

16 August 2012

**HMP 625: Comparative health policy and management
date TBD**

Scott Greer: slgreer@umich.edu

Office Hours: by appointment

Secretary: Connie Rockman, 936-1217, connier@umich.edu

Course Description:

This course looks at the health policies and debates of the rich democracies- their shared problems and different responses, their historical legacies and their shared ideas. It has two intellectual objectives. One is to furnish you with the basic language and toolkit of comparative health policy analysis, so you can understand debates about issues such as social insurance vs. national health systems, and understand the different roles of history, politics, and law. The other is to view issues outside their parochial framework: no country has a monopoly on chronic disease management or financing problems, so much of the course is organized by these major topics in health policy. Students will identify the different manifestations of common problems, and the variety of responses.

Course Materials: There is one required book:

Kieran Walshe and Judith Smith, eds, *Healthcare Management*. Second edition. Milton Keynes: Open University Press/ McGraw Hill.

Otherwise, readings are on ctools or the websites of the OECD:

www.oecd.org

and European Observatory on Health Systems and Policies:

www.euro.who.int/en/who-we-are/partners/observatory

A very large number of the readings on specific topics (workforce, finance etc) are from edited Observatory books that might well have a useful and concise chapter on your adopted country.

I also recommend T. Marmor, R. Freeman and K. Okma, eds. *Comparative Studies and the Politics of Modern Medical Care*. We will read sections from it, and the other chapters will be very helpful if you are interested in the UK, Germany, Canada a/o the Netherlands.

Course Requirements:

First presentation: 20%

Second presentation: 20%

Class participation: 25%

Six think pieces: 5% each for 30%

And up to 5% additional for exceptional class participation.

The competencies from the class are reflected in this assessment system.

- You should improve your *measurement and analysis skills*, as seen in the presentations' requirements that you (1) Identify appropriate sources and gather information, using efficient technology where possible and (2) Appraise literature and data critically as well as the requirements that for presentations, writing, and class participation you will have to show your ability to analyse (1) policy and (2) strategy.
- *Communications* skills are at the heart of this class. Presentations, writing, and class participation measure your ability to (1) speak and write in a clear, logical, and grammatical manner in formal and informal situations, to prepare cogent business presentations, and to facilitate a group. (2) receive, process, and respond appropriately to information conveyed by others and (3) accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others.
- Your *leadership* skills should develop and manifest themselves in your need to collaborate in group projects as well as to show your ability to develop strategic analyses and analyse accountability in any of the assignments, where you are identifying what people are doing and why. Finally, the discussion of *law* and political institutions should illuminate the role of law in strategy and planning.

Assignments and Grading:

Adopt a country. Every student should adopt a country from the OECD membership lists. It will be easier to find information about the ones in Europe, but Canada is also well represented in the international literature. Find a profile of that country (in most cases the HiT report from the European Observatory) and familiarize yourself with the situation in that country with regards to the topic of each class. When the readings oblige you to read about a country case, read about your country if it is available and otherwise read about some other country as well as finding out the situation in yours. In the reading list, readings from books with country case studies that might be of use to you are marked with a *. Use the think pieces to raise questions or offer lessons, and use the experiences of your country to inform your class participation; I suggest questions to guide reading and perhaps inspire thinkpieces.

Presentation. Each student will, singly or as part of a team, lead a class by reading the reading and preparing to lead a 70-minute discussion, probably starting with a short presentation. He or she then leads us through the discussion. A good presentation does not tell us what we have read; it draws lessons in clear and explained form and poses a range of relevant questions that we should explore, while incorporating insights from recommended readings and only sparingly relating their content. Exploit the fact that everybody has an adopted country and can refer to its experience, as well as their knowl-

edge from other classes and work (e.g. about the US). Use powerpoint and be prepared to explain why you have structured the powerpoint and the presentation as you have, should anybody ask. Coordination between discussion leaders on a given day is part of the grade.

Think-pieces. 1 page long long (12-pt font, >1, <2.1 line spacing) and not on a topic of your presentations. They can answer a question in the text if there is one, or they can discuss the relationship between your adopted country and the issue being discussed that week. Think pieces should be submitted via the assignment function **before class starts** (since their purpose is to get you thinking ahead of time). **You must submit three before spring break.** You can write one extra one if you want to; if that is the case I will drop the lowest grade.

PhD students should see me about alternatives to think-pieces.

Class participation: Come prepared- having done the readings and having drawn lessons, developed critiques, thought of additional real-world examples, and formulated questions based on them, and then participate in the discussion. Class participation does not include attendance. I do knock off points for lateness and obnoxiousness.

Academic Conduct: I naturally also expect compliance with all norms of academic (and general) good behavior. Plagiarism and other academic misconduct will not be tolerated.

