

The Heller School for Social Policy and Management, Brandeis University
Master of Science in Global Health Policy and Management

HS 236a. International Health Systems and Development
Fall 2017

Instructor:	Professor Diana Bowser, Sc.D. M.P.H.	Teaching Assistant: Alexys Butler
Phone:	(781) 736-4811	774-267-1457
Office:	Heller 272	Email: abutler18@brandeis.edu
E-mail:	dbowser@brandeis.edu	
Office Hours:	Tuesdays, 11.00 AM -1.00 PM, or by appointment	

University Notices

1. If you are a student with a **documented disability** on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.
2. You are expected to be honest in all of your academic work. The University policy on **academic honesty** is distributed annually as section 5 of the [Rights and Responsibilities Handbook](#). Instances of alleged dishonesty are subject to possible judicial action. Potential sanctions include failure in the course and suspension from the University. If you have any questions about my expectations, please ask.

Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person – be it a world-class philosopher or your roommate – without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

Course Requirements

1. Attendance at all sessions; prompt arrival.
2. Preparation of all readings.
3. Participation in class discussions and any small group work.
4. Timely submission/presentation of assignments.
5. Completion of bi-weekly writing assignments (to be assigned).
6. Participation in class discussion.
7. Contribution to requirements and objectives of group work.
8. Being helpful and considerate to other students.

This is a full semester course and is a core requirement of the MS/GHPM program. This course is also open to other PhD students interested in global health issues.

This syllabus is subject to change at any time at the discretion of the instructors. When in doubt, please ask the instructors.

Course Description

This class uses several frameworks for health system strengthening to understand health systems and how we can improve health systems to improve overall levels of health and development. There are many definitions and frameworks on health systems. Some define health systems as the collections of institutions, laws, regulations, social objectives and behaviors that are responsible for getting health resources (professional services, drugs, various technologies, etc.) to where they are needed. In recent years many low and middle-income countries have initiated efforts to strengthen their health systems through health reform initiatives, often financed by donors. This course provides a framework within which health systems in low and middle-income countries can be analyzed and better understood. The course examines different health system frameworks, how to use these frameworks to ask health system questions, different aspects of health systems, how national health systems differ, and what measures are being implemented in different countries to improve their health system performance and eventually health outcomes.

Course Objective

The objective of this course is to provide students with a framework to understand how health systems are organized and to understand what affects their performance. Students also will be able to better describe key features of health systems; how health system performance is measured; and how lessons from other countries can be applied to their own countries. The course will introduce students to several of the main theories and frameworks that help us understand how systems are organized and how this impacts development. Students also will be able to better describe and apply specific theories to country contexts. Students will be required to read, understand, and write about a large body of readings during this course, and will be required to complete a final exam and several group projects.

Recommended Prerequisites

Non-MS/GHPM students planning on taking this course should either have taken a course in economics or have experience working in the health sector.

Readings and Materials

Determined in each class.

Other Important Web Based Resources

<http://brandeis.libguides.com/content.php?pid=617534&sid=5106321> Brandeis Global Health Journals
<http://www.sciencedirect.com/resources.library.brandeis.edu/science/journal/01406736?sdc=1>
Lancet

<https://www.hfgproject.org/resources/publications/> USAID's HFG publications, including Health Systems 20/20 Project Resources
<http://www.euro.who.int/observatory> European Observatory publications are available
<http://www.cgdev.org/section/publications> Center for Global Development are available

Other important readings are specified under the various lecture topics. Reading extensively from the professional literature on health system performance is very important for this course. Students are expected to do these readings, and to be able to summarize what they have read when called upon to do so in class.

Student Evaluation

Written Assignments/Cases (Belize/HRH)	15%
Policy Brief (Individual)	15%
Speech/OpEd (Individual)	15%
Final Presentation (Group)	15%
Final Exam	20%
Final Paper (Group)	20%

Final Presentation/Paper (ea.11% joint fate, 4% peer evaluation):

