**Global Health Systems**

12 students – 36presentations

286.4160

Summer, 2016

University of Haifa – Richard J Schuster, MD, MMM

**Texts:**

Reid, T.R., ***THE HEALING OF AMERICA*: *A Global Quest For Better, Cheaper, and Fairer Health Care*,** Penguin Press, 2009

WHO,***World Health Report 2000. Health systems: Improving performance.***

(<http://www.who.int/whr/2000/en/whr00_en.pdf>)

Commonwealth Fund, International Profiles of Health Systems, 2012

<http://www.commonwealthfund.org/~/media/Files/Publications/Fund%20Report/2012/Nov/1645_Squires_intl_profiles_hlt_care_systems_2012.pdf>

**Articles:**

Note: Classes will typically begin at **9:30 AM** not 9:00 AM

See Below

 **July 6, 11, 13, 14, 18, 20, 24from 9:30 AM to ~ 4:00 PM (16:00)--- University of Haifa Campus – Room to be determined**

**Class I: Wednesday, 6 July, 2016**

1. **Introduction to Health Systems**
	1. Course goals / expectations
	2. Problem / data analysis

Hour 1 - 2

* 1. What is a health system
	2. Building a health system
	3. Student Assignments
		1. Explanation / expectations
		2. Match
	4. Health Systems in the context of social determinants of health
		1. **200 Countries – 200 Years – 4 minutes:**<http://www.flixxy.com/200-countries-200-years-4-minutes.htm>
		2. Bottom of the Heap – C. Blow (NYT 2011)
		3. WHO Ranking of Happiness (2015)
	5. Reading before theclass: None
1. **Politics, Policy, and the Development of Health Systems**
	1. Understanding political principles

Hour 2 - 3

* 1. Class exercise – developing health systems from the R vs L

**\*\*\* LUNCH BREAK \*\*\***

* 1. **Debate**: Resolved that the US should adopt the German Health Care System’s approach to new drug pricing: Drugs are priced according to additional value in benefiting patients.
		1. **Student (volunteer) 1**--- Affirmative: 3 minutes
		2. **Student (volunteer) 2**--- Negative: 3 minutes

Hour 3 - 4

* + 1. **Student 1** --- rebuttal: 1 minute
		2. **Student 2** --- rebuttal: 1 minute
1. **History of modern health systems :Bismarck and social democracy - RJS**
	1. Reading before the class:

Hour 4 - 5

* + 1. Reid, T.R., *THE HEALING OF AMERICA*: *A Global Quest For Better, Cheaper, and Fairer Health Care*, Penguin Press, 2009 (especially chapter on Germany)
		2. Wall Street Journal – Letter from CEO of Eli Lilly
		3. WHO,***World Health Report 2000. Health systems: Improving performance.*** (<http://www.who.int/whr/2000/en/whr00_en.pdf>)
		4. Weiner, J, et al, “Managed Care and Private Health Insurance in a Global Context,” *JHPPL*, 2008
		5. “Social Democracy”, absoluteastronomy.com
		6. Dahrendord, R., “The Third Way & Liberty”, *Foreign Affairs*, 1999.

**Class II: Monday, 11 July, 2016**

1. **US health system– rjs**

Hour 1

1. **Comparing Health Systems** – **1July, 2013**
	1. Comparisons & conclusions

Hour 2

* + 1. Commonwealth Fund reports
		2. WHO Report 2000 Ranking
	1. Two high income health systems
		1. **Sweden**: The Middle Way ***🡪Student#1***

Hour 3

* + 1. **France**: Liberté, Egalite, Fraternité🡪Student ***# 2***

**\*\*\* LUNCH BREAK \*\*\***

1. **Globalization**
	1. *The World is Flat* --- discussion ***🡪RJS &STUDENTS***

Hour 4

* 1. **Toyota** as a model for health systems ***🡪Je Yeon# 3***
	2. **Japan**: MacArthur meets Deming ***🡪Dionne# 4***

Hour 5

1. Reading before the class
	1. Reid, T.R., *THE HEALING OF AMERICA*: *A Global Quest For* ***Better****, Cheaper, and Fairer Health Care*, Penguin Press, 2009 (especially Chapter 3)
	2. Johnson, James A. and Stoskopf, Carleen, ***Comparative Health Systems: Global Perspectives***, Jones & Bartlett, 2009. Chapter 1
	3. Friedman, Tom, “World is Flat”, NYT, 2005
	4. Sharma, R, “Broken BRICs – Failure of Emerging Markets”, FA, 2012
	5. Rochaix, L, “National Authority for Health: France,” *Commonwealth Fund pub.* 1295, Vol. 58, July 2009.
	6. Gauthier-Villasr, D., “France Fights Universal Health Care’s High Costs,” *Wall Street Journal*, 7 August, 2009.
	7. Saltman, R., “Renovating the Commons: Swedish Health Care Reforms in Perspective,” *JHPPL*, 2005
	8. Inglehart, R., et al, “How Development Leads to Democracy”*Foreign Affairs*, 2009
	9. Spear, S, and H. Bowen, “Decoding the DNA of Toyota,” *Harvard Business Review*, 1999

**OPTIONAL READING**

* 1. Tiersky, R, “France in the New Europe,” Foreign *Affairs*, Spring 1992.

