CIEE London, England

Course title: Comparative Health Care Systems
Course code: (GI) PUBH 3003 CIEE
Programs offering course: Open Campus Block
Open Campus Track: Global and Community Health
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Fall Block III 2020

Course Description
This course explores the impact of demographics, infrastructure, political and public will, global economic conditions, and geopolitical circumstances on healthcare systems. Evidence-based health policy research points to the need to carefully assess health care delivery systems in individual countries in order to identify initiatives, patterns, and mechanisms that have most likely contributed to successful reforms and sustainable financing arrangements. Comparisons will be made among the different EU actors with special reference to the debate on health care in the U.S. Different countries commonly have different goals and motivations for introducing certain health care policies and interventions. Students will learn about, assess, and understand these unique interests, needs, and historical experiences that shape current health care at the national level. Visits to private and public health institutions in London are included.

Learning Objectives
By completing this course, students will:

- Gather specific data, analyze and synthesize it
- Critically assess the quality of data
- Combine qualitative and quantitative approaches and triangulate data
- Work in an interdisciplinary team
- Understand the unique interests, needs and historical experiences that shape current health care in a country
- Articulate correlation, causality and scientific approaches used in differentiating factors
- Critically compare health systems
- Speak thoughtfully to make recommendations for health system changes

Nonspecific aptitudes acquired throughout the course (cognitive) include the ability to:

- Understand major concepts in gathering qualitative and quantitative data
- Detect the contextual differences that produce the mixed success of apparently clear-cut programs
- Identify the paradigms that lie behind national health policies and their importance for making specific interventions work
- Identify “mechanisms” rather than “programs,” e.g. traditions, incentive-giving, rule-following and “how to pass on wisdom,” e.g. peer education

Course Prerequisites
None.

Methods of Instruction
Among other techniques, the methodology used throughout this course includes fields visits to private and public health institutions, debates with econometricians on the advantages and limits of quantitative analysis, introductory lessons and classroom discussions, collaborative peer-work, and the incorporation of class discussions, meetings with experts, and independent work into written analysis.

Assessment and Final Grade


1. Group Project Analysis

20%
2. Presentation 20%
3. Critical Review 15%
4. Final Paper 25%
5. Participation 20%
TOTAL 100%

Course Requirements

Group Project Analysis

This group project analysis will be on a healthcare system comparison of two countries (not the UK or US). It should be a 15 min presentation. Make sure you incorporate some health indicators as comparative outcomes and if you can also the 6 pillars of healthcare quality.

The marking criteria will be:

- Structure
- Research content
- Delivery
- Powerpoint/visual aids
- Conclusion

Presentation

The presentation of 15 minutes excluding class discussion should show a good understanding of a selected topic and the ability to put it in perspective. The topic should be presented in a concise yet comprehensive manner. Content (40%), handout (20%), form of presentation (both slides and the presentation itself, 20%) and response to queries (20%) will influence the grade.

Critical Review

Critical reviewing and its importance for healthcare research will be discussed in class. You will be provided with information how to conduct a critical review in class and you shall review an article in 1000 words.

Final Paper

A 1500 word paper analysing the healthcare system of a country of choice (please do not analyse the UK or the US). The paper must utilise the six domains of health care quality as a tool to discuss the healthcare system.

- Safe
- Effective
- Patient-centred
- Timely
- Efficient
- Equitable

Introduce the country and healthcare system, provide statistical data (% of e.g. life expectancy) in your paper, accompanied by relative statistics (how does the data compare to the world average data). Research into certain health outcomes (no need to include all).

Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about
assessments or other course requirements.

Technology Requirements

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

Attendance

Expectations: In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

First Week of Class: Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

Duration of Course: Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a weekly basis.

The weekly schedule below outlines due dates for asynchronous learning activities for this course.

N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.

Weekly Schedule

Week 1
Class: 1.0 Orientation and Introduction
Week 2  

Introduction to class, course requirements, formal aspects Learning from each other? Dialogue, benchmarks, and establishing facts.

Class: 1.0  
Gathering Data

What to ask? Where to ask? Whom to trust?
Falsification and verification in health system analysis

Class: 2.0 Research Methods

We shall discuss the importance of combining qualitative and quantitative methods and how to collect and assess data.


Class: 3.0 Co-curricular: TBA

Assignment: Critical Review

Week 3
Class: 1.0 Correlation and Causality

In this class we shall be discussing the social determinants of health inequalities. Can we and should we measure the impact of specific health system interventions? How do we know whether a program made a difference?

Class: 2.0

Assignment: presentation

Class: 3.0 Frameworks for Comparing Systems & Regulations

In this class we shall discuss the unique interests, needs and historical experiences that shape health care in a country. We shall analyse and compare health systems and suggest recommendations for health system changes.

Readings:
The Six Domains of Health Care Quality
https://www.ahrq.gov/professionals/quality-patientsafety/talkingquality/create/sixdomains.html

Week 4
Class: 1.0 Assessing Technologies

We shall explore the principles of comparative health technology assessment, Evidence-based medicine and the Cochrane Collaboration. The Campbell Collaboration: systematically collecting evidence for public interventions.

Reading: WHO’s Global list of 100 Core Health Indicators

Class: 2.0 A Practical Approach: What Works, What Doesn’t, and Why?

Class: 3.0 Co-curricular: TBA

Week 5
Class: 1.0 Evidence-Based Policy and Realpolitik

The different analytical frameworks of different institutions Is “justice” or “effectiveness” the right framework for providing adequate health care?

Class: 2.0

Ray Pawson’s “realist synthesis” and inductive theory-building Scientific evidence vs. beliefs and interests: How to elude rationalistic traps without abandoning scientific standards?
The Role of Economics in Health Systems

We shall discuss what economics is and how it relates to health care systems.

In this class we shall analyse the alluring nature of efficiency, The equity-efficiency trade-off, The economics of policy advice, Health care and public choice theory.

Readings:
NICE Guidance: Judging whether public health interventions offer value for money

Owen et al. (2012): The cost-effectiveness of public health interventions

Course Materials
Readings


https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2560778/


Greenhalgh, T. How to read a paper. BMJ, 1997


NICE Guidance: Judging whether public health interventions offer value for money

Owen et al. The cost-effectiveness of public health interventions

WHO Global list of 100 Core Health Indicators 2015