Course outline Sessions & Assignments

Date	Session	Topic	Notes
11 September 2017	1	Introductions, Overview of the Class, Overview of Health System Players and Health Systems	No Assignment Due
18 September 2017	2	Review of health system frameworks: Health System Game Health Systems how to describe them and compare them How to do a health system assessment?	Health System Piece due
25 September 2017	3	How to measure the performance of a health system: health status, financial risk protection and user satisfaction; where do we get the data?	Health Outcome Measure assignment due
2 October 2017	4	How to measure intermediate indicators (Access, Quality, Efficiency, Equity)	No Assignment Due
9 October 2017	5	Analyzing health systems: what have we learned (review of data and analysis)	Policy Brief 1 due: performance assessment
16 October 2017	6	Overview of US Health Care System Insurance Market Failures (group exercise)	No Assignment Due
23 October 2017	7	Demand/Supply Side-Financing Incentives	Measurement Exercise due
30 October 2017	8	Pay for Performance: Does it work? Belize Case Study	OpEd or Speech on an intermediate indicator
6 November 2017	9	Human Resources for Health: Supply, Demand, Financing and Task Shifting (short financing exercise)	Belize case due
13 November 2017	10	New innovative programs to enhance health systems: Universal Health Coverage and mhealth, cardiovascular disease, mental health	No Assignment Due
20 November 2017	11	Organizing Health Service Delivery and Removing Barriers: Decentralization and Integration	HRH Financing Assignment due
27 November 2017	12	Site Visit: Codman Community Health Center	No Assignment Due
4 December 2017	13	Presentations Final Exam Review	Control Knob Group Presentations
11 December 2017		In class Exam	

		In class exam that will cover all topics reviewed in this course. You may be using your laptops with limited access to the internet for writing your exam. Duration 2.5 hours.
18 December 2017		Final Papers Due

Written Assignments/In class presentation/Cases 15%

Written Assignments pages, 12 font, 1.5 spacing). The topic for these papers is shown on the schedule. The purpose of these papers is to summarize your thoughts on a topic that is central to the assigned readings for that class or the previous class. Students are expected to broaden and deepen their understanding of health systems through the assigned readings. This bi-weekly written assignment is intended to help sharpen student thinking about the assigned readings and the assigned topic and to promote broader class discussion. During the first session we will discuss the expectations for this assignment.

Cases: Belize Case and Health Extension Worker Financing Case

There will be two short cases in the class that will be started in class and then must be finished as homework. Cases can be worked on together as a group in class, but each individual must turn in their own final write up. This is a case on the Belize health care reform and their pay for performance. The case will be introduced in the session on P4P and the case will be carried out in the following session. The case on Human Resources will examine a financing scheme for community health workers. You will need your computers for both sessions.

Policy Brief (15%)

There will be one policy brief that will take the student through the process of writing up a health system performance assessment. The brief should be 4-5 pages, 12 font, 1.5 spacing.

Speech/OpEd (15%)

There will be one policy brief that will take the student through the process of writing up a health system performance assessment. The brief should be 4-5 pages, 12 font, 1.5 spacing.

Presentation: Control Knob Analysis/Plan (15%)

For the final presentation you will come together as a group to analyze to review the performance assessments of your team members and their speeches/OpEds to develop a plan for a program to implement that will address a particular health system problem. The program/solution must incorporate changing at least one control knob (financing, payment, regulation, organization, behavior).

Final Exam (20%)

In class exam

Final Health System Paper (Group) (15%)

The final paper will be a summary of the control knob assessment/plan that you developed with your group for your final presentation combined with an introduction justifying the program that you present and how this will impact both intermediate indicators and population health.

You will receive feedback on your performance

At the end of the first month of class I will assess your progress and performance. The TA or myself will contact you if we need to discuss your progress.

Class Schedule and Topics

(Preliminary and subject to change)

11 September 2017

Class 1: Introduction to the class and Overview of Health System Players and Health Systems

Class 1, Topic 1: Introductions and Overview

Objective: To explain the goals of the course, the content that will be covered to achieve the goals and the teaching approaches to be employed. Participants should leave this session fully understanding how the course will work over the succeeding fourteen weeks, especially regarding their responsibilities (including readings and exercises). They should also become acquainted with the professor, TA, and each other during this session and begin to feel comfortable expressing themselves in the classroom.

Class 1, Topic 2: What is a health system? How did we get where we are today: players and key reports/papers

Objective: To review the main players that work in our health systems. To begin to understand some key terms for talking about health systems and examining data in graphical format.

Required:

1. Joseph L Dieleman, Matthew T Schneider, Annie Haakenstad, Lavanya Singh, Nafi s Sadat, Maxwell Birger, Alex Reynolds, Tara Templin, Hannah Hamavid, Abigail Chapin, Christopher J L Murray. 2016. Development assistance for health: past trends, associations, and the future of international financial flows for health. *Lancet* 387: 2536–44.

