



HPM 660
International and Comparative Health Systems
 (Credit Hours: 3)
Department of Health Policy and Management
 Gillings School of Global Public Health

Fall 2018 Syllabus and Course Schedule
 Class Location 2308 McGavran-Greenberg
 Meeting Times (M 3:35 – 6:35 PM)

Faculty:	Bruce Fried & Dean Harris	Teaching Assistant:
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Office Hours:	By appointment	

Course Overview

The course examines health systems from a global perspective. The primary goal of the course is to enable students entering or working within a health care system to describe the parts of systems and their interactions, the environment in which the systems exist, and the internal and external forces, and points of leverage that create opportunities for change. Although health systems vary widely in their structure and performance, there is substantial similarity in the issues they face. Differences between systems are often a matter of degree. The course addresses health systems from a system improvement perspective, and focuses on health systems analysis and evaluation, and health system reform. The course examines metrics used to evaluate health systems and the various components of health systems, including financing mechanisms, payment schemes, workforce, and the organization of health care organizations. Each member of the class participates in a semester-long group project involving the analysis of a selected country's health system, an assessment of its performance, analysis of factors that affect performance and current system structure, and development of a health reform agenda and implementation plan. Groups present their reform plans at the end of the semester.

Learning Objectives and HPM Competencies

	<i>Course Learning Objective</i>	<i>HPM Competencies</i>
1.	Apply theories, concepts, study findings, and case study experience to examining influences that affect health care system performance assessment and health care system design.	Systems Thinking
2.	Identify and apply tools and methods for improving performance assessment and health care system design.	Performance Measurement
3.	Identify health care system issues and service delivery problems and their root causes, and compare and contrast approaches to resolving or ameliorating them.	Community and Public Health Orientation
4.	Understand the legal and regulatory factors associated with health care system reform efforts.	Organizational Awareness
5.	Acquire proficiency in analyzing health systems, taking into account performance expectations, internal and external influences, health care system goals, objectives, functions and activities, reform needs, stakeholders' interests, financial and payment methods, health workforce issues, and regulatory issues.	Analytical Thinking Human Resources Management
6.	Acquire and strengthen knowledge, theory, and methodological skills that can be applied to international health care systems planning and implementation	Analytical Thinking

Resources

Website

HPM 660 has its own website using Sakai (sakai.unc.edu) This syllabus and course schedule, as well as other documents are on the website.

Texts

Required:

Roberts, Marc J, William Hsiao, Peter Berman & Michael R. Reich. Getting Health Reform Right: A Guide to Improving Performance and Equity. Oxford, Oxford University Press, 2008 (or 2004).

You can find the full text online through UNC library:

<http://search.lib.unc.edu/search?R=UNCb7158494>

World Health Organization. The World Health Report 2000: Health Systems; Improving Performance. Geneva, 2000. May be downloaded free of charge:
http://www.who.int/whr/2000/en/whr00_en.pdf

Recommended:

Fried BJ & Gaydos LM. World Health Systems: Challenges & Perspectives, 2nd edition. Chicago: Health Administration Press, 2012.

Requirements and Expectations

1. **Preparation for class sessions through reading and directed assignments.** A variety of learning methods are used in this class including lectures, case analyses, short quizzes, and team assignments. It is important to come to class having completed the reading assignments for that day.
2. **Team Project.** Each member of the class will be assigned to a team, and each team will be assigned a country for assignments and the final team project. Following are team requirements:
 - a. Each team will deliver a presentation during the semester on key influences in that country's health system including information on political, economic, demographic, and other factors of relevance to the health system. The deliverable for this presentation is Assignment 1, which is a set of PPT slides. For all teams, Assignment 1 is due at the beginning of class on **September 24, 2018**.
 - b. Each team will prepare a written descriptive project about the organization, financing and workforce in their assigned country. For all teams, this written descriptive project (Assignment 2) is due at the beginning of class on **October 29, 2018**.
 - c. Each team will prepare a final project describing and analyzing the health system and proposing 2-3 health system reforms. The final project will consist of an executive summary and a set of PPT slides. This is due on **November 19, 2018**.
 - d. In the final two class sessions, each team will deliver a presentation summarizing its policy recommendations for health system reform.

