

**University of Florida  
College of Public Health & Health Professions Syllabus**

**Course Number: HSA 6930 (credit hours: 3)  
Course Name: Comparative Health Care Systems**

Semester: 2018 Fall  
Class Times: Monday, 9:35M-12:35PM  
Class Room: G105  
Delivery Format: On-Campus  
Course Website available in Canvas

---

Instructor Name: Jinhai (Stephen) Huo, PhD, MD, MsPH  
Room Number: HPNP 3111  
Phone Number: 352-273-5059  
Email Address: hjh54@ufl.edu  
Office Hours: By appointment  
Preferred Course Communications (e.g., email, office phone): Message through Canvas

---

**Prerequisites: None**

---

## **PURPOSE AND OUTCOME**

### **Course Overview**

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.

### **Course Objectives and Goals**

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

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

### **Instructional Methods**

Lecture in classroom

### **Disclaimer**

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

---

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Week	Date(s)	Topic(s)
1	Aug 27	Introduction to the course, Chapter 1, 2
2	Sep 3	Labor Day Holiday (No class)
3	Sep 10	Chapter 3, 4
4	Sep 17	Chapter 6: Canada Student Presentation Group Discussion
5	Sep 24	Chapter 9: Brazil Student Presentation Group Discussion
6	Oct 1	Chapter 10: United Kingdom Student Presentation Group Discussion
7	Oct 8	Chapter 11: France Student Presentation Group Discussion
8	Oct 15	Chapter 12: Germany Student Presentation Group Discussion
9	Oct 22	Chapter 13: Russia Student Presentation Group Discussion
10	Oct 29	Chapter 17: Israel Student Presentation Group Discussion
11	Nov 5	Chapter 19: Nigeria Student Presentation Group Discussion
12	Nov 12	Veterans Day Holiday (No class)
13	Nov 19	Chapter 23: China Student Presentation Group Discussion
14	Nov 26	Chapter 24: Japan Student Presentation Group Discussion
15	Dec 3	Chapter 26: Australia Student Presentation Group Discussion
16	Dec 10	Team presentation / Final Project Due

## Course Materials and Technology

**Required Textbook:** Johnson, James A., Carleen Stoskopf, and Leiyu Shi. *Comparative Health Systems*. Jones & Bartlett Learning, 2017. ISBN 10: 1284111733 ISBN 13: 9781284111736

**Other Reading:** (All reading materials below are accessible through Google Scholar or Google on campus)

### Week 1 Chapter 1, 2

Textbook chapter 1, 2.

### Week 3 Chapter 3, 4

Textbook chapter 3, 4.

### Week 4 Chapter 6: Canada

#### Required Readings:

Textbook chapter 6.

Hutchison, Brian, et al. "Primary health care in Canada: systems in motion." *The Milbank Quarterly* 89.2 (2011): 256-288.

Blackwell, Debra L., et al. "Socioeconomic status and utilization of health care services in Canada and the United States: findings from a binational health survey." *Medical care* 47.11 (2009): 1136-1146.

#### Optional Readings:

Towards the Triple Aim of Better Health, Better Care and Better Value for Canadians: transforming regions into high performing health systems. March 2016

[https://www.cahspr.ca/web/uploads/conference/2016-03-31\\_Regionalization\\_Report.pdf](https://www.cahspr.ca/web/uploads/conference/2016-03-31_Regionalization_Report.pdf)

### Week 5 Chapter 9: Brazil

#### Required Readings:

Textbook chapter 9.

Victoria, Cesar G., et al. "Health conditions and health-policy innovations in Brazil: the way forward." *The Lancet* 377.9782 (2011): 2042-2053.

Macinko, James, and Matthew J. Harris. "Brazil's family health strategy—delivering community-based primary care in a universal health system." *New England Journal of Medicine* 372.23 (2015): 2177-2181.

#### Optional Readings:

What the U.S. Can Learn From Brazil's Healthcare Mess

<https://www.theatlantic.com/health/archive/2014/05/the-struggle-for-universal-healthcare/361854/>

### Week 6 Chapter 10: United Kingdom

#### Required Readings:

Textbook chapter 10.

Campbell, Stephen M., et al. "Effects of pay for performance on the quality of primary care in England." *New England Journal of Medicine* 361.4 (2009): 368-378.

Gillam, Stephen J., A. Niroshan Siriwardena, and Nicholas Steel. "Pay-for-performance in the United Kingdom: impact of the quality and outcomes framework—a systematic review." *The Annals of Family Medicine* 10.5 (2012): 461-468.

### Optional Readings:

Cross-Border Healthcare— The U.S. And U.K. Healthcare Systems  
<https://www.blankrome.com/index.cfm?contentID=37&itemID=2148>

## Week 7 Chapter 11: France

### Required Readings:

Textbook chapter 11.