Classroom Expectations/Etiquette: I expect attendance, attention, and participation in discussions. *Laptops are not permitted. iPads, and eReaders only when specifically permitted.*

Please notify me privately if there are any issues to which I need to accommodate.

COURSE TOPICS/READING LIST

Sometimes something goes wrong with ctools or library reserve. If something goes wrong, it is your responsibility to (1) try to find readings if they are somehow not available. Google and the library, at a minimum. (2) notify me.

Not everybody has a background in the fields in which academic reading is a key skill, just like not everybody has a background in calculus. Take a look at the “reading for study” pamphlet, on ctools under resources, if you have any doubts about your ability to extract key lessons from long texts that might threaten to bury you under details.

(topics marked with a # do not have a student presentation)

Class	Date	Topic and readings
1#	9/5	<p>Introduction: what is comparative health policy? What can we learn from it?</p> <p>Readings: none</p> <p>Recommended: Klein from Marmor, Freeman and Okma, <i>Comparative Studies and the Politics of Modern Medical Care</i></p>
2#		<p>The basic language of comparative health policy analysis: families of systems</p> <p>Readings: Cacace and Nolte from text</p> <p>Adopt a country question: What family is your country in? How pure an example is it?</p>
3		<p>Getting to universalism</p> <p>Readings: Webster, C. "Conflict and Consensus: Explaining the British Health Service." <i>Twentieth Century British History</i> 1(2): 115-151; Chapter 4 of Joseph Wong, <i>Healthy Democracies: Welfare Politics in Taiwan and South Korea</i>. Ithaca: Cornell University Press.</p> <p>Adopt a country question: how did your country get to universalism?</p>
4		<p>What is social insurance?</p> <p>Readings: chs. 2,4,7 of Saltman, Busse, and Figueras, eds. <i>Social Health Insurance in Western Europe</i></p> <p>Adopt a country question: What elements of social insurance does your country have? Should there be more or less?</p>
5		<p>American exceptionalism</p> <p>Readings: Mark Peterson, "It was a different time: Obama and the unique opportunity for health reform", <i>Journal of Health Politics, Policy and Law</i> 2011; Brown, Lawrence D. "The Fox and the Grapes: Is Real Reform Beyond Reach in the United States?" <i>Journal of health politics, policy and law</i> 37, no. 4 (2012)</p> <p>Adopt a country question: If you were a citizen of your adopted country, what would you think is most distinctive about the US experience?</p>

6	<p>Comparative performance. Readings: selections from OECD <i>Health at a Glance</i> and Commonwealth Fund Scorecard on national health system performance; Peter Smith, Elias Mossialos, and Irene Papanicolas: <i>Performance measurement for health system improvement: experiences, challenges and prospects</i>. www.euro.who.int/__data/assets/pdf_file/0003/84360/E93697.pdf</p>
7	<p>Regional and local government roles Readings: “Introduction” and one country chapter from Joan Costa i Font and Scott L. Greer, eds. <i>Federalism and Decentralization in European Health and Social Care</i>. Basingstoke: Palgrave Macmillan.* Adopt a country question: What is the role of regional or local government in your country? What appear to be the costs and benefits?</p>
8	<p>European Union. Readings: either Greer, Elliott, Wismar and Palm forthcoming, or forthcoming <i>Lancet</i> special report. (to be distributed at least a week before class) Recommended: Greer from text. Adopt a country question: What impact might the EU policies have on your country? (if your country is not in the EU, what would you want to adopt from the EU policies?)</p>
9	<p>Financing health care Readings: Robinson from text; Evans from Mossialos et. al. <i>Funding Health Care in Europe</i>. Recommended: Executive summary from Thomson, Foubister, and Mossialos, <i>Financing Health Care in the European Union: Challenges and Policy Responses</i>. Adopt a country question: What are the costs and benefits of your country’s financing system?</p>
10	<p>Priority-setting in health policy Readings: Williams and Raftery from text Recommended: country chapter from Jost, ed.*; Alan B. Cohen (2012) <i>The Debate Over Health Care Rationing: Déjà Vu All Over Again?</i> <i>Inquiry</i>: Summer 2012, Vol. 49, No. 2, pp. 90-100. Adopt a country question: What are the costs and benefits of your country’s priority-setting system (and is it really much of a system?). This is easier if you read the Jost chapter.</p>