NOTE: Details on team assignments are provided in the Appendix at the end of this syllabus.

3. **Short Quizzes.** During the semester, there will be three short quizzes on assigned readings. The three short quizzes will be on **September 10, October 22, and November 5**.
4. **Equity of participation.** Team members will have an opportunity to evaluate the contribution of team members. These evaluations will be factored into the assessment of class participation
5. **Final Exam.** A final exam will be administered on the date to be determined by the university.

- 6. Attendance.** Students are expected to attend class regularly, including times at which other teams are making their presentations.

Evaluation Method

Grade Components

Component	Percent of Grade
Quizzes (3)*	10
Team Assignment 1	15
Team Assignment 2	20
Final Team Project PPT and Executive Summary	20
Final Team Presentation	10
Individual Class Participation	10
Final Exam	15
TOTAL	100%
*Quizzes 1 and 3 are worth 3 points each. Quiz 2 is worth 4 points.	

Recognizing, Valuing, and Encouraging Diversity:

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Disability Accommodation

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <http://accessibility.unc.edu>; phone 919-962-8300 or email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

UNC Honor Code:

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (<http://instrument.unc.edu>).

Course Evaluation:

HPM participates in the UNC-CH's online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.



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CLASS SCHEDULE FALL 2018

UNIT 1	UNDERSTANDING HEALTH SYSTEMS AND THEIR PERFORMANCE
Session 1	August 27, 2018
Topic:	Overview of Course Introduction
Objectives:	<ul style="list-style-type: none"> • Know the organization and content of the course: teaching objectives, course topics, structure, and methods, projects, grading, texts and readings • Develop an understanding of how and why we compare health systems
Readings:	<ol style="list-style-type: none"> 1. Roberts, Chapter 1 2. <u>World Health Report 2000</u>, Review Statistical Annex
Class Activities	<ul style="list-style-type: none"> • Course activities and expectations • Survey of student experiences • Comparing health systems and the importance of context • “Deciding on Health System Priorities: A Case Study”

September 3	No Class – Labor Day
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Session 2	September 10, 2018
Topic:	Understanding Health Systems
Objectives:	<ul style="list-style-type: none"> • Define and discuss central concepts in health systems analysis and health insurance • Understand and critique frameworks for assessing health system performance. • Understand the historical context of health system reform, its successes and shortcomings
Readings:	<ol style="list-style-type: none"> 1. <u>World Health Report 2000</u>, Chapters 1 and 2. 2. Murray CJL, and Frenk JJ. “A Framework for assessing the performance of health systems.” <u>Bulletin of the World Health Organization</u>, 2000, 78(6): 717-731.
Student Assessment:	Short Quiz #1 on the readings for this session.

Session 3	September 17, 2018
Topic:	Health System Performance
Objectives:	1. Appreciate the dilemmas and contradictions faced in comparing health systems.
Readings:	1. Roberts, Chapters 5 and 6. 2. Mavalankar D, and Sharma B. "The Quality of Care in Sterilization Camps: Evidence from Gujarat." 3. Benatar SR. "Health Care Reform and the Crisis of HIV and AIDS in South Africa." The New England Journal of Medicine, 351:1, July 1, 2004, pp. 81-92.
Class Activities:	Quality of care in Gujarat sterilization camps Team Time

UNIT 2	INFLUENCES ON HEALTH SYSTEMS AND THEIR PERFORMANCE, AND "CONTROL KNOBS"
Session 4	September 24, 2018
Topic:	Identifying and Evaluating Internal Influences on Health Systems Root Cause Analysis in Health Systems International Organizations and Global Health Governance
Objectives:	<ul style="list-style-type: none"> • Understand how key internal factors affect the progress and development of health system reform efforts • Identify and understand the influence of stakeholders on health system performance • Apply methods of root cause analysis to health systems analysis and reform
Readings:	1. Roberts, Chapters 2, 4, and 7
Class Activities:	Organizations and Global Health Governance Team presentations:
Student Assessment:	Assignment 1 due

