Course title: Comparative Health Care Systems
Course code: (GI) PUBH 3003 CIEE
Programs offering course: Global Architecture and Design, Semester Global Internship, Berlin Open Campus Block, Cape Town Open Campus Block, Copenhagen Open Campus Block, Semester Global Internship, London Open Campus Block, Madrid Open Campus Block, Monteverde Open Campus Block, Paris Open Campus Block, Rome Open Campus Block, Semester Global Internship, Sydney 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: Spring Block III 2022

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

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.
Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
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<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; 3% grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1
Class: 1.0 Orientation and Introduction

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

Week 2
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?

**Assignment:** presentation

**Class: 2.0**

**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?
Assignment: Group project analysis

Week 6

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