Orvain, Jacques, Bertrand Xerri, and Yves Matillon. "Overview of health technology assessment in France." *International journal of technology assessment in health care* 20.1 (2004): 25-34.

Saliba, Bérengère, and Bruno Ventelou. "Complementary health insurance in France Who pays? Why? Who will suffer from public disengagement?." *Health Policy* 81.2 (2007): 166-182.

### Optional Readings:

Bergeron, Henri, and Constance A. Nathanson. "Construction of a policy arena: the case of public health in France." *Journal of health politics, policy and law* 37.1 (2012): 5-36.  
<http://jhppl.dukejournals.org/content/37/1/5.full.pdf>

## Week 8 Chapter 12: Germany

### Required Readings:

Textbook chapter 12.

Bozorgmehr, Kayvan, and Oliver Razum. "Effect of restricting access to health care on health expenditures among asylum-seekers and refugees: a quasi-experimental study in Germany, 1994–2013." *PloS one* 10.7 (2015): e0131483.

van den Berg, Neeltje, et al. "Effect of the delegation of GP-home visits on the development of the number of patients in an ambulatory healthcare centre in Germany." *BMC health services research* 12.1 (2012): 355.

### Optional Readings:

Busse, Reinhard, et al. "Statutory health insurance in Germany: a health system shaped by 135 years of solidarity, self-governance, and competition." *The Lancet* (2017).  
[http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(17\)31280-1/abstract](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(17)31280-1/abstract)

Gerlinger, Thomas. "Health care reform in Germany." *German Policy Studies* 6.1 (2010): 107.  
<http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=e29dc6af-a8d9-4484-b90a-c30b7f7971dd%40sessionmgr4009>

## Week 9 Chapter 13: Russia

### Required Readings:

Textbook chapter 13.

Balabanova, Dina, et al. "Health care reform in the former Soviet Union: beyond the transition." *Health services research* 47.2 (2012): 840-864.

Gordeev, Vladimir S., Milena Pavlova, and Wim Groot. "Informal payments for health care services in Russia: old issue in new realities." *Health Economics, Policy and Law* 9.1 (2014): 25-48.

**Optional Readings:**

The Crisis of Russian Health Care and Attempts at Reform | RAND  
[https://www.rand.org/pubs/conf\\_proceedings/CF124/CF124.chap5.html](https://www.rand.org/pubs/conf_proceedings/CF124/CF124.chap5.html)

**Week 10 Chapter 17: Israel**

**Required Readings:**

Textbook chapter 17.

Rosen, B., Pawlson, L. G., Nissenholtz, R., Benbassat, J., Porath, A., Chassin, M. R., & Landon, B. E. (2011). What the United States could learn from Israel about improving the quality of health care. *Health Affairs*, 30(4), 764-772.

Greenberg, D., Siebzeher, M. I., & Pliskin, J. S. (2009). The process of updating the National List of Health Services in Israel: is it legitimate? Is it fair?. *International journal of technology assessment in health care*, 25(3), 255-261.

**Optional Readings:**

In Middle East and North Africa, Health Challenges are Becoming Similar to Those in Western Countries  
<http://www.worldbank.org/en/news/press-release/2013/09/04/middle-east-north-Africa-health-challenges-similar-western-countries>

Akala, Francisca Ayodeji, and Sameh El-Saharty. "Public-health challenges in the Middle East and North Africa." *The Lancet* 367.9515 (2006): 961-964.

Mowafi, Hani. "Conflict, displacement and health in the Middle East." *Global public health* 6.5 (2011): 472-487.

**Week 11 Chapter 19: Nigeria**

**Required Readings:**

Textbook chapter 19.

Mullan, Fitzhugh, et al. "Medical schools in sub-Saharan Africa." *The Lancet* 377.9771 (2011): 1113-1121.

Mills, Edward J., et al. "The financial cost of doctors emigrating from sub-Saharan Africa: human capital analysis." *BMJ* 343 (2011): d7031.

**Optional Readings:**

Health care: an African solution  
<http://www.sciencedirect.com/science/article/pii/S0140673611604170>

Scrambling for Africa? Universities and global health  
<http://www.sciencedirect.com/science/article/pii/S0140673610619204>

**Week 13 Chapter 23: China**

**Required Readings:**

Textbook chapter 23.

Zhang, Jing, JIA - XIAN OU, and CHUN - XUE BAI. "Tobacco smoking in China: prevalence, disease burden, challenges and future strategies." *Respirology* 16.8 (2011): 1165-1172.

