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

Prerequisites: None

PURPOSE AND OUTCOME

Course Overview

This course reviews comparison of International health care systems delivery regarding their structure and health care organizations. The course is organized to stimulate critical thinking of students on health issues around the world. The course consists of 3-hour weekly sessions. Basic understanding from this course will help students in the future development of their international career.

Course Objectives and Goals

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

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

Instructional Methods

Lecture in classroom

Disclaimer

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

#### Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 21</td>
<td>Introduction to the course, Chapter 1, 2</td>
</tr>
<tr>
<td>2</td>
<td>Aug 28</td>
<td>Chapter 3, 4</td>
</tr>
<tr>
<td>3</td>
<td>Sep 4</td>
<td>Labor Day Holiday (No class)</td>
</tr>
<tr>
<td>4</td>
<td>Sep 11</td>
<td>Chapter 6: Canada&lt;br&gt;Student Presentation&lt;br&gt;Group Discussion</td>
</tr>
<tr>
<td>5</td>
<td>Sep 18</td>
<td>Chapter 9: Brazil&lt;br&gt;Student Presentation&lt;br&gt;Group Discussion</td>
</tr>
<tr>
<td>6</td>
<td>Sep 25</td>
<td>Chapter 10: United Kingdom&lt;br&gt;Student Presentation&lt;br&gt;Group Discussion</td>
</tr>
<tr>
<td>7</td>
<td>Oct 2</td>
<td>Chapter 11: France&lt;br&gt;Student Presentation&lt;br&gt;Group Discussion</td>
</tr>
<tr>
<td>8</td>
<td>Oct 9</td>
<td>Chapter 12: Germany&lt;br&gt;Student Presentation&lt;br&gt;Group Discussion</td>
</tr>
<tr>
<td>9</td>
<td>Oct 16</td>
<td>Chapter 13: Russia&lt;br&gt;Student Presentation&lt;br&gt;Group Discussion</td>
</tr>
<tr>
<td>10</td>
<td>Oct 23</td>
<td>Chapter 17: Israel&lt;br&gt;Student Presentation&lt;br&gt;Group Discussion</td>
</tr>
<tr>
<td>11</td>
<td>Oct 30</td>
<td>Chapter 19: Nigeria&lt;br&gt;Student Presentation&lt;br&gt;Group Discussion</td>
</tr>
<tr>
<td>12</td>
<td>Nov 6</td>
<td>Chapter 23: China&lt;br&gt;Student Presentation&lt;br&gt;Group Discussion</td>
</tr>
<tr>
<td>13</td>
<td>Nov 13</td>
<td>Chapter 24: Japan&lt;br&gt;Student Presentation&lt;br&gt;Group Discussion</td>
</tr>
<tr>
<td>14</td>
<td>Nov 20</td>
<td>Chapter 26: Australia&lt;br&gt;Student Presentation&lt;br&gt;Group Discussion</td>
</tr>
<tr>
<td>15</td>
<td>Nov 27</td>
<td>Team presentation</td>
</tr>
<tr>
<td>16</td>
<td>Dec 4</td>
<td>Team presentation</td>
</tr>
<tr>
<td>17</td>
<td>Dec 11</td>
<td>No Class – Final Project Due</td>
</tr>
</tbody>
</table>
Course Materials and Technology


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

**Week 1**  Chapter 1, 2

Textbook chapter 1, 2.

**Week 2**  Chapter 3, 4

Textbook chapter 3, 4.

**Week 4**  Chapter 6: Canada

**Required Readings:**

Textbook chapter 6.


**Optional Readings:**

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


**Week 5**  Chapter 9: Brazil

**Required Readings:**

Textbook chapter 9.


**Optional Readings:**

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

[https://www.theatlantic.com/health/archive/2014/05/the-struggle-for-universal-healthcare/361854/](https://www.theatlantic.com/health/archive/2014/05/the-struggle-for-universal-healthcare/361854/)

**Week 6**  Chapter 10: United Kingdom

**Required Readings:**

Textbook chapter 10.