Session 5	October 1, 2018
Topic:	Organization and Infrastructure of Existing Health Systems Organizational Reform
Objectives:	<ul style="list-style-type: none"> • Understand the importance of examining the organization and infrastructure of a health system during reform efforts • Appreciate how existing structures can be an impediment to change and reform • Understand the importance of organizational restructuring as an element of health system reform • Appreciate the differences among different types of reform efforts, in particular the meaning of such reform terms as privatization and decentralization
Readings:	1. Roberts, Chapter 10 2. <u>World Health Report 2000</u> , Chapters 3 and 4. 3. Berman, Peter A. "Organization of Ambulatory Care Provision; A Critical Determinant of Health System Performance in Developing Countries." Bulletin of the World Health Organization, 2000, 78, 6, pp. 791-802.
Class Activities:	Team Presentation:

	Team Time
Session 6	October 8, 2018
Topic:	Financing and Generating Funds for Health Systems
Objectives:	<ul style="list-style-type: none"> • Gain an understanding of the meaning of health system financing. • Learn about the various sources of financing and the strengths, risks, and impacts of each source of financing. • Understand the role of health system financing in healthcare reform efforts
Readings:	<ol style="list-style-type: none"> 1. Roberts, Chapter 8. 2. Gottret P, & Scheiber G. "Overview." <u>Health Financing Revisited</u>. Washington, DC: The World Bank, 2006. 3. "Executive Summary." <u>World Health Report 2010, Health System Financing: The Path to Universal Coverage</u>. Geneva: WHO, 2010. Available: http://www.who.int/whr/2010/en/index.html 4. Centralia Case Study
Class Activities:	Centralia Case Study

Session 7	October 15, 2018
Topic:	Paying for Health Services
Objectives:	<ul style="list-style-type: none"> • Understand the variety of mechanisms for paying providers of health services and the likely consequences of each method • Identify the incentives generated by different forms of payment. • Understand how paying for health services is a central feature of healthcare reform.
Readings:	<ol style="list-style-type: none"> 1. Roberts, Chapter 9. 2. Gemmil M. "Pay for performance in the U.S.: What lessons for Europe?" <u>Eurohealth</u> 13 (4): 21-23, 2007. 3. Guterman S, and Drake H. "Developing Innovative Payment Approaches: Finding the Path to High Performance," (Commonwealth Fund, June 2010), at http://www.commonwealthfund.org/~media/Files/Publications/Issue%20Brief/2010/Jun/1401_Guterman_developing_innovative_payment_approaches_ib.pdf
Class Activities	Team Presentations: Team Time

Session 8	October 22, 2018
	The Healthcare Workforce
Objectives:	<ul style="list-style-type: none"> • Understand the problems associated with workforce supply, training, retention, burnout, and safety among members of the health workforce. • Recognize the multiple problems faced when providing health services in countries characterized as stateless, failing, fragile, and/or engaged in active conflict.
Readings:	<ol style="list-style-type: none"> 1. Mullan F. "The metrics of the physician brain drain." <i>New England Journal of Medicine</i> 353:17, October 27, 2005. 1810-1818. 2. Chen LC and Boufford JI. Fatal flows: Doctors on the move. <i>New England Journal of Medicine</i> 353:17, pp. 1850-1852, October 27, 2005. 3. Chopra M, Munro S, Lavis JN, Bennett S. "Effects of policy options for human resources for health: An analysis of systematic reviews." <i>Lancet</i> 2008: 688-74.

