an overview of some of the policy actions or proposals that are underway in the country.

   A detailed description of the assignment will be handed out in class and posted on the Canvas site. Your grade for the research paper will be based on your completion of the country identification, part one of the research paper, and incorporation of peer and instructor feedback into the final research paper.

2) **Group presentation** [35% of course grade]
   - **Group outline due:** Tuesday March 31st
   - **Presentation dates:** April 28th and May 5th

   This project will consist of analysis and presentation of a health topic led by student groups and presented at the end of the semester. Details of this assignment will be provided on the course Canvas site and discussed in class. Your grade for the group presentation will be based on your completion of the outline, the presentation, and a self and peer evaluation.

3) **Reading discussion** [20% of course grade]

   For two of the sessions in this course, you are responsible for writing a summary/reflection of the assigned readings. On these days, we will spend the first part of class convening in "reading seminar" – which is a chance to discuss your reflection and open up the readings together in order to address some larger question(s). Your grade for reading seminars will be based on your completion of the short written assignments and on participation in the class discussion.
Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>81-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-80%</td>
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<tr>
<td>C</td>
<td>75-77%</td>
</tr>
<tr>
<td>C-</td>
<td>72-74%</td>
</tr>
<tr>
<td>D+</td>
<td>69-71%</td>
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<tr>
<td>D</td>
<td>66-68%</td>
</tr>
<tr>
<td>D-</td>
<td>63-65%</td>
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<tr>
<td>F</td>
<td>&lt;62%</td>
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COURSE POLICIES:

Attendance and Class Participation Policy
Attendance will not be taken. However, classroom participation will be assessed through the reading discussions as part of the course grade.

Make-up Assignment Policy
Make-up assignments must be approved prior to the due date except in the case of unexpected emergencies and these are permitted at the discretion of the course instructor. In general, assignments must be made up within 1 week from the scheduled due date.

Students with Disabilities:
For students requesting accommodations, you will need to contact the Office of Disability Resources & Services (DRS) located in Building 500, Rm. W1103. The physical address is 13001 E. 17th Place, and the phone number is (303) 724-5640. Their staff will assist in determining reasonable accommodations as well as coordinating the approved accommodations.

Honor Code
All students are expected to abide by the Honor Code of the Colorado School of Public Health. Unless otherwise instructed, all of your work in this course should represent completely independent work. Students are expected to familiarize themselves with the Student Honor Code that can be found at the URL below. Any student found to have committed acts of misconduct (including, but not limited to cheating, plagiarism, misconduct of research, breach of confidentiality, or illegal or unlawful acts) will be subject to the procedures outlined in the CSPH Honor Code.


Special Class Policies:
Out of respect for one another, students should turn cell phones/beepers off or on silent and not attend to their email, Facebook or other online content not relevant to the course during class presentations and discussions. Students may use electronic devices to take class notes and to use the Internet to access class-relevant content.

Students are expected to use Microsoft Word and Power Point for papers and oral presentations. Documents can also be submitted as a PDF.

The primary mode of class communication will be through Canvas (including course materials, lecture slides and project descriptions) and via e-mail with the instructor.
### Course Schedule and Readings:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>1/20</th>
<th>Course Overview: Health System Building Blocks and a Framework for Comparing Health Systems</th>
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<td></td>
<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<th>Week 2</th>
<th>1/27</th>
<th>Financing and Organization of Healthcare Systems</th>
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<td><strong>Readings:</strong></td>
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<th>Week 3</th>
<th>2/3</th>
<th>Global Health Policy: Primary Health Care and the Social Determinants of Health (Guest Speaker, Susan Rifkin)</th>
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<tr>
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<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td></td>
<td>The World Health Report, 2008 <em>Primary Health Care: Now more than ever</em>. Available online at <a href="http://www.who.int/whr/2008">www.who.int/whr/2008</a> (executive summary)</td>
</tr>
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| Week 4 | 2/10 | France and the United Kingdom |
Readings:


Week 5
2/17
Japan and Germany

Readings:


Recommended video: Frontline - Sick Around the World: Can the US learn anything from the rest of the world about how to run a healthcare system?. Available online at: http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/

Week 6
2/24
Canada and Reflection on Comparisons of High-Income Country Systems

Readings:


Week 7
3/3
Emphases in the Comparative Analysis of Medium, and Low-Income Countries:
Health Systems Strengthening, Human Resources for Health

Readings:


Chapter 5, Health Systems Strengthening in Low- and Middle-Income Countries, in *World Health Systems*, pp. 91-121.

**Recommended**


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**Week 8**

3/10  **Guatemala, Costa Rica and Cuba**

**Readings:**


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**Week 9**

3/17 **Spring Recess**

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**Week 10**

3/24 **An example of healthcare in post-Soviet systems, the example of Armenia (Guest Speaker: Varduhi Petrosyan)**

**Readings:**


**Week 11**

**Group outline due 3/31 in class**

**3/31**  
The healthcare system in China (Guest speaker: Blair Gifford)

**Readings:**


**Week 12**

**4/7**  
India and Thailand

**Readings:**


**Week 13**

**4/14**  
Nigeria and Mozambique

**Readings:**


**Week 14**

**4/21**  
Universal Health Coverage and Making Care Accessible and Affordable

**Readings:**


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<thead>
<tr>
<th>Week 15</th>
<th>4/28</th>
<th>GROUP PRESENTATIONS</th>
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<tbody>
<tr>
<td>Week 16</td>
<td>5/5</td>
<td>GROUP PRESENTATIONS</td>
</tr>
<tr>
<td>Week 17</td>
<td>5/12</td>
<td><strong>Broadening the Scope of Healthcare Systems and Integration and Application of Lessons Learned from Different Systems</strong></td>
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**Readings:**