



CIEE Global Institute

Course name:	Comparative Health Care Systems
Course number:	(GI) PUBH 3003 PAFR
Programs offering course:	Open Campus (Health Sciences Track)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2018

Course Description

Students learn about the economic, cultural, ethical, and structural challenges faced by health care systems today. The course explores different approaches to health care system organization and financing, strategies for using limited resources, and challenges to providing universal access to health care. Students address specific approaches to these challenges, with a comparative focus on European countries and the United States.

Learning Objectives

By the end of this course, students will be able to:

- Articulate the most important challenges in national/local health care
- Analyze specific approaches to challenges in a comparative, international context
- Understand the problems emerging from the interaction of different national health care systems
- Identify instances where cultural and religious traditions impact health care
- Critically assess or adapt specific approaches to such challenges and developments

Course Prerequisites

None.

Methods of Instruction

Among other techniques, the methodology used throughout this course includes field 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

Participation in Group Work	25%
Group Presentation	20%
Final Discussion Paper	30%
Class Participation	25%

Course Requirements

Participation in Group Work

The class will be divided into groups of 3-5 students studying the health care system of a particular country. The groups will organize themselves and will rate themselves afterwards. This rating will be used for the final grade. A country to be reviewed will be assigned at the beginning of the course.

Group Presentation

The joint presentation of about 20-25 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.

Discussion Paper

A discussion paper of about 1500 words is required. This paper will cover a specific subject and needs to show a solid understanding of and reflection on the topic assigned. Late hand-ins will lead to a reduction of the grade by at least one level. Grading is based on formal correctness (10%), logical outline and quality of reasoning (30%), and content (40%). A succinct summary of no more than 250 words must accompany the paper (20%). Inappropriate citation will likewise lead to a reduction by at least one grade level. Topics will be assigned at the beginning of the course.

Class Participation

As part of their 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.

Class Attendance and Punctuality

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:

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

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

- Week 1 Orientation and Introduction**
Introduction to class, course requirements, formal aspects. Learning from each other? Dialogue, benchmarks, and establishing facts.
- Week 2 Gathering Data**
What to ask? Where to ask? Whom to trust?
Falsification and verification in health system analysis.

Site visit: Social health insurance as a self-administration body.
- Week 3 Correlation and Causality**
Can we and should we measure the impact of specific health system



interventions?

How do we know whether a program made a difference?

Obtaining qualitative empirical evidence. Measuring quantitative empirical evidence.

Econometric methods to assess causality

Mid-term presentation.

Week 4

Assessing Technologies

Principles of comparative health technology assessment.

Evidence-based medicine and the Cochrane Collaboration.

The Campbell Collaboration: systematically collecting evidence for public interventions.

A practical approach: What works, what doesn't, and why?

Site visit: Association of SHI-accredited physicians as a self-administration body.

Week 5

Evidence-Based Policy and Realpolitik

The different analytical frameworks of different institutions.

Is "justice" or "effectiveness" the right framework for providing adequate health care?

Ray Pawson's "realist synthesis" and inductive theory-building.

Scientific evidence vs. beliefs and interests: How to elude rationalistic traps without abandoning scientific standards?

Week 6

The Role of Economics in Health Systems

The alluring nature of efficiency.

The equity-efficiency trade-off.

The economics of policy advice.

Health care and public choice theory.

Discussion paper due.



Course Materials

Online resources

WHO's Health Care Systems in Transition series is an excellent source to look at the health care system of a country.
(<http://www.euro.who.int/en/about-us/partners/observatory/health-systems-in-transition-hit-series>)

Bibliography

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Kahneman D. *Thinking, Fast and Slow*. New York: Farrar, Straus and Giroux, , 2011.

Porter M, Teisberg E. *Redefining Health Care – Creating Value-Based Competition on Results*. Boston: Harvard Business School Press; 2006.