**Class III: Wednesday, 13 July, 2016, (9:30 – 4 PM)**

**The Israeli Health System: Modern, Successful, Efficient”: Itzhak Zaidise (?), MD, PhD** –Health Policy & Management, University of Haifa.

Hour 1

Reading before the class: Chernicochovsky, D, “Not ‘Socialized Medicine’ – An Israeli View of Health Care Reform,” NEJM, 261(21):e46, 2009.

|  |  |
| --- | --- |
| ***Student # 5*** |  |
| ***Student # 6***  |  |
| ***Student # 7*** |  |
| ***Student # 8*** |  |
| ***Student # 9*** |  |
| ***Student # 10*** |  |
| ***Student # 11*** |  |
| ***Student # 12*** |  |

Hour 2 -5

**Class IV: Sunday, 17 July 2016(9:30 AM – 4 PM)**

1. **Financing models for health systems – R. Schuster**
	1. What are the principles of insurance? What is risk?
	2. Insurance Mechanisms– exercise and discussion
		1. Self-Pay – “live free or die”
		2. Insurance – government / private / sick funds

Hour 1 - 2

* + 1. Government provides “free” care
		2. High , middle, low income countries
	1. Paying providers and the consequences – *exercises and discussion*
		1. Insurance mechanisms
		2. Payment mechanisms
	2. Controlling rising health care costs in all nations – *exercise and discussion*
	3. Reading before the class
		1. Reinhardt, U., “Cross-National Comparisons of Health Systems Using OECD Data, 1999”, *Health Affairs*, 2002.
		2. Purchasing Power Parity, *The Economist*, 2009
		3. Evans, R., “Fellow Travelers on a Contested Path: Power, Purpose, and the Evolution of European Health Care Systems,” *JHPPL*, 2005
1. **Students present : 5 minute exercise + 20 minute presentation & discussion**

|  |  |
| --- | --- |
| ***Student #13*** |  |
| ***Student # 14*** |  |

Hour 3

**\*\*\* LUNCH BREAK \*\*\***

Hour 4 - 5

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| ***Student # 15*** |  |
| ***Student # 16*** |  |
| ***Student #* 17** |  |
| ***Student # 18*** |  |

**Class V: Monday,18 July, 2016 (9:30 AM – 4 PM)**

1. **Studentspresent: 5 minute exercise + 20minute presentation & discussion**

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| --- | --- |
| ***Student # 19*** |  |
| ***Student # 20*** |  |
| ***Student # 21*** |  |
| ***Student # 22*** |  |
| ***Student # 23*** |  |
| ***Student # 24*** |  |

Hour 1 - 3

**\*\*\* LUNCH BREAK \*\*\***

1. **Medical Education – a Global Perspective & Financing models for health systems** – **a Global Perspective – Barbara Schuster, MD, MACP, Georgia Regents University – University of Georgia Medical Partnership**

Hour 4

1. **Students present: 5 minute exercise + 20 minute presentation& discussion**

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| ***Student # 25*** |  |
| ***Student # 26*** |  |
| ***Student # Make-up*** |  |

Hour 5

1. Reading: Lopez, A. et al, “Global & Regional Burden of Disease & Risk Factors, 2002: Systematic Analysis of Population Health Data,” *Lancet*, 2006

**Class VI: Wednesday, 20 July, 2015 --- 9:30 – 4 PM**

1. **Students present 5 minute exercise + 20 minute presentation & discussion**

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| --- | --- |
| ***Student # 19*** | **Future System # 1**  |
| ***Student # 20***  | **Future System # 2**Hour 1 - 2 |
| ***Student # 21***  | **Future System # 3** |
| ***Student # 22*** | **Future System # 4** |

**\*\*\* LUNCH BREAK \*\*\***

1. **St. Lucia– Health Care --- live video. --- Martin Didier, MD,**

Hour 3

1. **Students present 5 minute exercise + 20 minute presentation & discussion**

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| --- | --- |
| ***Student Make-up*** |  |
| ***Student Make-up***  | Hour 4 |

