Learning Objectives

#1. Explain public health history, philosophy and values

#10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities

#11. Explain how globalization affects global burdens of disease

10 Essential Public Health Services

#8. Assure competent public and personal health care workforce.

Competencies

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<td>Compare the organization, structure and function of health care and public health systems across national and international settings</td>
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<td>6.</td>
<td>Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels</td>
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Texts:


Articles: See Below
From 10:00 AM to ~ 3:00 – 3:30 PM (15:00-15:30) --- UH – Room ###

Class 1: Wednesday, 24 July

1. **Introduction to Health Systems**

   - 5. Compare the organization, structure and function of health care and public health systems across national and international settings
   - 22. Apply systems thinking tools to a public health issue
   - 28. Demonstrate knowledge and skills related to the unique health issues affecting Low and Middle Income Countries (LMIC)
     a. Course goals / expectations
     b. Problem / data analysis
     c. What is a system?
     d. What is a health system?
     e. Building a health system. What tools are used to understand and build a health system
     f. Student Assignments
        i. Explanation / expectations
        ii. Match
     g. Health Systems in the context of social determinants of health
        i. **200 Countries – 200 Years – 4 minutes:** [http://www.flixxy.com/200-countries-200-years-4-minutes.htm](http://www.flixxy.com/200-countries-200-years-4-minutes.htm)
        ii. Bottom of the Heap – C. Blow (NYT 2011)
        iii. What about social justice (See Social Justice in the OECD Fig. 10 & 11)
     h. Reading before the class: None

2. **Politics, Policy, and the Development of Health Systems**

   - LO: #10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
   - 5. Compare the organization, structure and function of health care and public health systems across national and international settings
   - 22. Apply systems thinking tools to a public health issue
   - 28. Demonstrate knowledge and skills related to the unique health issues affecting Low and Middle Income Countries (LMIC)
     a. Understanding political principles
     b. **Class exercise** – developing health systems from the R vs L

*** LUNCH BREAK ***
c. **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.
   
i. **Student (volunteer) 1** --- Affirmative: 3 minutes
   
ii. **Student (volunteer) 2** --- Negative: 3 minutes
   
iii. **Student 1** --- rebuttal: 1 minute
   
iv. **Student 2** --- rebuttal: 1 minute

3. **History of modern health systems: Bismarck and social democracy – RJS**

   LO: #1. Explain public health history, philosophy and values

   a. Reading before the class:
      
      
ii. Wall Street Journal – Letter from CEO of Eli Lilly
      
          (http://www.who.int/whr/2000/en/whr00_en.pdf)
      
iv. “Social Democracy”, absoluteastronomy.com
      
v. Optional Reading

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**Class II: Thursday, 25 July, 2019**

1. **US health system – rjs**

2. **Comparing Health Systems –**

   #11. Explain how globalization affects global burdens of disease

   4. Compare the organization, structure and function of health care and public health systems across national and international settings

   22. Apply systems thinking tools to a public health issue

   28. Demonstrate knowledge and skills related to the unique health issues affecting Low and Middle Income Countries (LMIC)

   a. Comparisons & conclusions – Comparing Health Systems
      
i. Commonwealth Fund reports
      
ii. WHO Report 2000 Ranking
         1. What tools does WHO use to compare health systems
         2. Comparing the organization, structure, and function of health care and public health systems within countries and internationally.
3. *** LUNCH BREAK ***
   a. Two high income health systems
      i. **Sweden**: The Middle Way →
      i. **France**: Libérté, Egalité, Fraternité →

4. Reading before the class
   c. Friedman, Tom, “World is Flat”, NYT, 2005

OPTIONAL READING

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Class III: Tuessday, 30 July, 2019, (10:00 – 3:00 PM )

1. **Globalization**
   LO #11. Explain how globalization affects global burdens of disease
   *The World is Flat --- discussion → RJS & STUDENTS*
   a. **Toyota** (a Learning Organization - as a systems model for health systems [what are the systems tools?] → **Shadi**
   b. **Japan**: MacArthur meets Deming → **Clara**
   c. What is quality? How does the Toyota model relate to health care? What is the “Learning Organization” as it relates to the use of systems tools to improve health care? What is the Plan-Do-Check-Act loop?

2. **Class Exercise: Workforce Troubles in Limpopo**

***Lunch Break***

<<< International School Graduation >>>

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R Schuster           Global Health Systems           August 16, 2018
1. Financing models for health systems – R. Schuster
   5. Compare the organization, structure and function of health care and public health systems across national and international settings
   a. What are the principles of insurance? What is risk?
   b. Insurance Mechanisms – exercise and discussion
      i. Self-Pay – “live free or die”
      ii. Insurance – government / private / sick funds
      iii. Government provides “free” care
      iv. High, middle, low income countries

*** Lunch Break ***

c. Paying providers and the consequences – exercises and discussion
   i. Insurance mechanisms
   ii. Payment mechanisms

d. Controlling rising health care costs in all nations – exercise and discussion

e. Reading before the class: ALL OPTIONAL
   ii. Purchasing Power Parity, The Economist, 2009

2. ^^^^^ QUIZ ^^^^^
1. **Students present: 20 minute presentation & discussion**

5. Compare the organization, structure and function of health care and public health systems across national and international settings

24. Demonstrate socio-cultural and political awareness skills in a global health setting

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

3. **Case Discussion: Schusteristan – A Troubled Land**

23. Demonstrate the skills to collaborate and/or partner, especially with NGO's and/or Go's in a domestic and/or international setting

24. Demonstrate socio-cultural and political awareness skills in a global health setting

28. Demonstrate knowledge and skills related to the unique health issues affecting Low and Middle Income Countries (LMIC)

4. **Case Discussion: Green-Land – A Land with Promise**


**Class VI: Monday, 5 August, 2019 ---**

There will be no class on Monday 5 August to allow students to work on Seminarian Papers
Class VII: Tuesday, 6 August, 2019 --- (10:00 AM – 3:30 PM) Future directions – the ideal health system [Class will be 30 minutes longer today]

1. Anti-Globalization = Nationalism (Populism)
   a. What does it mean?
   b. What effect will it have on the health systems
      i. US
      ii. Britain
   c. France → Macron: “The 4th way”?