Recommended:

1. Horton R. Offline: Dear Tedros. *Lancet (London, England)*. 2017;389(10085):2177
2. World Bank (1993). World Development Report: Investing in health. The World Bank, Washington (Overview)
3. Why do health systems matter? *World Health Report 2000—Health Systems: Improving Performance*. Geneva: World Health Organization, 2000: Chapters 1 and 2.
4. Millennium Development Goals: <http://www.un.org/millenniumgoals/bkgd>
5. Sustainable Development Goals(2014) Outcome Document ∴ Sustainable Development Knowledge Platform, United Nations <http://sustainabledevelopment.un.org/focussdgs.html>
6. Commission on Macroeconomics and Health (2001). Macroeconomics and Health: Investing in Health for Economic Development. Geneva, WHO.
7. Jamison, D. T., Summers, L. H., Alleyne, G., Arrow, K. J., Berkley, S., Binagwaho, A., . . . Yamey, G. (2013). Global health 2035: a world converging within a generation. *Lancet*, 382(9908), 1898-1955.

18 September 2017

**Class 2: Review of health system frameworks: how to describe them and compare them;
How to do a health system assessment?**

Writing assignment (due at the beginning of class on Latte): Research the piece of the health system you were given at the end of class 1? How would you define this part of a health system? How would you measure this part of the health system? Give us an example of this part of a health system using a country of your choice using data where possible.

Class 2, Topic 1: Review of health system frameworks; how to describe and compare them

Class 2, Topic 2: How do you do a health system assessment?

Class 2, Topic 3: What is a policy brief?

Required:

1. Getting Health Reform Right. Chapter 2. The Health Reform Cycle.
2. Getting Health Reform Right, Chapter 7. From Diagnosis to Health-Sector Reform

Recommended:

1. Shakarishvili, George, Rifat Atun, Peter Berman, William Hsiao, Craig Burgess and Mary Anne Lansang “Converging Health System Frameworks: Towards a Concepts-to-Actions Roadmap for Health Systems Strengthening in Low and Middle Income Countries” in *Global Health Convergence*, Volume III, No. 2 (Spring 2010). [://www.ted.cer_seen.html](http://www.ted.cer_seen.html) countries
2. World Health Organization, *Everybody's Business: Strengthening Health Systems to Improve Health Outcomes*. 2007: Geneva.
3. World Health Organization, *Key Components of a Well Functioning Health System*. May 2010: Geneva.

25 September 2017

Class 3: How to measure the performance of a health system: health status, financial risk protection and user satisfaction; where do we get the data?

Writing assignment (due at the beginning of class): In your opinion, what is a good health outcome indicator of the overall population health of a country? How is this indicator measured*? Using the frameworks we discussed in class 2, describe one aspect of a health system that can improve this indicator. Describe one aspect of a health system that can contribute to the worsening of this health indicator.

*Note: Look through the WHO and World Bank databases to understand how data for your indicator is collected and how they are calculated. (i.e. What do the numbers mean?)

Class 3, Topic 1: How to assess health system performance: health outcomes (DALY, life expectancy, IMR, MMR, death rates, Burden of Disease) and financial risk protection, other measurement tricks (population growth, inflation)

Recommended:

1. Doorslaer E, et al. “Effect of payments for health care on poverty estimates in 11 countries in Asia: an analysis of household survey data”. *Lancet*, 2006; 368: 1357–64.
2. Chapter 10. Fairness in Financial Contribution. Health Systems Performance Assessment: Debates, Methods and Empiricism. WHO, 2011; 83-92.

Class 3, Topic 2: The Global Burden of Disease and Health Metrics: Generating Evidence, Data Visualization and Guiding Policy

Recommended:

1. Murray, C. J., Ortblad, K. F., Guinovart, C., Lim, S. S., Wolock, T. M., Roberts, D. A., . . . Vos, T. (2014). Global, regional, and national incidence and mortality for HIV, tuberculosis, and malaria during 1990-2013: a systematic analysis for the Global Burden of Disease Study 2013. *Lancet*, 21(14), 60844-60848.
2. Institute for Health Metrics and Evaluation. The Global Burden of Disease: Generating Evidence, Guiding Policy – European Union and European Free Trade Association Regional Edition. Seattle, WA: IHME, 2013

2 October 2017

Class 4: How to measure intermediate indicators (Access, Efficiency, Quality, Equity);

Class 4, Topic 1: How to assess health system performance: access

Required:

1. Jacobs, B., Ir, P., Bigdeli, M., Annear, P. L., & Van Damme, W. (2011). Addressing access barriers to health services: an analytical framework for selecting appropriate interventions in low-income Asian countries. *Health Policy and Planning*: 1-13.