Yu, Xuan, et al. "Pharmaceutical supply chain in China: current issues and implications for health system reform." *Health policy* 97.1 (2010): 8-15.

### Optional Readings:

Health Care for 1.3 Billion: An Overview of China's Health System Stanford Asia Health Policy Program Working Paper No. 28  
[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2029952](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2029952)

## Week 14 Chapter 24: Japan

### Required Readings:

Textbook chapter 24.

Ikeda, Nayu, et al. "What has made the population of Japan healthy?." *The Lancet* 378.9796 (2011): 1094-1105.

Hashimoto, Hideki, et al. "Cost containment and quality of care in Japan: is there a trade-off?." *The Lancet* 378.9797 (2011): 1174-1182.

### Optional Readings:

Lancet, The. "Japan: universal health care at 50 years." (2011): 1049.  
<https://cdn1.sph.harvard.edu/wp-content/uploads/sites/480/2012/10/paper6-lancet-japan.pdf>

## Week 15 Chapter 26: Australia

### Required Readings:

Textbook chapter 26.

Davies, Gawaine Powell, et al. "Integrated primary health care in Australia." *International Journal of Integrated Care* 9.4 (2009).

Clement, Fiona M., et al. "Using effectiveness and cost-effectiveness to make drug coverage decisions: a comparison of Britain, Australia, and Canada." *Jama* 302.13 (2009): 1437-1443.

### Optional Readings:

General practice in Australia, health priorities and policies 1998 to 2008  
<http://www.aihw.gov.au/publication-detail/?id=6442468257>

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

---

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

1. Seminar Preparation and Presentation (30%)

At each class two students will present separately and play leadership role in the discussion of a specific article assigned in the first class. The selected students will prepare questions for class discussion for each article. The articles eligible for inclusion in the class discussion have already been selected for each country – see “Course Materials and Technology” section for complete list of articles for each country. Use PowerPoint Slides for a 20-30 minutes presentation is required per article, followed by 10-20 minutes discussion.

## 2. Team Presentations (20%)

Team presentation will be 30 minutes long following Q and A and discussion. A team of 2 students will present in the class on the week 16 of this semester. 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 a comparison of the health care system of at least five countries with respect to one topic (e.g., financing, pharmaceuticals, health system reform, etc.), followed by a critical discussion on the strength and weakness of each country on the selected topic.

## 3. Final Project (30%)

Each student will need to submit a 10-page long paper in using the knowledge they acquire in this class to write a term paper. Students are expected to write an in depth, critical evaluation of one country' health care system. Students are required to discuss a health related issue affecting that country, and then discuss a policy recommendation for their cases. Students can choose any country, other than the United States.

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. black Times New Roman font.

## 4. Class participation (20%)

Attendance is mandatory. All students are expected to read each assigned article and participate actively in the discussion. They may receive additional task, assigned by the student leading that week's seminar. Please prepare discussion questions as you will be called upon for questions as time permits each week. Students who contribute more to class discussion will earn more bonus points on final grades.

## Grading

Requirement	Due date	% of final grade
Seminar Preparation and Presentation	Each class	30%
Team Presentations	Dec 10	20%
Final Project	Dec 10, 5:00PM	30%
Class participation - Attendance is required	Each class	20%

Point system used (i.e., how do course points translate into letter grades).

Points earned	95-100	90-94.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Policy Related to Make up Exams or Other Work

Please note: Students are expected to complete all assignments by the due date. 10% penalty for late submission, additional 10% penalty for every 24 hours.

Example:

Score calculated based on the four components under 'Grading'	Final Project Due date	Submission date	Final Score
95	Dec. 10, 5:00PM	Dec. 10, 5:00PM	95
95	Dec. 10, 5:00PM	Dec. 10, 6:00PM	$95 * (1 - 10\%) = 85.5$
95	Dec. 10, 5:00PM	Dec. 11, 6:00PM	$95 * (1 - 10\%) * (1 - 10\%) = 76.95$
95	Dec. 10, 5:00PM	Dec. 12, 6:00PM	$95 * (1 - 10\%) * (1 - 10\%) * (1 - 10\%) = 69.25$

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

The course instructor must be given notice before the start time of class via email or Canvas message. The time stamp of the email will be used to determine if the notification was before the start of the class.

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

Students are expected to:

- Attend all classes
- Complete reading assignments before class
- Participate in class discussions
- Be an active member of your group
- Exhibit professional behavior
- Laptops may be used in class only for taking notes, viewing slides, or accessing course assigned materials
- Cell phones not allowed to use during class time.

### Communication Guidelines

Students will be expected to communicate via the Canvas messaging system.

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by

completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

---

## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect the diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

---

Note: This syllabus is subject to revision in the event of extenuating circumstances.  
(END)