

PHCM9471

Comparative Healthcare Systems

Semester 1, 2011



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF PUBLIC HEALTH
AND COMMUNITY MEDICINE

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Welcome

Welcome to **Comparative Healthcare Systems**. In this course you will consider the following questions about healthcare systems in different countries:

1. What has influenced the development of healthcare systems in each country you choose to study? What is the importance of such factors as history, politics, economics, class relations and national values?
2. How much money and resources should be devoted to healthcare – ie what percentage of a country's Gross Domestic Product (GDP) should be taken up with healthcare?
3. How should healthcare be delivered – eg how many resources should be allocated to primary, secondary and tertiary healthcare and how much in preventive versus curative healthcare?
4. How should healthcare be financed – eg should healthcare be financed predominantly through a user-pays system or a taxpayer pays system? How much healthcare should be provided by the private sector as opposed to the public sector?
5. Finally, what are the main challenges facing healthcare systems today and how are healthcare systems influenced by globalisation and health reform?

There is no one set of answers to all these questions that ensures best health outcomes. However, it is useful to analyse how different countries approach these health issues to determine whether your own healthcare system could be better off adopting another approach to healthcare financing and delivery. Alternatively, you might be able to conclude that the current healthcare arrangements in your country are comparable to the best practice in healthcare throughout the world.

Healthcare systems are constantly changing and there is no single text which addresses all the issues. You are therefore strongly expected to familiarise yourself with the main sources of up-to-date and relevant information on healthcare system change so that you can continue to keep abreast of the main issues long after you have finished your studies in this program.

Course staff

Course convenor

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I am Deputy Head, School of Public Health & Community Medicine, Associate Dean (Postgraduate Coursework) in the Faculty of Medicine, and have managed different postgraduate programs in the Faculty since 1995. I have degrees in business and community health and I am an Associate Fellow of the Australian College of Health Service Executives. I worked for 20 years in health services both in clinical and management roles. From 2000 to 2002 I worked full-time on building management capacity in the Fiji Ministry of Health on the AusAID Fiji Health Management Reform Project while contributing to the Secretariat of the Pacific Community (SPC) Leadership and Management Development Program. I have also produced a training program in Management for Clinicians for Pacific Island Countries for WHO and served on the ACHSE Management Development Program. In 2006 I led a team building management capacity for the 55 senior managers in the Solomon Islands Ministry of Health and Medical Services, and I continue to work with Pacific Island Countries in human resources in health and health services planning. My special interests are building the capacity of managers to provide leadership in times of major change, and ensuring that the public health workforce is able to meet the future health needs of the community.

Expert advisor

Lorraine Kerse

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I have worked with governments in Asia and Pacific on a range of health systems management, development of human resources and health professional educational issues. As the Regional Adviser for Human Resources for Health to the World Health Organization for many years, I was required to interact at the international level with a wide range of developing and developed countries on health systems and human resources development and the education and training of personnel.

I have worked in a variety of roles at different levels of Government systems. These roles have included practitioner, programme and project developer, health programmes manager, educator, strategic planner and policy advisor.

I have worked in health systems which have implemented some of the world's most extensive and controversial health reforms and health system restructuring processes. My involvement in these reforms has given me a unique insight into health systems and their impact on human resources planning and health outcomes.

My country experience includes: New Zealand, Philippines, Cambodia, Vietnam, Laos, China, Malaysia, Korea, India, Papua New Guinea, Fiji, Tuvalu, Tonga, Samoa, Vanuatu, Kiribati, Cook Islands, Nauru, Solomon Islands, Palau, Republic of Marshal Islands, Commonwealth of Northern Marianna Islands, Federated States of Micronesia.

Course information

Units of credit

This course is an elective course of the Public Health and Health Management programs, comprising six units of credit towards the total required for completion of the study program.

Pre-requisites and exclusions

There are no pre-requisites for this course. An over-riding aim of this course is to give you an overview of the operations, financing and outcomes of different healthcare systems. This should give you considerable background knowledge which will assist you to put concepts and issues learnt in other courses into perspective.

Note: The content of this course overlaps with several modules in PHCM9041 Foundations in Public Health & Healthcare Systems.