Recommended:

1. How well do health systems perform? *World Health Report 2000—Health Systems: Improving Performance*. Geneva: World Health Organization, 2000: 21-46.
2. Getting Health Reform Right. Chapter 6. Assessing Health System Performance.

Class 4, Topic 2: How to assess health system performance: quality (safety, CQI, checklists)

Class 4, Topic 3: How to assess health system performance: efficiency

Recommended:

3. Chapter 14. Efficiency. Health Systems Performance Assessment: Debates, Methods and Empiricism. *WHO*, 2011; 117-28.

4. Murray C, Frenk J. A framework for assessing the performance of health systems. *Bulletin of the World Health Organization*, 2000; 78: 717-731.

Class 4, Topic 4: How to assess health system performance: equity across all

Recommended:

5. Gwatkin D. (2000). Critical reflection. Health inequalities and health of the poor: What do we know? And What we can do? *Bulletin of the World Health Organization*: 78 (1), 1-18

Class 4, Topic 5: Introduction to measurement exercise (Equity, life expectancy, health outcomes)

9 October 2017

Class 5: Regroup and Review: Practicing our health system measures

Assignment: Policy Brief 1 due performance assessment

Class 5, Topic 1: Review to measurement exercise (Equity, life expectancy, health outcomes)

Class 5, Topic 2: Health System Assessment: Time to work on Speech/OpEd

16 October 2017

Class 6: Overview of U.S. Healthcare Systems

Class 6, Topic 1: Health System in the United States and how does insurance work?

Required:

Class 6, Topic 2: Why do we need good health systems? Market failures Group Exercise

Required:

1. Hsiao, William. 1995. Abnormal economics in the health sector. *Health Policy* 32: 125-139.

23 October 2017

Class 7: Demand/Supply Side-Financing Incentives: Which Work?

Assignment: Measurement Exercise Due (at the beginning of class)

Class 7, Topic 1: Review of Conditional Cash Transfers, Vouchers

Required:

1. Bowser, D. M., Figueroa, R., Natiq, L., & Okunogbe, A. (2013). A preliminary assessment of financial stability, efficiency, health systems and health outcomes using performance-based contracts in Belize. *Global Public Health: An International Journal for Research, Policy and Practice*, DOI: 10.1080/17441692.2013.829511

Recommended:

1. Sandiford P, Gorter A, and Salvetto M. (2002). Vouchers for Health: Using Voucher Schemes for Output-Based Aid. World Bank Group.
2. World Bank. (2004). A guide to competitive vouchers in health.
3. Rawlings L & Rubio G. (2005). Evaluating the Impact of Conditional Cash Transfer Programs. *The World Bank Research Observer*: 20.
4. Liu X, Hotchkiss D, & Bose S. (2008). The effectiveness of contracting-out primary health care services in developing countries: a review of the evidence. *Health Policy and Planning*. 23:1–13
5. Fiszbein A, & Schady R. (2009). Conditional cash transfers: reducing present and future poverty. A World Bank Policy Research Report.

Class 7, Topic 2: Pay for Performance, Payment Mechanisms

30 October 2016

Class 8: Pay for Performance: Does It Work?**Assignment Due: OpEd or Speech on an intermediate indicator****Class 8, Topic 1: Introduction to Health Reforms in Belize****Recommended:**

1. Vanzie M, His N, Beith A, & Eichler R. (2011). Using Supply-side Pay for Performance to Strengthen Health Prevention Activities and Improve Efficiency: The Case of Belize. USAID.

Assignment: Belize Case Due (due at the beginning of class)

Required: Same readings as previous class

6 November 2017

Class 9: Human Resources for Health: Supply, Demand, Financing and Task Shifting (short financing exercise)

Assignment Due: Belize Case Due**Required:**

1. Speybroeck N, Kinfu Y, Dal Poz MR, Evans DB. Reassessing the relationship between human resources for health, intervention coverage and health outcomes. Geneva: World Health Organization, 2004.
2. Ono, T., Lafortune, G., & Schoenstein, M. (2013). Health workforce planning in OECD countries: a review of 26 projection models from 18 countries. OECD health working papers, 62.

