CIEE Global Institute - London

Course Name: Britain's NHS: The Cost of Free Health Care
Course Number: PUBH 3002 LCSU
Programs Offering Course: British Studies
Language of Instruction: English
U.S Semester Credit: 3
Contact Hours: 45
Term: January 2018
Course Meeting Time: 9am-1pm
Course Meeting Place: Classes will take place at the CIEE Study Centre at 46-47 Russell Square. Some classes will be field based.

Course Description
This course is intended as a lively and informative introduction to the British NHS. Established in 1948, Britain’s National Health Service owns the vast majority of the country’s hospitals, blood banks, and ambulance operations, employs most specialist physicians and has made medical care available to every resident for free. Beloved by the British, the NHS remains controversial in the US, where it has been used as a lightning rod to inflame the health care debate, raising the spectre of “socialized medicine”. This course will focus on building a nuanced understanding of the National Health Service. Students will study how the NHS emerged from the gradual nationalization of health services during World War II, and how it has grown to become Europe’s largest employer. They will gain an understanding of the governing structure of the NHS, and how policies are determined and carried out within it. Through screenings, class exercises, debates and field trips, students will research the major political and ethical challenges facing the NHS, including: managing limited resources; cultivating public trust of the NHS; encouraging institutional transparency and accountability; and the current reform efforts spearheaded by recent governments. They will pay particular attention to the ethical dilemmas raised by a nationalized health system, e.g. setting guidelines for the provision of life extending medicines and the setting of targets for emergency admissions. Guest speakers will include NHS practitioners; field trips will include an outing to a local hospital and the opportunity to talk to frontline health workers.

Learning Objectives
Upon the completion of the course, students should be able to:
- Be aware of the values and history that underpin the National Health Service
- Understand the basics of how primary and secondary care functions, and challenges facing providers
- Understand a range of ethical dilemmas faced by NHS commissioning
- Understanding the role of politics in shaping the NHS and implementing NHS reform
- Be able to compare and contrast the UK and US health care provisions

Content of the Course
- History of NHS
- Basic structure and ethos
- Role of Politics
- Primary and Secondary Care Providers
- Key ethical issues facing the NHS
- Resource allocation
- Reform
- US – UK comparisons
- Privatization and the NHS
Methods of Instruction
This class will be taught in a classroom using resource tools such as PowerPoint and films. Open discussions will be a large part of the course, and students should come to class ready to discuss assigned content. Some classes will have guest lectures and will be field based.

Assessment and Final Grade
Criteria for Determination of Grade, including Evaluation Methods

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>20%</td>
</tr>
<tr>
<td>In-class writing</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
</tbody>
</table>

NB: Please note that students are expected to keep copies of their work. Software and/or hardware issues are not acceptable excuses for non-submission OR late submission.

Course Requirements

General Requirements
Participants should act in accordance with the CIEE policies of academic conduct and acknowledge that the instructor will not tolerate any contravention of these requirements.

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.

Discussion
Discussion will be part of each class. Weekly reading assignments, as indicated by the instructor, will contribute to successful performance of the students. Some of the class activities may include practical work in groups. The instructor will evaluate students’ participation in discussions. Emphasis will be placed on: demonstrating factual recall, understanding and concentrating on the subject of discussion, logical reasoning and creative thinking, expressing thoughts and opinions. Debate and active questioning of theories and policies are encouraged.

Presentation
The course will finish with presentations by students on a topic of their choice, as cleared by the Instructor. It will make up 25% of the final grade. Students will be asked to present on a
theme relevant to the course, and will be expected to research the theme thoroughly, and dig deep into the topic.

**Papers**

Students will be required to write two papers on specified topics examining in detail subjects connected with the course. In addition there will be two in-class writing assignments where students will be asked to write a personal essay reflecting some of their knowledge they have acquired through the course. The two main papers should be word processed and delivered electronically by the deadlines specified by instructor. Students should aim at producing a well structured and logically sequenced work, based on relevant and well selected sources clearly documented in the form of footnotes and bibliography.

**Technology Expectations**

Assignments should be submitted electronically. Students will be expected to conduct research online.

---

**OPEN CAMPUS CIEE London Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused 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, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade. 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 Internship, Service Learning, or required field placement. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

An absence in a CIEE course will only be considered excused if:

- a doctor’s note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

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.

Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>1</td>
<td>No academic penalty</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2</td>
<td>Reduction of final grade</td>
</tr>
<tr>
<td>More than 20%</td>
<td>3 content classes, or 4 language classes</td>
<td>Automatic course failure, and possible expulsion</td>
</tr>
</tbody>
</table>
# CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Reading: None</td>
<td>Introduction to our course and pre-NHS policy in Britain. In this class we will survey key pre-NHS British health care, and consider policy challenges that almost killed the NHS before it was even born.</td>
</tr>
<tr>
<td>Class 2</td>
<td>Reading: CANVAS</td>
<td>Historical Excursion</td>
</tr>
<tr>
<td>Class 3</td>
<td>Reading: See CANVAS Assignment: In-Class writing #1</td>
<td>Politics and the NHS Students will learn about key moments of reformation in throughout the life (and perhaps death) of the NHS, and develop an understanding of present NHS structure and key policies.</td>
</tr>
<tr>
<td>Class 4</td>
<td>Reading: See CANVAS</td>
<td>Funding and Distributive Justice</td>
</tr>
<tr>
<td>Class 5</td>
<td>Reading: See CANVAS Assignment: Midterm Essay Due</td>
<td>Wellcome Collection visit Visit to the Wellcome Collection on Euston Road</td>
</tr>
<tr>
<td>Class 6</td>
<td>Reading: See CANVAS</td>
<td>The Emotional Intelligence of the NHS</td>
</tr>
<tr>
<td>Class 7</td>
<td>Reading: See CANVAS</td>
<td>Developing Ethical Health Care Policy</td>
</tr>
<tr>
<td>Class 8</td>
<td>Reading: See CANVAS</td>
<td>Presentations Students will give presentations on a course topic that they have examined in-depth.</td>
</tr>
</tbody>
</table>

Day trip to Bath Health and the Georgians [I] Students will travel via train to Bath where they will hear about the history of Georgians and health.

Day trip to Bath Health and the Georgians [II] Students will travel via train to Bath where they will hear about the history of Georgians and health.
<table>
<thead>
<tr>
<th>Class 9</th>
<th>Hunterian Museum</th>
<th>Visit to the Royal College of Surgeons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: See CANVAS Assignment: In-Class writing #2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 10</th>
<th>The future of the NHS</th>
<th>Our course will end with a consideration of what the future of British health care policy might hold.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: See CANVAS Assignment: Final essay due</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required Readings & Screenings**


Students are expected to digest the class readings made available by the instructor, and to draw upon the below texts in their research work. Special newspaper articles, web links, and book excerpts will be recommended during the course, and many will be provided through e-mail and Moodle. Students will be asked to do independent research using sources readily available on the Internet.

A wealth of excellent British documentaries and factual programming exists on the NHS, and issues related to preventative health care and health care provision. Students will be asked to research a number of such programs to inform their understanding of the NHS.

**Recommended Readings:**


**Recommended websites:**

- [www.dh.gov.uk](http://www.dh.gov.uk)
- [www.nhs.uk](http://www.nhs.uk)
- [www.guardian.co.uk/society/health](http://www.guardian.co.uk/society/health)
- [http://www.telegraph.co.uk/health/](http://www.telegraph.co.uk/health/)
- [http://www.nursingtimes.net/](http://www.nursingtimes.net/)
- [www.nhs.uk](http://www.nhs.uk)