	4. <u>World Health Report 2006</u> , Chapter 6, “Formulating National Health Workforce Strategies.”
Student Assessment:	Short Quiz #2 on the readings for October 8 and October 15. Team Presentations:

Session 9	October 29, 2018
Topic:	Governance and Corruption
Objectives:	<ul style="list-style-type: none"> Understand the concept of governance and its role in health system reform and management Explore the causes and impacts of corruption
Readings:	<ol style="list-style-type: none"> <u>World Health Report 2000</u>, Chapter 6. Menon-Johansson, AS. “Good Governance and Good Health: The Role of Societal Structures in the Human Immunodeficiency Virus Pandemic.” <i>BMC International Health and Human Rights</i>, 2005, 5:4. European Commission, “Executive Summary: Study on Corruption in the Healthcare Sector,” (October 2013). http://ec.europa.eu/dgs/home-affairs/what-is-new/news/news/docs/20131219_study_on_corruption_in_the_healthcare_sector_-_summary_en.pdf
Class activity	TBA
Student Assessment:	Assignment 2 due

Session 10	November 5, 2018
Topic:	Regulation
Objectives:	<ul style="list-style-type: none"> Understand what is meant by regulation in the healthcare sector. Appreciate the consequences of not addressing issues of regulation during a reform effort. Understand the breadth of the regulatory environment and subsequent problems of interpretation and enforcement.
Readings:	<ol style="list-style-type: none"> Roberts, Chapter 11 European Observatory on Health Care Systems. “Policy Brief: Regulating Entrepreneurial Behavior.” Lim, MK, et al. “Public Perceptions of Private Health Care in Socialist China.” <i>Health Affairs</i>, 23, issue 6, Nov/Dec 2004, pp. 222-234.
Class Activities:	Alternative ways to improve the quality of care provided by doctors in China
Student Assessment:	Short Quiz #3 on the readings for this session.

Session 11	November 12, 2018
Topic:	Project Preparation
Objectives:	Prepare and refine final project and presentation
Readings:	Roberts, Chapter 13
Class Activities:	Meet with your group during class time; discuss projects and presentations with instructors

Unit 3	SYNTHESIS AND INTEGRATION
Session 12	November 19, 2018
Topic:	TBA
Class Activities:	TBA
Student Assessment:	Assignment 3 (Final PowerPoints and Executive Summaries) Due

Session 13	November 26, 2018 – Assignment 3 (Team Presentations)
Student Assessment:	Team Presentations

Session 14	December 3, 2018 – Team Presentations
Student Assessment	

Appendix: Team Assignments

Assignment 1 HPM 660—Fall 2018 Internal and External Environment Due September 24, 2018

The goal of this assignment is to provide the groundwork for the health reform proposal your team will develop during the course. The purpose of Assignment 1 is to (1) summarize the most important health issues in the country, and 2) identify the most important internal and external factors that affect the health of the population and the health system. Health issues should include a summary of the most important health indicators (e.g., infant mortality rate, major causes of morbidity and mortality, and so forth), as well as disparities in health indicators within the country. Internal factors include, but are not limited to, the economy, demography, geography, and the political system. External factors may refer to relationships with other countries (including conflict), the role of donor agencies, and trade and debt issues.

This assignment is very important for your work on the health reform proposal because you will identify the major health problems in the country. Furthermore, an understanding of the country's context – the internal and external environmental factors – must be taken into consideration in the development of health reform proposals.

For this assignment, your deliverable is a set of PowerPoint slides for a fifteen minute presentation to the class. Your presentation should summarize basic information about the country, health status indicators, and the most important factors affecting health status and the health system. Each team is assigned a presentation date (see below).

This assignment is due at the beginning of class on **Monday, September 24, 2018**. The submission should include **three hard copies** (you can use 4-6 slides per page) as well as **a copy submitted to the Assignments Tab in Sakai**.

Presentation Dates

September 24	New Zealand	Vietnam
October 1	United Kingdom	Colombia
October 15	The Netherlands	Morocco
October 22	Iran	Nigeria

Assignment 2
HPM 660—Fall 2018
Organization, Financing and Workforce
Due October 29, 2018

The purpose of this assignment is for you to gain an understanding of the organization of the health system, how health services are financed, and issues facing the health workforce.