**Class VII: Sunday, 24 July, 2016--- (9 AM – 4 PM)Future directions – the ideal health system**:

* **Students present 5 minute exercise + 20 minute presentation & discussion**

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| --- | --- |
| ***Student # 23*** | **Future System # 5** |
| ***Student # 24*** | **Future System # 6**Hour 1 - 2 |
| ***Student # 25*** | **Future System # 7** |
| ***Student # 26*** |  **Future System # 8** |

**\*\*\* LUNCH BREAK \*\*\***

* **Class Discussion: Porter, M, “A Strategy for Health Care Reform — Toward a Value-Based System,” NEJM, 2009**

Read this before class and think about it

Hour3

|  |  |
| --- | --- |
| ***Student # 27*** | **Future System # 9** |
| ***Student # 28*** | **Future System #10** |
| ***Student # 28*** | **Future System # 11** |
| ***Student # 30*** | **Future System # 12** |
| ***Make Up*** | Hour4-5 |

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* **Emerging Nation – NGHO Program Exercise – Possible Exercise**
* ***Philippe Garsaud, MD*** *Centre Hospitalier Universitaire de Fort de France, Martinique, France --* Santé Publique et d'Economie de la Santé - DIM - Possible Speaker

**Class VIII: Extra Session\*\*\* [Not planned but if needed]**

**Measuring health care & making changes to systems –**

1. Exercise – re-do WHO 2000 Report
	1. Analyze

Hour 1

* + 1. WHO Report (2000): Figure 2.5 [p-52]
		2. WHO Report (2000): Figure 2.6 [p-58]
		3. WHO Report (2000): Figure 2.7 [p-59]
	1. Pick best and worst criteria from WHO and be prepared to defend that selection
		1. Health Level (DALE)
		2. Health Distribution
		3. Responsiveness – Level
		4. Responsiveness – Distribution
		5. Fairness in Financial Contribution
		6. Overall Goal Attainment
		7. Health Expenditure per Capita
		8. Performance on Level of Health
		9. Performance on System Level
1. Should health care be rationed?
	1. WHO Report (2000): Figure 3.3 [p-74]
	2. How to allocate resources: WHO Report (2000):

Hour 2 - 5

* + 1. Figure 4.2 [p-99]
		2. Figure 4.3 [p-100]
	1. NICE (UK) --- “Death Panels” (US) – DEBATE: “Give me Quality or Give me Death”
		1. Pro:  ***Student***
		2. Con : ***Student***
1. Measuring success in global health programs
2. USAID
3. Gates
4. Reading before the class
5. “Britain – NHS – 2015 Election” NYT
6. Frenk, J., “Globalization and the Challenges to Health Systems,” *Health Affairs*, 2002
7. Eisenberg, J, “Globalize the Evidence, Localize the Decision: Evidence-Based Medicine and Inter. Diversity,” *Health Affairs*, 2002.
8. Berwick, D, “The User’s Manual for the IOM’s Quality Chasm Report,” *Health Affairs*, 2002.
9. Rawlins, M, “In Pursuit of Quality: The National Institute of Clinical Excellence”, *Lancet*, 1999.
10. **Review WHO 2000 Report**
11. Ho, C. & L Gostin, “The Social Face of Economic Growth: China’s Health System in Transition,” *JAMA*, 2009
12. Brooks, R, “Possible Outcomes of Comparative Effectiveness Research,” JAMA, 2009

**\*\*\* Classes have ended – no exam \*\*\***

**Student Exercises:**Students will make a total of 3twenty-fiveminute presentations; make available electronic versions of their presentations. The presentation will be proceeded by a 5 minute “exercise” for the students to be presented with issues that introduce the presentation that follows.

1. Select**onespecial topicor country**from this list **and 1 countries** or **2 countries** and present them(25 minutes) [There will be a match for assignments – **everyone does 3 presentations**]

Everyone Does 3Presentations Total for the Course

|  |
| --- |
| * Sweden – health care system
 |
| * France – health care system
* Toyota – why is it a model for a modern health care system?
 |
| * Japan – health care system
 |
| * High Income country from Left -- described
 |
| * High Income country from Right -- described
 |
| * Middle Income country -- described
 |
| * Low Income country – described
 |

1. Select and develop **one ideal model** for a future health system, present it (20 minutes). You can either present a “hypothetical” country or you can pick a country and propose how to make it’s health care system ideal. You can’t present the same country twice.
	* High income health system – non-US
	* US health system
	* Middle or low income health system

**Grading: 90% - Seminar presentations**

 **10% - Class participation\***

**\*Students are expected to attend class. Each unexcused absence will result in a loss of 1% on the final grade up to a maximum of 10%**