Learning and teaching philosophy

This course offers you the opportunity to learn more about the healthcare system in your own country and how it compares with other countries. In doing this you will be able to:

- develop a broader understanding of how healthcare systems operate
- work on an assignment related to the functioning of the healthcare system in your country;

- develop a critical approach to the way things work in your healthcare system and thereby give you ideas on how things could be done better;
- develop your cognitive abilities such as critical thinking or reflection, and;
- highlight the wide disparities and inequalities in access to healthcare in different parts of the world.

This course takes an open-minded approach to examining and evaluating the operations and performance of healthcare systems. Different countries have developed various approaches to their healthcare issues – from national health schemes to a great reliance on the private sector to provide healthcare. The aim of this course is to analyse the advantages and disadvantages of these approaches without having preconceived ideas about what approach gives the best results.

Teaching strategies and learning outcomes

Students in this course normally come from a wide range of countries. This course therefore provides a valuable opportunity for students to learn about each other's health systems. Face-to-face classes are organised to maximise interaction, and external students are encouraged to share their experiences and views on Blackboard. We encourage you to be open in your discussions, and to respect that some students may not want their views reported outside the class or Blackboard discussion.

By the end of this course you will be able to:

- Appreciate the value and limitations of comparative health studies
- Locate and evaluate sources of information regarding healthcare systems
- Be familiar with analytic frameworks and the performance criteria used in comparative studies
- Develop a better understanding of the healthcare system in your home country and at least one other, drawing on the experience of healthcare systems generally

Online learning component using UNSW Blackboard



UNSW Blackboard is a Learning Management System that supports university learning and teaching by extending the face-to-face learning environment to online learning spaces and providing virtual classrooms for distance learning courses. See: <http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>

The UNSW Blackboard component of this course provides:

1. Course notes with Web links to required readings.
2. Selected weekly teaching session overheads.
3. A discussion facility, particularly for external students to:
 - a. Raise any questions. Unless questions are of a personal nature, please do not email us directly, but raise them using this facility. We will check UNSW Blackboard at least twice weekly and address any issues raised.
 - b. Notify your classmates of any issues of healthcare systems interest which occur during semester.
 - c. Participate in an online discussion forum.
4. A place where you get to know more about your peers and chat socially amongst each other.

Internal students are not required, for purposes of assessment, to participate in the UNSW Blackboard component of this course. However, we believe you will find that on-line participation will enhance your learning experience.

Guidance for using UNSW Blackboard

The School runs a Blackboard tutorial during residential week at the start of each semester. If you are unable to attend this tutorial, guidance for using UNSW Blackboard, including some basic tips, can be found at: <http://support.telt.unsw.edu.au/blackboard>

If you are still experiencing difficulties with UNSW Blackboard, please contact the UNSW IT Service Desk for assistance.

Assessment

You are required to submit two assignments during the Session, and either provide a PowerPoint presentation to class (internal students) or participate in Blackboard (external students).

Assignment 1:

Comparing your healthcare system with another country's (Part A)

Due date:	28 March
Weighting:	30%
Task description:	Individual 1,500 – 2,000 word essay
Submit to:	Blackboard

Select any two countries in the world – one in which you have lived most of your life and one other. In relation to both countries please address the following questions:

- What are the most important health problems facing each country? Please supply data to support your choice of problems.
- What are the major components of the healthcare system and how do they interact. You may wish to consider government, private-for-profit, and private non-profit organisations, as well as different professional groups and their organisations.

Assignment 2:

Comparing your healthcare system with another country's (Part B)

Due date:	30 May
Weighting:	50%
Task description:	Individual 2,000 – 2,500 word essay
Submit to:	Blackboard

In relation to the two countries you have chosen for Assignment 1:

1. What national factors have had the greatest influences on how their healthcare systems operate? For example you may wish to include discussion of each country's demographics, social systems, economy, politics, geography, and burden of disease, to highlight the similarities and differences between the two countries, and the impact these factors have had on the way the healthcare system operates.
2. What are the major external influences impacting on delivery of health services in each country, and how are they influencing the healthcare systems?
3. In answering 1 & 2 above, make sure that you identify whether any areas in the country, or groups of people within the country, where access to healthcare is less than ideal. That is, are health resources allocated relatively equally through the country and to all its citizens? Explain why this has occurred.