**Optional Readings:**

https://www.blankrome.com/index.cfm?contentID=37&ItemID=2148

**Week 7 ** Chapter 11: France

**Required Readings:**

Textbook chapter 11.


**Optional Readings:**

http://jhppl.dukejournals.org/content/37/1/5.full.pdf

**Week 8 ** Chapter 12: Germany

**Required Readings:**

Textbook chapter 12.


**Optional Readings:**

http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=e29dc6af-a8d9-4484-b90a-c30b7f7971dd%40sessionmgr009

**Week 9 ** Chapter 13: Russia

**Required Readings:**

Textbook chapter 13.


**Optional Readings:**

The Crisis of Russian Health Care and Attempts at Reform | RAND
Week 10 Chapter 17: Israel

Required Readings:

Textbook chapter 17.


Optional Readings:


Week 11 Chapter 19: Nigeria

Required Readings:

Textbook chapter 19.


Optional Readings:


Week 12 Chapter 23: China

Required Readings:

Textbook chapter 23.


Optional Readings:


Week 13 Chapter 24: Japan
Required Readings:

Textbook chapter 24.


Optional Readings:


Week 14 Chapter 26: Australia

Required Readings:

Textbook chapter 26.


Optional Readings:

General practice in Australia, health priorities and policies 1998 to 2008 

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

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

ACADEMIC REQUIREMENTS AND GRAADING

Assignments

1. Seminar Preparation and Presentation (30%)

At each class at least two students (possibly more depending on enrollment in the class) will present and play a leadership role in the discussion of a specific country assigned in the first class. The selected students for that class will organize the seminar for that week, select the readings from the bibliographies in the course syllabus, consider the subtopics for discussion, etc. They will prepare questions for class discussion. The articles eligible for inclusion in the class discussion have already been collected for each country – see “Course Materials and Technology” section for complete list of articles for each country. Use PowerPoint Slides for a 20 minutes presentation is required per article, followed by 20 minutes discussion.

2. Team Presentations (20%)
Team presentation will be 30 minutes long following Q and A and discussion. A team of 2-5 students will present in the class on the week 15 and 16 of this semester. Team members must assure that each student in the team has a presentation role. Students should use PowerPoint slides for the presentation. The presentation should focus on a comparison of the health care system of at least five countries with respect to one topic (e.g., financing, pharmaceuticals, health system reform, etc.), followed by a critical discussion on the strength and weakness of each country on the selected topic.

3. Final Project (30%)

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

Your paper should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1” margins on all sides. You should use 12 pt. Times New Roman font.

4. Class participation (20%)

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

Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Preparation and Presentation</td>
<td>Each class</td>
<td>30%</td>
</tr>
<tr>
<td>Team Presentations</td>
<td>Nov 27; Dec 4</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>Dec 11, 5:00PM</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation - Attendance is required</td>
<td>Each class</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.
For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at: http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Policy Related to Make up Exams or Other Work

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

Example:

<table>
<thead>
<tr>
<th>Score calculated based on the four components under ‘Grading’</th>
<th>Final Project Due date</th>
<th>Submission date</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>Dec. 11, 5:00PM</td>
<td>Dec. 11, 5:00PM</td>
<td>95</td>
</tr>
<tr>
<td>95</td>
<td>Dec. 11, 5:00PM</td>
<td>Dec. 11, 6:00PM</td>
<td>95*(1-10%) = 85.5</td>
</tr>
<tr>
<td>95</td>
<td>Dec. 11, 5:00PM</td>
<td>Dec. 12, 6:00PM</td>
<td>95*(1-10%)*(1-10%) = 76.95</td>
</tr>
<tr>
<td>95</td>
<td>Dec. 11, 5:00PM</td>
<td>Dec. 13, 6:00PM</td>
<td>95*(1-10%)<em>(1-10%)</em>(1-10%) = 69.25</td>
</tr>
</tbody>
</table>

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

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

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

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

Academic Integrity

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

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

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

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

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

https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

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

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities

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

Counseling and Student Health

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their website for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
• You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

• The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu

• Crisis intervention is always available 24/7 from: Alachua County Crisis Center
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

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

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

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