2. Class Exercise: Emerging Nation – NGHO - Focus on organizaiton collaboration and socio-cultural / political awareness
   23. Demonstrate the skills to collaborate and/or partner, especially with NGO’s and/or Go’s in a domestic and/or international setting
   24. Demonstrate socio-cultural and political awareness skills in a global health setting
   28. Demonstrate knowledge and skills related to the unique health issues affecting Low and Middle Income Countries (LMIC)

3. Students present 15 minute presentation & discussion
   24. Demonstrate socio-cultural and political awareness skills in a global health setting
   26. Demonstrate understanding and skills in leading or participating in complex multi-national, multi-cultural teams

   *** LUNCH BREAK ***

4. Students present 15 minute presentation & discussion
   24. Demonstrate socio-cultural and political awareness skills in a global health setting
   26. Demonstrate understanding and skills in leading or participating in complex multi-national, multi-cultural teams

   3. Education of Health Care Workforce – a Global Perspective – Barbara Schuster, MD, MACP, FRCP (Edin), University of Haifa & University of Georgia (14.30 – 15.30)
      #8. Assure competent public and personal health care workforce
Class VIII: Tuesday, 8 August, 2019 --- (10:00 AM – 3 PM) Future directions – the ideal health system:

1. **Case – Class Exercise:** “Troubles in France - Role Play”  

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

3. **Class Exercise – Health Policy Development in a Democracy – RJS Mango Case**  

*** LUNCH BREAK ***

4. ^^^^^ Final Exam ^^^^^

**Student Exercises:** Students will make a total of 1 twenty-five minute 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.

**A.** Select one special topic or country from this list and present it (25 minutes). Any presentation that goes over time more than 5 minutes will lose 1 point per minute to a maximum of 5 points. [There will be a match for assignments – everyone does 1 presentation]. Be sure to include reference to:

- Comparing the organization, structure and function of health care and public health systems across national and international settings
- Applying systems thinking tools to a public health issue
- Demonstrating socio-cultural and political awareness skills in a global health setting
  - 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

**B.** Select and develop one ideal model for a future health system as your 20 page Seminarian Paper. You can either describe a “hypothetical” country or you can pick a country and propose how to make its health care system ideal. You can’t present the same country twice. Be sure to include reference to:

- Applying systems thinking tools to a public health issue
- Demonstrating socio-cultural and political awareness skills in a global health setting
  - High income health system – non-US
• US health system
• Middle or low income health system
C. Students Not doing a Seminarian Paper (not in I-MPH) will do a 15-minute presentation of an Ideal Model for a future health care system.
D. Students doing the Seminarian Paper are invited to participate in a lottery. If they also present their Seminarian Paper findings in class (15 minutes), they will receive 4 extra points on their final grade. The Presentation itself will not be graded – just 4 points added to the final grade. Approximately 4-6 I-MPH students will be able to do oral presentations. If more than 4-6 are interested they will participate in a lottery.

Grading:
25% - Nation’s Health System #1

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<thead>
<tr>
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<td>Informative</td>
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Demonstrate Competencies:

5. Compare the organization, structure and function of health care and public health systems across national and international settings | 5 |
22. Apply systems thinking tools to a public health issue | 5 |
24. Demonstrate socio-cultural and political awareness skills in a global health setting | 5 |

Pertinent to the course | 10 |

Presentation Style (effective communication) | 20 |

Presentation Materials | 10 |
I learned a lot | 10 |

Note: To achieve a score of ≥ 90, the presentation must be better than just "okay". It needs to be very good - excellent. If you've put in a lot of effort for your presentation, so should your colleague ...

25% - Seminarian Paper or Presentation #2 (Ideal Health System) *

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Demonstrate Competencies:

22. Apply systems thinking tools to a public health issue | 10 |
26. Demonstrate understanding and skills in leading or participating in complex multi-national, multi-cultural teams | 5 |

Pertinent to the course | 10 |
### Presentation Style (effective communication)

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**10% - Quiz**

**35% - Final Exam**

**5% - Class participation**

*4 Additional points will be added to the final grade for students volunteering to present their Seminarian Paper to the class.*

**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%**

### Sample Quiz – Exam Questions

1. Fee for service health care
   - A. Means that a provider of health care (doctor or hospital) is charged a fee for every service they provide
   - B. **Means that the patient / consumer of health care is charged a fee for every service provided to them**
   - C. Means that each person receiving a service pays the same amount
   - D. Means that each provider providing a service pays the same amount

2. In a socialized health care system
   - A. The physicians are typically privately employed
   - B. Insurance companies are for profit, non-governmental businesses
   - C. The hospitals are owned by corporations
   - D. **The government owns the entire system of care**

3. A middle income country’s health care system
   - A. **Is highly dependent on the middle class for success**
   - B. Has a health care system that provides the same services as a high income health system
   - C. Usually has low out of pocket expenses for health consumers
   - D. Is largely funded by international NGO’s