Assignment 3 (*internal students*): **Oral presentation of your key findings from your assignment**

Due date: To be scheduled weeks 10-12
Weighting: 20%
Task description: 10 minute PowerPoint presentation, with no more than 5 slides.

Assignment 3 (*external students*): **Contribution to online group discussion in Blackboard**

Due date: The five discussions are to be completed by the end of the semester
Weighting: 20%

Task description:

As an external student you do not meet with your colleagues in class and debate issues with them, so the Blackboard component of this course will provide the opportunity to learn from online group discussions with other external students and the course facilitators. We will suggest five topics, but you are encouraged to raise any other topics of interest. It can be challenging to participate online so we encourage you to see Blackboard as a friendly opportunity to chat with your colleagues. If you fully participate you are more likely to enjoy the course and succeed in your other assessment tasks.

Please log on in Week 1 of the course and introduce yourself via 'Getting to know each other' discussion forum. If you have any questions or concerns about using Blackboard please get in touch with us.

There are five set discussion topics that are scheduled for this course. Each discussion is intended to function much as a face to face tutorial where students actively discuss in a small group online and contribute their ideas on a topic from their own reading, experiences and in response to the views and points put forward by others. You will be allocated to a group online within Blackboard in the first week of the semester.

Participation in Blackboard discussions will be accorded a nominal mark - that is if you are an active participant in discussions you will be awarded 20/20, if you participate occasionally but your contributions are not particularly thoughtful you will be allocated 10/20 and if you do not participate significantly you will receive 0/20. As it is out of 20%, this could alter your final grade significantly.

In rating your participation we will consider how well you:

- Contribute regularly (at least twice per topic and in each of the five topics)
- Make posts that don't just make statements but also give reasons
- Use concepts from the literature and illustrate with examples from your own experiences
- Build on the ideas of others in the discussion
- Synthesise and summarise the group's contributions, so the group can see the big picture.

Assessment criteria

The assignments will be assessed against the following criteria:

1. The intellectual coherence of your work

- Your assignment addresses the assignment questions
- There is a logical flow of ideas
- Conclusions are supported by evidence and argument.

2. The intelligibility of your presentations and contributions

- Presentation is clear and concise
- Accurate referencing.

3. Evidence of adequate/critical reading.

- Demonstrated understanding and application of the linked readings to answering the assignment questions
- For a higher mark, you are expected to use suitable literature obtained through your own research.

Important note:

If you do not adequately reference your work, you will only be able to obtain a maximum of a PS level.

How to adopt a critical approach to your assignments

It is important that you adopt a critical approach to your assignments, to the material that you obtain for assignments, to the required readings, and to other information with which you are presented in this course.

A critical approach does not mean a disparaging or belittling attitude to information. Rather, it means that you do not absorb what you are reading in a passive way and that you do not accept without question what may often seem to be authoritative

pronouncements by authors and commentators. It means you think about and evaluate the material which you are reading and, which you are presenting in assignments. It means that you attempt to cast aside your assumptions and biases and, attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this process.

Grading and marking

Grades to be used are represented by the following symbols (and corresponding range of marks):

HD (85%-100%), **DN** (75%-84%), **CR** (65%-74%), **PS** (50%-64%), **FL** (<50%)

- HD** This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.
- DN** This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)
- CR** This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).
- PS** This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.
- FL** This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.

Submitting your assignments

1. **All assignments** must have a cover sheet attached. Cover sheets are available in UNSW Blackboard.
2. **Internal and External Students:**
All assignments are to be submitted through UNSW Blackboard with an electronic assignment coversheet attached. Student name, course code, date and assignment title should be included in the header or footer on every page, and in the file name.
3. **Please note:** Any assignment may be checked at random for plagiarism using the tool, Turnitin. For more on how to avoid plagiarism, see section on plagiarism.
4. See School website for more information on **guidelines on assessment**, including information on extensions and late assignments:
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/assessmentguidelines>

Return of assignments

Marked assignments submitted electronically will be sent back electronically. Marked assignments for external students who have NOT submitted their assignment electronically will need to check with the course convenor.

