**Instructor:** E. Erlyana MD, Ph.D.  
**E-mail:** erlyana.erlyana@csulb.edu  
**Phone:** (562) 985-5800  
**Office:** HHS1 – FO 007

**Class Number:** 4016 (Section 2)  
**Class Meets:** Jan 20th – May 12th  
Tuesdays and Thursdays, 11 – 12:15 PM,  
Room: VEC 115

**Office Hours:**  
Tuesdays & Thursdays (1 – 3 PM)  
or by appointment

**Additional Contact Information:**  
**HCA Program Administrative Coordinator:**  
Deby McGill, dmcgill@csulb.edu  
Tel. 562/985-5694; fax 562/985-5886

**Course Catalog Description:** Prerequisites: Completion of the GE Foundation, one or more Exploration courses and upper division standing. Examination of factors that impact global health; analysis of health care delivery systems and the governmental, economic, social and political forces that influence them. Letter grade only (A-F). (Lecture)

**Learning Objectives:** The Health Care Administration Department has adopted a competency-based curriculum, based on the American College of Health Care Executives (ACHE) Competencies Assessment Tool and the Healthcare Leadership Alliance (HLA) Competency Directory. The emphasis in this course is on acquiring competencies in HLA Domain 4, **knowledge of the healthcare environment** and Domain 3, **professionalism**. Students who have completed this course are expected to achieve the following learning objectives, according to the listed methods of assessment.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Domain</th>
<th>Competency</th>
<th>Activity (A1), Assignment (A2) or Assessment (A3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast different country social justice &amp; ethical perspectives on health</td>
<td>Domain 3: Professionalism</td>
<td>Organizational business and personal ethics</td>
<td>A1. Lecture and class discussion and discussion board</td>
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<td>A2. Movie Critique</td>
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<tr>
<td>Compare and contrast the structure, organization and financing of the health care system in major developed</td>
<td>Domain 4: Knowledge of the Healthcare Environment,</td>
<td>Regulatory and administrative environments in which the organizations function</td>
<td>A1. Lecture and critical thinking discussion questions, class activities</td>
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</tbody>
</table>
and selected developing nations.

Knowledge of global healthcare issues, trends, and perspectives (e.g., aging population, insurance costs, malpractice crisis, etc.)

Funding and payment mechanisms of the healthcare system

A3. Final exam

Describe how environmental, social and political forces affect health in a country.

Global healthcare issues, trends and perspectives (e.g., aging population, insurance costs, malpractice crisis, etc.)

A1. Lecture and class discussion

A2. Movie critique, Country Report, Final Exam

A2. Case study report & presentation

Identify issues affecting the health of underserved populations in the U.S. and abroad.

Examine the impact of globalization on health in the U.S. and worldwide.

Find resources to examine global health, including recent trends and comparative data.

Identify issues affecting the health of underserved populations in the U.S. and abroad.

Expected Outcomes:

The foundation areas addressed by the course are Writing Proficiency\(^1\) and Critical Thinking, with a secondary emphasis on Oral Presentation. Upon successful completion of the course, the student will be able to analyze provision of health care in several nations and apply theories of market failure and government failure to the operation of these health services systems. In addition, students will be able to:

A. Describe supply and demand patterns for health services in several countries.
B. Analyze how government and politics affect health policy.
C. Identify different approaches used to bring health care to the poor and underserved.
D. Analyze the relationship between economic/industrial development and health care delivery.
E. Examine how resources are expended on hospitals, physicians, nurses, preventive and sanitation services in various countries.

\(^1\) The University’s General Education policy requires students in “I” courses to write a minimum of 5,000 words in the course of the semester.
F. Describe the role of indigenous healers in several countries.
G. Relate social and political change to consequent reforms in health care and changes in health status.
H. Identify issues affecting underserved population’s health in the United States and abroad.

Texts (Recommended):

Lecture notes, details of assignments, additional readings, and relevant web sites will be posted on BeachBoard. Keep checking BeachBoard for new information and announcements.

Other Requirements: E-mail address and Internet access to use the online BeachBoard course software system. If you have trouble with registration, contact the CSULB Technology Help Desk by phone at 562-985-4959, via e-mail at helpdesk@csulb.edu or go in-person to Horn Center.