11	<p>Purchasing healthcare</p> <p>Readings: Readings: chapters 2 and 3 of Figueras, Robinson and Jakubowski, eds. <i>Purchasing to improve health systems performance</i></p> <p>Adopt a country question: What are the costs and benefits of your country's purchasing system?</p>
12	<p>Primary care</p> <p>Smith from text; White and Marmor from Marmor, Freeman and Okma eds. <i>Comparative Studies in the Politics of Modern Medical Care</i></p> <p>Adopt a country question: What is the role of primary care and what are the drivers of primary care reform in your country?</p>
13#	<p>Guest Speaker: Peter Donnelly</p>
14	<p>Chronic disease and integrated care</p> <p>Readings: Alakeson and Rosen from text; read chapter 1 and skim chapters 2-3 of Busse, et. al. <i>Tackling chronic disease in Europe: strategies, interventions and challenges</i></p> <p>Adopt a country question: What are the costs and benefits of your country's form of care integration?</p>
15	<p>Acute care</p> <p>Readings: Harrison from text; chapter 1 from Saltman, Duran, and Dubois, <i>Governing Public Hospitals</i></p> <p>Adopt a country question: What are the costs and benefits of your country's approach to managing hospitals and acute care?</p>
16	<p>Mental health</p> <p>Readings: McCulloch and Muijen from text</p> <p>Adopt a country question: How does your country handle mental health care? What positive or negative lessons might it teach the world?</p>

17	<p>Social and long-term care</p> <p>Readings: Dickinson and Glasby from text; Campbell and Ikegami chapter from Marmor, Freeman and Okma, eds. <i>Comparative Studies and the Politics of Modern Medical Care</i>.</p> <p>Recommended: Inform yourself about the Dilnot report in the UK and the CLASS Act in the ACA. Google will do. Ask if either option might have some potential as a solution.</p> <p>Adopt a country question: Has your country come close to a solution to the long term care financing problem? What might the world learn from it?</p>
18	<p>Spending a lot of money: Buildings and IT</p> <p>Readings: Dowdeswell and Wright from text; Buchan from text</p> <p>Recommended: Skim chapter 13 of Rechel et. al. Eds, <i>Investing in Hospitals of the Future</i>.</p> <p>Adopt a country question: How does your country handle each of these expenditure categories, and what lesson would you say others should draw from it?</p>
19	<p>Spending even more money: Pharmacopolitics</p> <p>Readings: Freeman from Marmor, Freeman and Okma, eds. <i>Comparative Studies and the Politics of Modern Medical Care</i>.</p> <p>Recommended: Govin Permanand and Elias Mossialos, 2005 “Constitutional Asymmetry and Pharmaceutical Policy-Making in the European Union” <i>Journal of European Public Policy</i> 12(4).</p> <p>Adopt a country question: How does your country balance the interests of payers, patients, and the various kinds of producer?</p>
20	<p>And <i>really</i> spending money: Health workforce</p> <p>Readings: Hyde and McBride from text</p> <p>Recommended: Chapter 1 of Bernd Rechel, Carl-Ardy Dubois and Martin McKee eds. <i>The Health Care Workforce in Europe. Learning from Experience</i>.*</p> <p>Adopt a country question: Is your country in a “workforce crisis”? What is it doing about it?</p>

21	<p>Role of management</p> <p>Readings: Chambers and Walshe from text</p> <p>Recommended: Stephen Harrison, "Medicine and Management: Autonomy and Authority in the National Health Service" from Andrew Gray and Stephen Harrison, eds. <i>Governing Medicine: Theory and Practice</i>. 2004.</p> <p>Adopt a country question: Does your country have managers? Do they manage in any meaningful way? Really?</p>
22	<p>Communicable disease control</p> <p>Readings: Elliott et al, <i>Journal of Health Policy, Politics and Law</i>, forthcoming; Greer from Greer and Kurzer, eds. <i>European Union Public Health Policies</i>; Baldwin from Solomon, Myrard and Zylberman eds. <i>Shifting Boundaries of Public Health</i></p> <p>Recommended: Brand Poznan slides</p> <p>Adopt a country question: How does your country organize communicable disease control? If it doesn't impress you, well, then why would you have it change?</p>
23	<p>Alcohol and obesity</p> <p>Readings: Kurzer and Cisneros Oernberg from Greer and Kurzer, eds. <i>European Union Public Health Policies</i></p> <p>Adopt a country question: What are the costs and benefits of your country's approach to alcohol and obesity policy?</p>
24	<p>Tobacco control</p> <p>Readings: E. Feldman and R. Bayer, The Triumph and Tragedy of Tobacco Control: A Tale of Nine Nations. <i>Annual Review of Law and Social Science</i> 2011. Recommended: Studlar from Greer and Kurzer, ed. <i>European Union Public Health Policies</i></p> <p>Adopt a country question: What are the costs and benefits of your country's approach to tobacco control policy?</p>
25	<p>Economic crisis</p> <p>Readings: WHO/HEN Policy Brief: <i>Health policy responses to the financial crisis and other health system shocks in Europe</i>; special section of the <i>Lancet</i> on health and economic crisis, forthcoming.</p> <p>Adopt a country question: What has been the impact of the financial crisis on your country's health system? Could it have been otherwise?</p>