

**UNIVERSITY OF FLORIDA
COLLEGE OF PUBLIC HEALTH AND HEALTH PROFESSIONS**

DEPARTMENT: Health Service Research Management and Policy

COURSE NUMBER: HSA 6930-1D67, Fall Semester 2013

CREDIT HOURS: 3

COURSE TITLE: International Health Systems Delivery

INSTRUCTOR CONTACT INFORMATION:

Valery Madsen Beau De Rochars

2055 Mowry Rd, Room 275

Phone: 352-294-5695

Email: madsenbeau@php.ufl.edu

CLASS MEETINGS: Mondays: 9:00pm - 12:00pm Room G112

Office Hours: By appointment.

REQUIRED TEXT:

Global Health Systems: Comparing Strategies for Delivering Health Systems, by Margie Lovett-Scott and Faith Prather

Optional text book:

Health Systems: Challenges and Perspectives, 2nd edition, by Bruce J. Fried and Laura M. Gaydos

In addition to the required text, available online resources from various respected sources not limited to the World Health Organization (WHO), the United Nations Children's Fund (UNICEF) and the World Bank will be posted at the course of the semester long on specific topics.

COURSE DESCRIPTION:

This course reviews comparison of International health care systems delivery regarding their structure and health care organizations. The course is organized to stimulate critical thinking of students on health issues around the world. The course consists of 3-hour weekly sessions. Basic understanding from this course will help students in the future development of their international career.

The course is organized into 3 interrelated components:

- Component 1:** Intensive lecture, focused text and readings covering a wide range of topics in International Health Systems Delivery before and during a portion of the class
- Component 2:** Presentation, discussion and group activities in class lead by instructor, guest speakers or students
- Component 3:** Case study analysis, and special paper project

LEARNING OBJECTIVES

Upon completion of the course, students should be able to:

1. Be familiar and explain about pressing health issues worldwide
2. Discuss how country's health care emerge and evolve, and describe health practices commonly used to maintain and restore health
3. Describe whether there is existence of access in a health care system and be able to compare the strengths and weaknesses of different healthcare systems
4. Critique and assess the impact of social determinants on health status and health services delivery on global healthcare
5. Understand different methods of financing, funding priorities and challenges, and funding factors governing health systems.

Course Requirements

1. Blog in Sakai (10%):

There will be five (5) session blogs in Sakai for the weeks marked with an At sign (@). A topic will be provided a week before; and response in one paragraph will require practical application of course material from both readings and lectures. Each blog entry is worth up to 2 points and posted 5:00 PM the day before the class; to earn the total 2 points; students should meet the submission deadline and provide good quality and completeness of the response. Here is the way you should label your submission: **“Your Name-Assignment Name.doc”**.

2. Group presentation (25%):

Team presentation will be 30 minutes long following Q and A and discussion. A team of 2-5 students can present more than once over the semester long. Team members must assure that each student in the team has a presentation role. Students should use PowerPoint slides for the presentation. The presentation should focus on the eight factor model for evaluating true access of care followed by a SWOT analysis of the health system for a specific country and what is the appropriate model that should be put in place to have an efficient health care.

N.B. Presenting teams should play the role of Minister of Health for the assigned country and they should consider their audience as the members of parliament to which they present the health plan for that country.

3. In class group activities (40%):

There will be case ten (10) study analyses conducted during class. Small groups of 2-5 students will be constituted. Each group will submit one summary sheet with all group members' names present. Case studies are worth up to 4 points each.

4. Class participation (10%):

The course is designed as a seminar. This is set to encourage students' discussion, comments, debate and exchange regarding in class presentation and lectures and case

studies. Students are expected to attend every class meeting. Students who contribute more in class discussion will earn more points on final grades.

5. Final project (15%)

Each student will have to submit a 7 page long paper in using the knowledge they acquire in this class to generate a proposal for “the ideal health system” for a specific country that will be chosen randomly in Africa (Nigeria or South Africa), Europe (Spain or Germany), America (Mexico or Haiti) and, (Asia (Thailand or China) . That country will be chosen randomly from a list of countries that are not in the required text. Your paper should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use 12 pt. Times New Roman font.

GRADING SCALE:

Percent	Letter grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67 – 69	D+
63 – 66	D
60 – 62	D-
Below 60	E

Class Schedule

August 26

Disparities in Health: Age and Race Matters and health indicators and The Eight-Factor Model for Evaluating True Access

Reading assignment chap 2 and 3 of the Global health systems

September 2

Labor Day (No Class)

September 9

Comparative Health Systems

Group presentation: United Arab Emirates

The Health Care System in United States

Reading assignment Chapter 4 and 16

In class Group activity/ Case study, Q&A

@ September 16

Group presentation: Mexico

The Health Care System in Canada

Reading assignment Chapter 5

In class Group activity/ Case study, Q&A

September 23

Group presentation: Korea

Health Care System in Japan

Reading assignment Chapter 6

In class Group activity/ Case study, Q&A

@ September 30

Group presentation: Netherlands

The Health Care System in the United Kingdom

Reading assignment Chapter 7

In class Group activity/ Case study, Q&A

October 7

Group presentation: Sweden

The Health Care System in France

Reading assignment Chapter 8

In class Group activity/ Case study, Q&A

@ October 14

Group presentation: Czech Republic

The Health Care System in Italy

Reading assignment Chapter 9

In class Group activity/ Case study, Q&A

October 21

Group presentation: Portugal
The Health Care System in Brazil
Reading assignment Chapter 10
In class Group activity/ Case study, Q&A

@ October 28

Group presentation: China
The Health Care System in Cuba
Reading assignment Chapter 11
In class Group activity/ Case study, Q&A

November 4

Group presentation: Zambia
Health Care System of India
Reading assignment Chapter 12
In class Group activity/ Case study, Q&A

November 11 Veterans Day (No class)**@ November 18**

Group presentation: Turkey
The Health Care System in the Russian Federation
Reading assignment Chapter 13
In class Group activity/ Case study, Q&A

November 25

Group presentation: Kenya
The Health Care System in Ghana
Reading assignment Chapter 14
In class Group activity/ Case study, Q&A

December 2

Review the final project and assign countries to groups

December 9

Final project due no later than 5:00PM on Sakai
Final examination (if necessary)

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details:

www.dso.ufl.edu/judicial/procedures/academicguide.php).

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Use of cell phones or laptop computers is not permitted in class!

Accommodations for Students with Disabilities

Students require accommodation because of a disability, must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to the students who should then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 352-392-0627 or check out the web site at: www.health.ufl.edu/shcc
Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789