Methods of Instruction: The course is taught through a combination of lectures and guest lecturers, class discussion and in-class presentations

Expectations of Student Skill Performance
- Communicate articulately in oral presentations; use appropriate audio-visual aids.
- Search the web and research publications, then apply the information found.
- Analyze information, both numeric and text; don’t just present data.
- Apply internationally-accepted metrics to compare health and healthcare systems.
- Synthesize information about factors that impact health and healthcare systems.
- Compare and contrast countries, situations, historic and current times.
- Participate in class discussions, in person and online.
- Submit all assignments on time through the BeachBoard Assignments Dropbox folder.
Course Assignments and Grading

1. Individual Assignments

   a. **Movie Critique** (minimum/maximum length: 1000/1500 words, references are optional).
      Watch the movie “Sicko” and use the questions below as a guide for your critique.
      You can rent this movie through your local video store or check it out at the CSULB library for free. You may be able to watch this online as well for free. **Be prepared to discuss your answers in class in week 4.**

      i. How do the disparities displayed in the movie differ between the U.S. and other countries reviewed in the movie?
      ii. Consider (or research) the political and public policy conditions that affect the health conditions displayed in the movie within the countries.
      iii. The film shows that different countries have found a variety of ways to make health care available to everyone. How can that inform our opportunities to improve the U.S. health system?
      iv. What further information is needed about how other countries figured out how to do this?
      v. Does this film portray a realistic picture of the US health system? Why or why not?

   b. **Global Health Paper** (minimum/maximum length: 1500/2000 words, with at least 5 references)
      Each student will need to pick and analyze one of the global health issues. You may pick a topic in the Levine text; however need to add the updated information of the topic, due **Week 14.**

   c. **Peer Review**
      Complete a 1-page individual (use form posted on BB), rating each team member’s contribution (except yourself). Your grade is the average of your peers’ confidential evaluation of your contribution, due **Week 8.**

   d. **Final Exam** (minimum/maximum length: 1500/2000 words, references are optional).
      There will be a take-home final essay exam. The exam questions will come from the readings, class lectures and guest lecturer/student presentations. Disabled students, who qualify for alternative testing arrangements, please advise the instructor well in advance of the exams. Exam questions will be posted at least two weeks before the due date on **Week 17.**

   2 Further details and rubrics of all assignments are posted on Beachboard
2. **Group Assignments**

   a. **Basic Knowledge Paper** (at least one reference for each question)
      Teams will be assigned to research the answers for a list of questions related to the US Healthcare System and submit the paper on the assigned date. Be prepared to discuss in class in **Week 3**. Same grade for all team members.

   b. **Country Analysis Report** (minimum/maximum length: 4500/5000 words, 10 references)
      Select two countries of interest that is NOT covered in the lectures. Prepare a comprehensive report that describing and comparing the healthcare system of the countries and their challenges, due on **week 8**, AND do a presentation in class on **week 9 & 10**.

3. **In Class Exercise & Participation.** Your participation in discussions and activities is highly valued and therefore, points will also be assigned to your willingness to get involved. You will learn more if you: a) prepare and research the subject beforehand; and b) formulate a question or two to ask. This will also help your class participation grade! **You are expected to have read the assigned readings for the week, be prepared to comment on them, and to actively participate in class discussions.**

4. **Extra Credit** You may earn up to 20 points of extra credit if you:
   a. Join and attend the HCA Student Forum (10 points) or others: the American College of Healthcare Executives (20 points), Health Care Executives Association (10 points), Women in Health Administration (10 points), or the American Public Health Association (10 points). Others? Ask.
   b. Attend a CSULB Career Development workshop (see [http://careers.csulb.edu](http://careers.csulb.edu)), a campus networking event, or healthcare professional association meeting. A list of organizations can be found at: [http://www.csulb.edu/depts/hca/career_info.htm](http://www.csulb.edu/depts/hca/career_info.htm). (3-5 points per on/off campus meeting). Submit proof of attendance.
   c. Interview someone from another country about their healthcare system and submit a short (1-2 page) report (5 points.)
   d. Present a news item about another country’s healthcare system to the class – be prepared to discuss the article and answer any questions (3-5 points).
   e. Respond to an anonymous survey about the course (5 points).
Course Assignments, Due Dates and Grade Weights

<table>
<thead>
<tr>
<th>Item</th>
<th>Due Date</th>
<th>Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Basic Knowledge Paper</td>
<td>Week 3</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Movie Critique</td>
<td>Week 4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Country Analysis Report</td>
<td>Week 8</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>Country Analysis Presentation</td>
<td>Week 9 &amp; 10</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Team Peer Review Evaluation</td>
<td>Week 8</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Global Health Research Paper</td>
<td>Week 14</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>In Class Exercises</td>
<td>Varies</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Final exam (take home)</td>
<td>Week 17</td>
<td>60</td>
<td>15</td>
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<tr>
<td>Total</td>
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<td>400</td>
<td>100</td>
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</table>