Recommended:

1. Bossert T. and Baernighausen T, Mitchell A. and Bowser D. *Assessing Financing, Education and Management for Strategic Planning for Human Resources in Health*. Geneva: World Health Organization 2007.
2. Scheffler RM, Mahoney CB, Fulton BD, Dal Poz MR, Preker AS. Estimates Of Health Care Professional Shortages In Sub-Saharan Africa By 2015. *Health Affairs* September/October 2009; 28(5): w849-62.
4. Vujicic M, Weber SE, Nikolic IA, Atun R, Kumar R. GAVI, the Global Fund and World Bank Support for Human Resources for Health in Developing Countries. *Health Policy and Planning* 2012; 1: 1-9.
5. World Health Organization. An assessment of interactions between global health initiatives and country health systems. *The Lancet* 2009; 373(9681): 2137-69.

13 November 2017

Class 10: New innovative programs to enhance health systems: Universal Health Coverage and mhleath, cardiovascular disease, mental health

Class 10, Topic 1: mHealth and eTreatment

Required:

1. UCSF Global Health Sciences. (2014). Surveillance systems to facilitate malaria elimination. University of California, San Francisco.
2. USAID. Zanzibar's Malaria Hunter. <http://stories.usaid.gov/zanzibars-malaria-hunter/>

Recommended:

1. Free, C., Knight, R., Robertson, S., Whittaker, R., Edwards, P., Zhou, W., . . . Roberts, I. (2011). Smoking cessation support delivered via mobile phone text messaging (txt2stop): a single-blind, randomised trial. *The Lancet*, 378(9785), 49-55.
2. The Lancet (2014). Mental health and wellbeing in children and adolescents. *The Lancet*, 383(9924), 1183.
3. World Health Organization (2011). mHealth: New horizons for health through mobile technologies: second global survey on eHealth. WHO Library Cataloguing-in-Publication Data. Geneva, Switzerland ISBN 978 92 4 1564250

Class 10, Topic 2: How to achieve universal health coverage? Targeting for SDG.

Recommended:

1. Atun, R., Aydin, S., Chakraborty, S., Sumer, S., Aran, M., Gurol, I., . . . Akdag, R. (2013). Universal health coverage in Turkey: enhancement of equity. *Lancet*, 382(9886), 65-99.
2. Wagstaff, A. (2014) We just learned a whole lot more about achieving Universal Health Coverage. The World Bank Blog, Let's Talk Development, accessed online at <https://blogs.worldbank.org/developmenttalk/we-just-learned-whole-lot-more-about-achieving-universal-health-coverage>

Class 10, Topic 3: Cardiovascular Disease Case: System Strengthening

20 November 2017

Class 11: Organizing Health Service Delivery and Removing Barriers: Decentralization and Integration, Social Capital

Assignment: HRH Financing Exercise (due at the beginning of class)

Class 11, Topic 1: Organizing Health Service Delivery and Removing Barriers: Decentralization and Integration

Required:

1. Bossert T. "Analyzing the Decentralization of Health Systems in Developing Countries: Decision Space, Innovation and Performance," *Social Science and Medicine*, November 1998.
2. Atun, R., de Jongh, T., Secci, F., Ohiri, K., & Adeyi, O. (2010). A systematic review of the evidence on integration of targeted health interventions into health systems. *Health Policy Plan*, 25(1), 1-14.

Class 11, Topic 2: Social Capital

Recommended:

2. Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*. (New York: Simon and Schuster). Chapter 1.
3. Putnam, Robert D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. (Princeton: Princeton University Press). Chapter 6.
4. Brune and Bossert. 2005. *Building Social Capital in Post-Conflict Communities: Evidence from Nicaragua*. *Social Science and Medicine*
5. Commission on Social Determinants of Health (2008). Closing the Gap in a Generation: Health Equity through Action on Social Determinants of Health. World Health Organization, Geneva.

27 November 2017
Class 12: Site Visit

4 December 2017

Assignment Due: Control Knob Presentations

Presentations and exam review

11 December 2017

In class exam that will cover all topics reviewed in this course. You may be using your laptops with limited access to the internet for writing your exam. Duration 2.5 hours.

18 December 2017

Assignment Due: Final Group Paper Due at 2pm