1. Organization of the health system refers to a number of factors including the numbers and types of facilities, ownership of health facilities, public/private mix (and trends), and how services and facilities are coordinated (or not). Other issues that may arise deal with local versus centralized control, the role of the community, and the manner in which facilities are managed.

2. Financing of the health system refers to the way in which financial resources are obtained to support the health system. Please use the typology of financing options set forth on pages 160 to 178 of Roberts, et al. As you will note, the typology used in that book is based on a framework of five major methods of financing (general revenue, social insurance, private insurance, out-of-pocket payments, and community financing). Among your tasks is to identify the extent to which each of those five methods of financing is currently used in the country. For each method used in your country, describe how that method is used and the possible impact of using that method of financing. For example, you can describe how the methods of financing might affect issues of equity, risk pooling, and economic effects (see pages 159-160 of Roberts, et al).

3. In describing and analyzing the health workforce, you should identify and discuss the key issues facing the workforce. In describing the workforce, you may include tables, but key information in tables should be discussed and addressed in the text of the paper. If you use a table, you should ask yourself what is interesting about this information, and how it might be related to health workforce and larger health system issues. The health workforce may be defined broadly to include, for example, “western” and “traditional” practitioners. It is often helpful to examine the workforce by type of practitioner. To discuss shortages and geographic distribution problems, it is common to use practitioner/population ratios, as well as trends over time. To discuss future supply issues, it is usually helpful to discuss entrants and exits from the health workforce. Typically, this would include a discussion of such factors as education and training facilities (e.g., medical schools), training capacity, emigration, working conditions, and retention. Issues of quality, standards, and licensing could also be brought into the discussion.

For this assignment, your deliverable is a written paper from your group of not more than ten double-spaced pages. (References are not included in the ten-page limit.)

This assignment is due at the beginning of class on **Monday, October 29, 2018**. Please submit your assignment to Sakai before the beginning of class on this date, and bring two hard copies of your assignment to class on that day.

Final Project
HPM 660—Fall 2018
Due November 19, 2018

The final project consists of an Executive Summary, a presentation summarizing the 2-3 health system reforms you are recommending, and accompanying PowerPoint slides. This material should include sufficient background information and rationale so that people watching the presentation or reading your materials understand the issues addressed by your reforms. Although groups have already presented background information on their countries, use of selected background material may be necessary to establish the context for the reforms.

The Executive Summary is a 1-2 page single-spaced document that provides a concise overview of your reforms and your presentation. The Executive Summary should provide summary background information about your country, a description of the issues facing the country and health system that form the basis for your reforms, a clear statement defining each of your reforms, and the rationale for each reform. The reforms should flow from the background information about the country and the health system. The reader should be able to read the Executive Summary and acquire an understanding of the country and the relevant problems addressed by your reforms.

Figures, charts, and references are typically not included in an Executive Summary.

The Executive summary and slides should be submitted in duplicate; slides may be printed in handout form with up to four slides per page. These are due at the start of class on **November 19**. An electronic copy of these materials should also be submitted to Sakai Assignments.

As you develop your presentation, consider the following guidelines and issues:

- The current situation and issues to be addressed by the reform.
- Quantifiable indicators that the reform has succeeded in addressing the identified problems
- Potential barriers to implementation and factors that may affect the design of the reform
- Workforce, regulatory, financing, payment, and organizational factors associated with the reforms
- How each reform does or does not relate with the other reforms you propose.

Because of time constraints, your presentation should identify each of the reforms, but additional details should be provided on only two of these reforms. Please stay within the fifteen minutes allocated to your group.

Grading for this assignment will be based on the following:

- Logic of the reforms, including a clear linkage between the reforms and a health and/or health problem in the country
- Clarity of Executive Summary and slides, including logical flow, transitions, basic literacy (e.g., grammar)
- Quality of presentation, including effectiveness of speakers, and completing the presentation within the 15-minute time period. Note that while all group members are required to attend the presentation, all group members are not required to participate in the actual presentation (but should be available to respond to questions).

- Timeliness of submission of Executive Summary and PowerPoint materials. These are due at the beginning of class on **November 19, 2017**.