Note: Assignments (except Final Exam) are due on the date specified (BEFORE class). *Late assignments lose 20% of points for each week past the deadline.*

Final course grade computation:

A=360+  B=320-359  C=280-319  D=240-279  F=239-0

Commitment to Inclusion

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity(expression), sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity and Diversity at (562) 985-8256, University Student Union (USU) Suite 301, [http://www.csulb.edu/depts/oed](http://www.csulb.edu/depts/oed).
IMPORTANT UNIVERSITY POLICIES YOU SHOULD KNOW

Attendance Policy conforms to:

University Withdrawal Policy conforms to
Withdrawal after 2nd week and before final 3 weeks “permissible for serious and compelling reasons;” instructor will evaluate student withdrawal requests on a case by case basis.

Cheating and Plagiarism

Please be aware of and ensure that your behavior conforms to University Policy:
http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/. I expect that all work that you produce for my course will be your own original work created during this semester. Therefore, you may not submit written work for this course that you have already submitted to another course. This includes all academic courses you have previously taken. Submission of this type of work will be treated in the same manner as plagiarism for grading purposes.

CSULB on Plagiarism and Cheating:
http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html

Plagiarism & Information Ethics:
http://csulb.libguides.com/content.php?pid=321631&hs=a

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

Turnitin reports are generated immediately but students can resubmit their papers and get new reports as many times as they would like up until the assignment’s due date (this is done for final papers only).
## COURSE SCHEDULE AND ASSIGNMENTS