Feedback on assessment

You should receive your marked assignment within 3 weeks of being submitted. You will receive specific comments about the strengths and weaknesses of your answers as well as some general comments about the overall standard of the answers and some of the issues raised in the assignment.

Referencing

It is your responsibility to learn one of the accepted academic methods for acknowledging sources of information (citing references). Guidelines for acknowledging sources of information can be found on the following websites:

Faculty of Medicine

<http://web.med.unsw.edu.au/infoskills/cite.htm>

SPHCM

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines>

The Learning Centre

<http://www.lc.unsw.edu.au/olib.html#Referencing>

Academic honesty and plagiarism

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is. You need to ensure you understand what it is so you avoid it in any of your assignments or other work:

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.*

Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management.

Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

Collusion

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies. However, there have been instances where students have copied each other's material and submitted it as their own. Lecturers, despite their heavy workload, are alert to this practice. It is emphasised that where collusion can be shown, the students involved may be required to rewrite and re-submit their assignments or may be awarded a fail for the assignment or may be failed in the whole course and even be excluded from the University for misconduct. You should not attempt the assignment questions together and submit the same work as someone else. **It is also not acceptable to submit an assignment which has been submitted by a student in a previous year.**

Readings and resources

Textbook



There is no textbook for this course as there is no one book that provides up-to-date material on the many changes and reforms that have been undertaken in healthcare systems around the world. However, there are numerous books and websites that will assist you with the assignments and will also give a general overview of the evolving nature of modern healthcare systems. However, one of the aims of this course is to encourage you to do your own research – particularly for information on the performance of the healthcare system in your own country.

Web sites



There are numerous websites that have useful information on world healthcare systems that can help you with material for your assignments, and we are sure that you will continue to find new resources as you explore the topics on the Web. Some of the better ones are:

1. The site of The European Observatory on Healthcare Systems where you can find detailed information on selected countries: <http://www.euro.who.int/observatory>
2. The Commonwealth Fund. Below is a link to a comparison of the impact of private health insurance on people in 11 countries: <http://www.commonwealthfund.org/Content/Publications/In-the-Literature/2010/Nov/How-Health-Insurance-Design-Access-Care-Costs.aspx>
3. The WHO home page. Click on "countries" or "health topics" to begin your search for information: <http://www.who.int/>
4. The OECD website - on the left hand side of the home page click on "By Topic" to find information on health: <http://www.oecd.org>
5. Access to the WHO's World Health Reports: <http://www.who.int/whr/en/>
6. The Pan American Health Organization: <http://www.paho.org/>
7. USAID Health Systems 20/20 database: <http://healthsystems2020.healthsystemsdatabase.org/>
8. HLSP Institute: <http://www.hlspinstitute.org/healthsystems/>

We also include a link to our own Australian Institute of Health Innovation webpage on health systems modeling, where you will find details of seminars and links to other websites <http://www.aihi.unsw.edu.au/IHIWeb.nsf/page/AIHI%20Health%20Systems%20Modelling%20Series> If there is sufficient interest in health systems modeling it may be possible to offer a whole course in this topic.

Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW's Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine's Program Evaluation and Improvement Group. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Evaluation activities across the Faculty are strongly linked to improvements and ensuring support for learning and teaching activities for both students and staff.

Additional support to students

IT requirements for UNSW students

Our courses have online components which have been developed and are taught on the assumption that all students meet the UNSW IT Requirements Policy.

Viewable online at:

http://www.its.unsw.edu.au/policies/policies_home.html

UNSW IT Service Desk (UNSW Blackboard support)

The IT Service Desk is your central point of contact for assistance and support with UNSW Blackboard, UniPass, zPass, UniMail, UniWide, zMail and Anti-virus software. Contact them directly for assistance with IT related matters, including UNSW Blackboard:

Website: <http://www.it.unsw.edu.au/index.html>

Tel: +61 (2) 9385 1333

Email: itservicecentre@unsw.edu.au

Location: UNSW Library

UNSW library support

Staff at the library can help you:

