

15 students – 18 presentations

Global Health Systems

286.4160

Summer, 2019

University of Haifa – Richard J Schuster, MD, MMM

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

5. Compare the organization, structure and function of health care and public health systems across national and international settings
6. 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
22. Apply systems thinking tools to a public health issue
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
26. Demonstrate understanding and skills in leading or participating in complex multi-national, multi-cultural teams
28. Demonstrate knowledge and skills related to the unique health issues affecting Low and Middle Income Countries (LMIC)

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: See Below

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

Class I: Wednesday, 24 July

Note: Classes will typically begin at 10:00 AM not 9:00 AM

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?

Hour 1

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>

ii. Bottom of the Heap – C. Blow (NYT 2011)

iii. What about social justice (See Social Justice in the OECD Fig. 10 & 11)

iv. WHO Ranking of Happiness (2015)

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

Hour 2

*** **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

Hour 3

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

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

Hour 3-4

a. Reading before the class:

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

Class II: Thursday, 25 July, 2019

1. US health system – rjs

Hour 1

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.

Hour 2

3. *** LUNCH BREAK ***

- a. Two high income health systems
 - i. **Sweden**: The Middle Way →
 - i. **France**: Liberté, Egalite, Fraternité →

Hour 3 - 4

4. Reading before the class

- a. Reid, T.R., *THE HEALING OF AMERICA: A Global Quest For Better, Cheaper, and Fairer Health Care*, Penguin Press, 2009 (especially Chapter 3)
- b. Johnson, James A. and Stoskopf, Carleen, *Comparative Health Systems: Global Perspectives*, Jones & Bartlett, 2009. Chapter 1
- c. Friedman, Tom, "World is Flat", NYT, 2005
- d. Sharma, R, "Broken BRICs – Failure of Emerging Markets", FA, 2012
- e. Spear, S, and H. Bowen, "Decoding the DNA of Toyota," *Harvard Business Review*, 1999

OPTIONAL READING

- a. Tiersky, R, "France in the New Europe," *Foreign Affairs*, Spring 1992.
- b. Rochaix, L, "National Authority for Health: France," *Commonwealth Fund pub.* 1295, Vol. 58, July 2009.
- c. Gauthier-Villasr, D., "France Fights Universal Health Care's High Costs," *Wall Street Journal*, 7 August, 2009.
- d. Saltman, R., "Renovating the Commons: Swedish Health Care Reforms in Perspective," *JHPPL*, 2005
- e. Inglehart, R., et al, "How Development Leads to Democracy" *Foreign Affairs*, 2009

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

1. Globalization

Hour 1 - 2

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

Hour 2 - 3

Lunch Break

<<< International School Graduation ??? >>>

Class IV: Wednesday, 31 July 2019 (10:00 AM – 3 PM)

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

Hour 1

Hour 2

***** 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**
 - i. Reinhardt, U., “Cross-National Comparisons of Health Systems Using OECD Data, 1999”, *Health Affairs*, 2002.
 - ii. Purchasing Power Parity, *The Economist*, 2009
 - iii. Evans, R., “Fellow Travelers on a Contested Path: Power, Purpose, and the Evolution of European Health Care Systems,” *JHPPL*, 2005

Hour 3

2. ^^^^ QUIZ ^^^^

Hour 4

Class V: Thursday, 1 August, 2019 (10:00 AM – 3 PM)

1. Students present: 20 minute presentation & discussion

Hour 1 – 2

- 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

	Break
	Presentation

LUNCH BREAK ***

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

	Presentation
	Presentation

Hour 3

3. Case Discussion: Schusteristan – A Troubled Land

Hour 3 - 4

- 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

Hour 4

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

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”?

Hour 1

2. Class Exercise: Emerging Nation – NGHO - Focus on organization collaboration and socio-cultural / political awareness

- 23. Demonstrate the skills to collaborate and/or partner, especially with NGO's and/or Gov'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)

Hour 1

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

Hour 2

***** 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

	TBN

Hour 3

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)

Hour 4+

- #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”**

Hour 1

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

Hour 2

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

*** LUNCH BREAK ***

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

Hour 3- 4

Student Exercises: Students will make a total of 1 twenty-five minute presentations; make available electronic versions of their presentations. The presentation will be preceded 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 Seminar 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 Presentations

Content	Max Possible Score
Interesting	15
Informative	20
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	<u>10</u>
	100

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) *

Content	Max Possible Score
Interesting	15
Informative	20
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)	20
Presentation Materials	10
I learned a lot	<u>10</u>
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 ...	100

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