*Subject to change depending on class size & guest speaker availability*

<table>
<thead>
<tr>
<th>Week # - Date</th>
<th>Topic</th>
<th>Activities &amp; Assignments</th>
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<tbody>
<tr>
<td><strong>I. Introduction to Health Systems</strong></td>
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</table>
| 1 Jan 20 & 22 | Course Overview | **Review Syllabus:** Contact Information, Reading/ Written Assignments, Expectation, and Grading Policies  
**Readings:** Ch. 1 in Johnson, J.A. & Stoskopf, C.H.  
**Form 4-5 person teams** for Basic Knowledge Paper & Country Analysis Paper |
| | Introduction to Health Systems | | |
| | | | |
| 2 Jan 27 & 29 | Measuring Health of Nations and Understanding the Contexts | **Readings:** Ch. 2 in Johnson, J.A. & Stoskopf, C.H.  
A System of Health Accounts 2011  
*International Profiles of Health Care System, 2013, pp. 6 – 9*  
**Watch** Rosling Video in class |
| | Interpret the Data | | |
| | | **Submit Basic Knowledge Paper before class** |
| | Financing Healthcare | | |
| | | **In Class Exercise:**  
Global Health Expenditure Database -  
http://apps.who.int/nha/database/Country_Profile/Index/en |
| **I. Comparative Health Systems** | | |
| 4 Feb 10 & 12 | Models of Health Care Delivery: Pluralistic Type - the Changing U.S Health Care System | **Readings:**  
*International Profiles of Health Care System, 2013, pp. 128 - 135* |
<table>
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<tr>
<th>Week # - Date</th>
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</table>
|              | Current Reform & Challenges – the Devil is on the Details | Ch. 21 in Johnson, J.A. & Stoskopf, C.H.  
**In Class Exercise:** How does the US stack up?  
**Watch before class:** “Money Driven Medicine” or “10 Trillion and Counting” or “Free Market Medicine”  
**Submit Movie Critique before class** |
| 5 Feb 17 & 19 | National Health Insurance: the Canadian System – Medicare  
Revisiting the Canadian System | **Readings:**  
International Profiles of Health Care System, 2013, pp. 19 - 27  
Ch. 4 in Johnson, J.A. & Stoskopf, C.H.  
**In Class Exercise:** How Canada’s Health Care System Is Financed? |
| 6 Feb 24 & 26 | Socialized Health Insurance: Germany  
The Bismarck’ Great Experiment and Current Crisis | **Readings:**  
International Profiles of Health Care System, 2013, pp. 57 - 65  
Ch. 8 in Johnson, J.A. & Stoskopf, C.H.  
**Watch PBS, “Sick Around the World,” in class**  
**In Class Exercise:** Is the German’ Healthcare Better? |
| 7 Mar 3 & 5 | National Health Service (NHS): The British Health Delivery System  
The UK Health Care Reform | **Readings:**  
International Profiles of Health Care System, 2013, pp. 37 - 44  
Ch. 5 in Johnson, J.A. & Stoskopf, C.H.  
www.dh.gov.uk  
**Watch PBS, “Sick Around the World,” in class**  
**In Class Exercise:** What are the real challenges of NHS? |
| 8 Mar 10 & 12 | Comparing the US with Others & Ongoing Reform | **Readings:**  
United States of America: Health System Review  
<table>
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<tr>
<th>Week # - Date</th>
<th>Topic</th>
<th>Activities &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Mar 17 &amp; 19</td>
<td>Country Analysis Presentation</td>
<td>Group Presentations <strong>Submit your slides before class</strong></td>
</tr>
<tr>
<td>10 Mar 24 &amp; 26</td>
<td>Country Analysis Presentation</td>
<td>Group Presentations <strong>Submit your slides before class</strong></td>
</tr>
<tr>
<td>11 Mar 31 &amp; Apr 2</td>
<td>Spring Break</td>
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<td></td>
<td><strong>II. Global Health Initiatives &amp; Beyond</strong></td>
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<tr>
<td>Week # - Date</td>
<td>Topic</td>
<td>Activities &amp; Assignments</td>
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| 14 Apr 21 & 23    | World Commitment, the Role of NGOs in Global Health & The US Global Health Policy | Readings:  
UN Millennium Development Goal Report 2014  
The US Government Engagement in Global Health: A Primer:  
http://kaiserfamilyfoundation.files.wordpress.com/2013/02/8408.pdf  
Useful Links:  
http://www.globalhealth.org/gho/  
http://www.uniteforsight.org/volunteer-abroad  
Submit Global Health Research Paper before class |
|                   | Career in Global Health  
Guest Speaker: TBA                                               |                                                                                                                                                        |
| 15 Apr 28 & 30    | Emerging Global Health Challenges: Environmental Health Impacts of Healthcare Service Delivery  
An Environmental Health Agenda for Healthcare Organizations | Watch “Medical Waste”:  
http://www.youtube.com/watch?v=hO4US3rrQsA  
Useful Links:  
Practice Green Health: http://practicegreenhealth.org/  
In Class Exercise:  
Our Ecological Footprint |
| 16 May 5 & 7       | From Green to Regenerative Design  
Useful Links:  
http://ba_how_i_harnessed_the_wind.html  
or  
“Jane Chen: A warm embrace that saves lives”  
http://www.ted.com/talks/lang/eng/jane_chen_a_warm_embrace_that_saves_lives.html  
Useful Links:  
http://www.sanitationdrive2015.org/  
http://www.everywomaneverychild.org/  
http://www.rbm.who.int/worldmalaria/actnow.html  
http://www.unwater.org/worldwaterday/index.html  
http://www.unwomen.org/  
http://www.stop2tb.org/global/plan/  
In Class Exercise:  
Overcoming Global Health Challenges |
<table>
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<tr>
<th>Week # - Date</th>
<th>Topic</th>
<th>Activities &amp; Assignments</th>
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<tbody>
<tr>
<td></td>
<td>Green Initiatives on Campus</td>
<td>Global Green and Healthy Hospitals Network:</td>
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<td></td>
<td>Guest Speaker: TBA</td>
<td><a href="http://greenhospitals.net/">http://greenhospitals.net/</a></td>
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<td>Green Guide for Health Care:</td>
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<td><a href="http://www.gghc.org/">http://www.gghc.org/</a></td>
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<td>Healthier Hospitals Initiative:</td>
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<td><a href="http://healthierhospitals.org">http://healthierhospitals.org</a></td>
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<td>Health Care Without Harm (HCWH):</td>
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<td><a href="http://www.noharm.org/global/">http://www.noharm.org/global/</a></td>
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<tr>
<td>17 May 12</td>
<td>Final Exam</td>
<td><em>Submit Final Take Home Exam by Monday, 7 PM</em></td>
</tr>
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Useful Links for Country Report

**International Profiles of Health Care System, 2013** This publication presents overviews of the health care systems of Australia, Canada, Denmark, England, France, Germany, Japan, Italy, the Netherlands, New Zealand, Norway, Sweden, Switzerland, and the United States.