- find information resources for your assignments
- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: <http://www.library.unsw.edu.au/>
Postgraduate Services: <http://www.library.unsw.edu.au/servicesfor/PGandH.html>
Tel: 02 9385 2650
Location: UNSW Library, Level 2 Service desk

Library resources

Online training and resources

There are a variety of online tutorials and resources available to Postgraduate students to help equip you with the information skills you will need to get started in your program. It is **highly recommended** that you complete these tutorials and get familiar with the resources available prior to commencing your studies and assignments. <http://elise.library.unsw.edu.au/home/welcome.html>

Online Information Skills Tutorial - ELISE Plus

This is a task-based approach to the information literacy and the skills you need to be effective. It contains modules on searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites and citing references. This tutorial is designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. Entering coursework students should complete the ELISE quiz: <http://eliseplus.library.unsw.edu.au/>

The ELISE postgraduate tutorial – ELISE Advanced

The five modules will step you through the fundamental processes of research and information seeking, they cover; selecting and searching, finding and using and critically evaluating all sources of information.

<http://pgelise.library.unsw.edu.au/>

Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

<http://subjectguides.library.unsw.edu.au/>

Virtual Library: Public Health

The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing to be in touch with the most relevant and meaningful public health resources – see <http://vph.sphcm.med.unsw.edu.au/>

Learning Centre

The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See: <http://www.lc.unsw.edu.au>

Administrative matters

All administrative matters are covered comprehensively on the SPHCM Website. Check for details on how to access email, obtain your UniPass etc. at: <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

See the school website for information on school assessment guidelines, including extensions and late assignments: <http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/AssessmentGuidelines>

If you do not have a handbook you can pick one up from the Postgraduate Coursework Office, Level 2 Samuels Building or download it from the web. <http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/Current%20Students>

For any further assistance, you can contact:

Postgraduate Office
School of Public Health and Community Medicine
The University of New South Wales
Level 2, Samuels Building
UNSW Sydney NSW 2052, Australia

T: + 61 (2) 9385 1699 - Graduate Health Management Programs
T: + 61 (2) 9385 2507 - Graduate Public Health Programs

F: + 61 (2) 9385 1526
E: postgrad-sphcm@unsw.edu.au

Other matters

Occupational Health & Safety: http://www.hr.unsw.edu.au/ohswc/ohswc_home.html

Complaints procedures: <https://my.unsw.edu.au/student/atoz/Complaints.html>

Equity & Diversity: <https://my.unsw.edu.au/student/atoz/EquityDiversity.html>

Course schedule (Internal classes)

Date	Tutorial focus	Discussion topics and assessment
Week 1 28/02/10	Current and emerging issues in healthcare systems	Discussion: Why do we compare health systems?
Week 2 7/03/10	Comparing healthcare systems – the importance of history	Discussion: What do you think are the most important influences on the evolution and function of health systems? How does this vary between countries?
Week 3 14/03/10	Understanding the Australian healthcare system	Discussion: Does the Australian healthcare system need reforming? If it does, what should be done?
Week 4 21/03/10	Ideology and economics in healthcare	Discussion: Should health services be free? Assignment 1: Healthcare Systems Comparison (Part A). Due 28 March
Week 5 28/03/10	Health systems research	Discussion: How can health systems be improved through health systems research?
Week 6 04/04/10	Culture and health	Discussion: How does globalisation affect the culture/s of your health system?
Week 7 11/04/10	Improving healthcare through human resources	Discussion: We need human resources in the right numbers, with the right skills and in the right place to provide adequate and efficient health services. How can we achieve this?
Week 8 18/04/10	Primary healthcare	Discussion: How relevant is the primary healthcare model to your country's healthcare system
Mid semester break		
Week 9 2/05/10	Globalisation and health	Discussion: Developing countries tend to reduce their health budgets when donors inject funds for programs and projects (budget shifting/fungibility). What is the extent of budget shifting and what are other unintended effects of donor support?
Week 10 9/05/10	Student Presentations	
Week 11 16/05/10	Student Presentations	
Week 12 23/05/10	Student presentations. Review of the course	Discussion: What key lessons have you learned in your study of different health systems which would be relevant and useful for your country? Assignment 2: Healthcare Systems Comparison (Part B). Due 30 May