**A System of Health Accounts, 2011** The SHA 2011 manual provides a refined conceptual framework and an extended and revised set of classifications included in the International Classification of Health Accounts (ICHA) in order to:
- Improve the comparability of health expenditure across countries and over time;
- Provide better information of greater relevance for policy concerns, and
- Provide better information on the role of the health sector within the national economy;
  SHA 2011 links better to the System of National Accounts (SNA 08).

**Health Systems in Transition (HiT) series**: HiT health system reviews are country-based reports that provide a detailed description of a country’s health system and of reform and policy initiatives in progress or under development. The series covers the countries of the WHO European Region as well as some additional OECD countries.

**Snapshots of health systems**: The report provides an analytical description of each health care system and of reform initiatives in progress or under development. They aim to provide relevant comparative information to support policy-makers and analysts in the development of health care systems and reforms in the countries of the European Region and beyond.

**Asia Pacific Observatory on Health Systems and Policies**: The APO is a partnership of governments, development agencies and the research community. Its mission is to act as a knowledge broker between researchers and policy makers and to promote evidence-based health policy-making in the region.

**OECD Health** offers the most comprehensive source of comparable statistics on health and health care systems in OECD economies. It is an essential tool for policy advisors in governments, health researchers in the private sector and the academic community to carry out comparative analyses and draw lessons from cross-country comparisons of national health systems.

**Global Burden of Disease, 2013** To provide policymakers, researchers, donors, and other decision-makers with the most timely and up-to-date picture of population health to inform critical decisions, the Global Burden of Disease (GBD) will produce annual updates to its estimates.

**Global Health Observatory**: The GHO data repository provides access to over 50 datasets on priority health topics including mortality and burden of diseases, the Millennium Development Goals (child nutrition, child health, maternal and reproductive health, immunization, HIV/AIDS, tuberculosis, malaria, neglected diseases, water and sanitation), non-communicable diseases and...
risk factors, epidemic-prone diseases, health systems, environmental health, violence and injuries, equity among others.

**World Health Statistics 2013.** The *World health statistics* contains a wealth of information on global public health.
http://www.who.int/countries/en/
Information of countries which are Members of the United Nations

**National Health Accounts.** NHA is a tool designed to assist policy-makers in their efforts to understand their health systems and to improve health system performance. NHA constitute a systematic, comprehensive and consistent monitoring of resource flows in a country’s health system for a given period and reflect the main functions of health care financing: resource mobilization & allocation, pooling and insurance, purchasing of care and the distribution of benefits. They address a basic set of questions:
- Where do the resources come from?
- Where do the resources go?
- What kinds of services and goods do they purchase?
- Who provides what services?
- What inputs are used for providing services?
- Whom do they benefit?

**Global Health Facts:** An online gateway for the latest data and information on the US role in global health. This easy-to-use tool allows you to create a customized data sheet using the latest data from this site; compare up to five countries against an unlimited number of indicators.

**Global Health Data Exchange:** The Global Health Data Exchange (GHDx) is a catalog of global health and demographic data. The goal of the GHDx is to help people locate data by cataloging information about data including the topics covered, by providing links to data providers or explaining how to acquire the data, and in cases where we have permission, providing the data directly for download. Use the GHDx to research population census data, surveys, registries, indicators and estimates, administrative health data, and financial data related to health.

**The World Bank:** Data here cover health systems, disease prevention, reproductive health, nutrition, and population dynamics. Data are from the United Nations Population Division, World Health Organization, United Nations Children's Fund, the Joint United Nations Programme on HIV/AIDS, and various other sources.

**USAID:** Health System 20/20, Health Systems Country Briefs assess a country's health system to identify "best buys" for health systems strengthening - limited investments in health systems activities that are certain to realize important gains.

**Gapminder Foundation** a fact-based world view. See all of Prof. Hans Rosling presentation on https://www.youtube.com/user/Gapcast
Bibliography


Canadian Institute for Health Information. 2005. *Exploring the 70/30 Split: How Canada’s Health Care System Is Financed*


*The Economist*. Journal with typically one article per issue pertinent to global or international health.


*Health Affairs*. Leading health policy journal, annual Special Issues on Global Health
July/August.


University of Sheffield, Worldmapper (n.d.) Available at: [http://www.worldmapper.org/#](http://www.worldmapper.org/#).

**Other resources and documents:** See “Websites” in BeachBoard; go to “Global Health Issues”